



***Inequality: Words by American Women***

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This curriculum unit is recommended for:  
English 9th-12th Grade  
Standard and Honors

**Keywords:** rights, rhetoric, inequality. Equality. Equity. Privilege, gender, prejudice, stereotype, feminist, feminism, empowerment, social movement, double standard, suffrage, status, era, inalienable, dignity, freedom rights, rights (legal claims), values (moral claims), respect, justice, violation, tone, inquiry, text evidence, power of persuasion, persuasive techniques, public advocacy, central idea, evaluate the structure of an argument

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This unit will use Ted Talks, video recordings, text dependent questions (DBQ), discussions (Socratic), graphic organizers, journaling, project based learning. Students will learn about women's rights. We will focus on best practices in persuasive techniques in historical speeches. We will begin with an introduction to human rights. Students will work on creating their own speeches. Students will also learn more about author's purpose, American History, and the impact of speeches on history. As a final activity, students will continue to use project based learning to create a project through media promoting women's rights. This unit is multifaceted and can easily be adapted for Language Arts, English, History, and Speech and Debate.

*I plan to teach this unit during the coming year to 200 students in 11th grade.*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

## Introduction

As an English teacher for 9th graders, I feel it is important for them to understand their rights and the rights of others. These students aren't yet adults but are quickly approaching adulthood. They are very close to finding their place in society. So much of literature focuses on characters who are standing up for themselves or fighting against some form of oppression. This will be a mini unit on social injustice through the use of gentrification. During close readings of these speeches, the students would annotate and discuss the human rights that are presented. I believe the best way to approach this unit is through the study of speeches. These speeches will be chosen by critical historical events. There would be academic conversations of the historical significance and the author's perspective. Students would write their own speeches describing their own views of human rights.

## Rationale

I have always loved school. I wanted all my teachers to love me for my winning personality and my awesome intelligence. In 1986, I started high school in a small rural town in North Carolina. In my civics class, my teacher, Ms. McDuffie said that it was against cultural norms for blacks and whites to be married in North Carolina. I was devastated and worried. What would happen to my parents? We had just moved here from California, and I didn't think my parents knew. I mean, my mom was a white, Jewish woman and my dad was black. Would they go to jail? Against the law! This lady was a black woman and a teacher. She had to know what to do. So, I went up to her after class and I explained that I was biracial and she acted as if she felt sorry for me. The rest of the day felt like 10 years for me, but this teacher told all her other classes about the mixed student she had and laughed. When I got home and told my parents, my father said that was just the "old way" of thinking and we weren't going to jail. That was my first taste of racism. Until that moment, I thought that America was the "land of the free". I thought that if people just worked hard and followed the rules, any person could live the "American Dream," regardless of race.

That day, I was inspired to not be put in a box. Several times, people tried to remind me of my place, but I wanted to change lives. I always wanted to help others, as a result, the teaching profession called to me. Many students need to be given opportunities to get out of difficult situations, so children can choose to be whatever they want. A teacher must be fully invested in the job because they make a difference whether positive or negative. One person can make a difference. I want to be a motivational presence to those students that have been boxed in and checked off.

While attending the seminar, "A Person's a Person No Matter How Small", led by Sarah Minslow from The University of North Carolina at Charlotte, I began to realize how I could use human rights to coincide with my 11th grade American Literature curriculum. So much of our literature focuses on characters and historical figures who stand up for themselves or fight against some form of oppression. It is a perfect time to introduce students to human rights, especially the right to an education and freedom from discrimination. I plan on using this class to explore human right violations in America.

This unit will specifically focus on the Women's Rights successes and current violations. Historically, the United States has made some strides to create equality among women and men. Both has the right to vote, own property, have oral contraception and play sports. In 1923, the Equal Rights Amendment (ERA) was proposed to all states for the purpose to end the legal distinction between men and men; 37 states ratified it. Before 1978, women could be fired for becoming pregnant. The Discrimination Act of 178 forbade employers to fire a women for being pregnant. Now, there are laws in place to eliminate sexual harassment and discrimination in the workplace set for by the Equal Employment Opportunity Commission. Both men and women are now allowed to serve in the military. This unit will note the strides in America to end unjust privileges of women. Yet, there is still a way to go to have true equality.

There are many ways that the American society has continued to subject women to unconstitutional abuse through media, employment, and court cases, regardless of the written law The wage gap for women is 77 cents on the \$1, compared to men. Not only is pay still a problem; women are not given leadership positions in large companies or politics. This underrepresentation leaves over half of America's population without a voice.

Another violation of inequality for women is the way that they are represented in the media. With very few women directors and even fewer network owners, women tend to be represented as an object. Most commonly, females assume the role of sex symbols in minimal clothes or searching for love in the film industry. In the documentary,, Miss Representation, the viewer is shown multiple examples of women roles tied to the male lead and that women are rarely the protagonist. Miss Representation also demonstrated the way that women in the media are dressed and altered to create a false sense of beauty standards, which causes depression in women and dissatisfaction among men in everyday women.

In the year 2018, we have become a society of internet star wannabes. Many of our students' role models are reality stars who go the extra mile to cause drama or sports figures and rappers who seek attention. Instead of helping, more often, people stand behind a phone and record. These people are bystanders. I would like to use this unit to show students that one person can make a difference and bystanders are enablers. True role models have opinions and are willing to stand up for what they believe in. I do not believe that most American students are aware of human rights. If they know their rights, then they will less likely violate others. To inspire students, I plan to have guest speakers, and I will reach out to the Charlotte Arts and Science Council to assist students with their final projects.

Throughout life I have always believed that hard work and perseverance was all someone needed to succeed. I was under the impression that if I, as a female, had the same credentials as male we would have the same chance to secure the same position for the same pay. It was only after a workshop I recently attended that I fully became aware that this perspective was drastically flawed. Speaking to others outside of my environment opened my eyes to the true relationship of gender in the workplace and our daily lives. All people are created equal but not treated as such. So much more is required for those who fall outside of the middle-aged white male spectrum. I had to do something. As a teacher, I felt the responsibility to my students and to my community to share this newfound awakening. Many of my students most likely will be affected by this reality. I did not want them to be as dumbfounded as I was when they leave my

classroom, eventually graduate high school and enter the “real world.” Coming to this conclusion I immediately went into action. I had to find a way to reach my students. What better way to do that than a Unit on human rights, with special focus on women’s rights?

## Demographics

My school is full of people of color. We have a majority African-American population with a large latino population. The most prodigious gap is financially. We have a large population of poor students (McKinney Vento, group homes, pregnant, single parent homes) and an equally impressive student body of middle class students (two parent homes, multi-level houses, expensive clothes, professional parents). We have It has a student body of approximately 1400. Our AP classes are very small and our lower level classes are packed to capacity. Our ACT score average is a 12. This semester my average class of 11th graders is 32. I have one honors class and 2 standard classes. All three classes have 50% African Americans, 48% percent hispanic/latina, and the last 2% percent is shared between caucasian and Asian population. This vast dynamic creates an ideal environment for human rights topics because most of these students can relate to feeling forgotten where human rights are typically executed.

## Unit Goals

This adaptable curriculum unit is intended for secondary English and History students. This unit will be most effective when placed during lessons that focus on self-identity, social injustice, or legal documents. I would like to focus on reading, researching, having academic conversation, and writing/presentation. I plan on using the speeches in Unit 2 and 3 of my curriculum. Unit 2 is entitled Basic Human Rights and Unit 3 is entitled Expressive Social Justice.

The overarching goals for this unit are to help students better grasp the impact of the spoken word and to understand what their human rights are then be able to form links between the realization (or lack thereof) of human rights based on historical time periods. I want students to acknowledge the strides toward equality and the present day stalemate of women in the workforce, politics, media, and educational opportunities. The standards (see appendix 1) selected in this unit come from the English Language North Carolina Essential Standards.

After reading over the common core standards for English III, I created my student learning objectives to focus specifically on my speech/human rights unit.

The Student Learning Objectives are:

- ❑ Students will be to analyze and evaluate the structure of an argument and the power of persuasion in famous historical speeches by identifying rhetorical devices and persuasive techniques.
- ❑ Students will be able to define human rights and explain how it affects American Society and other countries.
- ❑ Students will be able to explain actions available if basic wants/needs are not being met by writing arguments to support claims using valid reasoning.
- ❑ Students will demonstrate public advocacy and inquiry through visual presentations that focus on specific human rights.

- ❑ Students will be able to determine the central idea, point of view, purpose, and tone of historical speeches and media sources supported by textual evidence.

## Content Research

### History of Human Rights

Most Americans refer to the signing of “The Declaration of Independence” in 1776 as the beginning of our human rights because it states, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” The key word in this line is “all men”. The Declaration of Independence only recognized white men as citizens. These men were in power and any individual who belonged to another group (i.e, Native Americans, women, Africans, white women, etc.) were at the mercy of powers that did not recognize their rights. The emphasis on men’s rights was global, as evidenced by France’s “The Declaration of the Rights of Man and of the Citizen” which was published in 1789.

It was not until Henry David Thoreau’s “Civil Disobedience” that the term human rights replaced natural rights and the rights of men. Thoreau was influenced by John Locke, the father of Liberalism. After the atrocities of WWII, the coined ‘human rights’ went international with the creation of the United Nations and *The Universal Declaration of Human Rights*, which was ratified in 1948. The “UDHR paved the way for the further development of the human rights idea. For the first time in human history, a list of basic human rights had been established that was to benefit everyone, based solely on his or her quality as a human being, without any distinction or discrimination” (Tomuschat)<sup>1</sup> However, there was no way for enforcement. The limitations of the United Nations inspired organizations such as Amnesty International and Human Rights Watch to investigate and advocate against violations of the UDHR. In 2006, the Human Rights Council (HRC) intensified the monitoring and investigation of the international community. “ It has become the main instrument for the enforcement of the view that human rights are intrinsically a matter of international concern” (Tomuschat).

These organizations and documents are not enough to have true equality for everyone. There are still vast injustices in the distribution of wealth and different treatment of groups of people. There is a need to define inequality in two ways, according to Opendemocracy.net. Horizontal inequality develops between groups based on gender, race, ethnicity, religion, caste, and sexuality. Vertical inequality arises between individuals or between households due to wealth distribution or gross income. By this reason, “inequality in income and wealth affects formal and informal political processes in ways that determine people's access to education, healthcare, jobs and social security”. The UDHR is part of the solution because it supplies the identification markers for what is right.

When human rights are violated, people have options for how they might respond if those violations are brought into the limelight. Remarkable people, such as Sojourner Truth and Gloria Steinem, were activist who marched for women equality. Incredibly women, such as Elizabeth Cady Stanton and Shirley Chisholm, fought the legal system for equal rights Could mention

allies, Activists and advocates. Men, such as Thomas Paine and Frederick Douglass, participated and continue to acknowledge the equal role of women in this nation. The part that is missing and the reason behind this unit is to showcase individuals who have been willing to make a stance against unfair systems. One of the main avenues that individuals used was oration. Helping these horizontal inequality groups obtain their rights, “ the great speech makers have addressed those in power, those suffering, and those upholding the status quo. They call upon governments to enact fair laws and enforce those laws,” ( Hitt). These past voices are still resounding today, while new voices emerge, calling all humans to action.

## History of Women Rights

The horizontal inequality group this unit focuses on is women. Women have been on the forefront of working towards being seen and treated as equal citizens. Historically, women have fought for America’s freedom from Britain, stood up against slavery, and worked in fields and homes while the men went to war. During early American history, “Women did not enjoy the same rights as men; slavery was legal; and in many countries, the criterion of personal wealth played a decisive role in determining who enjoyed the exercise of rights and privileges” (Sirs Government Reports). Influential women decided to fight for their own rights. In England, Mary Wollstonecraft, in 1792, wrote a piece titled *The Vindication of the Rights of Women*. In this article, Mary speaks on feminism and how men and women are overall equal beings; however, they aren’t treated as such. A few of her beliefs were that women should be able to enter any field of study they wished along with the permission to practice, women are trained to believe that appearance is important and did not come naturally, they should not be perceived as masculine for voicing their opinions, and lastly, women should be free in their sexuality just as men are.

In 1848, the *Declaration of Sentiments* was passed at a women’s conference held in Seneca Falls, NY, almost a century after the Declaration of Independence was signed. Unlike the Declaration of Independence, it states, “The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her.” This document included women’s rights to exercise, such as access to their children in the event of divorce; the right to testify against a cruel husband in court; and the right of women to enter various types of jobs and keep their their salaries instead of turning over their money to the husband. It was the first step to establishing women as individuals. Women started to run for political office, but twenty years later, when those elected women were excluded from activities of the convention because of their gender, they staged walkouts. Susan B. Anthony and Elizabeth Cady Stanton formed the National Women’s Association to continue to make conditions better for women.

Only in the beginning of the last century did women earn the right to attend college in the US. By 1920, they were granted the privilege of voting by adding the 19th Amendment to the Constitution. The first achievement at the level of binding international law was the adoption of the *International Convention on the Elimination of All Forms of Racial Discrimination* in 1965. Another instrument designed to combat discrimination, the *Convention on the Elimination of All Forms of Discrimination against Women*, was adopted by the UN Assembly in 1979( Sirs

Government Reports). Though these documents were ratified and some changes were implemented into our society, it still did not make women hold the same stature as men in daily life.

The second wave of feminism began after women were forced out of the workforce after WWII, in the late 1950's and lasted until the early 1980's. This wave focused on work, family, and sexuality. There were two factions of this movement, one more radical than the other. Some people tied the radical group with the Civil Rights Movement and the conservative group with older, white females. Their focus was divided, the former wanted to change legislation and social pressure; the latter wanted to focus on the patriarchal nature of American society. During this 30 year time period, the Equal Pay Act of 1963 and the Equal Rights Amendment (ERA) were focal points for women. Great changes occurred during this time period. Women were seen outside of the role of just wife and mother. Writers in literature began to question those Western ideas and the work force began to allow "the second sex" to take on new occupations. Once the ERA failed ratification in 1982, the movement disbanded.

Women are still up to the fight in present day. Since the election of President Trump, women are running for office in record numbers and challenging the cultural power of men's unfair treatment of women with the #MeToo. Women continue to refuse to be bystanders or bandwagoners riding the coattails of man. President Trump has stood his ground by appointing conservative judges and empowering federal agency leaders who have endorsed work requirements for Medicaid, religious exemptions for providers who are against abortion, and changes to college guidelines for sexual misconduct. Even though, women are being shut out federally by changing abortion rights and healthcare, women are fighting within their states and cities for positive changes for equality of all. Overall, "I think that women are driving and leading a transformation in American and civic life and culture that is unendingly hopeful," said Ai-jen Poo, the director of the National Domestic Workers Alliance.

### *Facts about Women's Rights*

In 2010, women make up 50.8% of the American population.

As of 2017, out of Fortune's 500 list, only 32 companies (6.4%) had a female CEO. This is the highest it has ever been.

Women make up 20% of Congress.

According to the National Women's Law Center, last year a total of 16.9 million women in the U.S. lived in poverty.

The pink tax is a phenomenon where women pay more for their products than men 42% of the time, such as deodorant and hair dye.

"Asian women make 85 cents to the dollar, white women make about 75 cents, black women make 63 cents, and Latina women earn only 54 cents for every dollar a white man makes" (Sarah Fielding)

The United States has fallen to the #26 country for economic gender equality. The American societal attitude still persists that women should be the one to quit work to take care of children and allow the man to be the primary breadwinner.

In America, three women are murdered every day by their male partners. Additionally, domestic violence befalls 10 million women a year.

Pending sexual violence investigations (304) have quadrupled from 2014 at colleges across the United States.

By 2020, men will outnumber 4:1 in technology jobs based on the amount of women and men graduating with computer science degrees.

### **Instructional Implementation**

The curriculum is set up in chronological order. It starts with the signing of the Declaration of Independence and ends in present day. Several of the texts that are already in place discuss inequality and the continuous fight for freedom and the “American Dream”. My plan is to add historical speeches from American women of all colors, who have stood up for injustices and demanded human rights be protected. Students will also study the time period each the speech was presented and what political and social effects were initiated and ratified in response to powerful speeches by women. During close readings of these speeches, the students would annotate and discuss the human rights that are presented. Students will also study the time period the speech was presented, focusing on the social climate that necessitated the speech and any political and social effects that resulted. I will provide the necessary historical information in class so that students can focus their attention on the rhetorical devices and close analysis of the speeches while they read. During close readings of these speeches, students will annotate and analyze the language and structure of the speeches. In class, they will discuss the human rights that are presented. There will be academic conversations of the historical significance and the author’s perspective. There will be academic conversations of the historical significance and the author’s perspective. The instructor will summarize the historical time period through extension questions. Students will write their own persuasive (called to action) speeches describing their own views of human rights. As a separate final project, they will advocate for a specific human right through a visual art presentation (ad poster, commercial, art piece, etc.) Students may be split into groups for peer reviews.



## Teaching Strategies (anchor charts)

There are 4 **Anchor Charts** that will be needed to post around your classroom.

Anchor Chart 1 should be on persuasive techniques/rhetorical devices.

Make sure to include Ethos, Pathos, and Logos as titles. Then include the different types of appeals to make it easier for them to identify them in the speeches. Leave room for student examples (that they will identify while reading) to keep it interactive and relevant.

Anchor Chart 2 should be on parts of a speech. This should include the introduction, different types of attention getters, claim, counterclaim, evidence, rhetorical devices (for persuasive speeches), thesis, body paragraphs, transitions and conclusion. This will assist the students with identifying the parts, creating their own speeches, and critiquing fellow students.

Anchor Chart 3 should deal with some of the academic vocabulary from the Student Learning Objectives, such as author's purpose, tone, main idea, etc. I would focus on what the students are still struggling to master. In my class this year, my anchor chart will focus on summarize/paraphrase and how to use textual evidence. Some of the speeches are rigorous or longer than a page. Paraphrasing each paragraph will help students remember and record what the author states as they read. Summarizing the ideas of the author while reading will allow the reader to get a clear understanding of the text.

Anchor Chart 4 should be the steps to annotation.

**Annotating** is a teaching strategy that gives students an opportunity to stay focused on the text and read it multiple times. They are able to keep track of key points and questions by having a written "conversation" with the text. It encourages students to grasp a deeper meaning of the text and draw inferences. Annotating requires students to write directly on the text, so if you are using a textbook, a good idea is to use transparencies and vis-a-vis markers. Another benefit of annotation is that students will not need to reread the entire text because they will have notes on the actual document to refer. It is important to teach the students this practice for a purpose, such as persuasive techniques or characterization.

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Annotate: Conversation in writing with the text. Specifically, students will:

Step 1: Read the text silently without making any marks. NO writing utensil in hand.

Step 2: Start reading the text a second time with writing instrument.

Step 3: Underline all unknown words and phrases constructing educated guesses when possible or creating questions when applicable.

Step 4: Circle any repeated words or words that grab your attention.

Step 5: Draw arrows or list on the side words that seem to relate to one another.

Step 6: Read the text for a second time.

Step 7: Create a main idea for each paragraph using a maximum of a 5 word hashtag.

Step 8: Write any connections you pick up from history or other readings.

Step 9: Write a summary of the selection that is not longer than 2 sentences.

**Two Line Scenes** is an interactive way to introduce rigorous text in focused and engaging way. It puts the text in the students’ mouth and on paper. It is a low-risk activity and something you can refer to during the unit.

1. Students enter the room and are given various lines from speeches and text from Unit 2. Each student receives one line.
2. During journal time, students are to respond to the line. What do they think the line means? How do they feel the line may relate to them or anything we have read in class?
3. After journal time is up, students will gather in two circles. They will read their line silently to themselves, once aloud to themselves, and then (using a stress ball) we will toss the lines to each other until everyone has shared their line with the room.
4. Students will then meet in small groups with different students by the teacher playing number heads. Students will discuss their given line and which word they think is most important. This will also be a time for students to discuss with each other any words they may not understand.
5. Students will then divide into pairs to create a brief scene using these lines. Each student group will present the 2-line scenes to the class that must make sense and use the complete line.
6. Students will come back as a whole group and I will reveal that each group has lines from Unit 2. I will direct them to the board and have them share out what they believe their lines have to do with human rights. We will discuss if this is what we think America is like now. Have there been changes?

To inspire students, I plan to have guest speakers and I will reach out to the Charlotte Arts and Science Council to assist students with their final projects.

### Unit Plan

Monday	Tuesday	Wednesday	Thursday	Friday
Intro: Video story of human rights (from youth for human rights) Human rights questionnaire from Youth For Human Rights Educator’s Guide Powerpoint on Persuasive techniques Read the excerpt on “Civil	Look at persuasive techniques in civil disobedience and play <b>4 corners</b> . Pass out the booklet “the story of human rights” (from youth for human rights) and write an in class essay on which of the 30 human rights is most	Patrick Henry’s Give Me Liberty or Give Me Death! Three options to choose from (based on your student’s level) 1.: <a href="http://americainclass.org/wp-content/uploads/2015/09/Patrick-Henry-StudentVersion.pdf">http://americainclass.org/wp-content/uploads/2015/09/Patrick-Henry-StudentVersion.pdf</a> 2.	Eleanor Roosevelt - 1948 - The Universal Declaration of Human Rights. This one can be used to look at the structure of her speech.  At this point, I would let them know that they will have to write/deliver their original	Intro: “The miss representation of women” movie trailer. Quick Discussion of women’s roles/rights in society. Let’s look specifically at women’s rights through speeches starting with Maria W. Stewart (on commonlit.org)

<p>Disobedience” on commonlit.org and discuss the discussion questions implementing human right target questions of your own</p>	<p>important. Research the chosen right to find relevant examples to back your argument. Finish for homework.</p>	<p><a href="https://betterlesson.com/lesson/516944/the-power-of-rhetoric-day-2-of-3">https://betterlesson.com/lesson/516944/the-power-of-rhetoric-day-2-of-3</a> 3. commonlit.org</p>	<p>persuasive speech in a week or two. I had them write their speeches on their junior paper topic.</p>	
<p>The bathroom speech from Hidden Figures (video) Sojourner Truth (2 speeches) DBQ: How did abolitionists make the case against slavery? (Mini Q from The DBQ Project)</p>	<p>Mona Lisa’s Smile speech Comparison of Elizabeth Cady Stanton and Hillary Clinton</p>	<p>Comparison of Elizabeth Cady Stanton and Hillary Clinton</p>	<p>We Should All Be Feminists by Chimamanda Adichie, 2017</p>	<p>Gloria Steinem (1971 and 2017)</p>
<p>Sheryl Sandburg talks why we have too few women leaders Discussion of women’s roles in society.</p>	<p>Nora Ephron 1996</p>	<p>Ruth Simmons 2014</p>	<p>Creative Project from <a href="http://youthforhumanrights.org">youthforhumanrights.org</a></p>	<p>Creative Projects <a href="http://youthforhumanrights.org">youthforhumanrights.org</a></p>

*Civil Disobedience Discussion Questions*

<p>Compare Texts</p> <p>Henry David Thoreau’s idea influenced many 20th-century reformers, including Gandhi. What connections do you see between the views Thoreau’s “Civil Disobedience” and Gandhi’s beliefs. Discuss evidence from both texts to support your answers.</p>	<p>Critic Andrew Delbanco asserts that Thoreau is “despite all the barricades he erected around himself, an irresistible writer; to read him is to feel wretched away from the customary world and delivered into a place we hear as much as we need.” What does it mean when we say we both need and fear the world Thoreau creates?</p>
<p>The result of Thoreau’s civil disobedience was a night spent in jail. In what ways do people today react to nonconformity?</p>	<p>What benefits are there to conforming or doing nothing?</p>
<p>Explain why you agree or disagree that Thoreau should have lost respect for the government and pitied it? Include one detail from “Civil Disobedience” in your response.</p>	<p>I think it (would not be challenging/would be challenging) for a modern American to live as Thoreau did because</p>

<p>Video Reflection: How accurate do you feel that “Miss Representation” and “The Mask We Live In” reflect our current society?</p>	<p>If you were able to change one thing about our world, what would it be and how would you go about doing it?</p>
<p>Do you feel if minorities were truly treated equal, would it cause problems for the majority? Explain.</p>	<p>In real life, how do you think wealth and power affect one’s ability to enjoy human rights and human dignity?</p>

*Women’s Rights Discussion*

Consider your own country and women’s rights. What is the condition of negative (civil) rights in your country? What about positive (socio-economic) rights?

Do you feel that women underestimate their own abilities?

Are women shy and afraid “to sit at the table” and prefer to be on the side?

How are successful woman perceived in your country? Are men reaching for opportunities more than women? Why?

Are women in your country discriminated against at work? How?

How has the position of women changed in your country over the last 20-30 years?

How can women combine having children with pursuing career?

What can be done to improve the position of women in business? (3 ideas)

Why is it important to recognize and explore women's history?

Is women's history separate from American history?

Why is women's history sometimes overlooked?

How have women influenced America's political, social and economic life?

How would America be different if women never gained the right to vote? To sit in the Senate?

What about the right to work or own property?

Who are some women that you admire? Why?

What challenges remain for women today? How can understanding history help us to overcome them?

How has the literature and discussion we have had influenced your thinking of women's rights?

Do you think if we encourage women's rights, then men would suffer? Explain.

Do you believe a real man would stay at home and take care of the house and children? Explain.

## **Appendix 1: Teaching Standards**

English III (North Carolina Essential Standards)

### *Reading Informational Text*

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### *Integration of Knowledge and Ideas*

CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

## **Range of Reading and Level of Text Complexity:**

Writing

### *Text Types and Purposes*

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

Research to Build and Present Knowledge: (give them a human right, they research, then find newsworthy (timely) violations to use in speech)

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



## Teacher Resources

How Inequality Threatens All Human Rights. Opendemocracy.net, Oct 29, 2015. Database: SIRS Issues Researcher

Other documents that may apply to this unit:

- Declaration of Independence
- Magna Carta
- Emancipation Proclamation
- 19th amendment
- 13th amendment
- United States Constitution

Activist. <http://www.oed.com/>

Aug 6: Women's Equality Day anniversary for 19th amendment

Important Events and Women in History

### Important Court Cases and Documents

Women's Convention of Seneca Falls, NY, 1848  
Declaration of Sentiments, 1848  
19th amendment, 1919  
Universal Declaration of Human Rights, 1948  
The Civil Rights Act of 1965  
International Convention on the Elimination of All Forms of Racial Discrimination in 1965  
1972 Title IX - ended discrimination of sex from any educational program or activity  
Roe VS Wade 1973 - extended the right of privacy and for women to decide for themselves if they wanted an abortion  
Convention on the Elimination of All Forms of Discrimination against Women, was adopted by the Assembly in 1979

### Early Women Fighters 17th Century

Native American Women:  
Pocahontas - Sacagawea  
Puritan Writers:  
Anne Hutchinson - Anne Bradstreet  
Declaration of Independence:  
Abigail Adams -Margaret Corbin

### 19th century Influencers

Women who fought against slavery:

Sojourner Truth - Harriet Tubman - Harriet Beecher Stowe - Maria W. Stewart  
Elizabeth Cady Stanton (1840)  
Lucretia Mott (1840)  
Susan B Anthony  
Women who ran for offices  
Ella Grasso - first woman elected governor  
Lurnao Lockwood - first woman elected to state supreme court  
Shirley Chisholm - ran for president  
Elizabeth Dole - ran for president  
Jeanette Rankin - first female representative to congress  
Eleanor Roosevelt - United Nations

#### Present Day Activists

Hattie Caraway - first woman elected to serve a full term to U.S. Senate  
Sandra Day O'Connor - Supreme Court  
Condoleezza Rice - State Department  
Anita Hill - "The Senate Judiciary Committee's dismissive treatment of Ms. Hill by the all-male, all-white Senate Judiciary Committee [empowered a wave of women](#) to run for state and national office."  
Christine Blasey Ford  
"On Thursday, Christine Blasey Ford, 51, a California-based psychologist who has accused Judge Kavanaugh of sexually assaulting her at a booze-filled high school party, said she would testify before the committee so long as senators offer "terms that are fair and which ensure her safety." As Judge Thomas did in the '90s, Judge Kavanaugh, 53, has categorically denied the accusations and said he will testify before the committee."  
  
Hillary Clinton

## Bibliography

- "Annual International Human Rights Summit 2012." Black History Month Feature: Alvin Ailey - Genius Choreographer and Human Rights Activist. Accessed November 21, 2018. <https://www.youthforhumanrights.org/>. This website offers educators an educational kit full of lessons, handouts and a DVD. It breaks down all 30 human rights in student friendly terms. The lessons reach all learning styles and is not offensive. I found the kit to be very useful to my class, especially the comprehensive creative project which allows for all art forms, not just an essay, to show learning and responsibility. The website itself keeps up with the latest issues and is very interactive. \
- Baker, Sheila F., and Lillian McEnery. "Building the Foundation for Close Reading with Developing Readers." *Texas Journal of Literacy Education*5, no. 1 (Summer 2017): 71-80. Accessed November 21, 2018. doi:<http://www.texasreaders.org>. This article speaks on the importance of close reading and breaks down how to implement this strategy. Close reading helps the students better understand the texts by further understanding the text through vocabulary, different literary devices and rereading. The students will break down texts in sections such as paragraphs, sentences and selective wording. Using these sections, students will link separate ideas and how they aid the speaker in reaching their audience. This article separates close reading into three sections. The first section, preparation, allows the students to question why they are reading and why it was written. The second section, prompts critical thinking through graphic organizers. The last section, practice, students will write their own persuasive articles using the tools they've learned. Later the article presents how close reading can be used in the classroom.
- Betka, Mark. *Women of Influence*. U.S. Department of State: Bureau of International Information Programs, 2006. Recently, women have begun to be credited for their contributions to commerce all over the world. Despite recognition, inequality for women remains. This publication emphasizes the significant contributions to society of women throughout American History - " from the Native-American Sacagawea, who guided white settlers through a vast wilderness, to Sojourner Truth, who fought for the end of slavery and equal rights for all, to Jeannette Rankin, who spoke for the health of women and children in Congress" - and consequently how those achievements have shaped our democratic modern society. These individuals are reminders of how women overcome obstacles and contribute to society as a whole.
- Chira, Susan. "The Women's March Became a Movement. What's Next?" *The New York Times*. January 20, 2018. Accessed November 21, 2018. <https://www.nytimes.com/2018/01/20/us/womens-march-metoo.html>. The election of Donald J Trump sparked a movement propelling women to take a stance on women's rights. This article discusses how women have stepped up and become more involved in running for offices attempting to be a voice for women across America. This article further details women's effort to claim office positions and outlines the potential obstacles of maintaining the #MeToo movement's mission, so it will not be lost to just a moment.

"Climate Change and Human Rights." Global Policy Journal. December 12, 2015. Accessed November 21, 2018. <https://www.globalpolicyjournal.com/blog/12/12/2015/how-inequality-threatens-all-human-rights>. This article deals with inequality of time and work distribution among genders. The presence of inequality can be felt in most environments. The difference of sexual orientation have affected many platforms such as workforce demands. Other inequalities can be determined by individuals, social status, castes and nationality. These dividers can deprive individuals of basic human rights. The author believes, as a result, misrepresentation of each individual is affecting human rights claims.

"Convention on the Elimination of All Forms of Discrimination against Women." United Nations. Accessed November 21, 2018. <http://www.un.org/womenwatch/daw/cedaw/> In 1979, the United Nations adopted an international bill of rights for women and was ratified by 189 countries. "Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice" (UnWomen). The preamble defines discrimination of women and how to resolve it on a national scale. It has 30 articles broken down in 6 parts:

- Part I (Articles 1-6) focuses on non-discrimination, sex stereotypes, and sex trafficking.
- Part II (Articles 7-9) outlines women's rights in the public sphere with an emphasis on political life, representation, and rights to nationality.
- Part III (Articles 10-14) describes the economic and social rights of women, particularly focusing on education, employment, and health. Part III also includes special protections for rural women and the problems they face.
- Part IV (Article 15 and 16) outlines women's right to equality in marriage and family life along with the right to equality before the law.
- Part V (Articles 17-22) establishes the Committee on the Elimination of Discrimination against Women as well as the states parties' reporting procedure.
- Part VI (Articles 23-30) describes the effects of the Convention on other treaties, the commitment of the states parties and the administration of the Convention. (UnWomen)

Fielding, Sarah. "These Statistics Show How Far We Still Need To Go To Achieve Women's Equality In America." Bustle. November 13, 2018. Accessed November 21, 2018. <https://www.bustle.com/p/7-statistics-about-womens-equality-in-america-that-show-the-fight-is-far-from-over-77336>. This article goes into detail focusing on seven main points concerning the fight American women still have left to become equal.

H., Laura H. *Human Rights: Great Speeches in History*. San Diego: Greenhaven Press, 2002. Greenhaven Press published this book in the hopes that these monumental human rights speeches would convey the importance of change needed in the world. "Each volume traces a specific historical era, event, or theme through speeches-both famous and lesser known." (Hitt) This book provides a way to see history through speeches and gives an opportunity to get a personal understanding of issues from the past and how those issues may still be prevalent today. The introduction gives an overview of the origin of human rights and the impact of the Universal Declaration of Human Rights up to 1999. These speeches represent many different cultures and countries. Among them are Sojourner Truth, Chief Red Jacket, Tenzin Gyatso, Elie Wiesel, Mary Robinson, and Susan B, Anthony.

Koenig, Darlene. "Perspectives for a Diverse America." *Teaching Tolerance* 52, no. 43 (Spring 2013): 21-23. Accessed November 21, 2018.

doi:<http://www.tolerance.org/teach/magazine/index.jsp>. This website is full of ideas, information and is easy to use. Teachers can search by grade level and topic. It helps teachers select texts that teach diversity and closely relate to students in classroom. This gives steps to help create lessons tailored to specific grades, using a board game layout for ease of understanding. The site includes Social Justice Standards for every grade level, opportunities for grants, explores curriculum for teaching lessons free of bias, and offers professional development.

*Miss Representation*. Directed by Jennifer S. Newsom. Screenplay by Jessica Congdon, Claire Dietrich, and Jenny Raskin. Performed by Katie Couric, Rachel Maddow, Condoleeza Rice, Gloria Steinem. January 20, 2011. Notable women in American culture discuss the influence of media and they ways it promotes devaluation of women.

*Mona Lisa Smile*. Directed by Mike Newell. By Lawrence Konner and Mark Rosenthal. Performed by Julia Roberts, Kirsten Dunst, Julia Stiles. United States: Columbia Pictures, Revolution Studios, 2003. Film. Set in 1953, a novice art history professor Katherine Watson teaches at the prestigious all-female Wellesley College. Here success is measured by 'how well' the students marry. Katherine wishes for her students to want more than marriage. Watson goes against the administration and encourages the students to be the change they wish to see in their environment.

"Protection of Human Rights under Universal International Law | UN Chronicle." United Nations. December 2016. Accessed November 21, 2018. <https://unchronicle.un.org/article/protection-human-rights-under-universal-international-law>. This article discusses the Universal Declaration of Human Rights that Eleanor Roosevelt introduced at the United Nations in 1948. After the detriment of World War II, the birth of the United Nations was created to protect the integrity of world peace. This convoy of nations noticed the importance of peace and its connection to human rights. This article has made the Universal Declaration of Human Rights the centerpiece and how it reserves human rights internationally. The United Nations never wanted people to be hurt by "genocidal policies as had devastated societies throughout Europe." (UN Chronicle).

Smee, Alice R. "Persuasive Writing: Beyond the Three Reasons." 84.03.01: The Mexican-American Influence on the United States. 2018. Accessed November 21, 2018. <http://teachersinstitute.yale.edu/curriculum/units/2009/1/09.01.09.x.html>. This essay details the importance of persuasive writing. This article explains how to bridge in school use and everyday use of persuasive speaking. It gives examples of how persuasive is used in everyday interactions i.e. media, video games and the internet. In their own writing, students will be able to relate their lives to writing beyond why people should agree with them. Mock lessons can be found towards the end of the article.

Thomson Reuters Foundation. "Are Human Rights Bad for Women?" News.trust.org. June 28, 2017. Accessed November 21, 2018. <http://news.trust.org/item/20170628141011-i1gq3/>. Mistakenly some have assumed that Human rights serves as an umbrella over all rights

incidentally including women's rights. This misconception willingly leaves women feeling misrepresented and unheard. Despite the claim that human rights equally support women, Fagan believes the entire gender still must overcome systematic discrimination. This article stresses the underlining loopholes in the interpretation of human rights and dramatic changes that need to be made to truly reinforce the rights of women and gender equality.

United States. United Nations. Office of the High Commissioner. *The United Nations Convention on the Rights of the Child*. By Luisa Blanchfield. Congressional Research Service, Library of Congress, 2015. There have been many organizations and declarations referring to children's welfare, so when the United Nations had a convention on the rights of a child in 1989, it was of utmost concern that children's rights should be put in writing and acknowledged by all countries. The convention defined a child as anyone under 18 years of old and anyone under this age should have safeguards, including legal protection and emergency housing. It also defined the roles of primary caregivers, as well as how the State is suppose to support them. Even though, most countries agreed, not all countries signed the document. There are 41 articles and some of the articles did not fit with the United States, so our country did not sign. The 41 articles have been separated into 4 subcategories:

1. Survival rights
2. Development rights
3. Protection rights
4. Participation rights

The Universal Declaration of Human Rights, 1948. United Nations. General Assembly. New York, Geneva, Nairobi, Vienna. *Universal Declaration of Human Rights*. Washington, D.C.: U.S. G.P.O., 1949. The Universal Declaration of Human Rights (UDHR) was presented by Eleanor Roosevelt to the United Nations. It contained 30 inalienable human rights that should be universally protected for all nations and all people, no matter their religion, gender, sexuality, or country. This happened right after World War II's atrocities and the first time that countries agreed that all humans have rights. It has been translated into 500 languages. Here is a quick summary of the 30 rights.

Right to Equality	Right to Free Movement in and out of the Country	Right to Participate in Government and in Free Elections
Freedom from Discrimination	Right to be Considered Innocent until Proven Guilty	Right to Social Security
Right to Life, Liberty, Personal Security	Freedom from Interference with Privacy, Family, Home and Correspondence	Right to Desirable Work and to Join Trade Unions
Freedom from Slavery	Right to Asylum in other Countries from Persecution	Right to Rest and Leisure
Freedom from Torture and Degrading Treatment	Right to a Nationality and the Freedom to Change It	Right to Adequate Living Standard
Right to Recognition as a Person before the Law	Right to Marriage and Family	Right to Education
Right to Equality before the Law	Right to Own Property	Right to Participate in the Cultural Life of Community
Right to Remedy by Competent Tribunal	Freedom of Belief and Religion	Right to a Social Order that Articulates this Document
Freedom from Arbitrary Arrest and Exile	Freedom of Opinion and Information	Community Duties Essential to Free and Full Development
Right to Fair Public Hearing	Right of Peaceful Assembly and Association	Freedom from State or Personal Interference in the above Rights

**United Nations. General Assembly. New York, Geneva, Nairobi, Vienna. *Universal Declaration of Human Rights*. Washington, D.C.: U.S. G.P.O., 1949.**