



**Lesson Plan: Women’s History Month - No Dream Should Ever Be Limited By One’s Gender**

The media plays an influential role in shaping our perception of societal roles, specifically when it comes to gender norms. In this lesson, students will examine the role the media plays in perpetuating stereotypes, specifically those of women. They will also see examples of media where those stereotypes have been defied. This lesson will help students accept their own potential and recognize that their hopes should not be constrained by societal expectations.

Clips Overview	
Use the following time codes to quickly find clips used in this lesson plan.	
<p><b>Clip name:</b> <i>Meet a Scientist: Caprice Phillips</i>  <b>Clip description:</b> Women’s History  <b>Episode</b> 305</p>	<p><b>Time In Code:</b> 17:54  <b>Audio In Text:</b> “So my name is Caprice...”  <b>Time Out Code:</b> 20:59  <b>Audio Out Text:</b> “...nurture your love of science.”</p>
<p><b>Clip name:</b> <i>Nasa Remembers Katherine Johnson</i>  <b>Clip description:</b> Women’s History  <b>Episode:</b> 305</p>	<p><b>Time In Code:</b> 20:19  <b>Audio In Text:</b> Fade up from Black to text:            NASA Remembers Katherine Johnson</p>

	<b>Time Out Code:</b> 22:32 <b>Audio Out Text:</b> Fade to Black: NASA Remembers Katherine Johnson
<b>Clip name:</b> <i>Farah Alibay, Systems Engineer</i> <b>Clip description:</b> Women's History <b>Episode:</b> 305	<b>Time In Code:</b> 22:39 <b>Audio In Text:</b> "When I was a kid..." <b>Time Out Code:</b> 23:22 <b>Audio Out Text:</b> "...and maybe was not the expected engineer."

<b>Grade Levels:</b>	6-8	ELA MITECS
<b>Setting a Context:</b>	<p>This media literacy lesson is designed for 6th through 8th graders. A key theme throughout this lesson is understanding our limitless potential. You will watch stories about women who challenged stereotypes. These women broke barriers at NASA, fought for women's right to vote, and are studying about planets we didn't know existed in space! They are pursuing their dreams and helping to normalize a world where anyone can pursue any career path they want.</p>	
<b>Curricular Standards:</b>	Michigan ELA	
	<p><b>Reading Standards for 6-12</b></p> <ul style="list-style-type: none"> <li>● Craft and Structure <ul style="list-style-type: none"> <li>○ 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>○ 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul> </li> </ul> <p><b>Writing Standards for 6-12</b></p>	

	<ul style="list-style-type: none"> <li>● Production and Distribution of Writing <ul style="list-style-type: none"> <li>○ 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li> </ul> </li> </ul> <p><b>College and Career readiness anchor Standards for Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Presentation and Knowledge of Ideas <ul style="list-style-type: none"> <li>○ 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> </ul> </li> </ul> <p><b>Speaking and Listening Standards 6–12</b></p> <ul style="list-style-type: none"> <li>● Comprehension and Collaboration <ul style="list-style-type: none"> <li>○ 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> </li> </ul> </li> </ul> <p><b>Language Standards 6-12</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Acquisition and Use <ul style="list-style-type: none"> <li>○ 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</li> </ul> </li> </ul>	
<b>Curricular Standards</b>	<b>MITECS</b>	
Creative Communicator	MITECS.A12-14.CC	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Global Collaborator	MITECS.A12-14.GC	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Knowledge Constructor	MITECS.A12-14.KC.d	Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.
Curricular Standards	Michigan Social Studies	
	PROGRESSIVE ERA 6.3.4	Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.
	BECOMING A WORLD POWER 6.2.3	Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women's suffrage, and on internal migration. evaluate possible alternative resolutions.
	CIVIC INQUIRY, PUBLIC POLICY, CIVIC ACTION, AND PUBLIC DISCOURSE C6.4 .2	Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.
	CIVIC PARTICIPATION P4	<ul style="list-style-type: none"> <li>• P4.1 Act within the rule of law and hold others to the same standard.</li> <li>• P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.</li> </ul>

### Lesson Procedures

Use any or all of the following lessons in tandem with this episode of Extra Credit.

Teaching Tips: Be sure to include

1. *Essential Question*

<p>2. Vocabulary List</p> <p>3. Before viewing questions</p> <p>4. During viewing questions</p> <p>5. After viewing questions</p> <p>6. Extension activity</p>	
<b>Essential Question</b>	<i>How can the media challenge stereotypes and highlight narratives which empower the achievements of women?</i>
<b>Vocabulary List</b>	<p><b>Gender Stereotypes</b>   (n.) a predetermined set of attitudes and behaviors that is believed to be typical of all men or women.</p> <p><b>Normalize</b>   (v.) to become accustomed to something.</p> <p><b>Portrayal</b>   (n.) the way that someone or something is described or represented in a painting, movie, book, or other artistic work</p> <p><b>Perpetuate</b>   (v.) to cause something to continue.</p> <p><b>Popular Culture/Pop Culture</b>   (n.) music, TV, movies, books, etc. that are popular and enjoyed by ordinary people, rather than experts or very educated people.</p> <p><b>Representation</b>   (n.) the act of portrayal, picturing, or other rendering in visible form.</p> <p><b>STEM Education</b>   (n.) curriculum centered on education in the disciplines of science, technology, engineering, and mathematics (STEM).</p> <p><b>Suffrage</b>   (n.) the right to vote. In this lesson, we refer to <i>Women's Suffrage</i>. The right for women to vote.</p>

Lesson 1 Procedure: Meet a Scientist - Caprice Phillips	
<b>1. Before Viewing</b>	<p>Provide digital copies of this handout to students, or print the handout. If you print the handout, you should also have a variety of magazines, scissors, and glue for students to use.</p> <p><a href="#">Handout for Think-Pair-Share Activity</a></p> <p>Think</p> <ul style="list-style-type: none"> <li>● Ask students to work individually and make a list of jobs/careers they frequently see female characters doing on shows/movies they watch.</li> </ul> <p>Pair</p> <ul style="list-style-type: none"> <li>● Then ask students to work in pairs. <ul style="list-style-type: none"> <li>○ While they work with a partner, they should talk together about each of the lists they created in the previous <i>Think</i> activity.</li> <li>○ Next, they should search the internet and find <b>four</b> images which show the jobs/careers</li> </ul> </li> </ul>

	<p>women in the careers they both identified in their lists.*</p> <ul style="list-style-type: none"> <li>○ Students should take screenshots of these images and paste them into their document.</li> </ul> <p><i>*Depending on classroom/school policy, teachers may wish to build a page of women in traditional careers/job fields which is accessible for students on a slide deck, classroom Padlet, or classroom webpage.</i></p> <p>Each partner group should choose one image from the four and answer the Five Key Questions of Media Literacy below. They should be prepared to share their responses with the class when they are done.</p> <ol style="list-style-type: none"> <li>1. Who created the message or story about the image/character you chose?</li> <li>2. What techniques were used to get your attention? (Think about the use of color, camera framing, font type-if appropriate, lighting)</li> <li>3. Whose story is included in the message? Whose story is left out?</li> <li>4. How might different people interpret the image/message?</li> <li>5. Who gains profit or power from the message?</li> </ol> <p>Share</p> <p>Have students take a few minutes to describe the images/characters they chose. Then have them answer the Five Key Questions of Media Literacy as they apply to the image they chose with the large group.</p> <p><i>Read &amp; Be Inspired:</i></p> <p><a href="#">Read a short press release about Caprice Phillips from Ohio State University's Department of Astronomy.</a></p>
<p><b>2. During Viewing</b></p>	<p>Show: <i>Meet a Scientist - Caprice Phillips</i>: 17:54-20:59</p> <p>Have students watch and listen carefully for key points in the video that help answer the following questions.</p>
<p><b>3. After Viewing</b></p>	<p>Ask</p> <ul style="list-style-type: none"> <li>● Caprice is very passionate about her career as an astronomer. Based on the way this segment was produced, how do you know Caprice is excited? <ul style="list-style-type: none"> <li>○ Students will hopefully mention Caprice's smile,</li> </ul> </li> </ul>

	<p style="text-align: center;">voice inflection, or the framing of the camera which shows Caprice’s enthusiasm.</p> <ul style="list-style-type: none"> <li>• What is unusual about the type of astronomy Caprice studies?</li> <li>• What type of advice does Caprice offer to help keep one encouraged when things get difficult?</li> </ul>
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**Lesson 2 Procedure: Nasa Remembers Katherine Johnson**

<p><b>1. Before Viewing</b></p>	<p><i>Read &amp; Think:</i>  Print copies of <a href="#">Katherine Johnson, NASA Mathematician and an Inspiration for ‘Hidden Figures,’ Dies</a> for students to annotate. Or, if you have access to Kami or another annotation app, import the document into the app for students to do a digital annotation on their personal devices.</p> <p>Students should do a Level 1 Close Read of this article using the symbols below. As they come upon words or phrases, they will annotate the article either using their writing utensil or the digital annotation tool to mark up the document with the following symbols as a way to guide their understanding of the text. Encourage students to read carefully and re-read for clarification.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Symbol</th> <th style="text-align: center;">Meaning</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">!</td> <td>This is important</td> </tr> <tr> <td style="text-align: center;"><u>underline</u></td> <td>Key word or detail</td> </tr> <tr> <td style="text-align: center;">✓</td> <td>I understand this question/idea.</td> </tr> <tr> <td style="text-align: center;">?</td> <td>I don’t understand...</td> </tr> <tr> <td style="text-align: center;">○</td> <td>Unfamiliar word</td> </tr> <tr> <td style="text-align: center;">#</td> <td>This is surprising or new info!</td> </tr> <tr> <td style="text-align: center;">“ ” ...</td> <td>“This has me thinking”</td> </tr> </tbody> </table> <p><a href="#">(The above is formatted as a student handout as well.)</a></p>	Symbol	Meaning	!	This is important	<u>underline</u>	Key word or detail	✓	I understand this question/idea.	?	I don’t understand...	○	Unfamiliar word	#	This is surprising or new info!	“ ” ...	“This has me thinking”
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	<p>When students have finished reading, ask them to share some of their annotations. Make sure to clarify any areas where students showed a lack of understanding which they indicated by the use of a “?” in their annotations.</p>
<b>2. During Viewing</b>	<p>Show: NASA Remembers Katherine Johnson: 20:19-22:32</p> <p>Have students watch and listen carefully for key points in the video that help answer the following questions.</p>
<b>3. After Viewing</b>	<p>Ask:</p> <ul style="list-style-type: none"> <li>● What was Katherine Johnson's job at NASA?</li> <li>● What is a challenge Katherine Johnson overcame in her role as a woman at NASA?</li> <li>● How did Katherine Johnson help clear the way for other women who pursued the same career path as she?</li> <li>● Can students think of any other women who have paved career paths for other women?</li> </ul> <p>Optional background viewing: <a href="#">NASA Trailblazer: Katherine Johnson   National Geographic</a></p>

Lesson 3 Procedure: Farah Alibay, Systems Engineer	
<b>1. Before Viewing</b>	<p>Have students do a quick write with the following writing prompt:</p> <p>Imagine a world without limits or stereotypes. If you lived in that world, what is something you could do in that world that you cannot do right now? If you don't have any limitations placed upon you, think of someone in this country or another, who cannot do something because of limitations placed upon them by their society.</p>
<b>2. During Viewing</b>	<p>Show: Farah Alibay: 22:39-23:22</p> <p>Have students watch and listen carefully for key points in the video that help answer the following questions.</p>
<b>3. After Viewing</b>	<p>Ask:</p> <ul style="list-style-type: none"> <li>● Describe the scientists you typically see represented in the media.</li> <li>● In what ways does Farah Alibay challenge traditional</li> </ul>



	<p>media representations of NASA engineers?</p> <ul style="list-style-type: none"> <li>• What are some action steps you could take to encourage media makers to include more women in their representation of NASA engineers and/or other women in STEM fields?</li> </ul>
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Extension Activity	
<b>Design a Research Poster</b>	<p><b>Design a poster to promote a woman working in STEM</b></p> <p>Ask students to research and then design a promotional poster about a woman working in the STEM field. They can use the <a href="#">handout</a> to help guide their thinking.</p>

<b>Student Handout for Meet a Scientist - Caprice Phillips</b>	<ul style="list-style-type: none"> <li>• <a href="#">Think/Pair/Share - Women's Careers Represented in the Media</a></li> </ul>
<b>Student Handout for NASA Remembers Katherine Johnson</b>	<ul style="list-style-type: none"> <li>• <a href="#">Student Annotation Symbols</a> (accompanies Read &amp; Think activity)</li> </ul>
<b>Student Handout for Extension Activity</b>	<ul style="list-style-type: none"> <li>• <a href="#">Extension Activity - Design a Research Poster</a></li> </ul>