



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Women's Studies Curriculum

Course Description: The main focus of this course will be women and their societal advancement through American History. Discussion of the status of women in a more global perspective will occur. Women's Studies examine the experiences and contributions of diverse groups of women in American society. This course will provide knowledge about the social role of women and their involvement in areas such as health, history, and political activism. The course will also provide knowledge about gender stereotypes and how this affects the learning process.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2-3 weeks	Women in Early History	Topic 1: Ancient Women (to 1200) Topic 2: Medieval Women (1200-1800)
3-4 weeks	Women in Modern World	Topic 1: 20th Century Topic 2: 21st Century
4-5 weeks	Women in American History	Topic 1: Early America (to 1920s) Topic 2: Modern America (1920s to today)
4-5 weeks	Women Today in Society	Topic 1: Careers and Politics Topic 2: Media, Athletics, and Social Image Topic 3: Special Women's Topics

Unit 1: Women in Early History

Subject: Women's Studies

Grade: 10-12

Name of Unit: Women in Early History

Length of Unit: 2-3 weeks

Overview of Unit: In this unit, students will learn about women in ancient and medieval societies focusing on their rights and societal status.

Priority Standards for unit:

- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.

Supporting Standards for unit:

- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.2.PC.C Analyze the historic development of Islam as well as the expansion of Christianity, Islam, Hinduism and Buddhism in order to explain their transformations and roles in conflict and cooperation.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the contributions of individuals and institutions on social, political, artistic and economic development.	Trace	Understand	2
scientific, technological, artistic, intellectual, economic, political, and cultural changes	Analyze	Analyze	4
their effect on individuals, groups and society.	Determine	Analyze	3
how peoples' perspectives shaped the sources/artifacts they created.	Describe	Understand	2
the style and function of a leader	Analyze	Analyze	4
his/her impact on a governmental system.	Determine	Analyze	3
changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.	Assess	Evaluate	3

Essential Questions:

1. How were women affected by the family structure in the ancient and medieval world?
2. How did laws affect women in society during this period?
3. How did religion impact the status of women during early world history?

Enduring Understanding/Big Ideas:

1. The family structure in most societies was patriarchal which dictated that women be subservient and have a defined role that included caregiver of the family.
2. Rules/laws allowed for women to have minimal rights in terms of property, marriage, etc.
3. The interpretation of religion determined the role of women in many societies. For example, the Koran says that women should be treated as equals and, yet, the interpretation that women are subservient impacted women.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Patriarchy	Matriarchal Patriarchal Dowry Bride-price

	Polygamy Hijab Foot binding Chador Harem Bundling
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Topic 1: Ancient Women (to 1200)

Engaging Experience 1

Title: Ancient Women Presentation

Suggested Length of Time: 3-4 days

Standards Addressed

Priority:

- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.

Supporting:

- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Describe the lifestyles of women in Ancient Egypt, Rome, Mesopotamia, Africa, and Greece by working with a group to design a project and share their information with their peers.

1. With your group, you will need to research and write a brief summary (3 paragraphs) of the lives of women in your particular region-it may be easiest to do this after you have completed your individual work.
2. You must include a map of your region-this can be hand drawn but does not have to be. Be sure that you discuss the geography and location of your region as part of your presentation.

3. You will break off to do individual work on one aspect of women in your region and you will decide if you want to present with a poster, PowerPoint, Prezi, essay, poem, etc. All individual work must be of a high quality with as many details as possible. You should include pictures, diagrams, etc. with your individual work.
 - a. Individual topics may include religion, fashion, marriage, daily life, education, health, property rights, etc.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Medieval Women (1200-1800)

Engaging Experience 1

Title: Women Writers

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- 9-12.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting:

- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After reading the articles on Jane Austen and Mary Wollstonecraft, watching the videos, and analyzing the information, create a profile of what middle class women were like in the late 1700s. There will be 3 parts to the assignment (one full page written).

#1. Write and explain in a Google Doc how Austen viewed women of that time period. Explain how Austen's characters show these issues.

#2. Look through a "feminist lens" and explain how these characters would be viewed and how the issues surrounding women of the time should be handled. How would Mary Wollstonecraft view Jane Austen's portrayal of women?

#3 Do you think that Jane Austen should be celebrated as a feminist? Explain your feelings.

Resources: <https://www.globalcitizen.org/en/content/was-jane-austen-a-feminist/>

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Elizabeth I vs. Catherine the Great

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 9-12.WH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of world history post c. 1450 to a contemporary issue.
- 9-12.WH.3.GS.B Analyze the style and function of a leader to determine his/her impact on a governmental system.

Supporting:

- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions:

Groups of 3 (maybe 1 group of 4) Split your paper in half:

- Elizabeth I - Queen of England
- Catherine the Great - Empress of Russia

Using poster paper, create a “profile” of each of these women

Include:

- Childhood - What was their upbringing like?
- Adulthood - How did they come to being royalty?
 - What important events took place in their country during their reign?
 - Important personal milestone (children, marriages, etc.)
- Family - Famous members of their family or influential members
 - Husbands? Why not get married?
 - Children? Why not have children?
 - How took over after them?
- Why she is famous
 - What policies did they implement under their rule?
 - How did their countries change under their leadership?
- “Fun” or interesting information
- Pictures of each of the women

Leave some space at the bottom of the poster to respond to the following question:

In your group’s opinion, which of these women had a greater positive impact on the development of their country? Who was the better ruler? Explain your reasoning. (At least 1 paragraph)

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Engaging Scenario

Engaging Scenario: Culminating project or essay: have the students choose a civilization not previously used in a project to develop an overview of what life was like for a female in that society. Include marriage, education, property rights, religion, and societal view as topics to analyze.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ancient Women (up to 1200)	Ancient Women Presentation	Describe the lifestyles of women in Ancient Egypt, Rome, Mesopotamia, Africa, and Greece by working with a group to design a project and share their information with their peers. 1. With your group, you will need to research and write a brief summary (3 paragraphs) of the lives of women in your particular region-it may be easiest to do this after you have completed your individual work. 2. You must include a map of your region-this can be hand drawn but does not have to be. Be sure that you discuss the geography and location of your region as part of your presentation. 3. You will break off to do individual work on one aspect of women in your region and you will decide if you want to present with a poster, PowerPoint, Prezi, essay, poem, etc. All individual work must be of a high quality with as many details as possible. You should include pictures, diagrams, etc. with your individual work. a. Individual topics may include religion, fashion, marriage, daily life, education, health, property rights, etc.	3-4 days
Medieval Women	Women Writers	After reading the articles on Jane Austen and Mary Wollstencraft, watching the videos, and analyzing the information, create a profile of what middle class women were like in the late 1700s. There will be 3 parts to the assignment (one full page written). 1. Write and explain in a Google Doc how Austen viewed women of that time period. Explain how Austen's characters show these issues. 2. Look through a "feminist lens" and explain how these characters would be viewed and how the issues	2 class periods

		surrounding women of the time should be handled. How would Mary Wollstonecraft view Jane Austen's portrayal of women? 3. Do you think that Jane Austen should be celebrated as a feminist? Explain your feelings.	
Medieval Women	Elizabeth I vs. Catherine the Great	Groups of 3 (maybe 1 group of 4) Split your paper in half: ● Elizabeth I - Queen of England ● Catherine the Great - Empress of Russia Using poster paper, create a “profile” of each of these women. Include: ● Childhood - What was their upbringing like? ● Adulthood - How did they come to being royalty? ○ What important events took place in their country during their reign? ○ Important personal milestone (children, marriages, etc.) ● Family - Famous members of their family or influential members ○ Husbands? Why not get married? ○ Children? Why not have children? ○ How took over after them? ● Why she is famous ○ What policies did they implement under their rule? ○ How did their countries change under their leadership? ● “Fun” or interesting information ● Pictures of each of the women Leave some space at the bottom of the poster to respond to the following question: ● In your group’s opinion, which of these women had a greater impact on the development of their country? Who was the better ruler? Explain your reasoning. (At least 1 paragraph)	1-2 class periods

Unit 2: Women in Modern World

Subject: Women's Studies

Grade: 10-12

Name of Unit: Women in Modern World

Length of Unit: 3-4 Weeks

Overview of Unit: In this unit, students will learn about the transition of women from beginning in the 20th century to present day.

Priority Standards for unit:

- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

Supporting Standards for unit:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the contributions of individuals and institutions on social, political, artistic and economic development.	Trace	Understand	2

scientific, technological, artistic, intellectual, economic, political, and cultural changes	Analyze	Analyze	4
their effect on individuals, groups and society	Determine	Analyze	3
changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions	Assess	Evaluate	3
the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450	Analyze	Analyze	4

Essential Questions:

1. What jobs and educational opportunities did women have in the modern world and how did this impact their status in society?
2. How did laws affect women in the modern world?
3. How did women's roles change in regard to the family?

Enduring Understanding/Big Ideas:

1. Women have made advancements in career and educational opportunities in most societies. However, there are still restrictions on holding specific positions.
2. Governmental changes and the passage of different laws have allowed women to obtain various career and educational goals.
3. Women are now changing their role in the family structure with their inclusion in the workforce. Women now have more decision-making abilities in regards to their families.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Suffrage Disenfranchisement	Feminism Suffrage Gender roles

Topic 1: 20th Century

Engaging Experience 1

Title: Changes for Women

Suggested Length of Time: 2 Class Periods

Standards Addressed

Priority:

- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

Supporting:

- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions:

Using the graphic organizer of their choice, students will display changes for women over time from the early 1900s to the late 1900s.

- Topics may include education, marriage rights (legal rights concerning marriage: child custody, divorce), political involvement (suffrage) and holding of political office as a career, etc.
- Students may select a country from one of the following regions: Middle East, Asia, and Europe.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: 21st Century

Engaging Experience 1

Title: Comparing Education

Suggested Length of Time: 3-4 Class Periods

Standards Addressed

Priority:

- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

Supporting:

- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions:

Students will compare their education with the education a female would receive in another country. They need to discuss not only the courses allowed but also post-secondary opportunities. Once they research then they must form a 2-page essay covering the topic and coming to a conclusion of what ideal education for a female would be.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Students will use their graphic organizer and essay to create a presentation showing the changes in career, education, and legal rights that women have gained over the course of the two decades studied. Presentations may be in the format of Prezi, PowerPoint, or other teacher approved methods. The goal of this presentation is to show if women have increased their societal status and how that was accomplished over time.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
20th Century	Changes For Women	Using the graphic organizer of their choice, students will display changes for women over time from the early 1900s to the late 1900s. • Topics may include education, marriage rights (legal rights concerning marriage: child custody, divorce), political involvement (suffrage) and holding of political office as a career, etc. • Students may select a country from one of the following regions: Middle East, Asia, and Europe.	2 Class Periods
21st Century	Comparing Education	Students will compare their education with the education a female would receive in another country. They need to discuss not only the courses allowed but also post-secondary opportunities. Once they research then they must form a 2-page essay covering the topic and coming to a conclusion of what ideal education for a female would be.	3-4 Class Periods

Unit 3: Women in American History

Subject: Women's Studies

Grade: 10-12

Name of Unit: Women in Modern World

Length of Unit: 4-5 weeks

Overview of Unit: In this unit, students will learn about events, legislation, and societal changes that impacted women in American history.

Priority Standards for unit:

- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.4.CC.E Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.3.PC.C Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.
- 9-12.AH.4.PC.B Assess the impact of war-related events on women's roles, family structures, religious identity, education, commerce, entertainment, agriculture and other elements of the home front.
- 9-12.AH.4.PC.C Evaluate the effects of the Great Depression and WWII on women, families, and minorities.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- 9-12.GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.
- 9-12.GV.3.PC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.

Supporting Standards for unit:

- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.AH.3.GS.B Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
laws, policies, and processes	Analyze	Analyze	4
how governmental systems affect individuals and groups in society	Determine	Analyze	3

in United States history c.1870-2010			
the consequences which can occur when institutions fail to meet the needs of individuals and groups	Predict	Evaluate	4
the origins and impact of social structures and stratification on societies and relationships between peoples	Examine	Analyze	4
the contributions of individuals and institutions on social, political, artistic and economic development	Trace	Understand	2
the responses of United States' leaders to the challenges of the period.	Evaluate	Evaluate	3
the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad	Evaluate	Evaluate	3
the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities	Analyze	Analyze	4
the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups	Analyze	Analyze	4
the impact of war-related events on women's roles, family structures, religious. identity, education, commerce, entertainment, agriculture and other elements of the home front	Assess	Evaluate	3
the effects of the Great Depression and WWII on women, families, and minorities	Evaluate	Evaluate	3

scientific, technological, artistic, intellectual, economic, political, and cultural changes	Analyze	Analyze	4
their effect on individuals, groups and society	Determine	Analyze	3
the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time	Assess	Evaluate	3
the consequences which can occur when institutions fail to meet the needs of individuals and groups	Predict	Evaluate	4
changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions	Assess	Evaluate	3
the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450	Analyze	Analyze	4
laws, policies, and processes	Analyze	Analyze	4
how governmental systems affect individuals and groups in society	Determine	Understand	2
the intended and unintended impact of government decision-making on individuals, groups, and society	Evaluate	Evaluate	3
the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities	Predict	Evaluate	3

Essential Questions:

1. What jobs and educational opportunities did women have in U.S. history and how did they impact the social status of women?
2. How have laws affected women?
3. How did women's roles change in regard to the family?

Enduring Understanding/Big Ideas:

1. Women in early U.S. History will not have the same educational opportunities as most men. This will change after the 1920s.
2. There will be more laws/legislation that will impact women post 1920. With the 19th amendment, Title IX, and the attempt at passing the ERA, women will start their move towards equality.
3. Women will have an ever-changing role in the family. Pre-WWII there is a more traditional role centered around caregiver for the family. The necessity of labor during WWII will change the role of women in that they will leave the home for work. However, the regression Post WWII (1950s) will show women going back to the domestic sphere. Women will continue to change their role in the family through the 60s and 70s where the focus will be on careers and advancement opportunities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Colonial Flapper Suffrage Rosie the Riveter ERA Title IX	Feminism NAWSA NOW Margaret Sanger Betty Friedan Phyllis Schlafly Alice Paul Carrie Catt Susan B. Anthony Elizabeth Cady Stanton Seneca Falls Gloria Steinem

Topic 1: Early America (to 1920s)

Engaging Experience 1

Title: Major Player Activity

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.

Supporting:

- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will be broken down into groups of 3-4 students. They will be given an envelope that contains photos (names under the photos) of all of the major people involved in the early Women's Rights Movement and separate pieces of paper that have what each did during the movement. This may include emblems for organizations or events as well. Students will take the photos and match them to the description of what the person did as well as organize the events and photos in order to tell the story of the early movement. They may use the laptops, books, and other methods for research to accomplish the timeline of events. Then students will check their work when the topic is covered in class to determine their accuracy.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Modern America (1920s to today)

Engaging Experience 1

Title: Decades Assignment

Suggested Length of Time: Ongoing assignment throughout entire topic

Standards Addressed

Priority:

- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010

Supporting:

- 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.
- 9-12.AH.1.CC.A Create and use tools to analyze a chronological sequence of related events in United States history.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will be given a large sheet of paper. They must mark off segments of the paper into decades from the 1920s through to the 1990s. Using the ESP acronym (Economic, Social, and Political), student must draw pictures that represent women in reference to each one of these areas. This would mean three pictures per decade. At the bottom of each decade they need to give a description of the decade in regard to the status of women. The goal is for the students to work on this after the teacher covers the material for each decade. Students can then present their representations and why they chose to draw specific pictures for the topics. This activity will also allow them to compare and contrast decades as well as show the flow of advancement for women in American society.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Create a video documenting women's roles in the particular decade of your choice. The video must relate what was going on for women during that particular decade in their video. Videos can consist of actors or animation. Students must include major events, people, legislation, and societal changes which affected women during their decade. If working in groups, videos must be limited to four minutes. If working alone, videos must be limited to two minutes.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Early America (up to 1920)	Major Player	Students will be broken down into groups of 3-4 students. They will be given an envelope that contains photos (names under the photos) of all of the major people involved in the early Women's Rights Movement and separate pieces of paper that have what each did during the movement. This may include emblems for organizations or events as well. Students will take the photos and match them to the description of what the person did as well as organize the events and photos in order to tell the story of the early movement. They may use the laptops, books, and other methods for research to accomplish the timeline of events. Then students will check their work when the topic is covered in class to determine their accuracy.	1-2 Class Periods
Modern America (1920's onward)	Decades Assignment	Students will be given a large sheet of paper. They must mark off segments of the paper into decades from the 1920s through to the 1990s. Using the ESP acronym (Economic, Social, and Political), student must draw pictures that represent women in reference to each one of these areas. This would mean three pictures per decade. At the bottom of each decade they need to give a description of the decade in regard to the status of women. The goal is for the students to work on this after the teacher covers the material for each decade. Students can then present their representations and why they chose to draw specific pictures for the topics. This activity will also allow them to compare and contrast decades as well as show the flow of advancement for women in American society.	On-going throughout the unit

Unit 4: Women Today in Society

Subject: Women's Studies

Grade: 10-12

Name of Unit: Women Today in Society

Length of Unit: 4-5 Weeks

Overview of Unit: In this unit, students will evaluate and discuss issues that impact women in modern society.

Priority Standards for unit:

- 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- 9-12.AH.1.PC.B Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.
- 9-12.AH.3.CC.D Evaluate the responses of United States' leaders to the challenges of the period.
- 9-12.AH.5.CC.D Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.
- 9-12.AH.5GS.C Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- 9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- 9-12.AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- 9-12.WH.1.GS.C Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.
- 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.
- 9-12.WH.5.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450.

- 9-12.GV.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society.

Supporting Standards for unit:

- 9-12.AH.1.CC.C Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- 9-12.AH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States history c. 1870-2010
- 9-12.WH.5.PC.B Analyze the process of globalization to determine its effects on global conflict and cooperation.
- 9-12.GV.4.PC.B Evaluate factors that shape public opinion on elections and policy issues.
- 9-12.GV.3.PC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.
- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem	Analyze	Analyze	4
laws, policies, and processes	Analyze	Analyze	4

how governmental systems affect individuals and groups in society in United States history c.1870-2010	Determine	Analyze	3
the origins and impact of social structures and stratification on societies and relationships between peoples	Examine	Analyze	4
the contributions of individuals and institutions on social, political, artistic and economic development	Trace	Understand	2
the responses of United States' leaders to the challenges of the period	Evaluate	Evaluate	3
the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities	Analyze	Analyze	4
the extent to which Supreme Court cases and legislation served to expand equal rights during this era	Evaluate	Evaluate	3
scientific, technological, artistic, intellectual, economic, political, and cultural changes	Analyze	Analyze	4
the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time	Assess	Evaluate	3
the consequences which can occur when institutions fail to meet the needs of individuals and groups	Predict	Evaluate	4
changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions	Assess	Evaluate	3
the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo	Analyze	Analyze	4
the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures post c. 1450	Analyze	Analyze	4
laws, policies, and processes	Analyze	Analyze	4
how governmental systems affect individuals and groups in society	Determine	Analyze	3

Essential Questions:

1. How do laws and governmental leadership affect the lives of women today?
2. With the involvement of women, how has the workplace changed?
3. How does the media impact today's societal image of women?

4. What are societal issues women face today and how are they being addressed?

Enduring Understanding/Big Ideas:

1. Women are now gaining more of a voice politically which does impact the passage of legislation over topics that impact them as a gender.
2. The workplace has continued to evolve with the involvement of women. It has included a change in gender specific jobs, women obtaining higher level positions, the push to implement laws which protect women's rights, and a push for equal pay.
3. Women in the media have impacted future generations of women. It is also important to recognize the change in how women are represented in the media and how this affects young people.
4. Body image, human trafficking, sexual assault, teenage pregnancy, and various other topics impact all women today. Although advancements in making legislation for some of these topics has occurred, there is still a great deal more that needs to happen to educate and protect women.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Anorexia Bulimia Prostitution Pornography Social media Political parties CEO Sexual harassment Stigma Activism Legislation	Body image Human trafficking Sexual assault Teenage pregnancy Reproductive rights / Abortion Roe v. Wade Glass ceiling

Topic 1: Careers and Politics

Engaging Experience 1

Title: Biography

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- 9-12.AH.2.CC.C Trace the contributions of individuals and institutions on social, political, artistic and economic development.

Supporting:

- 9-12.WH.5.PC.C Analyze the technological, intellectual, artistic, and literary achievements of the modern era to determine how society reflects and challenges the status quo.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will choose someone from a specific career, perhaps a politician, and specifically discuss how they achieved their position and its impact on society. This individual does not have to be someone the student knows, but that is an option. The biography should be presented in a Google Slides presentation and submitted to the instructor.

Bloom's Levels: Create

Webb's DOK: 4

Topic 2: Media, Athletics, and Social Image

Engaging Experience 1

Title: Perceptions in Media

Suggested Length of Time: 1-2 Class Periods

Standards Addressed

Priority:

- 9-12.WH.3.PC.C Assess changing ideas of class, ethnicity, race, gender, and age to affect a person's roles in society and social institutions.

Supporting:

- AH.6.PC.C Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Students must find representations of women within the media. They must explain situations from a typical male and female perspective within the media, athletics, entertainment, and other various topics. In addition, students must then share their own perspective of the image, article, or other documentation. Students need a minimum of 3 artifacts to present upon.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 3: Special Women's Topics

Engaging Experience 1

Title: Various Topics Presentation

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- 9-12.AH.1.CC.E Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- 9-12.AH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.

Supporting:

- 9-12.GV.4.PC.C Predict the consequences that occur when institutions fail to meet the needs of individuals and groups, and when individuals fail to carry out their personal responsibilities
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Students will be split up into groups of 4-5. They will be assigned a topic such as, teenage pregnancy, sexual assault, sexual harassment in the workplace, and other various topics. Students will need to create a presentation for the rest of the class. They should include a description of the topic, any legislation dealing with the topic, and asses the area of need to make positive changes.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario: Students will pick two issues which impact women. They must research and gather statistics about how the United States handles the issues and compare that with how another country handles the same issues. They must draw conclusions on if the United States has made progress concerning these topics compared to the other country. In addition, they must develop solutions to handle the issues surrounding the problem. They can use a graphic organizer or a storyboard to create a presentation over the United States, the other country, and the solutions.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Career and Politics	Biography	Students will choose someone from a specific career, perhaps a politician, and specifically discuss how they achieved their position and its impact on society. This individual does not have to be someone the student knows, but that is an option. The biography should be presented in a Google Slides presentation and submitted to the instructor.	2-3 class periods
Media, Athletics, Social Image	Perceptions in Media	Students must find representations of women within the media. They must explain situations from a typical male and female perspective within the media, athletics, entertainment, and other various topics. In addition, students must then share their own perspective of the image, article, or other documentation. Students need a minimum of 3 artifacts to present upon.	1-2 class periods
Special Women's Topics	Various Topics Presentation	Students will be split up into groups of 4-5. They will be assigned a topic such as, teenage pregnancy, sexual assault, sexual harassment in the workplace, and other various topics. Students will need to create a presentation for the rest of the class. They should include a description of the topic, any legislation dealing with the topic, and assess the area of need to make positive changes.	3-4 class periods

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.