

## Canadian Women's Lives Women in Politics Lesson plan

<b>Teacher:</b>	<b>Date:</b>	<b>Period:</b>	<b>Location:</b>
<b>Course and section:</b> Challenge & Change in society. Grade 12. HSB4U	<b>Unit:</b>		
<b>Lesson Title:</b> Create a Panel show - Interviews with women politicians		<b>Number of periods:</b> One, two or even 3 periods Or a summative assignment	
<b>Background Briefing for Educator</b>			
<b>Curriculum Overall Expectations</b>			
<p><b>A1. Exploring:</b> Explore topics related to the analysis of social change and formulate questions to guide their research.</p> <p><b>B2. Causes and Effects of Social Change:</b> demonstrate an understanding of the causes and effects of social change.</p> <p><b>C1. Demographics:</b> demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally.</p> <p><b>C2. Forces That Shape Social Trends:</b> demonstrate an understanding of how forces influence and shape social patterns and trends.</p>			
<b>Learning Goals</b>			
<p>Students will explore how women politicians have been portrayed in news and media. Students will examine differences in descriptive language used for male and female politicians. Students will explore the implications of the gender differences.</p>			
<b>Prior Knowledge Assessment</b>			<b>Vocabulary &amp; Specific Terminology</b>

Prior Knowledge: <ul style="list-style-type: none"> <li>Government structure - 3 levels, elected officials, Senators, parties etc.</li> </ul>		Member of Parliament  Member of Provincial Parliament  Minister (federal & provincial)
<b>Instruction Strategies</b>		<b>Assessment Strategies</b> <i>C-conversation O-observation P-Product F-formative S-summative</i>
<ul style="list-style-type: none"> <li>Discussions with partners</li> <li>Discussions as a class</li> </ul>		C- formative conversations with students during their research O - create a checklist of skills to see during the lesson P - formative (self evaluation / reflexion) or summative (interviews)
<b>Time</b>	<b>Lesson Sequence</b>	
20 minutes  20 minutes          20 minutes	<b>Getting Started</b> <ul style="list-style-type: none"> <li>Explore the trend of women in politics in Canada: When was the first woman MP, MPP? Has your city ever had a woman mayor?</li> <li>What types of positions have they had when in Cabinet? (when they are appointed Minister, what is their portfolio?). How does this compare to male politicians?</li> <li>How many women currently sit in parliament?</li> <li>Discuss why in Canada, fewer women enter the political ring than do men.</li> </ul> <p>Class could start with examining and discussing this article:  <a href="https://www.cbc.ca/news/canada/edmonton/media-representation-women-politics-1.4453407">https://www.cbc.ca/news/canada/edmonton/media-representation-women-politics-1.4453407</a></p> <p>Make a list of female and male politicians in the media (Twitter feeds, social media, news reports, magazines.)</p> <p>Discuss: How are women described and critiqued? Examine the language used and compare it to how male politicians are described. Are the criticisms about female and male politicians the same? Discuss the implications of the differences.</p>	

<p>60-75 minutes</p>	<p><b>Working on it</b></p> <p>Have students work in pairs or small groups. Assign some students to be journalists and some Canadian female politicians.</p> <p>The journalist will 'interview' the politician.          Questions could include, but would not be limited to: How/why have you become interested in politics? What has been your motivation? What barriers have there been? Who, if any, were your female role models? Were there specific policies or issues that drew you to politics?</p> <p>The interview could be on a mock news cast, or a magazine style program like 60 Minutes.</p> <p>Journalists could focus on the 'rise to success' of the politician, or scrutinising the politician about a particular issue or topic.</p> <p>Practice the interview</p>	
<p>30-40 minutes</p>	<p><b>Consolidate &amp; Reflect on it</b></p> <p>Present the interview to the class.          Open the floor to the viewers to ask questions to the journalist or the politician.</p> <p>Discuss: How were your interviews different from the ones you originally researched? Does the way the media portrays women affect our assumptions?</p>	
<p><b>Universal Design Modifications (For all)</b></p>		<p><b>Resources</b></p>
<p>extra-time          strategic seating and grouping          chunking          exemplars          verbal instruction with visuals          checklists to monitor task initiation, progress and completion          If lesson is used as an evaluation:          graphic organizers          copies of notes          advanced notice for assessments and evaluations</p>		
<p><b>Educator's Lesson Reflections</b></p>		

**Modifications for other courses**

With some minor modifications, this lesson plan can be used for:

Intro to Anthropology, Psychology & Sociology; University Prep HSP 3U

Intro to Anthropology, Psychology & Sociology; College Prep HSP 3C

Philosophy: The Big Questions University/College Prep HZB 3M

Philosophy: Questions & Theories; University Prep. HZT 4U

World Culture – University HSC4M

Families in Canada – University Prep HHS4C

Families in Canada- College Prep HHS4C

Human Development Throughout the Lifespan – HHG4M

Raising Healthy Children Grade 11. HPC30

Gender Studies; Grade 11 HSG3M

Equity, Diversity & Social Justice; Grade 11 HSE3E

Equity, Diversity & Social Justice: From Theory to Practice; Grade 12 HSE4M