

Teacher's Guide: Sexism



**A product of the Social Justice Project
Lecture Series**

Lesson Description:

An overview of *sexism*, including definitions, history, discussion prompts, activities, and video to help students understand gender justice issues in depth.

Grade Level: High School

Estimated time: Two class periods of 60 minutes each

Standards Met: Texas Essential Knowledge and Skills for High School

United States History Studies Since 1877 TEKS (113.41):

C.9 History. The student understands the impact of the American civil rights movement. The student is expected to:

C.9B Describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, **women's, and other civil rights movements**;

C.17 Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

C.17A Explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as **women**, in American society;

C.17C Compare economic, political, or **social opportunities in different cultures for women**, ethnic and religious minorities, and other underrepresented populations;

Sociology TEKS (113.46):

5 Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:

.5A Compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and **gender** among various U.S. subculture groups;

.5B Describe **stereotypes** of various U.S. subcultures;

.5C analyze social problems in selected U.S. subcultures;

Lesson Objectives

The goals for this lesson are to:

- Introduce some of the terminology surrounding *sexism* and gender justice.
- To help make the classroom a safe, comfortable, and hate-free space regarding the male and female identity.
- To develop an understanding of attitudes of *sexism*, its effects, and how society reinforces messages about male/female roles (through media, texts, schools, families, etc.) and how it reinforces stereotypical beliefs.

Materials

What you will need:

- Video: **[6 min.]**
- Lecture/Power Point:
 - **Sexism_Lecture.ppt**
- Activity:
 - **Sexism_Activity1.ppt, Sexism_Activity1.doc**
 - **Sexism_Activity2.doc**
 - **Sexism_Vocabulary.doc**
- Resources:
 - **Sexism_OnlineVideos.doc**
- Laptop or computer with PowerPoint

Activities

There are several activities that can be done to examine *sexism* in the classroom. Listed are the names of activities. Instructions are provided along with worksheets and PowerPoints:

1. Activity #1: Photo Identification
2. Activity #2: Visual Demo of Statistics and Quick Facts

Adaptations

Make sure students are facing each other during discussion. Ensure that the females have “support” if there are fewer females in the classroom than males. For class assignments, ESOL students can use Activity #1 to identify photos that show obvious gender role stereotypes. Gifted students can be given statistics to analyze at end of PPT slides. Ensure all video and materials are accessible via captions and ASL. (There is Video Transcript you can print for students who are Deaf-Blind and/or not able to understand ASL fluently).

Evaluation

Vocabulary concepts taught: **Sexism, Feminism, Gender, Bias, Gender roles, Gender inequality, Women suffrage, Domestic violence, Rape culture, Male privilege**

Essay: **Discussion Questions in Activity #2**

Lesson Procedure:

1) Introduction Activities- (40 mins. TOTAL)

Have students view Lecture Video "**Sexism**" on ERCOD's YouTube page. Use **Sexism_Lecture.ppt** to review the video and/or expand discussion of each lesson point. Use **Sexism_Activity1.ppt** for the activity.

2) Discussion-

Pre-Activity Discussion Questions:

1. Do we have sexism today, even after women got the power to vote?
2. Give me an example of sexism in the media.
3. Give me an example of sexism in our everyday language.

3) Activity #1- Photo Identification (20 mins. TOTAL)

Switch over to the PowerPoint, **Sexism_Activity1.ppt**, to do this activity. Please look at instructions and the photos itself in **Sexism_Activity1.doc**. You may need to print copies of the photos (preferably color copies) or have students use iPad/laptop/Smartboard to categorize photos. There are a total of 10 photos in this activity- you can find more photos under the sources provided.

Step-by-step Instructions:

- 1) Split the class in two different groups (or several groups if you have more than 10 students) and pass out copies of the photos.
- 2) Have students follow the Categorize instructions on the Powerpoint and group the photos according to time period of those photos, appearance, and message portrayed.
- 3) Have students discuss and share what they've discovered from the photos.

ASSIGNMENT OPTION: You may suggest that students study definitions for vocabulary quiz. If you are to give a quiz the next class, it is suggested that they study the definitions that are provided in the Vocabulary worksheet, **Sexism_Vocabulary.doc**.

4) Discussing scenarios in the “The Freedom Signers” film- (30 mins. TOTAL)

Film Quotes about Sexism to use:

- “Yeah, I stood up for you but you told me to “shut up, you’re a girl- what do you know?” you oppressed me.” (*SEXISM*) “...I tried to voice my opinion but the boys were constantly bickering. I felt helpless. I tried again and again, but they only let me speak one time. One time and that’s it.” ---Amanda
- “...Being a woman isn’t easy- obviously... And what’s worse is that females like me are burdened with two layers of oppression. I’m a Latina (female + Hispanic). Wait, no! I have three layers- Woman + Latina + Deaf!” ---Cathy
- “If women work the exact same hours as men, they earn an average of 84.6% of what men earn.” ---Statistics from Bureau of Labor Statistics

5) Activity #2— Discussion of Statistics related with Sexism (40 min. TOTAL)

Go to last two slides of this PowerPoint to do this activity. Give out the **Sexism_Activity2.doc** handout and have students read the quick facts/statistics and come up with ways to present the information. Allow students to discuss various ways to translate statistics information in a visual way (ASL, photos, concept maps, etc.) Discuss the discussion questions included at the end of the worksheet.

Step-by-step Instructions:

- 1) Give out handouts and have students pair up. Assign one statistic or quick fact per student (or group, depending on how many students vs. items on worksheet.)
- 2) Allow them 10-15 minutes to discuss and come up with ways to visually show the information.
- 3) Have students present their visual demo in a circle or in a way students are able to view the presentation.

ASSIGNMENT OPTION: You may suggest that students write a paper of the discussion questions. Before you give instructions, make sure students watch Shelley explain the questions at the end of the video. Encourage them to use the vocabulary words that are included in Activity #1.

Optional Activities:

Depending on the amount of time you have to focus on this lesson plan, you may include some videos and documentary that focuses on Sexism.

Sexism_OnlineVideos.doc has a collection of *online* videos that focuses on sexism. **SJPLS_ListOfFilms.pdf** has a collection of videos that focuses on sexism and several full-featured films that focuses on the Women Suffrage Movement.

Note to the Teacher:

The intent of these activities is to examine the students' assumptions as well as giving them the opportunity to examine different perspectives. It may be helpful for this exercise to set up some ground rules that the students can help to establish. Because this may be a contentious issue for some students in the class, perhaps the teacher can make it clear that students are free to use whatever terminology they feel the most comfortable with unless that terminology becomes offensive. Worrying about political correctness should not get in the way of fostering an understanding of the issues in all of the students.

Evaluation:

There are several ways to evaluate student's understanding on this topic. One is to give a vocabulary quiz, another is for students to do an essay on the Discussion Questions. It is up to the teacher to choose which method to use for evaluation.

Option #1- Vocabulary Quiz

Use "**Sexism_Vocabulary.doc**" for students to work on and to study for the quiz. You can create your own quiz from this list.

List of Vocabulary Words:

Sexism
Feminism
Gender
Gender roles
Gender inequality
Women suffrage
Domestic violence
Rape culture
Male privilege

Option #2- Essay Prompt

Essay Questions:

1. Why do you think the pay scale is different for men versus women?
2. Do you think that your teachers give grades based on your gender?
3. Why do you think that even though the World's population constitutes 50% women—that we still don't have 100% equality? Use sources to support your answer.

Additional Resources:

Resources- specifically for Deaf/HOH populations:

www.deaf-hope.org- LAVENDER REVOLUTION FILMS

Sources:

- 1) *Helping Teens Stop Violence, Build Community, and Stand for Justice*. 20th Anniversary Edition. Allan Creighton, Paul Kivel. 2011. Hunter House, Inc. Activities derived from Overview of the “isms” chapter.
- 2) Teacher'sNet: Lesson Plan on “Sexism”: Posted 1999 by Glen Hansman. McGill University, Montreal, Canada. <http://bit.ly/YDQSzb>
- 3) Business Insider.com, “18 Ads That Changed The Way We Think about Women”: <http://read.bi/XOI4oY>
- 4) Female Identity Formation: <http://bit.ly/UzZ329>
- 5) History.com: The Fight for Women's Suffrage. <http://bit.ly/XVTyFo>
- 6) Women's Media. “The Gender Wage Gap: Debunking the Rationalizations.” By Hilary M. Lips. <http://bit.ly/14EoOdq>