

Role of Women in the 1950s

EDUC 5256: English Teachable

Social Studies and English

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LESSON PLAN

Grade/Level: Grade 11 Gender Studies University/College Preparation HSG3M

Title of the Lesson: Women in the 1950's

Unit of Study: The Roles of Women Through Time

Background Information:

Students have engaged in critical thinking conversations and debates.

Students have worked in partners and groups.

Students have watched the movie "Mona Lisa Smile" in class.

Assessment:

Students will be assessed on completion of a larger creative writing essay.

Learning Expectations:

Students will be guided through a series of discussions and **short written reflections** based on the various characters in the movie "Mona Lisa Smile".

Students will watch an interactive video that demonstrates the various roles/archetypes of women portrayed in the movie "Mona Lisa Smile".

Students will watch an interactive video that poses questions directly to the class. The teacher will pause and be given designated time to allow students to engage in some level of critical thinking.

Students will later complete a 3-page creative writing essay that asks them to write from the perspective of one of the characters 25 years later. They will research and include at least two historical events and be given time at the end of class to begin their brainstorming and research.

Ontario Ministry Guidelines

Research and Inquiry Skills

A2: Investigating

A2.1 create appropriate research plans to investigate their selected topics ensuring that their plans follow guidelines for ethical research.

A2.2 locate and select information relevant to their investigations from a variety of primary sources and/or secondary sources.

A3: Processing Information

A3.1 assess various aspects of information gathered from primary and secondary sources.

A3.3 analyse and interpret research information

A3.4 demonstrate academic honesty by documenting the sources of all information generated through research

A3.5 synthesize findings and formulate conclusions

A4: Communicating and Reflecting

A4.1 use an appropriate format (e.g., oral presentation, written research report, poster, multimedia presentation, web page) to communicate the results of their research and inquiry effectively for a specific purpose and audience.

A4.2 correctly use terms relating to sex and gender equity.

A4.3 clearly communicate the results of their inquiries (e.g., write clearly, organize ideas logically, use language conventions properly), and follow APA conventions for acknowledging sources

Foundations

B1: *The Social Construction of Gender*

B1.4 describe a range of gender roles in a variety of cultures and historical periods (e.g., in Western and non-Western countries; within various religious traditions; in rural and urban environments; in First Nation, Métis, or Inuit cultures; in middle-class Canada), and explain how and why.

B1.5 assess ways in which socially constructed gender roles and norms reflect the realities of women's and men's lived experiences locally and globally.

B2: *Power Relations, Sex, and Gender*

B2.1 analyse the ways in which power and privilege are unequally distributed between and among males and females in homes, schools, workplaces, and community settings (e.g., with reference to financial decision-making, domestic chores, child and senior care, teacher attention, leadership opportunities, as

B2.4 explain variations in power relations between men and women within patriarchal and matriarchal societies with reference to a variety of social roles and responsibilities (e.g., parental roles, decision making, economic responsibilities, leadership roles, training and educational options)

B3: *Representations of Gender*

B3.1 analyse representations of gender in media and popular culture (e.g., with music videos, movies and television shows, advertisements, comics, blogs, online media)

B3.2 analyze the impact on individuals (e.g., with reference to their self-concept, aspirations, notions of appropriate behaviour, relationships, sense of belonging or alienation) of stereotypical representations of gender in media and popular culture

C: Gender Issues and Gender-Related Policy in Context

C1: *Securing Rights and Social Supports*

C1.1 describe the relevant social context of and issues of concern to contemporary and historical women's movements (e.g., issues such as women's suffrage, property ownership, birth control and reproductive rights, equal pay for equal work and equal pay for work of equal value, violence against women and children, education for girls and women in developing nations, the contribution of women's unpaid domestic and volunteer work to the family and the economy, discrimination in development assistance), and evaluate the achievements of these movements.

<p>Lesson:</p> <p>1. Students will be posed the question, “How is the experience of being a woman versus a man in today’s world differ?” (Follow up question examples: how often do you see a female construction worker? How does social media portray women? How has social media/media in general influenced how we view/treat and expect things from women?)</p> <p>[Expected answers: how women are expected to dress, what kind of jobs they have, how they are expected to act/speak, makeup, hair, general interests, how women are portrayed in movies, how women are portrayed on Instagram, celebrities, monogamy]</p> <p>2. Women Through the Years (change name) educational video will begin. Discussion questions, partner work and tasks are embedded in video. Video explores three distinct characters in the movie, <i>Mona, Lisa, Smile</i> which students have recently watched.</p> <p>[Note to teacher: Video is a mock talk show set in the 1950’s that has the three characters discuss their social/political/familial views as expressed in the movie. The talk show aims to highlight the various archetypes of women in the 1950’s. Throughout the video, it will ask the teacher to pause and ask students to think about relevant questions about their own experiences and opinions. These questions are included at the end of this lesson plan].</p> <p>3. Introduction to large assignment: Students will be given the remainder of the class to brainstorm ideas for the following assignment</p> <p>a. Write a three-page letter from one of the primary characters in <i>Mona, Lisa, Smile</i> from the year 1975! (25 years after their time in the movie). From their perspective, write and reflect on what you have experienced applying real and applicable historical events and context. The essay must touch on at least two historical events with evidence of research. The rest is up to you!</p> <p>[Note to teacher: Students may be given time to research their two historical events at this time].</p>	<p>Materials</p> <p>10 minutes Blackboard/white board Chalk</p> <p>40-45 minutes Computer TV/Projector Link to video/internet YouTube Link?</p> <p>20 minutes</p> <p>Essay outline worksheet Computers/phone Internet</p>
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<p>Bloom's Taxonomy: Knowledge Understanding ✓Application ✓Analysis ✓Synthesis Evaluation</p>	<p>Multiple Intelligences: ✓Linguistic Logical/Mathematical Spatial Musical ✓Bodily/Kinesthetic ✓Interpersonal ✓Intrapersonal</p>
<p>IEP/Modifications: Students will be given the option of creating a two-minute “virtual letter” in the form of a video. Students will later be given time to research and type their work in class.</p>	
<p>Self-reflection: Did students make connections with their own family structure and experiences when asked in the educational video?</p>	

NAME

DATE

WOMEN THROUGH TIME ESSAY ASSIGNMENT

Character Name:

The year is 1975- 25 years since the girls in "Mona, Lisa, Smile' have graduated from Wellesley College. Write a three page letter from **one** of the primary characters perspectives, reflecting and writing about what you've experienced since the 1950's!

Your "letter" must include at least **two** historical events that really happened. You will be given time to research the historical context in class. You will discuss how these events affected your life, what you chose to do in the years after Wellesley College and how your opinions and views may (or may not!) have changed.

The purpose of this essay is to think creatively and critically about how the social and political roles and expectations of women changed through time. What did your character choose to do with their career? Did they take on a traditional role? Did they "break free" from societal expectations and start a rock band?! Make sure you include two historical events but the rest of their fate is up to you.....

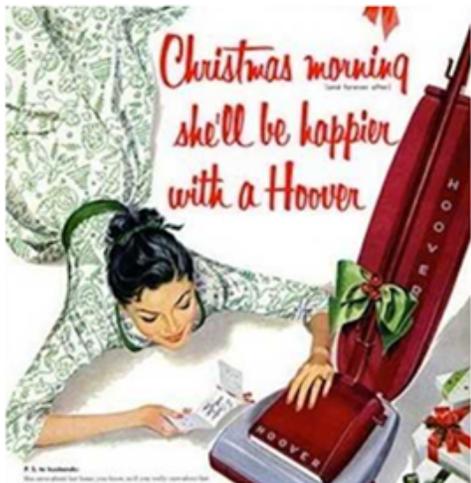
Women's Roles: 1950's Advertisements

Pick one of the four advertisements below and answer the following questions in table groups.

1  **You mean a woman can open it?**

2  **Keep her where she belongs...**

3  **Blow in her face and she'll follow you anywhere.**
Hit her with tangy Tiptail Cherry. Or rich, grape-y Tiptail Burgundy. Or luscious Tiptail Blueberry. It's Wild! Tiptail. It's new. Different. Delicious in taste and in aroma. A puff in her direction and she'll follow you, anywhere. Or yes... you get smoking satisfaction without inhaling smoke. © 1955 Wm. & Wm. Smokers of America.

4  **Christmas morning she'll be happier with a Hoover**
© 1955 Hoover

Exit Ticket

Advertisement 1 2 3 4 (circle)

1. What is this advertisement selling?

2. What message is the advertisement proposing? What are the implications?

3. Who created it? Who is the intended audience?

4. Draw an example of this advertisement without the sexist agenda.

