

Lesson Plan: 4-6 grade

# Gender Roles



## GENDER ROLES

NODAWAY COUNTY HISTORICAL SOCIETY MUSEUM

For Grades

4-6

Lesson Duration

1 session before the museum, 1 session at the museum, and 1 after visiting the museum

## Gender Roles

### Introduction

Throughout history, there have always been different roles that each gender takes part in. Even in today's society, there are still stereotypes of the roles men and women have in society. Changes in society affect the way gender roles are perceived and how they have been perceived differently throughout history. In this lesson plan, students will understand and demonstrate the changes of gender roles throughout history, as well as discuss their observations and findings with each other.

### Essential Question

How have gender roles changed since society norms have changed?

### Goals

Identify and describe the significance of the individuals from Missouri who have contributed to our state and national heritage.

### Objectives

- I can identify and describe the changes in society between gender roles.
- I can compare and contrast differences in gender roles throughout history.
- I can use resources from the Nodaway County Historical Society Museum to explain my reasoning.

### Background Information

*Included in the attached PowerPoint*

Think about how different society was in the past and how it has changed throughout time. The adjustment in the social order of society is referred to as **social change**. Social change effects several different parts of a society, including changes in nature, foundations, behaviors, and relations. Think about different issues we, as a society, have had in the past. Now, think about how those issues have changed since time has passed. Some issues to discuss could include slavery, racism, etc.

One important social change over the past 100 years has been the varying roles that men and women play in our society. **Gender roles** refer to a set of societal norms dictating what types of behaviors are generally considered acceptable, appropriate, or desirable for a person based on their actual or perceived gender.

Think about the varying roles that women have taken on throughout history. Women's roles were often based on what was happening during that specific time in history and what the society's norms were. Take the women's suffrage movement from 1848 to 1920 for example. Women were fighting for basic freedoms, most specifically the right to vote. Although the movement was successful, and women gained the right to vote on August 18, 1920, women still faced issues like equal access to education and lower

salaries. The role that women played in society and how they fought for change can be seen at the Nodaway County Historical Society's museum.

Just as women's roles have changed throughout history, so have the roles of men. Think about the varying roles that men have taken on throughout history. From the 1940s to the 1970s, many men were drafted into the military to fight in different wars. At the NCHS museum, students can see the different roles men – and women – played during times of war.

Changes in society and the way people think impacts gender roles. It is obvious that the role each gender has varies depending on societal norms. While discussing the difference in gender roles, it is important to discuss how societal norms have changed and how that affects gender roles in our culture.

## Procedures

### *Activities before visiting the museum*

1. Have students read a story from the list provided (*located at the bottom of the lesson plan*) and complete a **stop and jot** while reading – this should take no longer than 30 minutes.

#### Lesson Materials

##### *Teacher*

1. Lesson Plan
2. Background information powerpoint
3. Gender role based books

##### *Student*

4. Sheets for students at the Museum
5. Pencil
6. Good attitude!

A **stop and jot** is when students stop reading to write down on a sticky note or piece of paper how they are feeling about a story, as well as write a summary of the story.

2. After the 30 minutes is up, students will turn and talk with a shoulder partner about what they wrote during their stop and jots and have a discussion about gender roles in their stories.

3. Have a class discussion on what students learned about gender stereotypes from the books they read

**Example questions:** What were the different gender roles in your story? How are the similar to the stories of the people around you? How are they different? Why do you think genders play different roles in different stories?

### *Activities at the museum*

1. Divide students into three separate tour groups
  - Once the students are separated into the three tour groups, they will be given a specific amount of time to go around in each section of the museum (the lobby area, the upstairs area and the Caleb Burns house/schoolhouse areas) and have engaging and thought provoking discussions about the area and the different people that are represented within it. Then the students will switch areas until they have seen all areas of the museum. Students should be given a minimum of at least 15 minutes at each area.
  - The discussion needs to revolve around what the students are seeing and are interested in when they look at the exhibits.

- Students will have a blank piece of paper to write about the different exhibits, people, and objects they see throughout the museum. The students should identify famous Nodawayans who they feel they would like to learn more about.
2. After the tour, the whole class will learn about each of their top Nodawayans.
    - Once the students have their top Nodawayan they want to learn more about, the students will be divided into groups based on the location the students need to go in the museum – *this is to make sure students have adult supervision at all times.*
    - Students need to write down information about the Nodawayan they find interesting.

## **Assessment**

*Follow up activity at the school: 3 class periods*

1. Day 1: Students will be divided into two groups
  - Group one – famous Nodawayan is a woman
  - Group two – famous Nodawayan is a man
  - Once students are divided, they should be given time to have group discussions on the person they chose, what the person did, and how it affected Nodaway County.
2. Day 2: The students then will have a class debate on what gender made the most significant contributions within Nodaway County.
  - Allow the students one class period to gather the evidence they found at the museum and prepare for the debate.
3. Day 3: Hold the debate. Following the debate, students will have a class discussion on gender roles and the changes through history.

## **References & Resources**

- <https://www.pinterest.com/>
- <http://humaneeducation.org/blog/2012/06/11/12-childrens-picture-books-that-challenge-traditional-gender-roles/>
- <http://www.whatdowedoallday.com/2014/06/childrens-books-that-challenge-gender-stereotypes.html>
- <http://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/No-Lady/Womens-Rights/>

## **Book List**

- ❖ *Max - by Rachel Isadora*
- ❖ *Ballerino Nate - by Kimberly Brubaker Bradley*
- ❖ *Oliver Button Is a Sissy - by Tomie dePaola*
- ❖ *Knit your Bit - by Deborah Hopkinson*
- ❖ *Pinky and Rex and the Bully - by James Howe*
- ❖ *Jacob's New Dress - Sarah and Ann Hoffman*
- ❖ *William's Doll - by Charlotte Zoitow*
- ❖ *Phoebe & Digger - by Tricia Springstubb*
- ❖ *The Princess Knight by - Cornelia Funke*
- ❖ *Madam President - by Lane Smith*
- ❖ *Ruby's Wish - by Shirin Yim Bridges*
- ❖ *You Forgot your Skirt Amelia Bloomer - by Shana Corey*
- ❖ *A Fire Engine for Ruthie - by Leslea Newman*
- ❖ *Not All Princesses Dress in Pink - by Jane Toles*
- ❖ *Sometimes the Spoons Run Away with Another Spoon Coloring Book - by Jacinta Bunnell*
- ❖ *The Sissy Duckling - by Harvey Fierstein*
- ❖ *Elena's Serenade - by Campbell Geeslin*