

# 教案 Direct Instruction Lesson Plan

General Information	
Lesson Title: Betty Friedan’s “A Woman’s Civil Right”	
学科	Subject(s): ELA
班级	Grade/Level/Setting: AP, 10 <sup>th</sup> grade, Classroom, 90 minute session
<p><b>Prerequisite Skills/Prior Knowledge:</b></p> <p>Ability to identify rhetorical literary devices, such as onomatopoeia, alliteration, and the like, which are commonly employed by speakers in order to retain a listener’s attention.</p> <p>Ability to put into practice standards for writing a thesis after sufficient input is acquired.</p> <p>Awareness of the modern political landscape regarding political rights of women. As voting, banking, and bodily autonomy among other matters, have been the subjects of heated debate and sweeping and important legislation in the United States over the last hundred years. Certain elements of that timeline should be referenceable.</p>	
Standards and Objectives 教学目标	
<p>CCSS: WS 9-10. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS: WS 9-10. 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	
Learning Objective(s): 教学目标	
<p>Given the speech by Betty Friedan she gave to celebrate the success of Row v. Wade, in which she spoke of the position of women and men in America and how America needed to look forward, students will do research that shows a competency that is demonstrable through a metric of finding at least four more supporting elements that can be used in a following class to create a cohesive summary and analysis as well as be able to create a statement of their own that, together, are able to surpass the metric of at least a score of 16/20 on the given rubric, regarding their writing through using proper forms and techniques in both structure and technology.</p>	
Materials 教学用具	Technology 教学电用具
Betty Friedan’s 1969 speech “A woman’s civil right,” given at the first national conference for the repeal of abortion laws. <sup>1</sup>	Students will require personal computer access for research purposes and document creation, as they will be tasked with finding out more about Friedan

<p>Whiteboard and markers for in-class use.</p>	<p>and be required to turn in their papers online, through the classroom portal.</p> <p>Overhead projector</p> <p>Classroom portal will have articles listed:  <a href="https://www.archives.gov/milestone-documents/19th-amendment">https://www.archives.gov/milestone-documents/19th-amendment</a>,  <a href="https://www.rockthevote.org/explainers/the-19th-amendment/">https://www.rockthevote.org/explainers/the-19th-amendment/</a>,  <a href="https://www.forbes.com/advisor/banking/when-could-women-open-a-bank-account/">https://www.forbes.com/advisor/banking/when-could-women-open-a-bank-account/</a>,  <a href="https://femmefrugality.com/myth-busting-womens-banking/">https://femmefrugality.com/myth-busting-womens-banking/</a>,  <a href="https://www.womenshistory.org/education-resources/biographies/betty-friedan">https://www.womenshistory.org/education-resources/biographies/betty-friedan</a>,  <a href="https://billofrightsinstitute.org/essays/betty-friedan-and-the-womens-movement">https://billofrightsinstitute.org/essays/betty-friedan-and-the-womens-movement</a></p>
<p><b>Language Demands 教学重点&amp;难点</b></p>	
<p><b>Language Function(s):</b></p> <p>Students will analyze the use of rhetorical style along with the logical progression of Friedan’s arguments. Students will speak to their own interpretations of what she shares together with the integration of modern elements such as new terminologies, antiquated ones found in her writing, new legislation/law cases that influence the core material of this speech, and other inspired reflections such as the positionality of men in society.</p>	
<p><b>Vocabulary:</b></p> <p>Inadvertently, denigration, passivity, sniggering, exploitation, self-determination, expediency, masculinity, “invisible” as it relates to sociology ~ i.e., the off-hand Invisible Man reference <sup>2</sup></p>	
<p><b>Discourse and/or Syntax:</b></p> <p>Students will discuss specific parts of this text that lend themselves to being a public, vocal presentation, specifically contrasting how certain ideas might be otherwise represented for a different audience.</p>	
<p><b>Planned Language Supports:</b></p> <p>Teacher will prepare a lightly annotated version of the speech for modeling the methods that are recommended, from underlining, to highlighting, to marginal notation, etc.</p>	
<p><b>Instructional Strategies and Learning Tasks</b></p>	

<b>Anticipatory Set:</b>	
<b>Activity Description / Teacher</b>	<b>Student Actions / 学生主导课堂活动</b>
<p>Ask sts who thinks women should be allowed to vote. Mimic as if writing down the vote.</p> <p>Ask sts who thinks women should be allowed to have bank accounts.</p> <p>Mention the 1974 ECOA. Allow discussion to be free form in this area of thinking.</p> <p>Stop at 8 minutes.</p>	<p>Relate thoughts about equality.</p> <p>Make mental notes about recent forward progress in matters of gender equanimity and fairness.</p>
<b>Presentation Procedures for New Information and/or Modeling:</b>	
<b>Activity Description / Teacher</b>	<b>Student Actions / 学生主导课堂活动</b>
<p>Teacher will pass out copies of speech. 2 min.</p> <p>Teacher will put speech up on overhead projector to point out examples of annotation styles in context. 7 min.</p> <p>Teacher will direct students to take out their computers and login to the class's online portal. 3 min.</p>	<p>Students will begin annotation of speech in preparation for later processing.</p> <p>Students open their laptops and login to student portal for directed research information and wider inquiry available from the internet.</p>
<b>Guided Practice:</b>	
<b>Activity Description/Teacher / 教师主导课堂活动</b>	<b>Student Actions...</b>
<p>Students are encouraged to read the speech, and annotate, then choose three points of interest to read and write about from within it. Allow 10 minutes for this process.</p> <p>While this is happening, write instructions for next-steps on the board.</p> <p>On the board, the teacher will represent the task of finding out at least four more points about Friedman (and her organizations), Woman's Suffrage, and the context for the speech.</p> <p>Discussion of sites and Q/A, 5 min. Allow break for 5 min. (40 minutes into class)</p> <p>Upon return, direct students to begin</p>	<p>Students begin reading the speech and annotate as modeled in previous segment.</p> <p>As students complete, they read instructions about research from the whiteboard.</p> <p>Students look up information about the author, historical elements, etc., noting their newly</p>

research to gather more information about their chosen points so they might later write about them with broader historical and sociological knowledge. 20 min.	learned information and supporting material for their upcoming work.
<b>Independent Student Practice:</b>	
<b>Activity Description/Teacher / 教师主导课堂活动</b>	<b>Student Actions</b>
<p>Direct students to reset their seated positions (if needed) to sit in groups of three-four to discuss what they found and how they feel about the tenuous nature of “rights” in America in modern times. 3 min.</p> <p>Task them with isolation of at least two surprising things they learned, two linguistic devices employed by Friedman in her speech, and two logical perspectives that were interesting that could be used in another context. 12 min.</p> <p>Invite student groups to share topical realizations, graph the three topics on the board and write some of the student-answers, while they make copies of their group notes for themselves to take home. 5 min.</p> <p>Task students with writing a thesis for upcoming writing assignment as an exit slip. 8 min.</p>	<p>Students settle into groups, thinking about what they might share with their classmates.</p> <p>Students organize their ideas using the frames of the three noted ideas to keep in mind the broad-based focus of the overall consideration of the class.</p> <p>Sts work together to create consensus about what they might share with others.</p> <p>Students share group-work and write in their own notebooks, ideas to take with them, for later reflection.</p> <p>Students ruminate on the lesson and how they can relate their interpretations of what they read in the context of making a statement of some kind.</p> <p>They focus on a topic and write it out, making an extra copy for the exit-slip of the day.</p>
<b>Culminating or Closing Procedure/Activity:</b>	
<b>... Activity Description/Teacher</b>	<b>Student Actions ...</b>
<p>Receive exit-slip of thesis-drafts from students as they exit. 2 min.</p>	<p>Students turn in the thesis they’ve created, knowing they can think about it, as the next class will be a writing workshop.</p>

## Differentiated Instruction 分层教学

*Consider how to accommodate for the needs of each type of student. Be sure that you provide content specific accommodations that help to meet a variety of learning needs.*

### Gifted and Talented:

Encourage extended research during individual work. Relate expectations of depth and scope relative to capabilities.

### EL:

Provide a printed page of terminology including Civil Rights and associated vocabulary noted above. Invite cross-cultural consideration for topic of Women's Rights, so students can speak from personalized perspective, in contrast to the American experience.

### Students with Other Special Needs:

Allow for alternative methods of representation of work, such as a multi-media presentation. Provide audio source for the same speech. Provide Kurzweil 1000 or Jaws for sight impaired students. <sup>4</sup>

## Assessment 课后小结及作业

### Formative

While students are annotating the speech, walk around and monitor progress by observing what markings are being made and in what form. Encourage students to look at specific places in text, by asking leading questions such as "what do you think of how she presents this point?" while pointing to sections within the speech.

Also, while students are doing their research, keeping an eye open for the pace of information gathering and internet site agility is informative to the teacher, in case later classes need to be formulated around information gathering techniques. Paying special attention to how students are able to skim and scan various sources is telling in the same vein. Allowing this feedback to be held by the teacher for later review will be invaluable.

*Ref: CCSS: WS 9-10. 6*

### Summative

Ultimately, students will write a paper that contains a discussion of the literary points, styles, and content of the speech presented above. This paper will also relate the student perspective on the current status of woman's suffrage in relation to the past and future. This paper will be scored on a rubric that looks at both form and content. Standard 4-column HS writing rubric will be employed.<sup>3</sup>

[Students will be given the rubric in successive classes, in which they have their writing workshops so they can internalize the aspects of success that are aimed for. By taking time discussing the rubric at a later point than this particular class, illustrated above, students are supported in monitoring their own material and extending the thinking around how an essay needs to be created in a general way.]

*Ref: CCSS: WS 9-10. 4*

## Citations

<sup>1</sup> MacArthur, Brian (1995). *The Penguin Book of Historic Speeches*. Penguin Random House, pp. 455-58.

<sup>2</sup> Bourassa, Alan (2006). *Affect, History, and Race and Ellison's Invisible Man*. *CLCWeb: Comparative Literature and Culture* 8.2: <<https://doi.org/10.7771/1481-4374.1311>>; also Yale University (2016). <https://teachersinstitute.yale.edu/curriculum/units/2016/2/16.02.08/5> Retrieved May 2024

<sup>3</sup> Kwantlen Polytechnic University (n.d.), Rubric for Essay: High School. Surrey, British Columbia, Canada, <https://www.kpu.ca/sites/default/files/NEVR/High%20School%20Rubrics.pdf> Retrieved May 2024

<sup>4</sup> Software available at: <https://www.kurzweiledu.com/products/k1000.html> and <https://www.freedomscientific.com/products/software/jaws/>

Evaluator comments: Your lesson plan on *A Woman's Civil Right* is effectively designed with an anticipatory set with the teacher discussing voting and students discussing equality. You proficiently discussed how the lesson engages students by putting them in the role of the teacher and viewing the class as informative peers. You plausibly discussed how the lesson could be modified for interdisciplinary collaboration by integrating civics or history and planning with another teacher.