

Name: Sony (Lisa) Collins

Course/Grade: English II

Lesson Title: Women of the World

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>G1 Distinguish among personal, political, and economic rights of citizenship (C-1D-H1).</p> <p>G2 Evaluate and defend a position on a given issue in terms of personal, political, and economic rights of citizens. (C-1D-H1)</p> <p>G3 Assess the difference between personal and civic responsibilities. (C-1D-H2)</p> <p>G4 Analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth. (G-1C-H6)</p> <p>G5 Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context.(G-1C –H6)</p> <p>G6 Propose and address alternative</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 – Compare women’s career opportunities in the US to that in other countries.</p> <p>T2 – Respect and understand the value and sanctity of human life.</p> <p>T3 – Develop and answer valid questions regarding global issues and competencies.</p> <p>T4 – Develop awareness as global citizens who have a responsibility to all citizens in our global Village.</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1 – Women in other parts of the world have limited rights and are frequently ignored as viable contributors to community and country.</p> <p>U2 – Personal action is necessary to make an issue a priority to government entities.</p> <p>U3 – All citizens of the world have rights regardless of geographic location, socioeconomic condition, race, gender or ability</p> <p>U4 – The decisions that we make everyday have global impact.</p>	<p>ESSENTIAL QUESTIONS</p> <p>E1 – How are women treated in various countries?</p> <p>E2 – What is our responsibility to human beings who are subjected to these practices? Why?</p> <p>E3 – How can individuals, groups, and governments create policies to impact and focus global action to inhibit then stop the practice?</p> <p>E4 – Why is this a problem in certain areas and among certain cultures and not others?</p> <p>E5 – How and why does a person’s culture</p>

<p>courses of action to address an historical or contemporary issue, and evaluate their positive and negative impacts. (H-1A-H4)</p> <p>G7 Demonstrate understanding of text using a variety of reasoning strategies. (ELA-6-H4)</p> <p>G8 Solve problems using reasoning skills. (ELA-7-H2)</p>		<p>impact his or her beliefs concerning the role that women can have within a given society?</p> <p>E6-What steps can be taken to promote a global environment that prohibits slavery regardless of cultural ideologies? How will you know if they are effective?</p> <p>E7 – How can developing relationships with individuals from various cultures have a direct positive impact on the rights of women in the world?</p>
<p>G9 Locate, analyze, and synthesize information. ELA-5-H1</p> <p>G10 Analyze the usefulness and accuracy of sources by determining their validity. (ELA-5-H2)</p> <p>G11 Select and evaluate relevant information for a research project. (ELA-5-H1)</p>	<p style="text-align: center;"><b>(Acquisition)</b></p> <p><i>Students will know...</i></p> <p>K1 – The difference among the rights of women as US citizens and the rights of women in various other cultures.</p> <p>K2 – The definition of women’s rights.</p> <p>K3 – The manner in which women are demeaned, harassed, and devalued among various world cultures.</p> <p>K4 – Current global movements to improve the rights of women worldwide.</p> <p>K5 – Feticide/infanticide are common practices to prevent the birth or development of female children.</p> <p>K6 – Sexual harassment has a direct impact on women in certain cultures, including what</p>	<p><i>Students will be skilled at...</i></p> <p>S1 – Locating information using electronic resources.</p> <p>S2 – Various persuasive tactics of nonfiction literature including bias, the band wagon effect, propaganda, etc.</p> <p>S3 – Citing materials used in research in a designated format</p> <p>S4 – Using various methods of technology to publish research results – PowerPoint, Glogster, Photostory, etc</p> <p>S5 – Write an argument to defend a position of a given issue using information from other sources to support an opinion.</p>

	<p>career paths are considered acceptable.</p> <p>K-7 – Women are frequently disenfranchised and have very little control in their own lives.</p>	
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ol style="list-style-type: none"> <li>1. <b>Discuss, Evaluate, Respond</b></li> <li>2. <b>Evaluate and Synthesize</b></li> <li>3. <b>View, Synthesize, and Respond</b></li> <li>4. <b>Create and Evaluate</b></li> <li>5. <b>Share and Synthesize</b></li> <li>6. <b>Dissect and Review</b></li> <li>7. <b>Create, Respond, Evaluate, Inform, Synthesize, and Publish</b></li> </ol>	<p>TRANSFER TASK(S):</p> <ol style="list-style-type: none"> <li>1. <b>A Model for Research:</b> Using a list of guiding questions, develop a model for research that may be used to investigate a global issue.</li> <li>2. <b>Limiting a Topic:</b> Using your model for research, discuss in small groups the topic you have been asked to research, and develop a single guiding question that is researchable.</li> <li>3. <b>Bring it On:</b> Find at least two online sources that discuss a “women’s” issue and prepare them for presentation to the class. Use Mind42.com to create a working outline by linking the sources you locate to your mindmap.</li> <li>4. <b>Mind over Matter:</b> Take notes on the sources you linked to your research web created on Mind42. Add as many nodes as you need. Evaluate your sources to determine credibility and usability.</li> <li>5. <b>This Glogs for You:</b> Create a glogster (virtual poster) to incorporate your research into a final project. The project should include a compelling video, a statement of personal belief with resources to support your belief, photography that supports the overall theme of your glog, and a bibliography. You may also include one activity of your choice – video, music, photo, paper, etc.</li> </ol>	
<p>Evaluative, Insightful, Supported, Collaborative, Purposeful, Proficient, Detailed, Standard Achievement</p>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> <li>1. Moodle forum responses.</li> <li>2. Traditional writing assignments.</li> <li>3. Observations and assessment of individual learning and large group discussion.</li> </ol>	

4. Oral presentations with developed criteria graded by rubric.

### Stage 3 – Learning Plan

#### *Summary of Key Learning Events and Instruction*

**Lesson 1:** Students will read and discuss *Cruel and Usual punishment* by Nonie Darwish. Teacher led discussion will follow each chapter. The teacher will include information for students from various sources other than the text.

**Lesson 2:** Working in small groups students will respond to a teacher created list of questions focusing their attention on women’s issues in the 21<sup>st</sup> century. Students will discuss and record their responses including differing opinions and beliefs as generated by the activity.

**Lesson 3:** After investigating various women’s issues from other countries, create a list of possible solutions to these problems. In a brief essay of no more than 250 words, discuss how you could implement one of your solutions to improve women’s treatment in a country of your choice. Determine how you as an individual can affect a change as a global citizen to inhibit the mistreatment and devaluation of women. This will be graded by a rubric.

**Lesson 4:** Create a “Did you know?” presentation using prez.com to discuss a specific women’s issue in an assigned country. Graded by rubric.

**Lesson 5:** Prepare a speech of 3 – 5 minutes discussing Women in the 21<sup>st</sup> Century including a focus issue with definition, at least two examples of current demoralizing practices, and your emotional response to the issue. This will be graded by a rubric.