

# *Do Gender Roles Empower or Limit Women?*



Fannie Lou Hamer, a leader of the Mississippi Freedom Democratic Party, speaks before the Credentials Committee of the Democratic National Convention in Atlantic City, August 22, 1964. (AP Photo/stf) Source: <http://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>

## Supporting Questions

1. How is power traditionally connected to gender?
2. How have individual women challenge gender roles?
3. How are gender expectations changing for women?

*Gender Roles Inquiry*

**Do Gender Roles Empower or Limit Women?**

<b>C3 Framework Indicators</b>	<p><b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p><b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p>
<b>Cognitive Skills</b>	Argumentative Claim, Selection of Evidence, Explanation of Evidence
<b>Staging the Compelling Question</b>	Participate in a class discussion on the differences between “boy” and “girl” children’s toys after viewing a video.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How is power traditionally connected to gender?	How have individual women challenged gender roles?	How are gender expectations changing for women?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Create a mind map/web that depicts how power is connected to gender.	Write a paragraph that describes how individual women have challenged gender roles.	Write an evidence-based claim and counterclaim that describe how gender expectations are changing for women.
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<p><b>Source A:</b> “Power”</p> <p><b>Source B:</b> “The Emergence of ‘Women’s’ Sphere”</p> <p><b>Source C:</b> “The Woman of La Raza”</p>	<p><b>Source A:</b> “Answer by the Poet...”</p> <p><b>Source B:</b> “Fannie Lou Hamer’s Powerful Testimony”</p> <p><b>Source C:</b> “Alicia Garza on the Beauty and Burden of Black Lives Matter”</p>	<p><b>Source A:</b> “Testimonios”</p> <p><b>Source B:</b> “Latino Attitudes about Women and Society”</p> <p><b>Source C:</b> “I’ve Long Feared Being Labeled ‘An Angry Black Woman’”</p>

<b>Summative Performance Task</b>	<b>ARGUMENT</b> <i>Do gender roles empower or limit women?</i> Construct an argument (e.g., detailed outline, poster, essay) that answers the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.
	<b>EXTENSION</b> Create a graphic illustration or series of illustrations depicting a specific way that gender expectations can empower or limit the choices and actions of female students.
<b>Taking Informed Action</b>	<p><b>UNDERSTAND</b> Research a school policy or rule (e.g., dress code enforcement, discipline practices, cell phone use) that may disproportionately affect female students.</p> <p><b>ASSESS</b> Evaluate the extent to which the school policy affects female students differently than male students.</p> <p><b>ACT</b> Write a letter or email to a school administrator, or give a speech/presentation to the school board that explains the ways in which the school policy may be harmful to female students.</p>

## Overview

### Inquiry Description

This inquiry leads students through an investigation that assesses the extent to which gender roles empower or limit the agency of women. In doing so, it provides students with the opportunity to explore how women, specifically Latina and Black women, have utilized various ways to push against social norms and to expand what is considered acceptable for females to achieve in American society. Gender intersects with race in many important ways, therefore this inquiry intentionally focuses on the experiences of Latina and Black women. This is not to say that women of other racial groups do not experience similar social pressures. Rather, this inquiry is attempting to provide a more in-depth perspective for traditionally marginalized female voices.

It is important to note that teachers implementing this inquiry may be helped by some prerequisite knowledge of African-American and Latinx history. However, teachers and students can fully participate in this inquiry without expertise in the topics brought up by the questions, tasks, or sources. This inquiry covers many different points in modern social history, so teachers should be prepared and encouraged to provide additional context, sources, and direct instruction to guide students through the questions, tasks, and sources.

Although this inquiry focuses on the experiences of Black and Latina women in the United States, the compelling question is relevant to the experiences of women from all over the globe. The supporting questions are designed to highlight the ways in which social power is traditionally gendered and, in turn, how that power has been used to limit women in various ways. The supporting questions enable students to think about the compelling question in three different ways, widening the scope through which they may understand the extent to which gender roles are constructed, and how women have actively been empowered to challenge those roles through individual and collective agency.

Note: This inquiry is expected to take three to five 45-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of critical thinking skills while assisting students in reading the variety of sources.

### Structure of the Inquiry

In addressing the compelling question—*do gender roles empower or limit women?*—students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

It is important to note that responses to the compelling question should be argumentative, taking a clear position on the compelling question. Teachers should encourage students to rely on the evidence gathered during the inquiry process to develop and support their arguments.

## Context of the Inquiry

This inquiry was developed through a collaboration between C3Teachers and a team of Summit Learning curriculum fellows. This collection of inquiry projects were designed to meet the needs of states and districts, who are increasingly calling for ethnic and gender studies' inclusion in curriculum. Schools need culturally relevant materials that represent the histories and experiences of the communities they serve. The focus on culturally relevant curriculum is an inclusive focus. Culture is not a thing that some people have and others do not. This project, and others in the collection, represent a diverse set of identities and perspectives.

## Cognitive Skills

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of skills that are necessary for college and career readiness. Cognitive Skills are interdisciplinary skills that require higher-order thinking and application.

The rubric includes 36 skills and 8 score levels applicable to students in grades 3 through 12. Through Summit Learning, students practice and develop Cognitive Skills in every subject and in every grade level. The use of a common analytic rubric for assessment of project-based learning allows for targeted, standards-aligned feedback to students and supports the development of key skills over time. For more information, see the Cognitive Skills rubric here: <https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf>

This inquiry highlights the following Cognitive Skills:

Summit Learning Cognitive Skills	
<b>Argumentative Claim</b>	Developing a strong opinion/ argument through clear, well-sequenced claims.
<b>Selection of Evidence</b>	Using relevant and sufficient evidence to support claims.
<b>Explanation of Evidence</b>	Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).

## Staging the Compelling Question

<b>Compelling Question</b>	Do gender roles empower or limit women?
<b>Featured Sources</b>	<b>Source A:</b> “Girl Toys vs Boy Toys: The Experiment,” (16 August 2017). <i>BBC Stories</i> . Accessed from: <a href="https://www.youtube.com/watch?v=nWu44AqF0il&amp;t=15s">https://www.youtube.com/watch?v=nWu44AqF0il&amp;t=15s</a>

### Staging Task

To stage the compelling question—*do gender roles empower or limit women?*—teachers lead students in a class discussion that explores the ways that gender roles and expectations can be created and perpetuated by the ways that adults treat young children. To prompt the discussion, students view a short video clip that highlights the results of a social experiment in which adults are asked to engage in play with young children. During the experiment, children who are dressed as girls are treated noticeably different than children who are dressed as boys. What is important is that students explore how conceptions of gender are highly contingent on the ways that children are socialized and that these patterns of socialization have specific consequences for the opportunities of both male and female children.

Prior to the class discussion, the teacher should encourage students to write down their thoughts, questions, or ideas silently and provide time for students to reflect on their own thoughts. Doing so, allows students to communicate more effectively during the class discussion.

### Featured Sources

The following sources were selected to help introduce students to gender roles. These sources help stage the inquiry, preparing students to engage in the inquiry process. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

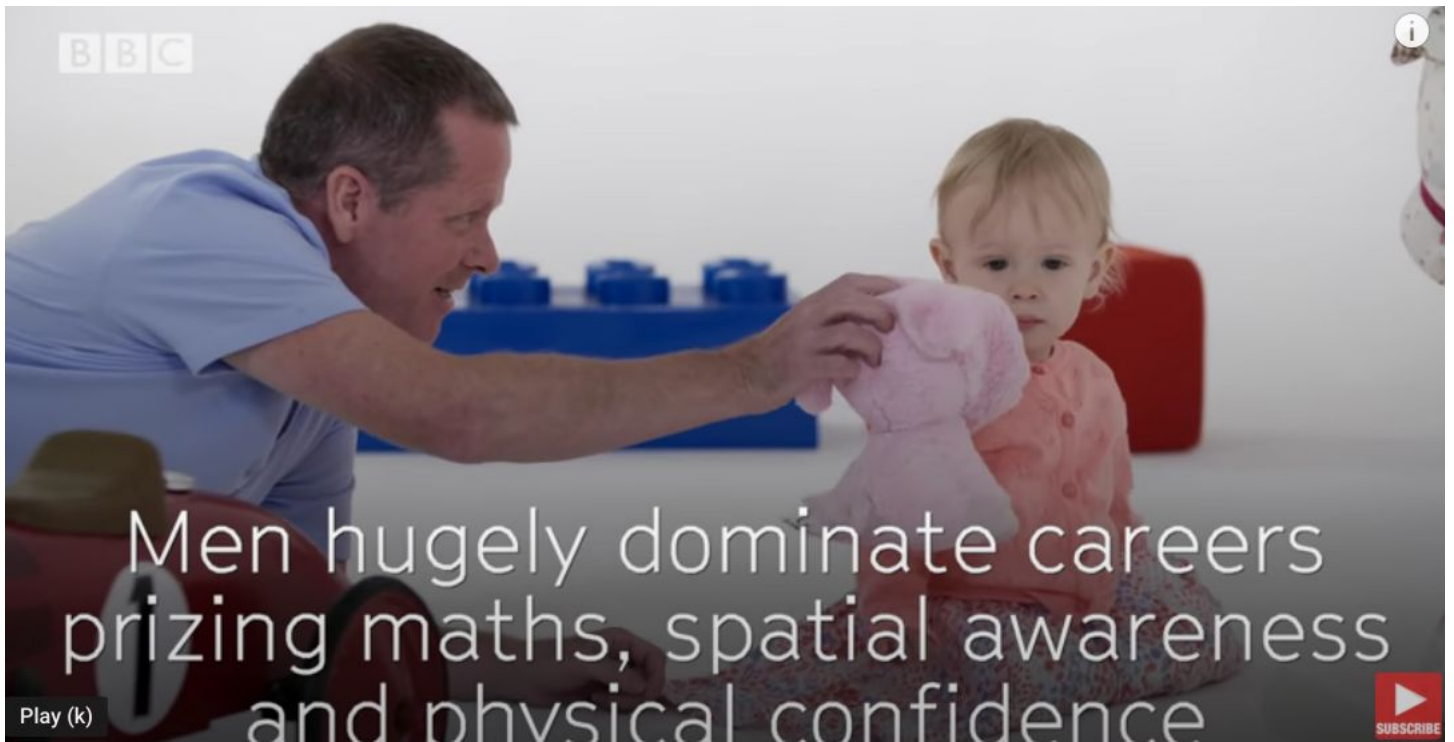
**SOURCE A** The Staging Task’s source is a news segment from the *BBC* that looks at how parents’ choice of children’s toys is impacted by the child’s gender.

## Staging the Compelling Question

### Featured Source A

"Girl Toys vs Boy Toys: The Experiment," (16 August 2017). *BBC Stories*. Accessed from: <https://www.youtube.com/watch?v=nWu44AqF0il&t=15s>

Screenshot from video:



## Supporting Question 1

<b>Supporting Question</b>	How is power traditionally connected to gender?
<b>Formative Performance Task</b>	Create a mind map/web that depicts how power is connected to gender.
<b>Cognitive Skills</b>	<b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims. <b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).
<b>Featured Sources</b>	<b>Source A:</b> Jory, B. "Power: Family Relationships," (excerpts). Accessed from: <a href="https://family.jrank.org/pages/1316/Power.html">https://family.jrank.org/pages/1316/Power.html</a>
	<b>Source B:</b> "The Emergence of 'Women's Sphere.'" <i>The Rise of American Industry</i> , (excerpts). Accessed from: <a href="https://www.ushistory.org/us/25e.asp">https://www.ushistory.org/us/25e.asp</a>
	<b>Source C:</b> Vasquez, E. and Nichols, J. 2006. "The Woman of La Raza," taken from <i>Enriqueta Vasquez and the Chicano Movement: Writings from El Grito Del Norte</i> , pp. 116-118. (excerpts)

## Supporting Question 1 and Formative Performance Task

The first supporting question—*How is power traditionally connected to gender?*—is meant to enable students to explore the various ways that power is gendered. For example, featured sources A and B illustrate the ways in which power in families, communities, and economies is divided into "male" and "female" spheres of influence. This division acts as an organizing social structure that creates boundaries between genders. Conflict arises when these boundaries are perceived to be crossed, leading to social consequences for the "offender." The final source places the Latina experience at the center of investigation. Teachers should examine each source prior to implementation as each source provides detailed historical information that may be new to students. Providing more context and support for students can be accomplished through additional readings or direct instruction.

The formative task is to create a mind map/web that identifies the ways that power and gender are connected. A mind map is a webbing exercise in which students (individually or in small groups) "map ideas." Students can start by writing a term or question in a word bubble in the center of a blank page. Students write down another term in another word bubble that they believe connects to the central idea. Students connect the bubbles with a straight line, and on that line, students justify or explain why those two ideas connect. Students repeat this exercise over and over until a web is formed.

By creating a mind map, students develop a series of mental connections between the formal definitions of social power and the ways society divides this power between social constructions of gender. In addition, teachers can use a variety of close reading or source strategies to help students break down sources.

For more on mind maps, see:

<https://lifehacker.com/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811>.

## Featured Sources

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The following sources were selected to help students identify the various ways power is constructed and, in particular, how power is connected to traditional gender norms. These sources help students answer the supporting question. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to their student needs.

**SOURCE A** This source identifies various sources of social power including power gained through family roles and work.

**SOURCE B** This source outlines the historical evolution of division between male and female social spheres.

**SOURCE C** The source, “The Women of La Raza,” centers around the Latina experience of gender division within traditional Mexican culture.



## Supporting Question 1

## Featured Source A

Jory, B. "Power: Family Relationships," (excerpts). Accessed from:  
<https://family.jrank.org/pages/1316/Power.html>

...*Informational power* has its foundation in specific knowledge that is not available or is unknown to others in the family and in one's ability to verbally present the pertinent information in a persuasive way. For example, if the man in the household is the only one who knows his income, or if he is viewed as knowledgeable about money, then he is likely to make decisions about how money is spent in the family. Alternatively, if a wife can assemble pertinent information about the benefits of purchasing a new car, she may be able to convince her reluctant husband.

*Referential power* is based on affection, mutual attraction, friendship, and likeability within the family. Positive feelings can be a powerful force in making alliances with others, if others want to make those they care about happy and, conversely, not to disappoint them. A parent's desire to please a favored child, a husband's desire to please his wife, a child's desire to please a grandparent are examples of referential power.

*Coercive power* involves the use of physical or psychological force in imposing one's way on others in the family, assuming that others are resistant or opposed. Parental discipline, threats, aggression, conflict, and competition are inherent in the use of coercive power because getting one's way is usually realized at the expense of others getting theirs. An example of coercive power: a parent forces a child to attend a school or college he or she does not wish to attend by threatening to withdraw the child's support.

*Expert power* is based on education, training, or experience that is relevant to the issue at hand. For example, if the woman of the household is a licensed real estate agent, she may have the most influence on where the family lives. If a child has studied the attractions of Florida, he or she may use the expert power accumulated to wield influence on decisions about a Florida vacation. Expert power can also be derived from the specific knowledge and experience of one individual in dealing with a specific issue. For example, if the husband was raised in Mexico, he is likely to be considered the expert about what relatives to visit in Mexico and where to stay on a visit there. Although he may not be considered an expert on Mexico outside the family, within the family he is.

*Reward power* is the ability to influence others by providing physical and psychological benefits to those who comply with one's wishes. With small children, parents often influence behavior with candy or sweets. With older children and adolescents, the price of power might be more expensive—a new outfit or bicycle. Adults in families often strike bargains, exchange pleasing behaviors, and "sweet talk" others to get their way...

## Supporting Question 1

## Featured Source B

"The Emergence of 'Women's Sphere.'" *The Rise of American Industry*, (excerpts). Accessed from: <https://www.ushistory.org/us/25e.asp>

Chaos seemed to reign in the early 1800s. Cities swelled with immigrants and farmers' sons and daughters seeking their fortunes. Disease, poverty, and crime were rampant. Factory cities were being built almost overnight and the frontier was reaching to the Pacific Coast. The PUBLIC INSTITUTIONS — schools, hospitals, orphanages, almshouses, and prisons — were expected to handle these problems, but were overwhelmed. Somewhere there must be safe haven from the hubbub and confusion of business and industry, a private refuge. That place was the home.

Money equaled status, and increased status opened more doors of opportunity for the upwardly mobile. The home was the perfect location to display the wealth. The husband had to be out in the public sphere creating the wealth, but his wife was free to manage the private sphere, the "WOMEN'S SPHERE." Together, a successful husband and wife created a picture of perfect harmony. As he developed skills for business, she cultivated a complementary role. This recipe for success was so popular that all who could have adopted it. In short order the newly created roles for men and women were thought to reflect their true nature. A TRUE MAN was concerned about success and moving up the social ladder. He was aggressive, competitive, rational, and channeled all of his time and energy into his work. A TRUE WOMAN, on the other hand, was virtuous. Her four chief characteristics were piety, purity, submissiveness and domesticity. She was the great civilizer who created order in the home in return for her husband's protection, financial security and social status...

The cult of true womanhood was not simply fostered by men. In fact, the promotion of women's sphere was a female obsession as well. Writers like SARAH HALE published magazines that detailed the behaviors of a proper lady. GODEY'S LADY'S BOOK sold 150,000 copies annually. CATHERINE BEECHER advocated taking women's sphere to the classroom. Women as teachers, she said, could instill the proper moral code into future generations.

It was a fragile existence for a woman. One indiscretion, trivial by today's standards, would be her downfall, and there was no place in polite society for a fallen woman. But a fallen woman was not alone. The great majority of women never met the rigorous standard of "TRUE WOMANHOOD" set by the Victorian middle class, nor could they ever hope to. Sojourner Truth drove that point home in 1851. "That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! AND AIN'T I A WOMAN?" Only white women of European descent, and very few of them, could be "True Women." For immigrant women, the wives and daughters of farmers, and the women who followed their husbands to the frontier, the necessities of daily life overshadowed the niceties. Nevertheless, the ideal of True Womanhood affected every facet of American culture in the 19th century.

## Supporting Question 1

## Featured Source C

Vasquez, E. and Nichols, J. 2006. "The Woman of La Raza," taken from *Enriqueta Vasquez and the Chicano Movement: Writings from El Grito Del Norte*, pp. 116-118. (excerpts)

While attending a Raza conference in Colorado this year, I went to one of the workshops that were held to discuss the role of the Chicana woman. When the time for the women to make their presentation to the full conference, the only thing that the workshop representative said was this: "It was the consensus of the group that the Chicana woman does not want to be liberated."

As a woman who has been faced with having to live as a member of the "Mexican American" minority as a breadwinner and a mother raising children, living in housing projects and have much concern for other humans leading to much community involvement, this was quite a blow. I could have cried. Surely, we could have at least come up with something to add to that statement. I sat back and thought, why? Why? I understood why the statement had been made, and I realized that going along with the feelings of the men at the convention was perhaps the best thing to do at the time.

Looking at our history, I can see why this would be true. The role of the Chicana woman has been a very strong one, although a silent one. When the woman has seen the suffering of her peoples, she has always responded bravely and as a totally committed and equal human. My mother told me of how, during the time of Pancho Villa and the revolution in Mexico, she saw the men march through the village continually for three days and then she saw the battalion of women marching for a whole day. The women carried food and supplies; also, they were fully armed and wearing loaded "carrilleras." In battle they fought alongside the men. Out of the Mexican Revolution can the revolutionary personage "Adelita," who wore her rebozo crossed at the bosom as a symbol of the revolutionary woman in Mexico.

Then we have our heroine Juana Gallo, a brave woman who led her men to battle against the government after having seen her father and other villagers hung for defending the land of the people. She and so many more women fought bravely with other people. And if called upon again, they would be there alongside the men to fight to the bitter end.

And now, today as we hear the call of the Raza and as the dormant, "docile" Mexican American comes to life, we see the stirring of the people. With that call, the Chicana woman also stirs, and I am sure that she will leave her mark upon the Mexican American movement in the southwest.

How the Chicana woman reacts depends totally on how the 'Macho' Chicano is treated when he goes out into the so-called 'Mainstream of Society.' If the husband is so-called successful, the woman seems to become very domineering and demands more and more in material goods. I ask myself at times, "Why are the women so demanding?" But then I realize: This is the place of owning a slave.

A woman how has no way of expressing herself and realizing herself as a full human has nothing else to turn to but the owning of materials things. She builds her entire life around these and finds security in this way. All she has to live for is her house and family, and she becomes very possessive of both. This makes her a totally dependent human, dependent on her husband and family. Most of the Chicana women in this comfortable situation are not particularly involved in the movement. Many times, it is because of the fear of censorship in general - censorship from the husband, the family, friends, and society in general. For these reasons she is completely inactive.

Then you will find the Chicana with a husband who was not able to fare so well in the "Society" and perhaps has had

to face defeat. She is the woman that really suffers. Quite often the man will not fight the real source of his problems, he it discrimination or whatever, but instead will come him and take it out on his family. As this continues, his Chicana becomes the victim of machismo, and woeful are the trials and tribulations of that household.

Much of this is seen particularly in the city. The man, being head of the household and unable to fight the system he lives in, will very likely lose face, and for this reason there will often be a separation of divorce in the family. It is at this time that the Chicana faces the...test of having to confront society as one of its total victims.

## Supporting Question 2

<b>Supporting Question</b>	How have individual women challenged gender roles?
<b>Formative Performance Task</b>	Write a paragraph that describes how individual women challenge gender roles.
<b>Cognitive Skills</b>	<b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims. <b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).
<b>Featured Sources</b>	<b>Source A:</b> de la Cruz, Sor Juana Ines. 1691. "Answer by the Poet to the Most illustrious Sister Filotea de la Cruz, " Translated by William Little, 2008. (excerpts)
	<b>Source B:</b> "Fannie Lou Hamer's Powerful Testimony," Freedom Summer. Accessed at: <a href="https://www.youtube.com/watch?v=O7PwNVCZCcY">https://www.youtube.com/watch?v=O7PwNVCZCcY</a>
	<b>Source C:</b> Hunt, Elle. "Alicia Garza on the Beauty and the Burden of Black Lives Matter." <i>The Guardian</i> , February 2nd, 2016. (excerpts) Accessed at: <a href="https://www.theguardian.com/us-news/2016/sep/02/alicia-garza-on-the-beauty-and-the-burden-of-black-lives-matter">https://www.theguardian.com/us-news/2016/sep/02/alicia-garza-on-the-beauty-and-the-burden-of-black-lives-matter</a>

## Supporting Question 2 and Formative Performance Task

The second supporting question—*How have individual women challenged gender roles?*—enables students to explore three different ways that women have challenged traditional “female” roles. These motivations range from a desire to learn to read and write, to a desire to achieve racial equality and justice.

The formative task asks students to write a paragraph that describes the ways that women have challenged gender roles. As they do, teachers should encourage their students to create a topic sentence or claim and support that claim with relevant evidence from the sources. At this point in the inquiry, it may be helpful for teachers to discuss how both the first and second supporting questions provide ways of answering the compelling question. For example, the first supporting question connects most directly to the “limitations” of gender roles whereas the second compelling question connects most directly to the “empowering” way that women have challenged gender roles.

For struggling writers, teachers can provide graphic organizers or writing templates that guide students through the writing process. See example (Appendix A).

## Featured Sources

The following sources were selected to help students explore the historical ways in which women have challenged

traditional gender roles. These sources help students answer the supporting question. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** This source provides students with a historical voice of a woman driven to challenge obstacles through her writing.

**SOURCE B** The second source highlights the efforts of Civil Rights activist, Fannie Lou Hamer, and the attempts of others to silence her voice.

**SOURCE C** This source outlines the efforts of a modern Black women activist to challenge race boundaries.

## Supporting Question 2

## Featured Source A

de la Cruz, Sor Juana Ines. 1691. "Answer by the Poet to the Most illustrious Sister Filotea de la Cruz," Translated by William Little, 2008. (excerpts)

My writing has never arisen from my own decision, but rather from outside sources. Truthfully, I could say to them: "Vos me cœgistis..." What is really true—and I will not deny it...is that since the first light of reason dawned on me my inclination toward letters was so intense and powerful that neither reprimands by others, of which I have had many, nor self-reflection, of which I have done not a little, have been sufficient for me to stop pursuing this natural impulse that God put in me. God Almighty knows why and for what purpose. And he knows I've asked him to snuff out the light of my mind and leave only what's necessary to keep his commandments. Some would say that any more is too much in a woman, and some even say that it is harmful. The Almighty also knows that, since my request failed, I have tried to bury my intellect along with my name and to sacrifice all this only to the one who gave it to me. For no other reason I entered a religious order even though its duties and fellowship were anathema to the unhindered quietude required by my studious intent...

...I hereby state that before I was three years old my mother sent me and one of my sisters, who was older than I, to one of those schools called Amigas...where we could learn to read. I followed her with affection and mischief. When I saw she was receiving lessons the desire to learn to read caught fire in me so much that I tried to trick the teacher (so I thought) by telling her that my mother had instructed her to give me lessons too. She did not believe it because it wasn't believable; yet, to reward my clever charm, she gave them to me. I continued going and she continued teaching me, no longer as a jest, because the experiment changed her mind. And I learned to read so quickly that I already knew how to by the time my mother found out; for the teacher had kept her in the dark about it in order to delight her completely and to get a reward all together. I kept quiet thinking that I would be whipped for having done this without her leave. The woman who taught me (God bless her) is still alive, and she can vouch for what I say.

...Later on, when I was six or seven years old, and already knowing how to read and write along with all the other skills that women learn such as embroidery and sewing, I heard that in Mexico City there was a University and there were Schools where people studied the sciences. As soon as I heard this I began to nag my mother by constantly and naggingly begging her to dress me in boy's clothes and to send me to live with some relatives of hers in Mexico City so that I could study by enrolling in the University...She refused, and she was quite right, but I assuaged my desire by reading many kinds of books belonging to my grandfather... notwithstanding the punishment and scolding intended to stop me. So, when I came to Mexico people were amazed, not so much by my intelligence as by my memory and the facts that I had acquired at an age that seemed hardly enough just to be able to learn to speak.

## Supporting Question 2

### Featured Source B

"Fannie Lou Hamer's Powerful Testimony," *Freedom Summer*. American Experience: PBS.  
Accessed from <https://www.youtube.com/watch?v=07PwNVCZCcY>.

Screenshot from video:





## Supporting Question 2

## Featured Source C

Hunt, Elle. (2 September 2016). "Alicia Garza on the Beauty and the Burden of Black Lives Matter." *The Guardian*. News Interview (excerpts) Accessed from: <https://www.theguardian.com/us-news/2016/sep/02/alicia-garza-on-the-beauty-and-the-burden-of-black-lives-matter>

Nearly four years into a task she expects to take 40, 50, even 60 years to achieve, Alicia Garza is done with compromise.

Garza is a co-founder of Black Lives Matter: once a hashtag, now a national organisation and a global rights movement. When your goal is to end violent policing, the oppression of black people and racism in the United States – and eventually everywhere else – you can't hope to bring all parties to the table.

"Everybody is now aware of Black Lives Matter, for the most part ... but it doesn't mean systemic racism has been eradicated," she says before her appearance at the Festival of Dangerous Ideas in Sydney on Saturday. "We've got dozens and dozens of laws that prevent discrimination, but there's still discrimination.

"We have said from the very beginning that our movement is about ... the fact that there isn't much quality of life for black people in this country. Our conditions are pretty similar to conditions for black people around the world, which is how we know that it's not isolated – that it's intentional and that it's systematic."

...[W]hen, in July 2013, George Zimmerman [was acquitted of the murder of Trayvon Martin. Garza – along with Patrisse Cullors and Opal Tometi, two fellow black activists also based in California – coined the phrase "Black Lives Matter" in a post to Facebook.

The turning point in its transition from online signifier to 21st-century force for civil rights was the fatal shooting of 17-year-old Michael Brown in Ferguson, Missouri, by a white police officer in August 2014. The hashtag came to define the unrest that erupted when on 24 November a grand jury decided not to indict Darren Wilson, the officer who shot him.

In the next three weeks, #BlackLivesMatter appeared on Twitter nearly 2m times as protests, some of them violent, broke out in Ferguson and other cities across the US. Between Zimmerman's acquittal and March 2016, it was used almost 12m times on Twitter, making it the third-biggest "social issues" hashtag in 10 years of the platform.

And then in July this year, when the deaths of Alton Sterling in Louisiana and Philando Castile in Minnesota preceded gunmen killing police officers in Dallas and Baton Rouge, use of the hashtag reached record heights. On 8 July, #BlackLivesMatter appeared on Twitter more than 1.1m times.

Five years on from the "Facebook revolution" of the Arab spring, at a time when the internet is just as likely to be spoken of as a distraction from activism than as a tool for it, Black Lives Matter has been held up as an unequivocal success story – an online conversation that translated to action offline. With a network of 37 chapters listed across the US, one in Canada, and a growing presence in the UK, it organises protests, community contributions, and activism of the kind that existed before smartphones.

In August alone, Black Lives Matter and its affiliated groups occupied a Chicago detention and police facility at which the severe abuse of prisoners was alleged; protested against what they say is race-based police brutality in New York, Los Angeles and Ontario, among other cities; and released a policy document outlining how "the war

against black people” might be brought to an end...

But Garza says BLM is born of a “long tradition of seeking freedom” that is now organised online. “What it takes to get people from liking and sharing and retweeting to organising is a hard and long process,” she says. “Technology has really changed the game in terms of how people participate and what they decide to participate in...”

This will take both legislative and cultural change... “Do we feel like we’re making progress? Yes and no. It is very much two steps forward, one step back. And I think that that is why it’s important for us to have a long view. The first major piece of civil rights legislation in this country took 40 years. Forty.”

She laughs. “So, we’re doing pretty good in the three and a half years we’ve been around.”

But creating a community of activists who are built for the long haul is a challenge at a time when, Garza agrees, few people are prepared to commit to anything for very long. She is concerned that there may be supporters of BLM “sitting on the sidelines” because they equate activism only with protest.

“That really is our work – to make sure that the movement is everywhere ... in hospitals and healthcare, in schools, in our workplaces, in our churches,” she says. “That’s what’s going to really accelerate the pace of the change that we seek.”

## Supporting Question 3

<b>Supporting Question</b>	How are gender expectations changing for women?
<b>Formative Performance Task</b>	Write an evidence-based claim and counterclaim that describes how gender expectations are changing for women.
<b>Cognitive Skills</b>	<p><b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims.</p> <p><b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).</p> <p><b>Argumentative Claim:</b> Developing a strong opinion/ argument through clear, well-sequenced claims.</p>
<b>Featured Sources</b>	<p><b>Source A:</b> Peña, C. (15 December 2015). "Testimonios of Mexican Immigrant Daughters," Video Production USA. Biographical Documentary (video). Accessed from: <a href="https://www.youtube.com/watch?v=5ZEoHW9HERw">https://www.youtube.com/watch?v=5ZEoHW9HERw</a>.</p> <p><b>Source B:</b> Halpin, J. and Teixeira, R. (9 July 2010). "Latino Attitudes about Women and Society." Center for American Progress. Report. (excerpts). Accessed from: <a href="https://www.americanprogress.org/issues/race/reports/2010/07/09/8152/latino-attitudes-about-women-and-society/">https://www.americanprogress.org/issues/race/reports/2010/07/09/8152/latino-attitudes-about-women-and-society/</a></p> <p><b>Source C:</b> Xunis, B. (1 March 2020). "I've Long Feared Being Labeled an 'Angry Black Woman.'" <i>The Lily</i>. Accessed from: <a href="https://www.thelily.com/ive-long-feared-being-labeled-an-angry-black-woman-now-im-learning-to-be-true-to-my-emotions/">https://www.thelily.com/ive-long-feared-being-labeled-an-angry-black-woman-now-im-learning-to-be-true-to-my-emotions/</a></p>

## Supporting Question 3 and Formative Performance Task

The third supporting question—*How are gender expectations changing for women?*—focuses on the ways that gender roles of women are changing. The three sources focus on the experiences of Black and Latina women and the ways in which society is changing its conception of what is socially acceptable for women. Key to this question is understanding how the views of society are changing. This concept is brought out by Featured Source B which presents detailed survey data.

The formative task asks students to create an evidence-based claim and counterclaim that answers the supporting question. This task is critical in helping students form their arguments. Teachers may need to provide instruction and scaffolding to students who are not used to claim-writing. For this task, a claim should be based on the evidence provided in the sources and should be concise - 1- 3 sentences. The claim should be an attempt to reconcile the conflicting information presented in the sources. Teachers should encourage students to write clear, evidentiary, accurate, and well-reasoning claims.

Based on students' work on this third formative task, teachers should encourage them to begin brainstorming possible answers to the compelling question based on what they have learned.

## Featured Sources

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The following sources were selected to help students assess the various ways that women are changing the social expectations of what it means to be female. These sources help students answer the supporting question. Teachers should add/subtract, excerpt, modify, or annotate sources in order to respond to student needs.

**SOURCE A** The first source is a video that portrays the stories of three Latinas who have attempted to break away from traditional family expectations of what women are meant to do for work.

**SOURCE B** This source highlights different ways that social attitudes are changing about the role of women in society. Students may need help from their teachers in understanding this data, as it is different from any of the sources that have been presented thus far.

**SOURCE C** This source is a unique presentation of a young Black woman's attempt to break away from the damaging stereotype of "angry black woman."

## Supporting Question 3

## Featured Source A

Peña, C. (15 December 2015). "Testimonios of Mexican Immigrant Daughters," Video Production USA. Biographical Documentary (video). Accessed from: <https://www.youtube.com/watch?v=5ZEoHW9HERw>.

**Description:** This is a twenty-minute biographical documentary of three second-generation immigrant daughters. All three young ladies successfully completed their goals in higher education in spite of struggles common in bi-cultural and bilingual families. This short digital film was researched, produced and edited by Cindy Peña as a special project for her Master of Arts degree with Honors in Bi-cultural Bilingual Studies at The University of Texas at San Antonio. Her professor was Margarita Machado-Casas, Ph.D. and her mentor was Senior Video Producer Gerard Bustos.

Screenshot from video:



"TESTIMONIOS" OF IMMIGRANT WOMEN'S DAUGHTERS:  
HOW THEY HAVE LEARNED TO "SOBRESALIR"  
IN THEIR EDUCATION

Supporting Question 3

Featured Source B

Halpin, J. and Teixeira, R. (9 July 2010). "Latino Attitudes about Women and Society." Center for American Progress. Report. (excerpts). Accessed from: <https://www.americanprogress.org/issues/race/reports/2010/07/09/8152/latino-attitudes-about-women-and-society/>

The Center for American Progress, in conjunction with A Woman’s Nation, the Rockefeller Foundation, and TIME magazine, conducted a landmark study in the summer of 2009 into public attitudes about women, society, and the workplace. Women are approaching the historic milestone of constituting half of the workforce, and the study sought to determine how Americans felt about a range of changes in the nature of modern family life and work.

The study found striking consistency in men and women’s attitudes about many formerly contentious issues of gender relations and the working status of women. The study overall found strong majorities of men and women agreeing that the rise of women in the workforce is a positive development for society—a belief that crossed partisan, ideological, racial and ethnic, and even generational lines.

The survey of 3,413 adults, conducted by Abt SRBI, included an oversample of Latinos, allowing us to dive somewhat deeper into the beliefs of this important and growing group, and to compare their attitudes with those of the population at large. This survey was not designed as a comprehensive examination of Latino attitudes and subgroups, but the results provide interesting and useful attitudinal trends that will be worth pursuing in more detail in future studies [see figures below].

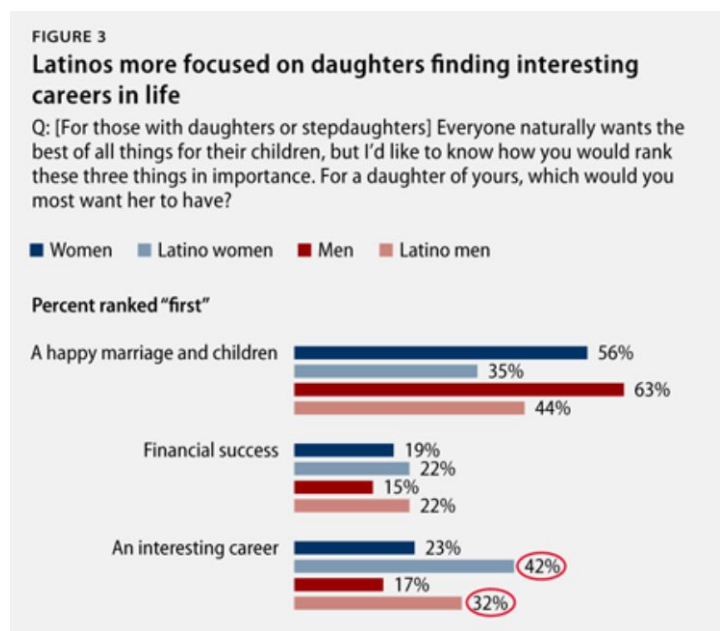
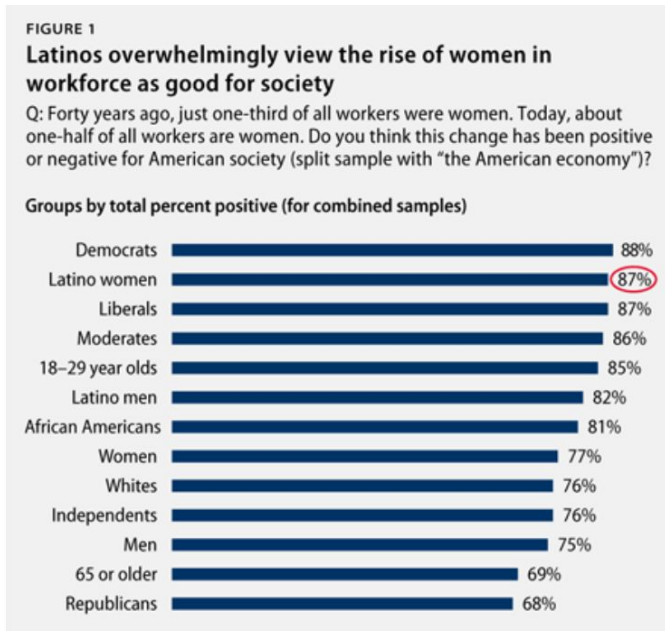


FIGURE 5

**Latinos more likely to turn to one another for decision making and financial support**

Q: Whether or not you have a romantic partner in your life right now, please tell me how important you feel it is for you personally to have that person do the following.

■ Women ■ Latino women ■ Men ■ Latino men

**Percent saying "very important"**

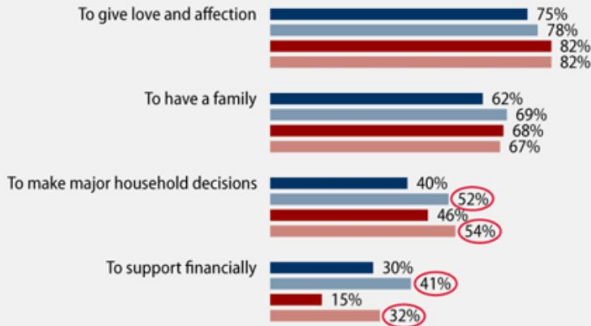


FIGURE 7

**Latinos express progressive attitudes about women and politics**

Q: For each statement, please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

■ Women ■ Latino women ■ Men ■ Latino men

**Total percent agree**

Today's women's movement is a movement that considers the needs of men and families too, not just women.



There would be fewer problems in the world if women had a more equal position in government and business.



## Supporting Question 3

## Featured Source C

Xunis, B. (1 March 2020). "I've Long Feared Being Labeled an 'Angry Black Woman.'" *The Lily*. Accessed from: <https://www.thelily.com/ive-long-feared-being-labeled-an-angry-black-woman-now-im-learning-to-be-true-to-my-emotions/>

Last week, body camera footage was released showing an Orlando officer arresting a 6-year-old black girl after she threw a tantrum at school. It is heartbreaking to witness how black girls' emotions are policed at a very young age. Our society has created a world in which women are sometimes afraid of their own anger out of fear of repercussions.

In my life, the slightest indication of anger was fraught with punishment. I sat in detention after my teacher declared that "I had an attitude"; I was written up at work for speaking up for myself. Today, giving myself the right to be angry, rather than feeling like I need to hide it, has been the healthiest release of all.

Although you can still catch me releasing my anger in a punk mosh pit or two, I've gotten to a place where I no longer care about how others perceive me. I don't have to hide my "ugly emotions" to make others comfortable. My ancestors marched so I wouldn't have to be palatable out of fear of being the "angry black woman."



\*See full-text to access all images and additional information.



Summative Performance Task	
<b>Compelling Question</b>	Do gender roles empower or limit women?
<b>Formative Performance Task</b>	Construct an argument that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.
<b>Cognitive Skills</b>	<p><b>Argumentative Claim:</b> Students demonstrate this skill by developing a defensible argument answering the inquiry.</p> <p><b>Integration of Evidence:</b> Students demonstrate this skill by representing evidence accurately. Evidence of this skill is found in the body of the inquiry argument.</p> <p><b>Selection of Evidence:</b> Using relevant and sufficient evidence to support claims.</p> <p><b>Explanation of Evidence:</b> Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas).</p>

At this point in the inquiry, students have examined supporting questions that explore the ways in which gender roles have acted to limit the agency of women, while also identifying ways that women have acted to expand the definition of what actions are socially acceptable for women to pursue. Each supporting question is designed to provide students with examples from the Black and Latina social experience in order to construct a response to the compelling question. They record their findings in a mind map, written paragraph, and with an evidence-based claim and counterclaim. They then use this work to build and support their arguments.

Students should demonstrate the breadth of their knowledge and their abilities to use evidence from multiple sources to support emerging understandings. This final step requires them to create an argument through writing, debate, or some other venue. In this instance, students' arguments should show variation as each student grapples with the complex ways that gender roles affect the experiences of women.

## Argument Stems

Students' arguments will likely vary, but could include any of the following:

- Although both Latina and Black women have found a voice in society that is empowered by their social identities, gender ultimately limits women as it creates barriers and expectations that are oppressive in nature.
- Although women, particularly Latina and Black women, have been forced to endure many types of social and economic oppression, many women have used their role into society to empower their efforts to change society for the better.
- Gender roles are always changing. Therefore, the roles and expectations of Latina and Black women are shaped both by the social pressures around them and the efforts of those women who simultaneously seek to define themselves.

To support students in their argument making, teachers should model how each supporting question builds on the others to construct different ways of answering the compelling question. Teachers should encourage students to use evidence to support their thinking, and to write arguments that are clear, accurate, well-reasoned, and evidence based.

**EXTENSION** To extend their arguments, students can create a graphic illustration or a series of illustrations depicting a specific way that gender expectations can limit or expand the choices and actions of students. Students can take inspiration from Source C from Supporting Question 3, which uses graphic illustrations to portray the author’s point of view.

Taking Informed Action	
<b>Action Question</b>	Do gender roles empower or limit women?
<b>Civic Theme</b>	<b>FAIRNESS:</b> Students address questions around equity, justice, and fairness.
<b>Action Task</b>	Write a letter or email to a school administrator, or give a speech/presentation to the school board that explains the ways in which the school policy may be harmful to female students.

## Structure of Taking Informed Action

Taking informed action tasks have three steps to prepare students for informed, reasoned, and authentic action. The steps ask students to (1) *understand* the issues evident from the inquiry in a larger and/or current context; (2) *assess* the relevance and impact of the issues; and (3) *act* in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students have the opportunity to take informed action by drawing on their understanding of social power and the ways that women have historically been empowered themselves to challenge those social limitations.

**UNDERSTAND** Research a school policy or rule (e.g., dress code enforcement, discipline practices, cell phone use) that may disproportionately affect female students.

**ASSESS** Evaluate the extent to which the school policy affects female students differently than male students.

**ACT** Write a letter or email to a school administrator, or give a speech/presentation to the school board that explains the ways in which the school policy may be harmful to female students.

**CIVIC THEME** This task reflects the civic theme of *fairness*. When students engage in fairness-building civic action, they address questions of equity, justice, and fairness for groups and individuals. In the inquiry, students investigated the ways in which gender roles impact one's place in society, with particular attention to females of color. By evaluating and taking action on the fairness of a school rule, students build challenge gendered systems and build equitable structure in their own community, for themselves and others.

## Note about Ways to Take Informed Action

This inquiry has a *suggested* taking informed action task. Teachers and students are encouraged to revise or adjust the task to reflect student interests, the topic/issue chosen for the task, time considerations, and the like.

Taking informed action can manifest in a variety of forms and in an array of venues. They can be small actions (e.g., informed conversations) ranging to big events (e.g., organizing a protest). For this project, students may express action by creating a public service announcement (as noted in the extension), organizing a panel discussion, conducting a survey and the like; these actions may take place in the classroom, the school, the local community,

across the state, and around the world. What is important is that students are authentically applying the inquiry to an out-of-classroom context.

For more information about different ways students can take action, see: Muetterties, C. & Swan, K. (2019). Guiding Taking Informed Action Graphic Organizer. *C3Teachers*. Available from:

<http://www.c3teachers.org/inquiries/civic-action-project/>.

## Appendix A

### Paragraph Template

<b>Topic Sentence/Claim (1-2 sentence evidence-based statement that answers the question)</b>
<b>Fact/Piece of Evidence/Reference to Source #1:</b>
<i>This source is significant because...</i>
<i>Furthermore/In addition...</i>
<b>Fact/Piece of Evidence/Reference to Source #2:</b>
<i>This source is significant because...</i>
<i>Furthermore/In addition...</i>
<b>Fact/Piece of Evidence/Reference to Source #3:</b>
<i>This source is significant because...</i>
<i>Furthermore/In addition...</i>
<b>Summarizing Sentence</b>
<i>All of these sources show that/support (connection to claim/topic sentence) ...</i>