Title
Media Impact of Gender Roles on Women

Subject Area/Course
History/Writing Component

Investigative Question
How have the social roles of women been projected through media and advertisements over the years?

PA Teaching Standards

1.2.7.C  Distinguish between essential and nonessential information; identify bias and propaganda where present.
1.6.7.A  Listen critically and respond to others in small and large groups.
1.9.7.A  Use media and technology resources for self-directed learning, support personal productivity, group collaboration, and learning throughout the curriculum.
8.1.7.B  Identify and use primary and secondary sources to analyze multiple points of view for historical events

Objectives

Students will respond to the emotional and societal implications of advertisements.
Students will research meaningful advertisements in order to formulate appropriate questions.
Students will formulate questions regarding the various implications and perspectives of the ads that they researched.

Duration

This individual lesson will be approximately 50 minutes in length and will be the first part of a two part study.

Materials

Computer Lab
Promethean Board
Journals
Sample Interview Guide
Primary Sources:


Secondary Source:


Inquiry-Based Learning Model

Ask- I will present the students with an opening exercise and present the investigative question.

Investigate- Students will use the LOC website to find images that further enhance their position.

Create- Students will generate an interview guide to help with their oral history project.

Discuss- Students will discuss some of their questions. We will address any questions regarding the project.

Reflect- Before leaving students will complete one final journal entry.

Description of Procedures
**Background Knowledge**

Prior to this lesson, the students in my class would have completed lessons and discussed the significant events in women’s history. We would have discussed the stereotypical gender roles of both men and women, concentrating on the evolving roles of women throughout the years. My students would have a general understanding of how society imposes gender stereotypes, and quite often they are not the same views held by the parties involved. Prior to this day, students will also have been given guidelines for their oral history projects. Students will be instructed to record their interviews in some way. This will give them time to make preparations. I will tell the students that they will be conducting an interview with a person that they will choose. I will have asked students to generate a list of three interviewees that they think would be knowledgeable about women’s roles over an extended period of time. Students will be expected to have this done prior to this lesson.

**Ask**

Upon entering the classroom, students will find the images below, which I have listed above in my materials section, on the promethean board. The following question will also be displayed: Bearing in mind the roles of women that we have recently discussed, analyze the images that you see. In your journal, write one sentence on when you think it might be from and a few statements about what emotions you feel upon seeing it now. I would allow my students approximately 10 minutes to complete this task. I would then present the students with the investigative question: How have the social roles of women been projected through the media and advertisements over the years?
Investigate

I will explain to my students that we will be completing the oral history project that has been mentioned in earlier classes. I will explain to the students that we will be using the Library of Congress website to find additional images that reflect women’s representation in advertising. They must find at least two but may find as many as time allows. Students may print these images out and use them to guide their interviews or perhaps share with their interviewee to spark conversation. Students will then go to the www.loc.gov website. I will direct them to the “Digital Collection” and then to the “American Memory” collection. Under “American Memory”, students will work specifically in the advertising category. Students will be given approximately 15 minutes to complete this task.

Create

After students have found their images, we will reconvene. I will tell students that they now must choose one person from their list of 3 people to interview. I will instruct students to consider their viewpoints now, their reaction to the images from earlier, and the images that they found on the Library of Congress to construct an interview guide. Students will completed this task in their journals as a pre-write. I will assess this later. I will share a sample interview guide with the students. After they do a quick pre-write, they
will create an interview guide to use during their interview. They should consider things that they themselves are curious about, as well as historically significant questions that they are sure their interviewee would be knowledgeable about. Students will be given approximately 15 minutes to complete this assignment.

**Discuss**

After students have narrowed their lists, chosen one person to interview, and generated a list of possible questions to guide them, we will discuss some of the questions that they have come up with. We will briefly discuss what makes a good question, such as being open ended, empathetic, and personal. I will remind students that it is important to be respectful listeners and really take in all that their person has to offer. We will share questions and decide whether or not they are appropriate. At this time, we will also address any final concerns about the oral history project. I will allow about 5 minutes for discussion of questions.

**Reflect**

In the final 5 minutes of class, students will complete another journal entry. Students will be asked to reflect upon their new images and emotional context of them. They will also reflect on their idea of this oral history project, as in what they are excited about, what their concerns are, and what they feel they will learn from this project.

**Conclusion**
Following this class, students will actually conduct and record their interviews. From the information that they gather, they will write a 2 page informative essay about how they have found that women’s roles have changed over the years. Students should give examples, based on some of the advertisements that they have worked with, of how these roles are reflected through the media and imposed on society. Students will be given approximately 1 week to complete this task. On the following class, they will be asked to present their findings and essay.
Assessment

I will use the following rubric to assess my student’s journal entries from this class.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Response to Images</th>
<th>Creation of Questions</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student has identified the time period and made an appropriate emotional reaction</td>
<td>Student has created an adequate list of questions on the appropriate topic. Questions are thoughtful and should elicit good response.</td>
<td>Student’s reflection reflects an adequate understanding of both the oral history project and understanding of how advertisements reflect women’s roles.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Student has responded to the images but has failed to make an emotional connection or identified the time period.</td>
<td>Student has created some thoughtful questions. Some questions may not elicit enough valuable data.</td>
<td>Student has not demonstrated an adequate understanding of the oral history project and/or how advertisements reflect women’s roles.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Student has not provided an answer or is completely off topic.</td>
<td>Student has created no questions or questions are completely off topic.</td>
<td>Student has provided no reflection or reflection is off topic.</td>
</tr>
</tbody>
</table>
Sample Interview Guide

General Background
1. What is your name?
2. How old are you?
3. Where were you born?
4. Tell me about your family?

Professional Life
5. Upon your school graduation, what plans did you have for your life?

Political/Community Involvement
6. Tell me about your involvement in the community. What types of activities were you involved in?

Gender Related Experiences
7. What do you feel was expected of a woman of your age upon graduation?
8. What influenced you to feel that way?

Life Achievements
9. What do you consider to be your greatest life achievements?
10. How do you think gender pressure has affected the things you have done in your life?

Conclusion
11. Looking back, do you have any regrets as to the decisions you’ve made in your life?
12. Do you think you might’ve made different decisions if you had come of age in a different time period?
13. What advice would you give young women today?