

TEACHING AMERICAN HISTORY PROJECT – 2009-2012

***Lesson Title – The Changing Roles of Men and Women – 1950s to 1990s
from Melissa Szych***

Grade - 8

Length of class period – *45 minutes*

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How were the roles of men and women in the mid 20th century different from the roles of men and women in the late 20th century? How were they the same?

Objectives (What content and skills do you expect students to learn from this lesson?)

*How the roles of family members, men and women specifically, have changed over time?
Why have the family roles changed (what factors caused the changes)?*

Materials (What primary sources or local resources are the basis for this lesson?) –
(please attach)

Video clip of I Love Lucy, “Job Switching”

Part 1/3: http://www.youtube.com/watch?v=_SdsLZ80RPI

Part 2/3: <http://www.youtube.com/watch?v=cICESfEF6Gg&feature=related>

Part 3/3: <http://www.youtube.com/watch?v=CZiFOOf2xdY&feature=related>

Video clip of Who’s the Boss, “Pilot”

<http://www.youtube.com/watch?v=IczOzKKU4S4>

Activities (What will you and your students do during the lesson to promote learning?)

After introducing the lesson, students will construct a T-Chart for keeping notes during each video clip. Things students will be looking for are Men’s Roles, Women’s Roles, Social Expectations, Stereotypes, Equality/Inequality Issues, and any other thoughts that students have about each clip.

Students will then share their thoughts in small groups and generate one complete T-Chart for their group and discuss reasons why the changes occurred. These will then be posted on the front board.

Teacher will read aloud the similarities and differences of each groups’ lists.

How will you assess what students learned during this lesson?

Observe small group discussions and whole group discussions

Collecting student work—the T-Charts of each student and their groups' chart.

Connecticut Grade Level Expectations-

- *examine current concepts ,issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and*
- *explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position;*
- *describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas;*