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**Grade Level:** 2-4

**School:** Northeast

### Name and Summary Description of Case Study

**Why Do I Think This Way?** explores the social construct of gender and how society defines gender. Students brainstorm what dominant message our culture tells us on how boys and girls should act, be, or do. Students will examine advertisements that are gender-neutral and advertisements that affirm society's gender bias'. Students will then create or redesign an ad to be gender-neutral. Students follow up by writing a persuasive letter to a toy manufacturer or a store to request that they change the way they market toys or goods to a specific gender.

### Broad Topic or Concept

The children will explore how our identities shaped by society. They will also find out why they might not feel safe to express who they are? What does it feel like to be questioned about the toys we want to play with? They will also see that there is a difference between the terms "sex" and "gender." That our sex is biological and refers to whether you were born with female or male private parts. Gender, on the other hand, is a social construct. It is the lifestyle characteristics one encompasses that are secondary. That gender is culturally learned, not biological. Gender is what gets expressed - how we look, how we act, and how we feel. Society has dictated what it means to be a boy or a girl and this has changed throughout history. ([Smithsonian article](#))

### Guiding Question(s)

(Is it relevant, meaningful, provocative and accessible to students? Does it stimulate on going rethinking of big ideas and prior lessons? Does it provide the opportunity students to generate a variety of plausible and arguable responses?)

How do I define who I am?  
How does society influence who I am?  
Why do I think this way?

### Standards and Skills



<b>Content Standards</b>	<p><b>Social Studies Theme:</b></p> <ul style="list-style-type: none"> <li>Individual development and cultural identity - Role of social, political, and cultural interactions in the development of identity.</li> <li>Development and Transformation of Social Structures - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture.</li> </ul> <p><b>Social Studies Practices:</b></p> <ul style="list-style-type: none"> <li><b>Gathering, Interpreting and Using Evidence:</b> Develop questions about the world in which we live that can be answered by gathering, interpreting and using evidence.</li> <li><b>Civic Participation:</b> Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one</li> </ul>
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	<p>agrees with the other viewpoints. Participate in activities that focus on a classroom, school, or community issue or problem.</p> <p><b>Social Studies Standards:</b> 3.8 -- The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p>
<b>Literacy Standards</b>	<p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI&amp;RL)</p>
<b>ICSD Anti-Marg Focus Questions</b>	<p>What is my identity?</p> <p>What are my biases?</p> <p>What are my beliefs about gender?</p> <p>Where do they come from?</p>
<p><b><u>Product</u> or Performance</b> (High quality, original artifact of learning that emerges from project; in service to an audience beyond the classroom)</p>	
<p><b>Description:</b> Students will work together to create a chart or a video that shows what they think that society wants boys and girls to act, be, or do. Make sure the students understand the difference between sex and gender. That sex is defined at birth and is dependent on the body parts one was born with. Gender is a social construct.</p> <p>Students will create a toy advertisement that is free from gender biases or sexism.</p>	<p><b>Specific content and skills to be assessed:</b> Students will work in a small group to brainstorm a list of what they think our culture says how boys and girls should be, act, or do. This can be assessed using pictures, words, drawings, videos, etc...</p> <p>Students will think critically as they individually or in a small group design an add to reflect their thinking of who the toy should be marketed to. Will they design it to be gender-neutral or will it show a gender bias? They will share these with their classmates and ask for feedback on what others think their ad says about gender.</p>
<p><b>Audience and how product will be made public:</b> Students work will be displayed in hallways for the school community to view and comment on. Students may also upload their work on Seesaw for family access and to add to their digital portfolio.</p>	<p><b>How product matters to this audience:</b> The students' work will matter to the audience because it demonstrates the growth in their own personal development. The entire process of this work is to bring an awareness of students' identities and how society influences their thoughts.</p>
<p><b>Narrowed "Microcosm" of the Big Idea, Example(s), Illustration(s), Tangible/Local</b> (For Launch and/or Fieldwork)</p>	
<p>Students will critically analyze advertisements and marketing to gender groups in our country. It is important to help children learn to read online and printed ads sensibly and critically. Kids will examine their own biases around gender and begin to see that these biases are a result of what society has told them about gender through advertisements. That society then affirms these biases by perpetuating these thoughts around toys and clothing. The students will think about the different kinds of stereotypes and biases that are conveyed via the ads they see online and in print.</p>	

Assessment		
	<b>Learning Targets</b>  I can explain what gender is.  I can explain what gender biases are.  I can create a gender-neutral toy advertisement.	<b>Checkpoints/Formative Assessments</b>  -Coaching and differentiation  -Ongoing conversation with families, classmates, supporting adults  -Feedback and coaching from teachers and peers.
<b>Content Standards</b>	3.8 -- The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.	
<b>Literacy Standards</b>	3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.  3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI&RL)	
<u><b>21st Century Skills/Habits of Mind</b></u>	<b>Think Critically:</b> <ul style="list-style-type: none"> <li>- Thinking flexibly.</li> <li>- Thinking independently.</li> </ul>	
Resources		
<u><b>Anchor Texts:</b></u>	<u>William's Doll</u> by Charlotte Zolotow	

	A Fire Engine For Ruthie by Leslea Newman	
Videos	A child is upset that <a href="#">Target</a> has an aisle that is all pink.	
Additional Texts:	<a href="#">Morris Micklewhite &amp; the Tangerine Dress</a> by Christine Baldacchino <a href="#">Pink is for Boys</a> by Rob Pearlman <a href="#">Sparkle Boy</a> by Leslea Newman <a href="#">You Forgot Your Skirt, Amelia Bloomer</a> by Shana Corey <a href="#">Jacob's New Dress</a> by Sarah Hoffman <a href="#">It's Okay to be Different</a> by Todd Parr <a href="#">My Princess Boy</a> by Cheryl Kilodavis <a href="#">Julian is a Mermaid</a> by Jessica Love <a href="#">The Paperbag Princess</a> by Robert Munsch <a href="#">10,000 Dresses</a> by Marcus Ewert <a href="#">Allie's Basketball Dream</a> by Barbara Barber	
Resources	<a href="#">Teaching Tolerance</a> <a href="#">Boys Can't Do That!</a> <a href="#">It's a girl thing, it's a boy thing!</a> <a href="#">4 Ways to Teach Gender Equality</a> <a href="#">Lesson Plans</a> <a href="#">Lesson Plans - Gender</a> <a href="#">Gender Equity</a> <a href="#">An article to read</a> <a href="#">Gender Bias article</a> - what do we do as teachers? <a href="#">Social Justice article</a>	
Possible Experts:	<a href="#">Ithaca College</a> has a Women's & Gender Studies. Invite an expert in to talk to the class. Have the students generate questions related to gender to interview the expert.	
<a href="#">Fieldwork</a> :	Take a trip to Target or another department store. Have students write a proposal to the store and provide suggestions on how to eliminate gender bias' in their organization and marketing of their materials.	
Materials:	<a href="#">Toy advertisements</a>	
Equipment and/or Facilities:	Chromebooks	
Flow of the Case Study		
Phases	Days/Instructional Periods	Brief Description
What does society/culture say?	One 45-minute class period.	The students will break up into heterogeneous Groups to brainstorm on chart paper what

<p>What is gender? What is the difference between sex and gender? What are gender bias?</p> <p>How are toys marketed?</p> <p>Create an advertisement.</p>	<p>One 45-minute class period</p> <p>One - two 45-minute class periods.</p> <p>One - two 45 minute class periods.</p>	<p>They think society thinks boys and Girls should act, be, or do? (note do not use the word “culture” on your charts, but “What does society think...” There are many different cultures represented in our classrooms).</p>  <p>Start with a conversation to understand if your Students understand the difference between Sex and gender. Sex being determined by Your private parts at birth. Gender being a Social construct.</p> <p>The students will be provided advertisements From toy manufactures to observe how and Which toys are marketed to specific genders.</p> <p>Students will use online images or printed Advertisements from stores to create their own gender-neutral ad. They will have a choice to work on this by themselves or in a small group. Their peers will provide ongoing feedback about what they notice their ad says about gender.</p>
<p>Launch (Creating Need to Know)</p>	<p><b>advertisement:</b> a notice that promotes a particular product to the public.</p> <p><b>bias:</b> to judge something or someone unfairly.</p> <p><b>consumer:</b> a person who</p>	

	<p>purchases or can purchase products and services to use.</p> <p><b>stereotype:</b> a fixed and oversimplified idea about a particular group of people and how they behave.</p>	
<b>Going Deeper/Research (Texts, Fieldwork, Experts)</b>	Ithaca College expert on women studies and gender studies.	
<b>Product Development (Developing High-Quality Work)</b>	<p>The students created gender-neutral toy advertisements. They had a choice in materials to use. Most of them choose to take an existing advertisement that demonstrated gender bias and modify it to be gender-neutral.</p>	 
<b>Exhibition</b>	These items were displayed in the hallways and classroom.	

### Case Study Teacher Reflection Questions

This case study came about when I began to observe the students in the classroom separating themselves by gender. I was overhearing comments like: “That is only for ..... (insert boy/girl).” or “You can’t do that, you are a .... (insert boy/girl).” I went to the Teaching Tolerance website for resources and ideas on how to address this in the classroom. I then modified the lessons and resources found there for my classroom. I found it necessary that the students understand the difference between sex and gender.

In the future, I would like to follow-up this case study by having the student research the history behind gender biased clothing and toys in the United States. The Smithsonian article provides a great timeline of how society/culture has defined gender. I would also like to find an expert in marketing to come into the classroom to speak to how decisions are made when it comes to selling a product. In addition to this I would like to invite an expert in women or gender studies from Ithaca College.