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Developing a Women's Studies Course

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Developing a Women's Studies Course
by

Jennifer E. Phillips

An Abstract of a Project
in
Creative Studies

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

May 2007

Buffalo State College
State University of New York
Department of Creative Studies

Abstract of Project

Developing a Women's Studies Course

This project contains a complete Women's Studies survey course designed to be used as a twenty-week elective at Kenmore West High School. It contains a curriculum guide, a ninety-day schedule plan and ninety days of lesson plans. Its purpose is to expose young men and women to women's issues in the past and present.

May 8, 2007

Buffalo State College
State University of New York
Department of Creative Studies

Developing a Women's Studies Course

A Project in
Creative Studies

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Dates of Approval:

Dr. Mary C. Murdock
Associate Professor

Jennifer E. Phillips
Student

Dedication

This project is dedicated to the talented women of Kenmore West High School. It is true, you can have it all. Thank you for cheering me on and picking me up when needed. You are great colleagues, wonderful role models for young women, and I am blessed to have you in my life.

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SECTION ONE
Background to the Project

The purpose of this project is to develop a half year Women's Studies course for Kenmore West High School. As a World History and Geography teacher at Kenmore West, I have been dismayed at the male perspective in history books, which reflects the patriarchal society in which we live. An important part of the New York State Standards for Social Studies is an emphasis on multiple perspectives. The emphasis tends to rely on different ethnicities and cultures, but is weak on women's role in history. This needs to change. As educators we have an obligation to young women to embrace their heritage and give them a foundation to become empowered achieving females.

The Women's Studies course will be based on ninety school calendar days. It is a half year survey course to introduce topics that pertain to Women's Studies. The course will begin with women's roles in ancient history, using the early river valley civilizations of Egypt, China, and Mesopotamia as reference points. Students will then do an in depth project on great women in history. This leads to the "First Wave" of the Women's Movement and studies on

its foundation and the passage of the Nineteenth Amendment ensuring equality for women. Woman's work for equality was not complete, and the "Second Wave" of the Women's Liberation Movement focuses on feminism, protest and legislation. The students will read *The Feminine Mystique* (Friedan, 1963) to glimpse the psyche of oppressed women in American society. Women's health issues, domestic violence, and sexual harassment will be discussed in a mature and safe environment. To ensure multiple perspectives, we will explore women's roles and culture in the Islamic Middle East and in Rwanda, Africa. A research based creative women's project will end the course. Throughout the 20 week course we will have Open Forum Fridays. This will be an opportunity for students to discuss and debate current issues concerning women. Students will reflect on their daily learning in their journals. My curriculum goal for the Women's Studies course is for young men and women to leave this course with an appreciation for the struggle for women's rights, an acknowledgement of issues that still need to be addressed, and a respect for women. Hopefully, this will only be a beginning to their personal growth in this field.

This project was an opportunity for me to spread my

wings creatively. I was able to create the Women's Studies course that I had envisioned. I used creativity in my curriculum planning, lesson plans and resources. Students who take this course can expect engaging lessons with an anticipatory set (hook), student guided activities, reflection on the learning, and opportunities to extend the daily learning. Other educators may use this project to create their own Women's Studies course or use it as it has been written.

CHAPTER TWO **Pertinent Literature**

This section focuses on how I began my reference search for various topics that would become lesson plans. This was not conducive to curriculum planning, and I focused on process instead of content. I looked into different types of planning. I reread the book *About Teaching; 4Mat in the Classroom* by Bernice McCarthy. I had taken a staff development course on 4MAT two years ago, and it is a district approved curriculum design program which bases planning on left and right brain activities. I like certain aspects of this type of planning, but I wanted to incorporate other strategies to get a broad range of ideas.

Howard Gardner has always been a staple in my lesson planning. *Multiple Intelligences*, (Gardner, 1983) is a theory that states there are eight intelligences or ways to teach a lesson so that all students learn. If all intelligences are used, musical, interpersonal, intrapersonal, visual-spatial, logical-mathematical, linguistic, kinesthetic, and naturalistic (Gardner, 1996) lessons and unit would be balanced for optimal student achievement. In my Women's Studies course, I have incorporated seven of the eight intelligences. The last intelligence, naturalistic, did not make it into my curriculum.

In my Creative Studies courses, I have learned about the Torrance Incubation Model (TIM). I refreshed my learning by rereading articles and handouts that I had from previous Creativity courses. *Teaching for Creativity: Where There's a Will, There's a Way* (Murdock and Keller-Mathers, 2002) is a concise and easy to follow overview of TIM. I used this to help guide my lesson planning. Every lesson has an anticipatory set, or Torrance's *Stage One: Heightening Anticipation*. This is the stage where teachers "create a desire to know" within the students. It sets the mood for the whole class. I have often found that I can have

students recall the "Big Idea" of the day by reminding them of the "hook" I used to introduce a lesson. *Stage Two: Deepening Expectations* is what I labeled "Student Guided Activities" in my lesson. This is the meat of the lesson. I used various student centered left and right brained activities for students to take an ambiguous idea and make it clear to them. *Stage Three: Keeping It Going* I labeled "Extending the Learning". This is the stage that will keep students connected to the learning in a more personal way.

I used the Internet to find pertinent readings, documentaries, music videos, poems, song lyrics, quotes, historical information, and web quests. The *PBS* website and the *In The Mix* website were invaluable for accurate information and activities for student use.

I wanted my students to read a seminal work of the Women's Liberation Movement. I picked *The Feminine Mystique* by Betty Friedan. This work of literature is a must for anyone interested in Women's Studies and why a course such as this is necessary. It helps students of the new millennium (Third Wave) empathize with the plight of the domestic housewife in the middle of the twentieth century.

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CHAPTER THREE
Process Plan

I plan to use Creative Problem Solving to generate many topics to be explored for my Women's Studies course. I will use my colleagues, friends and family for resource group members to obtain a wide variety of options and opinions. The topics will then make up the units and a course curriculum will be outlined. I will research materials for each of the topics and get multiple perspectives on each of the issues. I do not want this to be one sided, but an accurate portrayal of many differing opinions. After the materials are collected I will design lesson plans using the Torrance Incubation Model, Gardner's Multiple Intelligences and 4MAT. I will keep the lines of communication open with my department head so that she will see the level of my commitment to this project and that she may give valuable input as the project progresses.

(Phillips, 2007)

Timeline of Events

February 6 - 17, 2007

15 Hours

I used CPS to diverge and converge on different topics for

the Women's Studies course. I planned CPS sessions with my colleagues using brainstorming and brainwriting.

February 6 - March 31, 2007

35 Hours

I read *The Feminine Mystique* by Betty Friedan, *Manifesta; Young women, feminism, and the future* by Jennifer Baumgardner and Amy Richards, and *About Teaching; 4MAT in The Classroom* by Bernice McCarthy. I also researched Gardner's Multiple Intelligences and the Torrance Incubation Model.

February 18 - 25, 2007

15 Hours

I outlined the Women's Studies course curriculum and placed lesson topics under the proper unit. I mapped out the entire course using a Monday through Friday schedule and a ninety day half year semester calendar.

February 26 - March 31, 2007

60 Hours

I developed a lesson plan template to use for the lessons. I researched topics, searched for materials and formulated lesson plans and all worksheets needed to conduct the lessons.

April 1 - 26, 2007

20 Hours

I wrote the final paper for the project. I made modifications on the project as I reflected on my work.

April 26 - 30, 2007

3 Hours

I prepared my project presentation.

May 1 - 8, 2007

3 Hours

I edited my final work. I had four copies of the final Project bound.

May 9, 2007

I turned in my bound project after 151 hours of creative flurry.

SECTION FOUR

Outcomes

My project produced five different outcomes. I developed a Women's Studies course curriculum outline, a Women's Studies course syllabus, a lesson plan template, a ninety-day calendar of lesson plans and ninety days of lesson plans complete with resources. This Women's Studies

course is very personal to me. If other educators want to use it, they may want to individualize it. I also will continue to reflect on my lessons and topics to update and improve them. I have included the Women's Studies Curriculum Guide, the Women's Studies course syllabus, the lesson template, and an example of a project in this section.

The researching of lesson plans was a large undertaking. I often found myself saying, "But I don't know anything about..." I was out of my comfort zone, and it was a difficult and exhausting process. I made the Women's Health unit completely student-centered. I must admit that frank talk about health concerns scares me. I designed a project where the students would research a health issue, make a pamphlet about it, and present the pamphlet to the class. In this way, I did not have to pretend I had all the answers, because I am not a health specialist. A copy of the Women's Health Issues project was included in this section.

Name: _____

Women's Studies

Women's Health Issues

Women are faced with many health concerns. You are going to create a pamphlet about one of the following conditions.

- | | |
|----------------------------|--------------------------|
| POST PARTUM DEPRESSION | OSTEOPOROSIS |
| ENDOMETRIOSIS | PREGNANCY |
| CHLAMYDIA | UTERINE FIBROIDS |
| FEMALE GENITAL MUTILATION | HEART DISEASE |
| PELVIC INFLAMATORY DISEASE | UTERINE CANCER |
| BREAST CANCER | OVARIAN CANCER |
| CERVICAL CANCER | CHRONIC FATIGUE SYNDROME |
| YEAST INFECTIONS | DIABETES |
| ANOREXIA NERVOSA | BULIMIA |
| URINARY TRACT INFECTION | TRICHOMONIASIS |
| GENITAL HERPES | THYROID DISORDERS |
| GONORRHEA | PREMENSTRUAL SYNDROME |
| HEPATITIS | HIV/AIDS |
| HUMAN PAPILLOMAVIRUS | INFERTILITY |
| LUPUS | MENOPAUSE |
| MENSTRUAL DISORDERS | |

Your pamphlet should include the following;

- *Definition of the condition
- *Symptoms of the condition
- *Treatment of the condition
- *A website where patients can receive more information
- *How this condition affects women's lives

Be creative. Be accurate. Be on time.

Due date:

The ninety-day calendar of lesson plans was important to me because it allowed me to see the big picture. It can be found in Appendix B. I wanted to predict how many days a lesson would take. But, as an educator I knew that teaching can be unpredictable, and lessons that you think will be quick take twice as long, or vice versa. The calendar allows for freedom of change. This course does not have to be used in its entirety. It can be a guideline or a jumping off point for Women's Studies. The important part is to start.

The Women's Studies Curriculum guide was designed to give an outline of the subjects that would be included in the course. There are nine broad topics with specific subjects under each one. This organized the course to progress from the beginning of women's history until modern day. The Women's Studies Curriculum guide was included in this section.

Women's Studies Curriculum Guide

Women Throughout History

- Traditional roles of women in ancient times.
- The role of women in the early river valley civilizations of Egypt, China, and Mesopotamia.
- Maternal and paternal societies.
- Great women in history.

The Women's Movement (First Wave)

- History of the Women's Movement.
- The women inside the Women's Movement (Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt etc.)
- The Nineteenth Amendment.
- Field trip to Seneca Falls, NY.

The Women's Liberation Movement (Second Wave)

- What is feminism?
- Legislation pertaining to the movement.
- Gay rights.
- Miss America Protest 1969.
- Stone Wall Riots 1969.
- Misogyny and how it affects society.
- Roe versus Wade.
- *The Feminine Mystique* by Betty Friedan.

Women's Health Issues

- Women's body image and the media.
- Women's health conditions.

Women's Abuse

- Domestic violence.
- Dating violence.
- Sexual harassment.
- Prostitution and human trafficking.

Women Around the World

- Human rights abuses.
- Women in the Islamic World.
- The maternal society in Rwanda, Africa.

Women in Creativity

- Women who have made creative contributions.

Open Forum Fridays

- Gender differences.
- Women in the military.

- Double standards.
- Equal opportunities in the workplace.
- Women in sports.
- Homosexuality.
- Society's image of women.
- The media's portrayal of women.
- Women in the music industry.

Impact of Women's Studies

- Daily journaling.
- Reflection on women's studies and its influence on your life and others.

The Women's Studies syllabus was created to give to students on the first day of class. It contained course information and teacher expectations. The Women's Studies syllabus was included in this section.

Women's Studies

Course Description

Welcome to Women's Studies. In this 20-week course we will examine the lives of women, their role in society, their contributions and accomplishments and the challenges that women face. This is a course to raise your awareness of the status of women in the world today and throughout history.

The units we will explore are:

Women Throughout History

- Traditional roles
- Maternal societies
- Famous women in positions of power

Women's Rights

- Temperance movement
- Suffragist movement
- Field trip to Seneca Falls
- 2nd Wave
- Protests
- Lesbianism
- *The Feminine Mystique* by Betty Friedan

Health Issues

- Reproduction rights
- Women's diseases and conditions
- Body image

Abuse

- Domestic violence
- Sexual harassment
- Date rape

Women Around the World

- Human rights abuses
- Cultural differences

Women in Creativity

- Arts and humanities

Open Forum Fridays

- Media
- Military
- Double standards
- Equal opportunities in the work place
- Sports
- Gender roles
- Homosexuality
- Societies image of women

Impact of women's studies

- Reflection on its influence on your life and others

Course Requirements

Your grade will be determined by class participation, assignments, tests, quizzes and a cumulative final exam. All assignments are due at the beginning of class. The serious content of this course must be addressed within a school appropriate atmosphere. It is a safe learning environment where all opinions will be valued and judgment will be deferred.

The daily lesson plan template was designed to incorporate New York State Regent's guidelines. It would also be easy for teachers to follow. It was student-centered and included a section for extending the learning. The daily lesson plan template was included in this section.

Day

Women's Studies

Length:

Unit:

Lesson:

Goals: SWBAT

Materials:

NYS Standards:

Anticipatory Set:

Student Guided Activity:

Closure:

Extending the Learning:

SECTION FIVE
Key Learnings

I started my project by brainstorming topics for my Women's Studies course. I used Stick 'Em Up Brainstorming (Isaksen, Dorval & Treffinger, 1980's) to diverge as many possible topics as possible. My colleagues were my resource group. I used common planning time and lunch periods to perform Creative Problem Solving using the Osborn-Parnes Creative Problem Solving process (Osborn, 1993) sessions. I placed Brainwriting sheets (Geschka, 1983) in colleague's mailboxes and they circulated around the social studies department. I had over two hundred topics to choose from. It was time to select the topics.

Using the CPS tools for converging, I "hit" the topics that interested me. I clustered the "hits" into like items. When I looked at the groups, the topics fell into their unit categories. Then I had to decide the order of the units. I placed the unit titles on colored paper and spread them on a table. I moved the units around until I

was happy with the order. I decided that the units would be Women Throughout History, Women's Rights (First Wave), Women's Liberation Movement (Second Wave), Women's Health Issues, Abuse, Women Around the World, and Women in Creativity. There is also a unit called Open Forum Fridays. This unit is throughout the course, every Friday. A large part of the course was the reflection portion, which was free association journal writing the last five minutes at the end of every class. With my units in order, I wrote up the course syllabus. I would welcome the students, explained the course, and detailed my expectations for them.

I decided on a ninety-day lesson plan schedule. This was because the Women's Studies course is a half-year course. New York State mandates a one hundred and eighty day school year minimum. I divided eight by ten inch sheets of paper into two-week blocks. I numbered the days numerically, not by date, because each semester the calendar was different. Some weeks Open Forum Friday didn't fall into place perfectly and divided up projects. This could be accounted for by holding the Open Forum Friday on different days of the week. I stayed true to form and kept the lessons running as if the school week was

not interrupted by holidays and staff development days. These things must be accounted for during the actual implementation of the course. If I did this differently, I would not have made the lessons to follow the calendar, but to follow units. This would place the Open Forum Friday in its own unit.

After I mapped out the curriculum using the ninety-day Monday through Friday calendar, I turned to individual lesson planning. I used my knowledge of the Torrance Incubation Model (Torrance & Safter, 1990), Multiple Intelligences (Gardner, 1983) and 4Mat (McCarthy, 2000) to formulate lessons that would be engaging to students. I made a template of the lesson plan that I would use. My administrators would accept the template that I designed. I used language that would be readily understood by educators who have not studied creativity. Each lesson started with an Anticipatory Set, which can also be called a "hook" or "Heightening Anticipation" (Torrance & Safter, 1990) to warm students up to the topic of the day. I came up with ideas for every day, but I think these should be more personal to the teacher, and some may need to be recreated for a deeper personal meaning. The next stage of the lesson I called "Student Guided Activity" which can

also be called "Deepening Expectations" (Torrance & Safter, 1990). This stage had students explore the lesson topic and make discoveries on their own without being spoon fed the information by the instructor. The next stage was "Closure" which was a time of reflection when students wrote in their journals about the day's lesson. This reflection period helps students organize their thoughts and feelings about new topics that might have them confused or awakened to new ways of looking at the world. The last stage was "Extending the Learning" or "Keeping it Going" (Torrance & Safter, 1990) which was an optional enrichment part of the program. Teachers know that time is at a premium, and this section can be used for extra assignments or an opportunity to continue the lesson into the next day.

The research for the individual lessons was time consuming. It was easy to get off track and find things for other lessons. I kept piles of resources under the unit headings and subdivided into daily lessons. The research for a course is never ending. I will continue to dig deeper and find new and better resources for lessons.

In looking back on this project, I sigh with great relief. What I have gained from this endeavor is an acknowledgement that "Yes, I can do it!" I have developed

a course on Women's Studies that I am proud of. I have used creativity to enhance lessons and solve problems that I encountered along the way. I have proven to my department head and to myself that I will follow through on my promises and deliver a viable product. This is only the jumping off point. I am already thinking of other ways I can contribute to curriculum in my school district. I am excited about my success and can't wait to see where it will lead.

What I see myself doing next is presenting my course curriculum and daily lesson plans to my department head. I have kept her updated on my progress, and she is interested in the course. Next, I will make a presentation to my building principal. I will focus on the need for this type of course to give importance and credence to young women. When I get her on board, I will seek approval from the Board of Education. I will create a brochure about the class and visit eleventh grade social studies classes and drum up interest in the class. I hope to have my Women's Studies course up and running for the 2008-2009 school year.

When my Women's Studies course becomes a reality, I will provide an atmosphere conducive to learning. It will be a

safe place for students to discuss and debate sensitive issues without conflict. All comments will be welcomed. I hope to have young men sign up for the course and make a positive change in their lives. By offering a Women's Studies course, I am empowering young people to make the most of their lives. Students will exit this course with a new set of leadership skills that will stay with them the rest of their lives. This course is just the beginning. It has the ability to change the course of a student's life. I am anxious to begin.

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Appendix A: Lesson Plans

Day One

Women's Studies

Length: One Day

Materials: "Find Someone Who Knows" worksheet, Course Syllabus

Objectives: SWBAT get to know their classmates and establish a positive learning environment and understand the expectations of the Women's Studies course.

Anticipatory Set:

Read the following quote;

"Each time a girl opens a book and reads a womanless history, she learns she is worth less."

-Myra Pollack Sadler

Student Guided Activity:

Students will use the "Find Someone Who Knows" worksheet to warm up and get to know the students in the class.

Activity will be debriefed as a class.

Teacher Guided Activity:

- The course syllabus will be read and questions taken to clarify ambiguities.
- Open Forum Friday will be explained. Every Friday there will be a topic of the day for open discussion. The topic will be given out on Monday and students must prepare for Friday with a highlighted article and five discussion questions.
- Every class period will end with a five minute journal time to write reflections about the lesson.

Closure:

Students will reflect on the lesson and write their thoughts in their journals.

Find Someone Who...

Has been To the Grand Canyon _____	Has Green Eyes _____	Is Graduating Early _____	Knows How to Change a Tire _____	Read <i>Gone With The Wind</i> _____
Has a Birthday in The same Month as you. _____	Is taller Than you _____	Is older Than you _____	Writes Poetry _____	Plays an Instrument _____
Knows Another Language _____	Was born In a Different State _____	Likes classical Music _____	Brushes Their Teeth with An electric Toothbrush _____	Knows How to salsa dance _____
Can touch Their tongue to the tip of their nose _____	Has a Relative that went to Woodstock _____	Sings in the Shower _____	Loves History _____	Can wiggle Their ears _____

Day Two

Women's Studies

Length: One Day

Unit: Women Throughout History

Lesson: Traditional roles of women

Materials: Global 9 textbook, Early River Valley Civilizations Web

NYS Standards: Global History, Geography

Objectives: SWBAT to understand the traditional roles of women throughout history and know the status of women in three early civilizations.

Anticipatory Set:

As a class, brainstorm traditional roles of women. Ask students if this has changed, or is it still the expected role of women in our society.

Teacher Guided Activity:

- On the board write WOMAN FEMALE.
- What is the root of each word? Underline the root of each word. Why is MAN and MALE part of the words WOMAN and FEMALE?
- Ask students if they know the story of Adam and Eve? Who is made in God's image and who is made after the other? What is the original sin and who was blamed for it? Why is childbirth so painful?

Student Guided Activity:

- Students will use the Global 9 textbook to find the status of women in early river valley civilizations. Information will be put on a web organizer.
- Information will be shared with the class.

Closure:

Students will reflect in their journals about what it would be like to live in an early river civilization.

Extending the Learning:

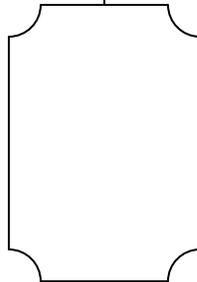
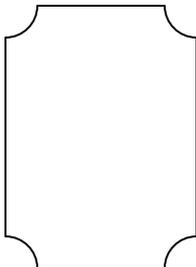
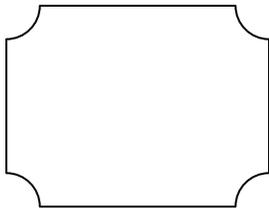
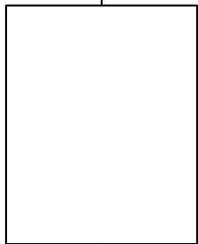
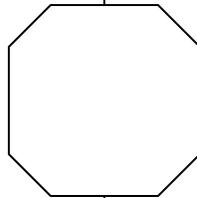
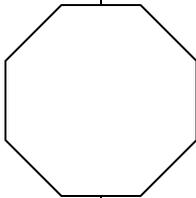
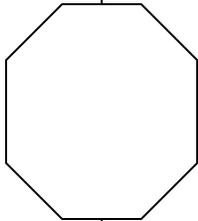
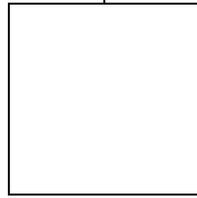
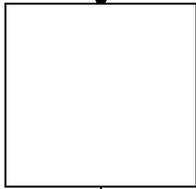
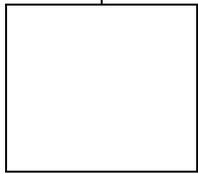
Have students find Bible quotes that point to a male dominated society.

Early River Valley Civilizations

Egypt

Mesopotamia

China



Day Three and Four

Women's Studies
Length: Two Days

Unit: Women Throughout History

Lesson: Patriarchal and Matriarchal Societies and Culture

Objectives: SWBAT to distinguish between patriarchal and matriarchal societies and present their findings in poster form to present to the class.

Materials: Computer laboratory, website list

NYS Standards: World History, Geography

Anticipatory Set:

Ask students who makes the decisions in their house. Discuss their answers. Relate answers to patriarchal and matriarchal societies. Do we live in a patriarchal or matriarchal society?

Student Guided Activity:

- Using book marked websites; students will research patriarchal and matriarchal societies.
- www.balitouring.com/culture/minangkabau.htm
- www.ksafe.com/
- www.indonesiaphotolcom/modules.php?op=modload&name=News&file=article&sid=264
- www.eurekalert.org/pub_releases/2002-05/uop-imm050902.php
- www.loc.gov/rr/program/journey/rosie.html
- www.peopleteams.org/minang/intro.htm
- [www.stg.brown.edu/projects/WWII Women/tocCS.html](http://www.stg.brown.edu/projects/WWII_Women/tocCS.html)
- www.socialstudies.org/standards/strands/
- www.pbs.org/wnet/wideangle/index.html
- <http://en.wikipedia.org/wiki/patriarchy>
- www.fact-index.com/p/pa/patriarchy.html
- www.fact-index.com/m/ma/matriarchy.html
- www.saunlahti.fi/penelope/Feminism/matriarchy.html
- Students will compare their research.
- Students will make posters of matriarchal cultures

throughout the world and present to the class.

Closure:

Students will reflect in their journals the importance of being a woman and why women have a high status in some cultures and not others.

Extending the Learning:

Students will watch the world news and look for evidence of matriarchal societies in today's world.

Day Five

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Gender Differences at Kenmore West

Objectives: SWBAT discuss and debate the gender differences at Kenmore West.

Materials: article about the topic of the day, five prepared questions for discussion

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Name sports that are associated with girls only and boys only. Do you think that girls should play on the same team as boys? Introduce Title IX legislation that outlaws discrimination in sports based on sex.

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on gender differences and write their thoughts in their journal.

Extending the Learning:

Students will keep track of gender inequalities that they see at Kenmore West and report back next Friday.

Day 6

Women's Studies

Length: One Day

Unit: Women Throughout History

Lesson: Introduction to Great Women: Elizabeth I

Objectives: SWBAT understand the life and times of Elizabeth I and the women in her society.

Materials: Computer lab, Elizabeth I worksheet

NYS Standards: World History

Anticipatory Set:

Brainstorm characteristics that make a great leader and record on the board. Are these characteristics associated with women or men? Tell the story of Henry VIII, his six wives and his quest for a male heir. It is ironic that the daughter that he did not want became one of the best monarchs England has ever had.

Student Guided Activity:

- Students will use the web quest The Life and Times of Queen Elizabeth I to answer questions about the absolute monarch.
- url: <http://www.elizabethi.org>
- Students will take the two quizzes about Elizabeth I provided in the web quest.

Closure:

Students will reflect on Elizabeth's desire to remain unwed. Is she a good example of a feminist?

Extending the Learning:

Students will watch *Elizabeth I* and write a two page report on her life.

Name: _____
Date: _____

Women's Studies
The Life & Times of Queen Elizabeth

URL: <http://www.elizabethi.org>

1. What is the quote that Elizabeth uses to describe herself?
2. The reign of Queen Elizabeth I is referred to as
3. Describe Elizabeth I
4. Brief history of her rise to power
5. What was Queen Elizabeth's stand with the Catholic Church?
6. What was the role of women in English society?
7. List Elizabethan food
8. How did Elizabeth defeat the Spanish Armada?
9. What was so ironic about Henry VIII's desire for a male heir?

Days 7-9, 11-12

Women's Studies
Length: Five Days

Unit: Women Throughout History

Lesson: Great Women in History Children's Book Project

Objectives: SWBAT research a historical figure and write a children's book about their life and accomplishments.

Materials: Library, Internet, Project direction sheet

NYS Standards: World History

Anticipatory Set:

What is a legacy? What would you like your legacy to be?
Will the world be changed because of your existence?

Teacher Guided Activity:

- The directions for the children's book project will be read and questions taken to clarify ambiguities.

Student Guided Activity:

- Students will research their great woman leader.
- The information will be put into a children's book.
- Five images are needed for the book.
- The book will be bound.
- The students will use three sources and cite the sources at the end of the book.
- The students will have three research days in the library.
- The students will present their books in front of their class.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Students will read their books to elementary school children.

Name :

**Great Women Leaders
A Children's Book Project**

Due Date:

History books often overlook the impact that women have had throughout history. You are going to create a children's book about a great woman leader. Your book should explain the leader's affect on history using vocabulary and pictures that a young reader could understand.

The book will include:

Complete

Title page: Title of book, author (your name), picture of leader.	
Six pages Four additional pictures Easily worded for an elementary aged child	
Background information of the leader's early life.	
How the leader rose to power or significance. Achievements or actions. Legacy leader left behind.	
All work will be neat and presented in a professional manner. It may be done on the computer or by hand. It may not be "cut and pasted" from other sources.	
Works cited with at least 3 sources . Place the bibliography at the end of the book. This page does not count in the six required pages.	

Suggested People:

Amina	Queen of Zazzua
Aung San Suu Kyi:	Myanmar opposition leader
Amina:	Nigerian Queen
Boadicea:	Celtic Warrior Queen
Brunhilde	German warrior
Catherine the Great:	Empress of Russia
Catherine de Medici	Queen of France
Cixi:	Empress of China
Cleopatra:	Queen of Egypt
Eleanor Roosevelt:	First Lady
Eleanor of Aquitaine	Queen of England & France
Elizabeth I:	Queen of England
Eva Peron:	Argentina
Golda Meir:	Prime Minister of Israel
Hatshepsut	Pharoah of Egypt
Joan of Arc:	Leader of the French Army
Indira Gandhi:	Prime Minister of India
Isabella I of Castile:	Queen of Spain
Liliuokalan:	Last monarch of Hawaii
Margaret Thatcher	British Prime Minister
Mbande Nzinga:	Angolan Queen
Nefertiti:	Queen of Egypt
Pocahontas	Native American
Sacagawea	Native American
Sappho	Poet from Lesbos
Wilhelmina:	Queen of the Netherlands
Salote:	Polynesian Queen
Sammuramat	Assyrian Queen
Theodora	Empress of Byzantine Empire
Tzu Hsi	Empress of China
Victoria	Queen of England

You will be graded with the following rubric. Please hand in with your project.

Title Page	0	2	4	6	8	10
6 bound pages w/pictures	0	2	4	6	8	10
Worded as a children's book	0	2	4	6	8	10
Accurate/Complete information	0	5	10	15	20	25
Neat/Creative	0	2	4	6	8	10
Works Cited	0	2	4	6	8	10
Participation	0	4	8	12	16	20
Rubric	0	5				
Dress up as leader (extra credit)	0	2	4	6	8	10

Total Points

/100

Day 10

Women's Studies

Length: One Day

Unit: Open Forum Friday

Lesson: How Women are Portrayed in the Media

Objectives: SWBAT discuss and debate how women are portrayed in the media and how it affects their lives and how they are viewed by men.

Materials: Article about the topic of the day, five prepared questions for discussion

NYS Standards: Health: Resource Management

Anticipatory Set:

Show students examples of television commercials and print ads where women are exploited. How does this damage women's liberation and credibility in the work place?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the media's portrayal of women and how it helps or hinders women and write their thoughts in their journal.

Extending the Learning:

Students will clip advertisements out of magazines that do not exploit women and make a bulletin board with them.

Days 13-14, 16

Women's Studies

Length: Three Days

Unit: The Women's Movement (First Wave)

Lesson: Elizabeth Cady Stanton and Susan B. Anthony

Objectives: SWBAT understand the history behind the women's movement and write an editorial supporting Anthony and Stanton.

Materials: *Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony* DVD by Ken Burnes and Paul Barnes

NYS Standards: United States History

Anticipatory Set:

Read the Blackstone Commentaries on English Law. "In marriage the husband and wife are one person, and that person is the husband..." What does this law mean? What effects does it have on women's lives? What does it do to the value of women? How would you feel if you were not allowed to voice your opinions because your opinions had to be the same as your husbands?

Student Guided Activity:

- Students will view the DVD, *Not For Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony*.
- Students will take notes during the film.
- Students will write an editorial to the local newspaper in defense of Anthony and Stanton.

Closure:

Students will reflect on laws that are unfair to women and write their thoughts in their journals.

Extending the Learning:

Students will research other laws that discriminate against women and/or minorities.

Day 15

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Double Standards in Society

Objectives: SWBAT discuss and debate the issue of double standards in today's society.

Materials: article about the topic of the day, five prepared questions for discussion.

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

What does it mean to be chivalrous? Is it fair to expect men to open the doors for women, pay for their meals and then demand equal rights? Do equal rights mean the end to good manners?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will research other laws that discriminate against women and/or minorities.

Extending the Learning:

During the week, be aware of double standards. Are they a necessary part of our culture or a throwback to traditional societies?

Day 17

Women's Studies

Length: Two Days

Unit: The Women's Movement (First Wave)

Lesson: Biographies of Women of the Movement

Objectives: SWBAT research reformer's and synthesize the information onto baseball cards.

Materials: Library, printer, card stock, 19th Amendment

NYS Standards: United States History, Government

Anticipatory Set:

Read the following to students and have them guess what it is.

Section 1: The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Section 2: The Congress shall have power to enforce this article by appropriate legislation.

The Nineteenth Amendment, 1920

Student Guided Activity:

- Students will make baseball cards with the 5 W's and an H on them (who, what, when, where, why and how) for the reformers.
- Include a picture on the front of the card.
- Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott, Anna Howard Shaw, Carrie Chapman Catt, Elizabeth Blackwell, Jane Addams and Carrie Nation.
- Students will quiz each other using the baseball cards like flash cards.

Closure:

Students will reflect on the great strides the reformers made for women and predict whether they would be happy with the progress that has been made by women.

Extending the Learning:

Students will research a modern day reformer for women's rights and share their findings with the class.

Day 19

Women's Studies

Length: One Day

Unit: The Women's Movement (First Wave)

Lesson: Women's Movement Timeline

Objectives: SWBAT organize events of the women's movement chronologically and add images to aid understanding.

Materials: Mixed up Timeline worksheet, scissors, poster paper, markers

NYS Standards: United States History, Government

Anticipatory Set:

Wear a sash "vote for women" and show the clip from *Mary Poppins* when Mrs. Banks sings the song "Sister Suffragettes".

Student Guided Activity:

- Students will cut out timeline worksheet and glue in order on the poster paper.
- Students will add images to explain the events.
- Posters will be hung up around the room.

Closure:

Students will reflect on the journey of reform. Is this the end, or do we have a long way to go?

Extending the Learning:

What needs to be reformed at Kenmore West? Is there a need that you can fill? Organize a committee to make your school a better place to be.

United States Women's History Timeline

Margaret Sanger opens the first U.S. birth-control clinic in Brooklyn, NY. The clinic is shut down 10 days later and she is arrested.

Mary McLeod Bethune organizes the National Council of Negro Women, a coalition of black women's groups that lobbies against job discrimination, racism and sexism.

The first women's rights convention is held in Seneca Falls, NY. After 2 days of debate, 68 women and 32 men sign a Declaration of Sentiments, which outlines grievances and sets the agenda for the women's rights movement. Equal treatment under the law and voting rights for women are needed.

Colorado is the first state to adopt an amendment granting women the right to vote.

Alice Paul and Lucy Burns form the Congressional union to work toward the passage of a federal amendment to give women the right to vote. The group is later renamed the National Women's Party.

Susan B. Anthony & Elizabeth Cady Stanton form the National Woman Suffrage Association. The primary goal of the organization is to achieve voting rights for women by means of a Congressional amendment to the Constitution.

The first National Women's Rights Convention takes place in Worcester, Mass., attracting more than 1,000 participants.

The federal woman suffrage amendment, originally written by Susan B. Anthony and introduced in Congress in 1878, is passed by the House of Representatives and the Senate.

YEARS

1848	1850	1869	1893	1913	1916
1919	1935				

Day 20

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Women in Sports

Objectives: SWBAT discuss and debate the issue of women in sports.

Materials: article about the topic of the day, five prepared questions for discussion

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Name five of the biggest names in sports and the sponsors that pay them millions of dollars to advertise their products. Are there more men than women making big money endorsements? Why do you think that would be?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on women in sports, segregation from male counterparts, and the second class nature of women's sports versus men's sports and write their thoughts in their journals.

Extending the Learning:

Collect signatures on a petition to get a professional women's sport team in Buffalo. Send the petition to a local radio station and see if you can start a grassroots organization to promote women's athletics in Western New York.

Day 21

Women's Studies
Length: One Day

Unit: The Women's Movement (First Wave)
Lesson: Women's Movement Field Trip

Field Trip

The National Women's Hall of Fame
76 Fall Street
Post Office Box 335
Seneca Falls, New York 13148
1-315-568-8060
www.greatwomen@greatwomen.org

Susan B. Anthony House
17 and 19 Madison Street
Rochester, New York 14608
1-585-235-6124
www.susanbanthonyhouse.org

Day 22

Women's Studies

Length: One Day

Unit: The Women's Movement (First Wave)

Lesson: Women for Peace

Objectives: SWBAT analyze a quote and write and draw their reactions to it as graffiti on posters around the room.

Materials: Quote sheet, poster paper, markers

NYS Standards: United States History, Government

Anticipatory Set:

What is your yearbook quote? What does it say about you?
Will you still be proud of it fifty years from now?

Student Guided Activity:

- Students will read quotes on posters around the room.
- Students will analyze the quotes and write and draw what the quotes mean to them.
- Students will fill up one blank poster about the Iraq war.

Closure:

Students will reflect on the experience and write their thoughts in their journals.

Extending the Learning:

Students will research quotes and find one that has personal meaning to them and share it with the class.

"If you insist upon fighting to protect me, or "our" country, let it be understood, soberly and rationally between us, that you are fighting to gratify a six Instinct which I cannot share; to procure benefits which I have not shared and probably will not share; but not to gratify my instincts, or protect either myself or my country. For, the outside will say, in fact, as a woman, I have no country. As a woman I want no country. As a woman, my country is the whole world..."

-Virginia Woolf
England

"... each war carried within itself, the war which will answer it. Each war is answered by another war, until everything is destroyed...That is why I'm so wholeheartedly for a radical end to the madness...Pacifism simply is not a matter of calm looking on; it is work, hard work...those lovely small apples out there...everything could be so beautiful if it were not for the insanity of war...one day, a new idea will arise and there will be an end of all wars...People will have to work hard for that new state of things, but they will achieve it."

-Kathe Kollwitz
Germany

"I believe that peace is not merely an absence of war, but the nurture of human life, and that in time this nurture will do away with war as a natural process...I can see no reason why one should not see what one believes in time of war as in time of peace...Only in freedom is permanent peace possible. To unite women in all countries who are opposed to any kind of war, exploitation and oppression and who work for universal disarmament...and by the establishment of social, political, and economic justice for all without distinction of sex, race, class, or creeds."

-Jane Addams U.S.A.

"Women are not at the peace table. We are not there where our commitment to peace, our capacities to find solutions through dialogue, debate, our sensitivities to human needs, human rights are sorely needed. Therefore, we still must press-from the outside...Feminists can make clear that one does not have to agree with the political or economic systems of a country in order to like and understand its people...The feminist movement has a vision. We understand, first of all, that we have but one earth, shared by one

humanity...We will make it a woman's world, not in the sense of control, or power, or dominance, but those values that we call women-centered values, will be diffused throughout society."

-Margarita Chant Papandreou
Greece/U.S.A.

The End and the Beginning

After every war
Someone's got to tidy up.
Things won't pick themselves up, after all.

Someone's got to shove the rubble to other roadsides
So the carts loaded with corpses can get by.

Someone's go to trudge through sludge and ashes,
Through the sofa springs, the shards of glass, the bloody
rags...

No sound bites, no photo opportunities.
And it takes years.
All the cameras have gone to other wars.

Some, broom in hand, still remember how it was.
Some man listens, nodding his unshattered head.
But others are bound to be bustling nearby
Who will find all that a little boring...

Those who knew what this was all about
Must make way for those who know little.
And less than that, and at last nothing less than nothing,

Someone's got to lie there
In the grass that covers up the causes and effects
With a cornstalk in his teeth, gawking at clouds.

-Wisława Szymborska, 1923
Poland

"When we carry our eyes back through the long records of our history, we see wars of plunder, wars of conquest, wars of religion, wars of pride, wars of succession, wars of idle speculation, wars of unjust interference, and hardly among them one war of necessary self-defence in any of our essential or very important interests."

-Anna Barbauld, 1793
England

"The half of humanity that have never borne arms is today ready to struggle to make the brotherhood of man a reality. Perhaps the universal sisterhood is necessary before the universal brotherhood is possible."

-Bertha von Suttner, 1912

"If brains have brought us to what we are in now, I think it is time to allow our hearts to speak. When our sons are killed by the millions, let us, mothers, only try to do good by going to the kings and emperors without any other danger than a refusal."

-Rosika Schwimmer, 1915

"Women will soon have political power. Woman suffrage and permanent peace will go together. When a country is in a state of mind to grant the vote to its women, it is a sign that that country is ripe for permanent peace. Women don't feel as men do about war. They are the mothers of the race. Men think of the economic results, women think of the grief and pain."

-Dr. Aletta Jacobs

"You can no more win a war than you can win an earthquake."

-Jeanette Rankin

"If war boosts the economy of the industrial nations that own the war supplies, it smashes the economy of the nations that consume them."

-Fereshten Gol-Mohammadi, 1983
Iran

"If a child grows up with the idea of violence, that you get what you can by force, what kind of world will this be?"

-Julinda Abu Nasr, 1980's
Lebanon

Day 23

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: Introduction to the Second Wave

Objectives: SWBAT brainstorm prior knowledge about the women's liberation movement and understand and discuss an introductory reading on the movement.

Materials: *The Women's Liberation Movement: It's Origins, Structures and Ideas* by Jo Freeman

NYS Standards: United States History

Anticipatory Set:

What does it mean to liberate someone? Can you think of a time in history when a group of people were liberated from an oppressive dictator? Do you think it means something that women use this word?

Student Guided Activity:

- Students will brainstorm a K W L chart in small groups.
- Students will go over their charts as a large group.

Teacher Guided Activity:

- Students will read the article *The Women's Liberation Movement: It's Origins, Structures and Ideas* by Jo Freeman aloud and highlight the essence of the article.
- Students will discuss the article with the class.

Closure:

Students will reflect on the lesson and write their thoughts in their journals.

Extending the Learning:

Students will ask family and friends if they have any experiences from the women's movement that they can share with the class.

Day 24

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: The Second Wave

Objectives: SWBAT utilize a web quest to answer questions about the second wave of the women's movement.

Materials:

www.scholar.alexanderstreet.com/display/WASM/Home%2BPage

Computer laboratory, song lyrics for *I Am Woman* by Helen Reddy

NYS Standards: United States History

Anticipatory Set:

Students will listen to *I Am Woman* and read the song lyrics. Students will discuss the meaning of the song and its connection to the women's movement.

Student Guided Activity:

- Students will use the web quest *The "Second Wave" and Beyond* to learn about the women's liberation movement.
- Students will answer questions from the web quest.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Students will make a list of people in their lives that they would consider to be feminists.

I am Woman
Helen Reddy and Ray Burton

I am woman, hear me roar
In numbers too big to ignore.
And I know too much to go back an' pretend
'Cause I've heard it all before.
And I've been down there on the floor
No one's ever gonna keep me down again.

(Chorus)
Oh yes, I am wise
But it's wisdom born of pain.
Yes, I've paid the price
But look how much I gained.
If I have to
I can do anything.
I am strong (strong)
I am invincible (invincible)
I am woman.

You can bend but never break me
'Cause it only serves to make me
More determined to achieve my final goal.
And I come back even stronger
Not a novice any longer
'Cause you've deepened the convection in my soul.

(Chorus)

I am woman watch me grow
See me standing toe to toe.
As I spread my lovin' arms across the land.
But I'm still an embryo
With a long, long way to go
Until I make my brother understand.

(Chorus)

Day 25

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Equal Opportunities in the Workplace

Objectives: SWBAT discuss and debate the issue of equal opportunities in the workplace.

Materials: article about the topic of the day, five prepared questions for discussion

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Have you ever heard the phrase "good old boys network"? Do you think women have the same opportunities for employment as men?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on equal opportunities in the workplace and write their thoughts in their journals.

Extending the Learning:

Find an example of the "glass ceiling" and share with the class.

Day 26

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: Lesbianism

Objectives: SWBAT interpret and discuss song lyrics and how they pertain to the women's movement.

Materials: *The Woman in Your Life* by Alix Dobkin and *Ode to a Gym Teacher* by Meg Christian

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Brainstorm a list of names that people call homosexuals. Are most of the put downs? Are homosexuals minorities? Why is gay rights part of the women's movement?

Student Guided Activities:

- Students will listen to two songs and read the lyrics for the songs.
- Students will discuss lesbianism as part of the women's movement.

Closure:

Students will reflect on their learning and write about it in their journals.

Extending the Learning:

Attend a Gay-Straight Alliance meeting at Kenmore West.

The Woman in Your Life
Alix Dobkin, 1973

The woman in your life
Will do what she must do
To comfort you, and calm you down, and
Let you rest, now
The woman in your life
She can rest so easily.
She knows everything you do because
The woman in your life is you.

The woman in your life
Knows simply what is true.
She knows the simple way to touch, to
Make you whole, now
The woman in your life
She can touch so easily.
She knows everything you do because
The woman in your life, is you.

And who knows more about your story
About your struggles in the world.
And who cares more to bless your
Weary shoulders, than
The woman in your life.
She's trying to come through
A woman's voice with messages of
Woman's feelings.
The woman in your life
She can feel so easily.
She knows everything you do because
The woman in your life is you.

And who is sure to give you courage.
And who will surely make you strong.
And who will bear all the joy
That is coming to you, if not
The woman in your life.
She's someone to pursue
She's patient and she's waiting and she'll
Take you home now.
The woman in your life
She can wait so easily.
She knows everything you do because
The woman in your life is you.

Ode to a Gym Teacher
Meg Christian

(Chorus)

She was a big tough woman
The first to come along.
She showed me being female meant you still could be strong.
And though graduation meant that we had to part
She'll always be a player on the ball field of my heart.

I wrote her name on my notepad and the ink got on my dress
And I etched it on my locker and I carved it on my desk.
And I painted big red hearts with her initials on my books
And I never knew till later why I got those funny looks...

(Chorus)

In gym class while the others talked of boys that they
loved
I'd be thinking of new aches and pains the teacher had to
rub.
And while other girls went to the prom, I languished by the
phone.
Calling up and hanging up if I found out she was home.

(Chorus)

(Here comes the moral of the song...)

So you just go to any gym class
And you'll be sure to see
One girl who sticks to Teacher like a leaf sticks to a
tree.
One girl who runs the errands and who chases all the balls.
One girl who may grow up to be the gayest of all...

She was a big strong woman
The first to come along.
To show me being female meant you still could be strong.
And though graduation meant that we had to part
YOU'LL always be a player on the ball field of my heart!

Day 27

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: Feminism

Objectives: SWBAT analyze and discuss an article about feminism.

Material: *If Men Could Menstruate* by Gloria Steinem
October 1978 issue of *Ms. Magazine*

NYS Standards: United States History

Anticipatory Set:

Have you ever heard derogatory remarks about women because they menstruate? What are some of the remarks that you have heard? Do you think it is fair that you may be judged inadequate or unstable because of your menstrual cycle?

Student Guided Activity:

- Students will read in pairs the article *If Men Could Menstruate*.
- Students will discuss the idea that menstruation may be keeping women out of positions of power.
- Students will write a rebuttal to Ms. Steinem from a male perspective.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Go to the *Ms. Magazine* website and read an article. Give a brief synopsis in class.

Day 28

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: Miss America Protest 1969

Objectives: SWBAT analyze an article pertaining to the 1969 Miss America protest and make a pro-feminist statement using buttons.

Materials: www.jofreeman.com/photos/MissAm1969.html#photos

Infocus machine, button maker, markers, *Say it With Buttons* by Jo Freeman Ms. Magazine August 1974 pages 48-53

NYS Standards: United States History

Anticipatory Set:

Wear buttons that have different sayings on them. What can you learn about me through the type of buttons I am wearing?

Teacher Guided Activity:

- Show students images from the 1969 Miss America protest off the Internet.

Student Guided Activity:

- Students will read the article *Say it with Buttons* by Jo Freeman.
- Students will make their own protest buttons using the examples from the website.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Wear your buttons for a day. When people ask what they mean, tell them!

Day 29

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: Gay Rights and the Women's Movement

Objectives: SWBAT highlight the essence from an article and create a graphic organizer with the pertinent information.

Materials: *The Stonewall Riots-1969* by Lionel Wright
www.columbia.edu/cu/lweb/eresources/exhibitions/sw25/case1.html
Infocus machine

NYS Standards: United States History

Anticipatory Set:

What are some of the issues that people are protesting about today? Can you think of a time when peaceful protests turned into a riot? Why do you think that happens?

Student Guided Activity:

- Students will read the article *The Stonewall Riots-1969* by Lionel Wright in small groups.
- Students will make a graphic organizer for the important information in the reading.

Teacher Guided Activity:

- Show students images from the website *Stonewall and Beyond: Lesbian and Gay Culture*.
- Discuss the connection between gay rights and the women's movement.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Have students write an editorial to the school newspaper about gay rights.

Day 30

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Women in the Military

Objectives: SWBAT discuss and debate the issue of women in the military.

Materials: article about the topic of the day, five prepared questions for discussion

NYS Standards: United States History, Government

Anticipatory Set:

Give a quick survey to students. If you had to, could you kill a person? Under what circumstances could you kill a person? Is war a legitimate reason to kill a person? What if you did not think that war was a legitimate reason to kill a person?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the issue of women in the military and write their thoughts in their journals.

Extending the Learning:

Write to a woman who is serving in the United States Armed Forces in the Middle East.

Day 31-33

Women's Studies
Length: Three Days

Unit: Women's Liberation Movement
Lesson: Roe versus Wade

Objectives: SWBAT analyze and debate the two sides of the abortion issue.

Materials: *The Last Abortion* DVD, library resources

NYS Standards: United States History

Anticipatory Set:

Private questions to consider;
Do you know anyone who has had an abortion?
Have you ever been scared that you or your girlfriend might be pregnant?
Have you thought what you would do if you became pregnant?
Would you want the freedom to make your own choice?
Do you feel that a human life is more than a choice?
These are very hard questions to ask anyone. Keep them in mind over the next few days.

Student Guided Activity:

- Students will view the DVD *The Last Abortion Clinic* and take notes.
- Students will be divided into two factions, pro-choice and anti-abortion.
- Students will research their topic.
- Students will prepare for a class debate.
- Students will debate their opponents.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Envision the United States if Roe versus Wade is overturned. How would life be different? How would things be better or worse?

Day 34

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: Misogyny and Its Effects on Society

Objectives: SWBAT define misogyny and understand its implication on society.

Materials: *Sexism and Misogyny: Who Takes the Rap?* By Bell Hooks, *Kim* by Eminem

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Play *Kim* by Eminem and ask students how they think Eminem feels about women.

Student Guided Activity:

- Students will come up with a definition for misogyny.
- Students will read the article *Sexism and Misogyny: Who Takes the Rap* by Bell Hooks in small groups.
- Students will discuss what the effect of misogyny is on society.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Students will write a new marriage ceremony for the liberal woman.

Day 35

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Homosexuality

Objectives: SWBAT discuss and debate the issue of homosexuality and women's studies.

Materials: article about the topic of the day, five prepared questions for discussion

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Is homosexuality nature or nurture? Is it a choice or how you are genetically made up?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Read a book about homosexuality and the gay rights movement.

Day 36-37

Women's Studies
Length: Two Days

Unit: Women's Liberation Movement

Lesson: Feminism

Objectives: SWBAT discuss the issues of feminism and activism in a small group format.

Materials: *My Feminism* DVD by Dominique Cardona and Laurie Colbert

NYS Standards: United States History

Anticipatory Set:

What is a radical and how do political extremists incite fear into the general population?

Student Guided Activity:

- Students will view *My Feminism* and take notes.
- Students will discuss the documentary in a small group.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

View other films written and produced by women. Use the *Women Make Movies* website for a list of films.

Day 38-39

Women's Studies
Length: Two Days

Unit: Women's Liberation Movement

Lesson: *Ms. Magazine* and Feminist Issues

Objectives: SWBAT compose an article about a woman's issue for *Ms. Magazine*.

Materials: Class set of a current issue of *Ms. Magazine*

NYS Standards: United States History

Student Guided Activity:

- In small groups, students will read articles in the *Ms. Magazine*.
- Students will discuss articles and their pertinence to women's studies.
- Students will write an article to submit to *Ms. Magazine* on a feminist topic of their choice.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Have students read their articles to the class.

Day 40

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Minority Women in the United States

Objectives: SWBAT discuss and debate the issue of minority women in the United States.

Materials: article about the topic of the day, five prepared questions for discussion.

NYS Standards: United States History

Anticipatory Set:

Are women a minority? What about women in racial minorities? What unique problems do you think they encounter?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the issues concerning minority women in the United States and write their thoughts in their journals.

Extending the Learning:

Research what companies use affirmative action in their hiring practices.

Days 41-44,46-49,51-54,56-57

Women's Studies

Length: 14 Days

Unit: Mrs. Phillip's Book Club

Lesson: *The Feminine Mystique*

Objectives: SWBAT interpret and discuss a Seminole piece of literature from the women's movement.

Materials: *The Feminine Mystique* by Betty Friedan

NYS Standards: United States History

Anticipatory Set:

Students will view a clip from an Oprah Winfrey Show episode that focuses on her book club.

Student Guided Activity:

- Students will read a chapter of *The Feminine Mystique* each night.
- Students will prepare five discussion questions prior to class.
- Students will sit in a circle and discuss the chapters in the book (food is an option for a good book club).

Closure:

Students will reflect on each day's discussion and spend five minutes at the end of each class writing in their journals.

Extending the Learning:

Students can start their own feminist book club with classmates.

Day 45

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Gender Roles

Objectives: SWBAT discuss and debate how gender roles affect society.

Materials: Article about the topic of the day, five prepared questions for discussion

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

List on the board traditional jobs for men and women. Is there any reason why the opposite sex could not perform the duties required for certain jobs?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the impact of gender roles and write their thoughts in their journals.

Extending the Learning:

Find an example of a woman doing a traditional man's job and excelling at it.

Day 50

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Stay at Home Moms versus Career Women

Objectives: SWBAT discuss and debate the issue of staying home to raise children versus having a career.

Materials: Article about the topic of the day, five prepared questions for discussion

NYS Standards: United States History

Anticipatory Set:

Ask students how many of their moms stay at home versus have a career. Do you feel that you missed out because your mom works? Do you plan on staying home with your children or work? What if you don't have a choice economically?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the lesson and write their thoughts in their journals.

Extending the Learning:

Interview working mothers and stay at home mothers and get their opinions on the debate. Why did they make the choices that they made?

Day 55

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: The Myth of the Achieving Woman

Objectives: SWBAT discuss and debate the myth of the achieving woman.

Materials: Article about the topic of the day, five prepared questions for discussion

NYS Standards: United States History

Anticipatory Set:

List the characteristics of an achieving female on the board. Why is aggressiveness and drive "bitchy" in a female but sought-after in men?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the lesson and write their thoughts in their journals.

Extending the Learning:

Research a woman on the Fortune 500 list and pay close attention to how she is described. Report your findings to the class.

Day 58

Women's Studies

Length: One Day

Unit: Women's Liberation Movement

Lesson: Self-Reflection

Objectives: SWBAT reflect on what has personal meaning to them and represent it in poster form.

Materials: Magazines, scissors, glue, poster board, relaxing background music

Anticipatory Set:

The teacher will share her reflections poster with students and what each of the images means to her.

Student Guided Activity:

- Students will look through magazines and cut out pictures that mean something to them.
- Glue pictures on the poster board.

Closure:

Students will reflect on their picture choices and write their thoughts in their journals.

Extending the Learning:

Students can continue to add pictures to their posters. Display the posters in the room.

Day 59

Women's Studies

Length: One Day

Unit: Women's Health Issues

Lesson: Yoga for health and relaxation

Objectives: SWBAT participate in a yoga class.

Materials: Yoga tape, mats

Anticipatory Set:

Tell students about alternative treatments like acupuncture and homeopathic medicine.

Student Guided Activity:

- Students will follow a yoga tape.

Closure:

Students will reflect on the yoga experience and write their thoughts in their journals.

Extending the Learning:

Research alternative treatments and medicines and report back to the class.

Day 60

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Women in the Music Industry

Objectives: SWBAT discuss and debate the issues surrounding women in the music business.

Materials: Article about the topic of the day, five prepared questions for discussion, two music videos

NYS Standards: United States History

Anticipatory Set:

Watch two music videos, one where women are sex objects and another where a woman is being treated as a serious artist.

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the lesson and write their thoughts in their journals.

Extending the Learning:

Bring in examples of music from women musicians who have not compromised their values to make it big in the music industry.

Day 61

Women's Studies

Length: One Day

Unit: Women's Health Issues

Lesson: Women's Body Image

Objectives: SWBAT analyze and discuss the distorted body image that society has placed on women.

Materials: *Beyond Killing Us Softly; The Strength to Resist* DVD, examples of the Dove campaign advertisements

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Show students examples of the Dove campaign for real women.

Student Guided Activity:

- Students will watch *Beyond Killing Us Softly; The Strength to Resist* and sketch images that represent their feelings about the documentary.
- Students will discuss the documentary and share their sketches.

Closure:

Students will reflect on the lesson and write their thoughts in their journals.

Extending the Learning:

Students will research for celebrity pictures before they have been retouched for "perfection" and share with the class.

Day 62-64,66

Women's Studies
Length: Four Days

Unit: Women's Health Issues
Lesson: Diseases and Conditions

Objectives: SWBAT research and analyze a health condition and create a pamphlet to assess learning.

Materials: Women's Health Issues direction sheet, library resources

NYS Standards: Health: Personal Health and Fitness

Anticipatory Set:

What does the pink ribbon symbolize? Do you know anyone who has been touched by breast cancer? What can we do to help?

Student Guided Activity:

- Students will research a woman's condition (pick from the list).
- Students will make a health pamphlet about the condition that they picked.
- Pamphlets will include a definition, symptoms, treatment, a website and how the condition affects women's lives.
- Students will present the pamphlets in class.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Female students can designate a "buddy" to remind each other to perform monthly breast exams. Male students can give their mothers and women in their lives gentle reminders to perform the exams.

Day 65

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Using Sex to Get What You Want

Objectives: SWBAT discuss and debate the issue of using your "femaleness" to get your way in relationships, work and school.

Materials: Article about the topic of the day, five prepared questions for discussion

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Have you ever seen a girl pretend to be stupid to get attention from boys? Do girls dress provocatively to attract boys?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on the lesson and write their thoughts in their journals.

Extending the Learning:

Dress for school as if you did not have to impress a boy/girl. How did it feel?

Days 67-69

Women's Studies
Length: Three Days

Unit: Abuse

Lesson: Domestic Violence

Objectives: SWBAT define domestic violence and identify the signs of an abusive relationship

Materials: Music video *Stan* by Eminem, Computer Laboratory, domestic violence prevention speaker (Lt. Phillips)

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Show the music video *Stan* by Eminem. Ask students to write their feelings about the video in their journals. What is the difference between violence and domestic violence? Why do you think statistics show more domestic violence than other types of violence?

Student Guided Activity:

- Using the Internet, define domestic violence.
- Read a story from a domestic violence survivor.
- List the warning signs of domestic violence.
- List community help groups.
- Prepare five questions for the visit by the police lieutenant who specializes in domestic violence cases.
- Write a poem about a domestic violence situation.

Teacher Guided Activity:

- Have a domestic violence prevention speaker come in to the class to share his/her expertise.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will make a pamphlet about domestic abuse and where victims can go for help.

Day 70

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Will There be a Female President?

Objectives: SWBAT discuss and debate the idea of a woman as president of the United States.

Materials: Article about the topic of the day, five prepared questions for discussion

NYS Standards: United States History, Government

Anticipatory Set:

On the board, list potential candidates for the next presidential race. How many are women? What characteristics should a president have?

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on their learning and write their thoughts in their journals.

Extending the Learning:

Register to vote. Help friends register to vote. Make sure your parents vote on Election Day. Know the issues.

Day 71-72

Women's Studies

Length: One Day

Unit: Abuse

Lesson: Dating Violence

Objectives: SWBAT identify abusive relationships and their warning signs.

Materials: *In the Mix* video *Twisted Love: Dating Violence Exposed* (regularly re-broadcast on PBS), discussion guide is available on www.pbs.org/mix/classrm.html

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Have two students enact a quick skit about dating violence.

Student Guided Activity:

- Students will view the *Twisted Love* video.
- Students will have a guided discussion about dating violence.

Closure:

Students will reflect on their learning and write their insights into their journals.

Extending the Learning:

Read the books *Next Time She'll be Dead* by Ann Jones or *The Emotionally Abused Woman* by B. Engel.

Day 73

Women's Studies

Length: One Day

Unit: Abuse

Lesson: Sexual Harassment

Objectives: SWBAT define the term sexual harassment, identify sexual harassment and combat sexual harassment.

Materials: School agenda

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Write "sexual harassment" on the board and ask students what it means. List their responses.

Teacher Guided Activity:

- Have students read their school agendas about proper attire and behavior.
- Ask students for examples of sexual harassment violations they have witnessed at school. What would have been an appropriate response to these actions?

Student Guided Activity:

- Working in pairs, students will role play sexual harassment scenarios.
- Students can share their scenarios with the class.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Research Supreme Court cases on sexual harassment and report to the class.

Days 74-75

Women's Studies
Length: Two Days

Unit: Abuse

Lesson: Rape and Marriage

Objectives: SWBAT define the term rape and discuss it's implications inside of marriage.

Materials: *Rape and Marriage: The Rideout Case* video

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

Are women the property of men when they get married? Can husbands force sex on their wives anytime they want to? Is this rape?

Student Guided Activity:

- Students will view *Rape and Marriage: The Rideout Case* about the 1978 court case where a woman charges her husband with rape.
- Students will take notes during the video.
- Students will discuss the court case as a class.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will research Muslim societies view on the role of women in marriage and report back to the class.

Day 76

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Student's Choice

Objectives: SWBAT discuss and debate the topic of the day.

Materials: Article about the topic of the day, five prepared questions for discussion

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will evaluate what went well and what needs improvement before the next Open Forum Friday. Students will brainstorm topics for next week.

Day 77-78

Women's Studies
Length: Two Days

Unit: Abuse

Lesson: Prostitution and Human Trafficking

Objectives: SWBAT will empathize with victims of human trafficking.

Materials: *Not For Sale* by Marie Vermeiren

NYS Standards: Health: A Safe and Healthy Environment

Anticipatory Set:

What is called women's oldest profession? Why is this degrading? Are the prostitutes victims or willing participants?

Student Guided Activity:

- Students will view *Not For Sale*.
- Students will write a eulogy for a "Jane Doe" who was a prostitute killed by a "john".

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Where is prostitution legal in the world? What do you think this says about women's status in those areas?

Day 79,81

Women's Studies
Length: Two Days

Unit: Women Around the World
Lesson: Muslim Women

Objectives: SWBAT debunk stereotypes about Muslim women and understand the importance of the veil in Muslim society.

Materials: Computer Laboratory, *Who Wears a Veil?* website

NYS Standards: World History

Anticipatory Set:

Review the Islamic religion and its Five Pillars of Faith.

Student Guided Activity:

- Students will view the documentary *Who Wears a Veil?* On the PBS website.
- Students will learn about Muslim women by navigating the PBS website *Global Connections the Middle East, Who Wears a Veil?*
- Students will follow the links to other websites about Muslim women.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

View *Veiling and Feminism* and report back to the class.
<http://www.pbs.org/wgbh/globalconnections/mideast/video/veilingandfeminism.html>

Barbara Petzen Harvard University

Day 80

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Student's Choice

Objectives: SWBAT discuss and debate the topic of the day.

Materials: Article about the topic of the day, five prepared questions for discussion

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will discuss the strengths and weaknesses of today's lesson and plan the following weeks student's choice Open Forum Friday.

Day 82

Women's Studies

Length: One day

Unit: Women Around the World

Lesson: Women in Afghanistan

Objectives: SWBAT understand the culture of women in Afghanistan.

Materials: Flying Down to Kabul Handbook: Women in Afghanistan website

www.pbs.org/wnet/wideangle/shows/afghanistan2/handbook.html

NYS Standards: World History, Geography

Anticipatory Set:

Where is Afghanistan? Do you know any soldiers who are fighting there? Do you know what illegal drug is being farmed in Afghanistan? Why wouldn't the government stop this practice?

Student Guided Activity:

- Students will navigate the PBS website about Afghan women.
- Part One: Education
- Part Two: Politics
- Part Three: Employment
- Interactive Map
- Students will visit web links.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will draw up a proposal on how Kenmore West can help Afghan women.

Days 83-84

Women's Studies
Length: Two Days

Unit: Women Around the World

Lesson: Matriarchal Society in Rwanda

Objectives: SWBAT analyze the political makeup of Rwandan government and the gender quota issue.

Materials: Computer laboratory, www.pbs.org

NYS Standards: World History, Geography

Anticipatory Set:

Read the *Ladies First* briefing on the PBS website to give students background information on Rwanda.

Student Guided Activity:

- Students will view the *Ladies First* video on the PBS website.
- Students will join the PBS Talk Back Forum with their thoughts on the situation in Rwanda.
- Students will think of five things to add into a time capsule for Rwanda 2007.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will research other countries with gender quotas for government jobs and report their findings to the class.

Day 85

Women's Studies

Length: One Day

Unit: Open Forum Fridays

Lesson: Student's Choice

Objectives: SWBAT discuss and debate the topic of the day.

Materials: Article about the topic of the day, five prepared questions for discussion.

Student Guided Activity:

- Students read the highlights of the articles they have brought in to share.
- Students ask each other the questions they have prepared for the topic of the day.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will read through their journals to prepare for the final exam.

Day 86-88

Women's Studies
Length: Three Days

Unit: Women and Their Creativity

Lesson: Creative Women Project

Objectives: SWBAT research and create a resume and cover letter for a creative woman.

Materials: Creative Women Project worksheet, Library resources

NYS Standards: United States History, World History

Anticipatory Set:

Ask students how they would describe themselves if they were applying for a job. Explain how a resume and cover letter must showcase a person's achievements and strong points. Show examples of resumes and cover letters.

Student Guided Activity:

- Students will pick a woman from the creative woman list.
- Students will research their creative woman.
- Students will create a resume for an imaginary job.
- Students will write a cover letter from their creative woman to personalize her resume and make her resume stand out from the crowd.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Research the field of creativity and its impact on learning.

Name: _____

Women's Studies

Creative Women Project

The world has been blessed with many women whose achievements have made a positive difference in the world. Your job is to pick one, learn about her contributions and present the information in a creative way. You are going to write a resume and cover letter for your "achieving female" for a perspective employer. There are templates for resumes on Word. The cover letter will be a personal touch to the employer from your "achieving female" on why she would be the best candidate for the job.

Suggestions

Louisa May Alcott
Josephine Baker
Coco Chanel
Emily Dickinson
Dorothy Hamill
Helen Keller
Maria Montessori
Sandra Day O'Connor
Princess Diana
Mary W. Shelley
Oprah Winfrey
Ella Fitzgerald
Margaret Bourke-White
Amelia Earhart
Hannah Arendt
Simone de Beauvoir

Elizabeth Arden
Bronte Sisters
Judy Collins
Fannie Farmer
Katherine Hepburn
Jacqueline Kennedy
Sue Keller-Mathers
Rosa Parks
Margaret Sanger
Harriet Beecher Stowe
Maya Angelou
Billie Holiday
Billie Jean King
Juliette Gordon Low
Annie Leibovitz
Gloria Steinem

Joan Baez
Rosallynn Carter
Marie Curie
Jane Goodall
Lena Horne
Christa McAuliffe
Mary Murdock
Janet Reno
Barbara Walters
J.K. Rowling
Nellie Bly
Georgia O'Keefe
Marion Donovan
Annie Oakley
Julia Child
Sylvia Plath

Due Date:

50 points

Day 89

Women's Studies

Length: One Day

Unit: Women and Their Creativity

Lesson: Internet Scavenger Hunt

Objectives: SWBAT identify achieving women and their accomplishments.

Materials: Computer laboratory, *Women of Accomplishment: An Internet Scavenger Hunt* by Education World

NYS Standards: United States History

Anticipatory Set:

Do you know what month is National Women's History Month? (March) In honor of Women's History Month we are going to wrap up the course with a scavenger hunt for achieving women.

Student Guided Activity:

- Students will go on an Internet Scavenger Hunt to find achieving women.
- Students will answer the questions about the achieving women on a separate sheet of paper.

Closure:

Students will reflect on their learning and record their thoughts in their journals.

Extending the Learning:

Students will study for the final exam using their notes and journals.

Day 90

Women's Studies
Length: One Day

Final Exam

Two Essays on Women's Issues

50 points

Name:
Date:

Women's Studies
Final Exam

Thematic Essay: What is a feminist?

Pick two achieving women from the Women's Movement (one from the first wave and one from the second wave). Write a well-thought out essay on their lives and accomplishments. What legacy did they leave behind? Include important legislation and events. (25 points)

Open Forum Fridays Essay

Pick a topic of your choice from Open Forum Fridays and write a well-thought out essay on the topic. You must define the problem and present different perspectives on the issue. Offer solutions to problems. (25 points)

Appendix B: Ninety-Day Schedule

Women's Study Elective Course

Name: Jennifer Phillips

Date Submitted: 2/3/07

Use a Skill/Talent to Improve the Quality of Life for Others

What is This Project About?

There is a need at Kenmore West for a Women's Studies elective course. Young women need positive role models to emulate in a world of racy television images and lewd song lyrics. I am going to outline a curriculum and design lesson plans that will be creative and thought provoking. I will use CPS to diverge and then converge on what topics will be included in the course. The lessons will use a broad range of learning modalities, such as Torrance and Gardner.

Rationale for Choice:

My project choice is an important one to me because I see how many young women have poor self-images of themselves. I believe that we need to replace MTV role models with more positive ones. Young women need to know that it is okay to be smart and independent and that one's value does not come from a man but from within. From the other perspective, young men in class will get a better understanding of what equality is. When I was in fifth grade, my gifted and talented teacher, Mrs. Weber, took us to a women's rally at the University of Buffalo. We paraded and chanted about the injustices of women earning fifty-nine cents to a man's dollar. This was an experience that has stayed with me throughout my life. I hope to have a similar impact on the young women and men that take this course.

What Will be the Tangible Product(s) or Outcomes?

The tangible result of my work will be a half year course on Women's Studies that will be offered as an elective to eleventh and twelfth grade students. I will produce an outline of course topics and daily lesson plans with readings and extra materials needed. Unit assessments, projects, debates and a final exam will help gauge students retention of the material.

What Criteria Will You Use To Measure The Effectiveness Of Your Achievement?

At the end of this project I hope to have the entire curriculum mapped out, daily lesson plans developed, materials collected and a written final exam. With this much in place I will feel successful. I will feel proud of my accomplishments.

Who Will Be Involved or Influenced; What Will Your Role Be?

I have already spoken with my department head and department chair about the project. They are excited for me to undertake this endeavor. They have told me to come to them with any questions and that they will help find materials. I am also going to have my colleagues brainstorm lesson ideas. I will take their suggestions to heart, for I value their opinions and experience.

When Will This Project Take Place?

I will finish the course outline and as many of the daily lesson plans as possible and the final exam. I want to keep the course current, so each semester the current issues unit will be updated. The next step will be to get approval from my building principal. This will not be possible for the 2007-2008 school years, but hopefully the following year. As with all teaching, reflection on what went well and what needs to be revised will be an ongoing assignment.

Where Will This Project Occur?

I will be developing this course for Kenmore West High School which is located in the Town of Tonawanda, New York, U.S.A. Kenmore West is a four year college oriented high school in a first ring suburb of Buffalo, New York.

Why Is It Important to Do This?

A Women's Studies course is important because women's issues and history are largely ignored in the NYS standards. The lives of women, their accomplishments and contributions to history and their unique role as women in a male dominated society deserve to be explored. The sheer act of having a Women's Studies course validates the importance of the role of women in society.

Personal Learning Goals:

- Use Creative Problem Solving to diverge and converge on lesson topics.
- Use the Torrance Incubation Model to formulate lesson plans.
- Use Howard Gardner's Multiple Intelligences to reach all learning styles.
- Use change leadership techniques to influence the decision of building principal.

How Do You Plan to Achieve Your Goals and Outcomes?

I plan to use CPS to explore different issues to be explored for my Women's Studies course. I will use my colleagues, friends and family for resource group members to obtain a wide variety of options and opinions. Then I will research materials for each of the issues and get multiple perspectives on each of the issues. I do not want this to be one sided, but an accurate portrayal of many differing opinions. After the materials are collected I will design lesson plans using the Torrance Incubation Model and Gardner's Multiple Intelligences. I will keep the lines of communication open between my department head and building principal so that they will see my level of commitment to this project and that they may give valuable input as the project progresses.

Evaluation:

I will have my colleagues give me feedback on my lesson plans and then redesign if necessary. My building principal will have to approve the curriculum. After approval, my students will give me feedback on the lessons and I will reflect on lessons daily to make changes as needed.

Prepare Project Timeline:

Feb.6-18, 2007	Use CPS to converge and diverge on different topics for Women's Studies course. (planning, meetings, preparation) 15 hours.
Feb.19-25, 2007	Outline curriculum with topics and expectations. 10 hours.
Feb.26-Mar. 25, 2007	Search for materials and formulate lessons. 70 hours.
Mar.26-28, 2007	Write final exam assessment. 5-8 hours.
Mar.29-April 24, 2007	Write up project. 20 hours.
April 25-30, 2007	Prepare project presentation 5 hours.
May 1-8, 2007	Edit final work. Bind project. 5 hours.
May 9, 2007	Bound project handed in.
Total Hours	133 Hours

Identify Pertinent Literature or Resources:

I am going to use databases and search engines to research materials. Also I will use my resources at school, colleagues and the librarians, to help locate materials. I want to look into going on a field trip to Seneca Falls, NY.

Websites:

www.feminist.org

www.timeclassroom.com

www.nmwh.org

<http://memory.loc.gov/ammem/naw/nawshome.html>

www.boondocksnet.com/gallery/suf_intro.html

www.archives.gov/digital_classroom/lesson/woman_suffrage_suffrage.html

www.susanbanthonyhouse.org

Journals:

Feminist Studies

Feminist Teacher

Frontiers: A Journal of Women's Studies

Gender and Society

NWSA: National Women's Studies Association

Books:

Clift, E. (2003). *Founding sisters and the nineteenth amendment*. New York: John Wiley & Sons.

Ford, L.G. (1991). *Iron-jawed angels: the suffrage militancy of the national woman's party*. Lanham, MD: University Press of America.

Sherr, L. (1995). *Failure is impossible: Susan B. Anthony in her own words*. New York: Times Books.

Stevens, D. (1995). *Jailed for freedom: American women win the vote*. Troutdale, OR: New Sage Press.

