

Gender Issues Unit and Project

What are the most important issues impacting gender equality in the world today?

Why Gender Issues?

Women contribute in many ways to their communities and nations, but too often they are limited by lack of opportunity and education that restricts their ability to achieve their potential and to participate in decision-making and resource allocation in their families and communities. In countries throughout the world, when women are valued and given opportunity for education and access to resources, their communities and nations as a whole benefit.

- excerpt from: TeachUNICEF Gender Equality Unit

(http://teachunicef.org/sites/default/files/sites/default/files/documents/gender_equality_-_an_introduction.pdf)

What does this unit look like?

This is a 3 week project based unit. That means most of the learning will take place in the context of completing a project. In other words, you will learn mostly by doing, rather than by listening. The unit is running in conjunction with English class, so the learning you do in one class will benefit you in the other class. In history class, you will be working in a group (no larger than 3) to research a country and a current and pressing gender issue in that country. After completing the research, you will create a digital presentation of your learning. The digital presentation will combine both the writing you do in English and the research you do in social studies.

What will be accomplished?

- You will gain a better understanding of gender equity and gender issues around the world.
- You will investigate current practices that attempt to promote gender equity and determine their effectiveness.
- You will share information and raise awareness of gender equity among others by contributing to a digital presentation.
- You will compare gender equity issues in the United States with other countries.
- You will practice research, collaboration, and communication skills.

How will assessment of learning occur?

- Your works habits will be observed and assessed on a day-to-day basis.
- You will self-evaluate your works habits and contribution to your group
- You will have specific research questions you are solely responsible for answering and your ability to answer them will be assessed.
- Your individual contribution to the digital presentation will be assessed.

***Enrichment Possibility :** Depending on the country your group chooses, you may have the opportunity to correspond with someone who has firsthand knowledge of the country. If this

interests you, or if you have a personal connection you would like to use, please let me know at the beginning of the project

No idea what country to choose, perhaps your group should consider one of these: (You may research the country which you have been researching all year. You may not pick the U.S. or a western European country.)

- India
- China
- Japan
- Afghanistan
- Pakistan
- Iran
- Saudi Arabia
- Bangladesh
- Haiti
- Peru
- Ethiopia
- Sierra Leone
- Cambodia
- Egypt
- Dominican Republic
- Nigeria

Trouble thinking of a specific gender issue to focus on, here are some suggestions:

- education
- health care
- economics (income and wealth gaps, 'glass ceiling', access to credit, 'second shift', etc.)
- violence
- discriminatory laws and customs
- lack of political representation (decision making)
- demography (imbalance of women and men)
- disproportionate suffering due to the environment

Calendar:

- April 25- 29
 - 4/29- Friday- combined class- Intro project. Choose groups, countries and topics. Start research. **Complete contract by end of class.**
- May 2-6
 - Research- 2 classes (Mon and Tues)
 - Wed/Thurs -- depending on class, begin the Eng or SS component of the project
 - End of Week 2: **Research Completed** and products begun

- May 9-13
 - May 10th and 12th will be shortened
 - Friday, May 13: **English writing complete**

- May 16-20
 - May 17th, 18th & 19th will be shortened
 - May 17th: **Digital Presentation complete**
 - May 18th: View other projects and offer comments and reflective feedback.
Complete self-evaluation. Harkness discussion on gender issues.

Standards being assessed in both classes:

Work Habits

Work Habits - Collaboration	I have some success.	I can listen to others and communicate my thoughts	I can collaborate positively throughout lessons to ensure a productive, safe, and comfortable learning environment by treating others with respect and dignity.	Additionally, I take on a leadership role in class (or in a group), and I actively seek to involve others and increase the participation of other students.
Work Habits - Responsibility	I have some success.	I can work to meet deadlines and complete assignments. I understand the need to make good choices and I understand my decisions may impact others in the class.	I can meet deadlines, complete homework assignments, use class-time effectively, and accept responsibility for personal decisions and actions.	Additionally, I help to ensure others are meeting deadlines and using class time effectively.
Work Habits - Perseverance	I have some success.	I will revise previous work or spend additional time on task, but often only when asked to do so.	I can ask for assistance, revise previous work, and spend additional time on task in order to achieve proficiency.	Additionally, I seek out ways to further enrich and expand my learning and I offer feedback to others who are revising their work.

World History Digital Presentation standards:

Writing

Writing - Coherent	I have some success.	I understand specific vocabulary and I can create a piece of writing in which some essential elements are not sufficiently developed, in the wrong order, or missing.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Additionally, my writing shows knowledge that extends beyond what was taught and/ or exhibits creativity or nearly flawless technique.
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Evidence

Use of Evidence: Students will be able to evaluate, assess, and incorporate appropriate and accurate evidence from multiple sources (including primary and secondary) to support content specific assignments and assessments.