



Overview

Title of the Project/Task: The Gender Pay Gap

Essential/Driving/Need to Know Question:

What can we do about women earning less than their male co-workers for doing the same job?

Overview and Purpose:

Through their participation in this project/task, students will elevate their understanding of the world and clarify their role within it. Students will take a stand on an important social issue by writing an advocacy paper and then presenting their view in a Point/Counterpoint debate.

[Make it Work](#) and/or the National Organization for Women in NYC would be great ELO partners in this task. Members of these organizations will mentor students as they work their way through this project/task. They may also participate on a panel to hear and provide feedback to students as they make their cases.

The Gender Pay Gap provides students with opportunities to learn how to draw conclusions from data as they take on an authentic social issue – wage equality.

Once students experience this task they will have the skills to take on a social issue they personally care about as a social action project.

Standards (CCSS):

RI.11-12.7; CCSS: R.1; CCSS: R.2; CCSS: R.7, CCSS: R.10, CCSS: W.1, CCSS: W.2; CCSS: W.4, CCSS: W.9 CCSS: SL.1, CCSS: SL.1

Technical Standards:

ISTE Profile for Technology Literate Students Grades 9-12 Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.

Standard 3: Research and Information Fluency

Standard 5: Digital Citizenship

21st Century Skills:

- Problem Solving
- Collaboration
- Verbal Communication

Key Activities That Develop 21st Century Skills:

Entry Event: *What do you notice?*

Film Clip: <http://www.makeitworkcampaign.org/lemonadestand/>

Students see a film clip, analyze the message and work in triads to share their thinking. Students learn and practice problem solving as they consider the parts and related causes of the gender pay gap. They will

collaborate as they encourage each other's ideas, opinions and contributions during triad discussions. They will enhance their verbal communication as they ask questions to deepen and/or clarify their understanding during triad discussions.

Activity 1: *Where's the evidence?* (Part 1)

Students read, annotate and analyze the introduction to [The Simple Truth](#). They share with partners and discuss their findings in a group. Students learn and practice problem solving as they gather and organize relevant information about a problem from multiple sources. They collaborate as they provide feedback in a manner that is sensitive to others' situation/feelings in the circle discussion. They practice good verbal communication as they seek input to gauge others' understanding of the message in partners and the full group discussion.

Activity 2: *Where's the evidence?* (Part 2)

Using a graphic organizer, students analyze data from [Women's Earnings and Employment by Industry from 2009](#). They explore their assumptions about what kind of work they do and will do and how these expectations relate to gender by examining the fields in which women are employed and the discrepancies between women's and men's pay. Students learn and practice problem solving as they gather and information about a problem from relevant sources.

Activity 3: *What are the points and counterpoints of this issue?*

Students watch two videos with different perspectives on the gender pay gap. They take a stand and write their perspective in their journals. Students learn and practice problem solving as they continue to gather information about a problem from relevant sources to help them better define the problem.

Activity 4: Point/Counterpoint

Students choose among a set of articles and videos as reference sources. They complete an [Advocacy Graphic Organizer](#) for the gender pay gap then use the organizer to write an advocacy paper. Students write a draft, get feedback from a group of peers and/or ELO partners (using the rubric), revise their piece and prepare to make their argument in a Point/Counterpoint debate. Students learn and practice problem solving as they evaluate the issue, select and propose an implementation strategy based on the advantages and disadvantages of each potential solution. They work on verbal communication as they organize information and communicate their message in the debate using the rules and norms of the process.

Feedback:

Students receive feedback from peers as they work in triads and partners. Using the Point/Counterpoint Debate Rubric, students also receive feedback from ELO partners and the teacher. Feedback is provided regularly as students complete their preparation for the Point/Counterpoint debate. It's important to provide the rubric to students early on so they can track their own progress toward successful completion of the task.

About Our School:

Hudson High School of Learning Technology is "The School of Awesome!" WE THE CHANGE at Hudson High School seeks to be more than a new way of learning, but a social change movement for high school students. Gone are the traditional subject classes. Students learn about the world around them, making connections to Math, English, Economics and Government through thematic content. Students participate in small Workshop classes (much like college!) where they engage in discussions and learning.

Credits:

Chris Purcell,
Gina Angelillo
Laura Schenke
Jennifer Gunn
Adam Markowitz,
Suraj Gopal

Supported by [Educurious](#)

Lesson/Steps/Activities

Student Directions	Teacher Notes
<p>Question you are working on: <i>[Insert the question?]</i></p> <p>Skills and Knowledge:</p> <ul style="list-style-type: none"> • Note taking • Observation • Questioning • Gender pay gap • Taking on a social issue • Problem solving, collaboration, verbal communication <p>Task Introduction:</p> <p>In this task you will explore social action through the lens of the gender pay gap. You will analyze data, read complex text, compare and contrast perspectives on this issue and take a stand. You will also learn how to be an effective advocate for a cause as you dive into the struggle that women face in the workforce because they do not earn as much as men.</p> <p>Entry Event: Today you will watch The Lemonade Stand to introduce you to the concept of the gender pay gap. Use a google sheet or your journal and set up three columns: <i>What I see</i>, <i>What I hear</i>, and <i>What questions do I have?</i> As you watch the video complete the organizer. Be prepared to talk to others about what you notice.</p> <p>Goals/Outcomes (21st Century Skills):</p> <ul style="list-style-type: none"> • Gather and organize relevant information about a problem from multiple sources. • Define problems by considering all potential parts and related causes. • Encourage the ideas, opinions, and contributions of others, leveraging individual strengths. • Ask questions to deepen and/or clarify one's understanding when listening to others. <p>Feedback and Evidence:</p> <p>Your deliverable for the day is the graphic organizer you completed while watching the video, The Lemonade Stand. You'll bring this graphic organizer to the circle discussion in Activity 1 after you've discussed your organizer in triads.</p> <p>Resources You Will Need:</p> <p>The Lemonade Stand Graphic organizer: "<i>What I see, What I hear, What questions do I have?</i>"</p>	<p>As students watch the clip they take notes using a graphic organizer with the following headings. What I see. What I hear. What questions do I have? Students should save their completed organizer for later in the task.</p> <p>You may want to think about how the students will group themselves into triads.</p>

<p>What to Do:</p> <ol style="list-style-type: none"> 1. Watch The Lemonade Stand (2 mins 30 secs) 2. Use a google doc or your journal and create columns with the headings: <i>What I see, What I hear, What questions do I have?</i> 3. As you watch the video, take notes using the graphic organizer. 4. When you are finished join with two other students. Share what you noticed. As you listen, be encouraging of each other's ideas, opinions, and contributions. Ask questions to deepen and/or clarify your understanding of what your peers are saying. 5. Save your graphic organizer for the next activity. 	
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Student Directions	Teacher Notes
<p>Question you are working on: <i>Where's the evidence?</i> (Part 1)</p> <p>Skills and Knowledge: Skills: Building background; close reading; questioning. Knowledge: Gender pay gap; taking on a social issue. 21st Century Skills: Problem solving; collaboration; verbal communication.</p> <p>Goals/Outcomes (21st Century Skills):</p> <ul style="list-style-type: none"> ● Gather and organize relevant information about a problem from multiple sources. ● Provide feedback in a manner that is sensitive to each other's feelings. ● Encourage the ideas, opinions, and contributions of others. Leverage each other's individual strengths. ● Ask questions to deepen and/or clarify one's understanding when listening to others. ● Seeks input to gauge others' understanding of the message <p>Feedback and Evidence: After closely reading The Simple Truth and discussing your findings with others, deliver an exit ticket that answers the question: <i>What is the pay gap and how is it determined?</i></p> <p>Resources You Will Need: The Simple Truth</p> <p>What to Do:</p> <ol style="list-style-type: none"> 1. Read and annotate the introduction to The Simple Truth. 	<p>Students read and annotate the introduction to The Simple Truth: The Pay Gap using the following protocol:</p> <ol style="list-style-type: none"> 1. Read and Annotate the Text (7 min.) 2. Generate questions (2 min.) 3. Gather your class in a circle. Students should bring their questions from the Entry Task and their notes from the reading. Create partners.

<ol style="list-style-type: none"> Write down your questions. Take the text and your questions (and your graphic organizer from the Entry Event) to join the circle discussion. With a partner, analyze answers to question #1 – <i>What do you notice?</i> In the circle, take turns sharing answers. Partners are free to pass in the circle if they don't have a new idea to contribute. Repeat the protocol for question #2 and #3. Add new questions generated by this activity to the graphic organizer started in the entry event. Respond to the Exit Ticket prompt. 	
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Student Directions	Teacher Notes
<p>Question you are working on: <i>Where's the evidence?</i> (Part 2)</p> <p>Skills and Knowledge: Skills: Reading and interpreting data, making inferences, questioning, verbal communication.</p> <p>Goals/Outcomes (21st Century Skills):</p> <ul style="list-style-type: none"> Gather and organize relevant information about a problem from multiple sources. <p>Feedback and Evidence: Your deliverable today is the completion of this graphic organizer. Before you turn in your deliverable to your teacher, meet with one other person to review your responses and make any necessary revisions.</p> <p>Resources You Will Need: Women's Earnings and Employment by Industry 2009</p> <p>What to Do:</p> <ol style="list-style-type: none"> Analyze the graph: Women's Earnings and Employment by Industry 2009.http://www.tolerance.org/sites/default/files/general/tt_female_identity_3.pdf Answer the questions on the graphic organizer about the data. Meet with one other person to review your responses. Make revisions before turning this in. 	<p>[Insert notes that could provide directions for teachers, educative features (e.g. background on the topic, additional resources), alternatives for differentiation, etc.]</p>

Student Directions	Teacher Notes
<p>Question you are working on: <i>What are the points and counterpoints of this issue?</i></p> <p>Skills and Knowledge: Skills: Reading and interpreting data, evidence based argument Knowledge: Gender pay gap, taking on a social issue 21st Century Skills: Problem solving</p> <p>Goals/Outcomes (21st Century Skills):</p> <ul style="list-style-type: none"> • Defines problems by considering all potential parts and related causes. • Gathers and organizes relevant information about a problem from multiple sources. • Evaluates the advantages and disadvantages associated with each potential solution identified for a problem. <p>Feedback and Evidence: Your journal entry is your deliverable for today. Check in with one other person on your journal response before turning it in.</p> <p>Resources You Will Need: The Politics of the gender wage gap Stacy Dash on Gender Pay Gap Stacy Dash on Meredith Viera Show Journal</p> <p>What to Do:</p> <ol style="list-style-type: none"> 1. Watch the following 2 videos: The Politics of the gender wage gap and Stacy Dash on Gender Pay Gap and Stacy Dash on Meredith Viera Show 2. Journal: <i>What is your reaction to each of these videos? Were there any points that jumped out at you?</i> 3. Take a side. <i>Who do you agree with and why?</i> Write your response in your journal. Be prepared with evidence for tomorrow's debate. 4. Share your opinion with at least one other person. 	<p>When students share their journal responses encourage them to share their responses and get feedback from ELO partners. At a minimum, they should share their responses and receive feedback from peers.</p> <p>You may want to have student share their opinion in google docs rather than a paper journal.</p>

Student Directions	Teacher Notes
<p>Question you are working on: Point/Counterpoint</p> <p>Skills and Knowledge: Skills: Reading and interpreting data; questioning; speaking; listening; evidence based arguments; verbal communication. Knowledge: Gender pay gap; taking on a social issue. 21st Century Skills: Verbal communication; problem solving.</p> <p>Goals/Outcomes (21st Century Skills):</p> <ul style="list-style-type: none"> ● Evaluate the advantages and disadvantages associated with potential solutions for a problem. ● Select and implement best solution based on evaluation of advantages and disadvantages of a potential solution. ● Organize information that best serves the purpose of the message, context, and audience. ● Use and adjust communication strategies as needed based on the purpose of the message, context, and audience. ● Signal listening according to the rules/norms of the context and audience. ● Seek input to gauge others' understanding of the message. ● Ask questions to deepen and/or clarify one's understanding when listening to others. <p>Feedback and Evidence: Your deliverable is your final advocacy paper and your performance in the Point/Counterpoint debate. Check with Point/Counterpoint Debate Rubric to make sure you've met the goal. Review your paper with someone else, make revisions, prepare for the debate.</p> <p>Resources You Will Need: What Can I Do to Make a Difference? from The Simple Truth About the Gender Pay Gap https://drive.google.com/a/hudsonhs.com/file/d/0B7xmqbqhlfLkYnpd3RkZHNsZjA/view?usp=sharing Web Article: 8 Awesome Ways We Pushed for Equal Pay http://www.aauw.org/2015/04/24/equal-pay-day-wrapup/ Web Article: 11 Projects That Will Inspire You to Fight Gender Stereotypes http://www.aauw.org/2015/07/07/cap-project-recaps/ <u>AND</u> Choose 1 of these:</p>	<p>Provide students with a copy of Share We the Change — Written Assignment Guidelines. Be sure students understand what it takes to meet the expectations. Students will write a draft and revise after feedback.</p> <p>The final performance task is a Point/Counterpoint debate. Invite ELO partners in to provide feedback to students at the debate. If you can involve ELO partners in providing feedback to students on their advocacy paper it would strengthen the task.</p> <p>Below is a resource to structure the Point/Counterpoint debate.</p>

Video: Venus Was at the Forefront<http://espn.go.com/espnw/w-in-action/nine-for-ix/article/9441441/venus-williams-equality-change-espnw>

<http://espn.go.com/espnw/w-in-action/nine-for-ix/article/9441441/venus-williams-equality-change-espnw>

Video: How to close the gender gap in

STEM<http://fortune.com/video/2015/10/13/ursula-burns-how-to-close-the-gender-gap-in-stem-2/>

<http://fortune.com/video/2015/10/13/ursula-burns-how-to-close-the-gender-gap-in-stem-2/>

Advocacy Graphic Organizer

Point/Counterpoint Debate Rubric

What to Do:

Choose 1 of these:

- Study Article: What Can I Do to Make a Difference? from The Simple Truth About the Gender Pay Gap<https://drive.google.com/a/hudsonhs.com/file/d/0B7xmgbhqlfLkYnpYd3RkZHNnSzA/view?usp=sharing>
- <https://drive.google.com/a/hudsonhs.com/file/d/0B7xmgbhqlfLkYnpYd3RkZHNnSzA/view?usp=sharing>
- Web Article: 8 Awesome Ways We Pushed for Equal Pay<http://www.aauw.org/2015/04/24/equal-pay-day-wrapup/>
- <http://www.aauw.org/2015/04/24/equal-pay-day-wrapup/>
- Web Article: 11 Projects That Will Inspire You to Fight Gender Stereotypes<http://www.aauw.org/2015/07/07/cap-project-recaps/>
- <http://www.aauw.org/2015/07/07/cap-project-recaps/>

AND Choose 1 of these:

- Video: Venus Was at the Forefront<http://espn.go.com/espnw/w-in-action/nine-for-ix/article/9441441/venus-williams-equality-change-espnw>
- <http://espn.go.com/espnw/w-in-action/nine-for-ix/article/9441441/venus-williams-equality-change-espnw>
- Video: How to close the gender gap in STEM<http://fortune.com/video/2015/10/13/ursula-burns-how-to-close-the-gender-gap-in-stem-2/>
- <http://fortune.com/video/2015/10/13/ursula-burns-how-to-close-the-gender-gap-in-stem-2/>

And then do this assignment:

- Part 1: Choosing at least one of each of the above articles and videos as references, complete an Advocacy Graphic Organizer for the gender pay gap.
- Part 2: Take a stand. Write an advocacy paper with your evidence based argument.
- Use the Point/Counterpoint Debate Rubric to check to see if you've met the goal.

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| <ul style="list-style-type: none"> ● Share your work with at least one other person and get feedback. ● Revise your work. ● Part 3: Prepare for and perform a Point/Counterpoint debate. | |
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Speech: Point-Counterpoint

1. Overview:

Point-Counterpoint is an exchange in which you and your partner engage another pair of students in an argument in front of the rest of the class. It is not a formal debate, but it does have some structure. You should enjoy the opportunity to engage in a lively argument with another student. Each of you will be graded 0-10 in each of four areas as you try to convince the other. Be sure that you are prepared to follow the format. Note the importance of listening well when arguing. (You won't have to do a lot of research, but you should know what you're talking about.)

2. Format

- The two affirmatives will be seated on the left and the two negatives on the right. When the first affirmative begins with his or her presentation at the lectern, both negatives remain seated, listening and taking notes. The first affirmative speaks for a maximum of 3 minutes.
- The second negative then joins the first affirmative at the lectern and cross-examines for a maximum of 2 minutes.
- The first negative then stands alone at the lectern to give his or her presentation while both affirmatives remain seated, listening, and with the second affirmative taking notes. The first negative speaks for a maximum of 3 minutes.
- The second affirmative then joins the first negative at the lectern and cross examines for a maximum of 2 minutes.
- The second affirmative then presents the rebuttal--rebuilding the case and explaining why you were successful in the cross examination. Two minutes maximum.
- The second negative then presents the rebuttal--rebuilding the case and explaining why you were successful in the cross examination. Two minutes maximum.

3. Judging and discussion:

Each of you will judge on your own grading sheet, signed with your name as the debate judge. The debaters will receive the ballot to keep. See the attached ballot.

Sample Point/Counter Brief Assignment

You will be showing that you can indeed support both sides of a proposition. The better the evidence and the contentions, the higher the grade on your brief (and the better you will be prepared to debate the proposition). Examine the proposition and find AT LEAST two strong issues for **each side** of the proposition. Then phrase the issues as contentions. Then find AT LEAST one solid piece of evidence to support each contention. Cite your source and type the evidence.

AFFIRMATIVE HANDS IN AFFIRMATIVE BRIEF

Proposition:

Affirmative Contentions and Evidence

Begin your argument making your first contention:

Aff. Contention #1.

Write out what you will say (use evidence).

Continue to write out what you will say, making your second contention:

Aff Contention #2.

Write out what you will say, using evidence to support your contention.

Conclude your remarks.

NEGATIVE HANDS IN NEGATIVE BRIEF

Proposition:

Negative Contentions and evidence

Begin your argument, make your first contention:

Neg. Contention #1.

Write what you will say (use evidence)

Continue to write out what you will say, making your second contention.

Neg. Contention #2.

Write out what you will say (use evidence)

Conclude your remarks.

Ballot for Point/Counterpoint Debate

Proposition:

Affirmative

Negative

Criteria: (to be scored on a 1-10 basis for both speakers)

A. ARGUMENTS: Significant issues; quality of evidence; reasoning and critical thinking; defense of positions; clarity of ideas.

B. ORGANIZATION: Appropriate amount of information; introduction; transitions; conclusion; ability of audience to follow lines of thought.

C. CROSS-EXAMINATION: Hard-hitting questions; focus on key issues; ability to elicit damaging admissions; responsiveness to questions.

D. DELIVERY: Effectiveness of communication skills such as volume, rate, eye contact, inflection, gestures, posture.

TOTALS

Briefly but precisely, provide written feedback regarding the debaters' examination/arguments concerning the topic. Incorporate comments that will be useful in class discussion following the debate.

Name of debate judge (ELO Partner)