**Christine Acquah Date of Lesson: April 30, 2019**

**Grade/Course: EDFD 449 Lesson duration: 1hour**

**Unit: Topic of Lesson: Bridging the Gender Wage Gap**

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| **Central Focus:** The purpose of this lesson plan is to inform students about the gender wage gap. The students will learn about how discrimination against women and sexism contributes to gender wage gap. In addition, they will be informed on what New Jersey’s government is doing to help lower the gap. This lesson will give students the knowledge and tools to understand the wage gap, with the intention to help end it. |

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| **Essential Question(s):**  What is the gender wage gap?  What causes the gender wage gap?  What are the consequences of the gender wage gap?  What bill(s) has the state of New Jersey passed to get rid of the pay gap?  Does the type of career a woman decides to pursue, contribute to the wage gap?  What can youth in NJ do about the pay gap? |

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| **State/Disciplinary Standards:** <https://www.state.nj.us/education/cccs/2014/ss/> |

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| **Daily Performance Objectives:** *Include student outcomes both as**Understandings (i.e. “Big Ideas”), as well as unit-driven Knowledge and Skills.*   * Discrimination and sexism against women is still prevalent. * Informing the women and men in their life about the issue can help bring more awareness and change |

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| **Prior Knowledge Resources:** *List links to previous lessons, student ideas or misconceptions you anticipate, and describe any resources (including cognitive, cultural, experiential, etc.) that students may possibly bring to this lesson.*   * Some misconceptions about the gender pay gap is that it does not exists, and women receive less than men because they don’t have enough experience or education. |

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| **Academic Language:** *List the vocabulary, language function, syntax and/or discourse that is essential for mastery of this content*   * Discrimination * Sexism * Gender wage gap |

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| **Materials and Preparation:**   * YouTube * Paper and pen for students to write notes * Power point slides * U.S women’s soccer team article * Diane B. Allen Equal Pay Act |

**Lesson Progression** (add rows as necessary): *Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Please note all assessments that were described in the previous section.*

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| **Duration:** | **The teacher will…** | **The student(s) will…** |
| 3-5 minutes  5 minutes  5 minutes | Give a brief definition of what the gender wage gap is.  Ask the student’s how much do they think the average pay gap is between men and women in New Jersey.  Ask students how much is the gap for different races of women. Also, which race is the most affected (Caucasian, Asian, African American or Latino women)?  (Once the question is answered the answer will be on the power point in the next slide)  Explain why does race play a role in the gender pay gap The teacher will play “The Big Television Debate” by Ellen Pompeo Gina Rodriguez Gabrielle Union Emma Roberts for Women in Television 2018. (3:00-5:15) The women in this video explain how race plays a part in their personal pay gap. The teacher will show the percentage of single mothers in New Jersey and explain what the gender pay gap means for single mothers in New Jersey. Also explain what the gender wage gap means for lesbian families and working women in general. | Turn to the person next to them or get in groups of four and give an answer of how much do they think the average pay gap is between men and women in New Jersey  Turn to the person next to them and give an answer  Students will be able to understand how discrimination plays a big role in the gender pay gap  The students will write one thing that one of the ladies said that surprised them or that they found interesting in the video.  Students will be able to understand how the gender wage gap effects different families. |
| 5 minutes | The teacher will ask the class (Besides discrimination since it will already be discussed) “What are some of the causes of the gender pay gap”  The teacher will have a list of causes and briefly discuss why those reasons cause the pay gap. | Each group will provide 5 major causes of the gender pay gap. (examples of possible answers would be sexism or women taking time off to have children).  The students will understand how different situations and factors contribute to the gender pay gap. |
| 10-20minutes | The teacher will ask students to write down what major they are thinking of pursuing when they start college.  During this time, the teacher will explain how school majors play a role in the gender pay gap. (According to the Economic Research one of the biggest causes for the gender pay gap is that men usually go into higher-paying positions and women into traditionally lower-paying jobs.)  If more women in the class choose majors that typically pay less, such as education and social work, and the males choose stem related fields, the teacher will explain how women tend to pursue jobs that pay less more than men. (If not, the teacher will still explain how in the real world men are taking on higher paying jobs, which causes the pay gap).  The teacher will ask students why to do they think fewer women take on higher paying jobs than men?  The teacher will show graphs and/or statistics to confirm the assumption that women tend to take on jobs that pay less than men.  The teacher will explain how there is still a gap even when women take on higher paying jobs such as physicians, lawyers and surgeons. | Before the teacher explains the statistics about majors contributing to the gender pay gap, student’s will write down the major they intend to have when they go to college.  Students will give examples or explanations to why they believe women gravitate towards majors that pay less. |
| 10 minutes | The teacher will present a real-world example of the gender pay gap. The teacher will give each student an article titles “U.S women’s soccer team files gender discrimination suit against its own federation”, about the U.S. women’s soccer team filing a law suit for equal pay.  The teacher will ask students to participate in the  S-I-T Surprising, Interesting, Troubling activity.  The teacher will ask 2 groups to share what they wrote with the class. | Students will read the article and write down three things that either surprised them, found interesting or something new they learned by reading the article.  In the S-I-T activity, students will write what surprised them, what they found interesting and troubling while reading this article. They will share with their group members of about 4 people what they wrote. |
| 10 minutes | The teacher will explain to students how the state of New Jersey is trying to get rid of the gender pay gap by recently passing a bill. Hand out a copy of the article and engage in a Think-Pair Share activity. The teacher will then tell students the components of the bill and exactly what the bill will do to reduce the gender pay gap. | Students will engage in a think-pair-share activity. In this activity students will individually read the article that discusses the Diane B. Allen Equal Pay Act.  **Think**-students will read the act and write answers to three questions: 1. “How will the law get rid of the pay gap?” 2. What are the critiques of this law? 3. What do you think is missing from this law?  **Pair**- Each student will be paired up with the person next to them.  **Share**- Students will share with their classmate, then class will discuss answers. |
| 5-7 minutes  5-7 minutes | The teacher will ask students “What do we say to people who believe the gender pay gap does not exists?”  The teacher will play a YouTube clip (1:00) of people who believe the gap does not exist.  <https://www.youtube.com/watch?v=HivrmUt4O3M>  The teacher will then ask students “If they are presented with a person who is like the people on the clip, what would they say to them or what statistics or facts will they argue with?”  The teacher will ask students to write an answer for each question about how each group can help solve the gender wage gap  What can the government do?  What can businesses do?  What can individuals do? | Be able to know how students can help end the gender pay gap  The students will think of arguments to tell people who think the wage gap is not real that it is. Students individually or in groups will share their arguments out  loud.  The students will each write down an answer and tell the class different options each group can take in advocating for equal pay. |
| 2 minutes | End off by asking the students to say one thing new they learned during the lesson. | Students will say out loud or to a partner one thing new they learned during the lesson plan |