

Standard #5: Application of Content
Ho'ike Portfolio Cover Sheet - Layer 1

Key Assessment #5: Hō'ike Portfolio Cover Sheet Initial Lesson Plan

A. Brief Description of Selection:

This lesson plan was spurred by a “teachable moment”. While my students were doing a group discussion, a few other students and myself overheard a loud exclamation of “all women do is spend men’s money!” At that point I knew that this was something that needed to be addressed. I created a lesson on feminism and women’s suffrage for the students to gain an understanding of equality of the sexes and the fight for women’s rights. This lesson uses brainpop.com videos and worksheets, as well as partner, and group discussions about women’s rights, and culminating in a written response for why do we need a month to recognize women’s contributions.

This lesson was very necessary in my classroom because as adolescents, these students are developing their opinions about major issues such as human rights, their perceptions of the sexes, as well as races. This is the time to help them to learn about fights for equality and how that will affect them on a daily basis.

B. Standard(s) that the Selection Represents:

Important note-When we refer to “standard,” we are referring to the five culturally responsive standards listed on pages 4-5 of the Hō'ike Portfolio guidance document.

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.
2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.
4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.
5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

C. Rationale/Explanation on how the Selection meets or exceeds Standard:

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.

You can see how this lesson plan exceeds this standard when the students are prompted to discuss the topics that we are studying. The questions are student-created, and the discussions are student-driven, demonstrated integration of their learning and their interests in the material. The students have had experience in creating DOK 1, 2, and 3 questions, and this lesson continues their practice in asking questions and evoking responses from their classmates. This lesson involves a lot of partner and group discussion, eliciting ownership of the material from the students. There is also a demonstration of scaffolding throughout the lesson where the students are consistently integrating acquired knowledge up until their final synthesis and reflection on the necessity of reform for gender rights and gender equality.

2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.

Due to the nature of this lesson, I wanted to incorporate a lot of opportunity for discussion. This lesson plan exceeds this standard due to the consistent encouragement of discussing with partners, groups, and as a whole class. They are employing questioning and discussion techniques in their use of student-created questions at higher level depths of knowledge, and their culminating synthesis reflection on the topics that they discussed. Between partner, group, and class discussions, this lesson ensures that all voices are heard in one way or another. Also by allowing students to formulate questions and lead heterogeneously grouped discussions, the students are then able to bounce ideas off of a variety of thought partners with a variety of levels of understanding of the material, thus creating a culturally and developmentally appropriate atmosphere. This also allows me to understand their perspectives and for them to increase their connection with the material and with one another.

4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.

Similar to standard 1, this lesson plan exceeds standard 4 due to its emphasis on student-centered work. The students are formulating questions and contributing to discussions in ways that all voices are heard. By moving from partner discussion, to group discussion, to whole-class discussion, students are given opportunities to shape and navigate their opinions and their voices through discourse with their peers on a variety of degrees of personality. This lesson also integrates culturally responsive values in its drive to allow students to process information and come to their own conclusions about their understanding of difficult topics. Throughout the lesson there are opportunities for students to provide feedback to each other, and for me to help moderate their discussions. Though they are not through a Socratic seminar, the discussion opportunities that they are afforded are productive and well scaffolded.

5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

The lesson plan that I have created for this lesson exceeds this standard based off my affording students multiple opportunities to practice and contribute what we are discussing. By moving from DOK 1 skills to DOK 3 skills, I am working in different strategies for the students to demonstrate their understanding and knowledge of the topic that we are discussing, before moving on to more complex forms of information processing and synthesis. By ensuring that the students have many opportunities to discuss their ideas with each other, it is adapted to meet the needs of the students as individuals, allowing for the more advanced students to help the students who are slower to pick up on the information, and to ensure that at the end of the lesson, during the synthesis response, all students are set up to successfully complete the assignment with all necessary knowledge.

**Key Assessment #5: Hō'ike Portfolio
Cover Sheet for Student Assessments**

D. Brief Description of Selection:

There are a variety of formative assessments throughout the lesson where I incorporate mini assessments of student learning and of student comprehension. They practice documenting vocabulary words using context clues, creating a timeline and pointing out key details, discussing women's rights, and writing a response to why there should be a special month to honor women. These are all opportunities to set the students up for success in understanding this topic, as well as practice strong reading comprehension and writing skills like justifying a claim.

E. Standard(s) that the Selection Represents:

Important note-When we refer to "standard," we are referring to the five culturally responsive standards listed on pages 4-5 of the Hō'ike Portfolio guidance document.

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.
2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.
4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.
5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

F. Rationale/Explanation on how the Selection meets or exceeds Standard:

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.

This selection exceeds this standard because of the incorporation of a variety of student-centered assessment tools. The discussions are student-driven, using questions that the students themselves came up with. This helps to give the students a sense of ownership over the material and to take that with them when they are reflecting on the new knowledge that they have acquired from the readings. The students also show an

understanding of previous knowledge in their group discussions and utilization of DOK 2 and 3 questions, and their final synthesis of the necessity of moving towards equal rights for the genders. Throughout the lesson there is emphasis on the dynamic between men and women, what our current perceptions are, and how we can challenge them. This builds on their funds of knowledge throughout the lesson and shows that it is scaffolding up to the assessments.

2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.

Due to the nature of this lesson, I wanted to incorporate a lot of opportunity for discussion as assessment tools. The assessments exceed this standard due to the consistent encouraging of discussing with partners, groups, and as a whole class. They are employing questioning and discussion techniques in their use of student-created questions at higher level depths of knowledge, and their culminating synthesis reflection assessment on the topics that they discussed. Between partner, group, and class discussions, this lesson ensures that all voices are heard in one way or another. Also by allowing students to formulate questions and lead heterogeneously grouped discussions, the students are then able to bounce ideas off of a variety of thought partners with a variety of levels of understanding of the material, thus creating a culturally and developmentally appropriate atmosphere. This also allows me to understand their perspectives and for them to increase their connection with the material and with one another. Throughout the constant assessment strategies of partner, group, and final reflection, the students' voices are being heard

4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.

The assessments throughout the lesson exceed this standard due to the inclusion of student voice. I ensure that through student-created questions and student-led discussions, the students are making sure that their voices are all heard, respected and affirmed. The opportunities for discussion allow for the students to integrate the opinions of their classmates into their opinions, and to come up with a common understanding of the topic that we are covering. My assessments also exceed this standard because of my opportunity for students to disagree and debate hot topics and come to mutual understanding, or agreeing to disagree. Many of the students were able to come to a solid understanding of their beliefs when it comes to feminism and women's rights, and some

still held more controversial opinions, but because they were able to acknowledge the opposing opinions and justify their opinions, I found that as a useful tool to spark further discussion within the class.

5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

The student assessments present in this lesson exceed this standard due to the integration of intellectually engaging materials for the students such as group discussions and synthesis responses. By spiraling from basic information input at a DOK 1 with the basic vocabulary definitions, to a DOK 2 with discussing what was watched in the BrainPop videos, to a DOK 3 with discussing feminism currently and why we need it in our daily lives, the students are making vital contributions to the understanding of the class, and to their own understanding of the topic. Also by allowing them to reflect at the end using what we discussed in class, this allows for closure, and for them to take what they have learned and move forward with it.

Key Assessment #5: Hō'ike Portfolio Cover Sheet for Student Reflection

G. Brief Description of Selection:

The student reflections demonstrate my students' understanding of the initial lesson plan, and their retention and understanding of the material and discussions held. Students answered questions comparing this lesson to others, and how the strategies influenced their learning and personal awareness. Their reflections gave me insight into what my students want to see more in terms of culturally responsive education, and strategies and environments that they want to see more of in our classroom.

H. Standard(s) that the Selection Represents:

Important note-When we refer to "standard," we are referring to the five culturally responsive standards listed on pages 4-5 of the Hō'ike Portfolio guidance document.

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.
2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.
4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.
5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

I. Rationale/Explanation on how the Selection meets or exceeds Standard:

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.

The student reflection exceeds Standard 1 because the reflection is designed in a way that it builds on the strengths, interests, and funds of knowledge that the students have pertaining to the lesson and to themselves as individuals. By asking the students to give input about what could be changed in the process of the lesson, the student reflection is a student-centered prompt, gaining insight from the students. This reflection also acts as a survey to continue to learn about their individual needs, and to help me as an educator adapt to their needs as individuals.

2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.

The student reflections exceed Standard 2 due to their incorporation of concerns or experiences that they have regarding the content in order to connect or create knowledge. As an educator, I am able to then take what they have indicated as their concerns, and factor them into further lesson planning for these students. This survey also helps me to ensure that all voices are heard. Through the giving of this survey, and using the information that I have gathered to influence my further lesson planning, I am building the knowledge with students in a way that will be meaningful to them.

4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.

The process of giving this survey meets Standard 4 because it is essentially taking student information and using it to further my teaching. But the act of using that information and making meaningful changes to my lesson planning strategies exceeds Standard 4 because of the actual usage of the information and feedback that I received. I took the information that the students gave me in their surveys and used that to better my teaching practice, and to seek to understand their perspectives and their needs.

5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

The student reflections exceed Standard 5 due to their very nature. This student reflection encourages all students to articulate what works for them, and what they would like to change in the classroom. I was then able to take the information that I got from their student surveys, and put it into action in my classroom. One student indicated that she wished that the lesson had made more of an impact on the boys in the classroom, through this knowledge I was able to have discussions individually with the boys in the classroom to further their understanding of the material, and help them to come to a better realization of gender inequality. This student reflection survey allows the students to articulate what they need in the classroom, and how to challenge them in meaningful ways for them to achieve their potential.

Key Assessment #5: Hō'ike Portfolio Cover Sheet for Teacher Reflection

J. Brief Description of Selection:

In the teacher reflection, I was prompted to address the way that my identity affects my practice and to use that information and self-exploration to create and analyze my culturally responsive lesson plan. In my reflection, I discussed how my ties to my background and my culture influenced my passion for the topic that I was covering, as well as my desire to connect to my students on a greater level. I also note that due to my background and my identity, there are many aspects of my culture and the culture of my students that will not overlap and that we will need to learn from each other on. This reflection was useful in getting me to assess how my personal identity influences my students and helps me to shape my lessons to better meet the needs of my students as individuals.

K. Standard(s) that the Selection Represents:

Important note-When we refer to "standard," we are referring to the five culturally responsive standards listed on pages 4-5 of the Hō'ike Portfolio guidance document.

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.
2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.
3. Deconstruct the way in which one is privileged and not privileged (and how that impacts one's beliefs and actions).
4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.
5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

L. Rationale/Explanation on how the Selection meets or exceeds Standard:

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.

This selection exceeds Standard 1 because of my reflection on how I can incorporate cultural knowledge into the classroom. In my response to how I am thinking about my students when planning my lesson, I demonstrate that I am taking into account both student recollections and anecdotes, as well as my pre conceived notions, with intent to challenge them and discuss them as a whole group setting. I show in my reflection that I am working to incorporate the social and cultural knowledge that my students bring to the table each and every day.

2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.

The reflection articulates the work that I did to grow the feeling of community in my classroom to connect students to their prior knowledge as well as new knowledge. This reflection shows exceeding Standard 2 due to its emphasis on dialogue with the students to truly understand their needs, and what would be transformational for them moving forward. I have demonstrated that I used the student feedback to be responsive to my students needs and to better their skills moving forward.

3. Deconstruct the way in which one is privileged and not privileged (and how that impacts one's beliefs and actions).

The first question on the teacher reflection prompts me to think about my identity and how that impacts my beliefs and actions. I am exceeding Standard 3 due to my reflection on how the identification of my personal beliefs and attitudes have affected my practice in the past, and moving forward.

4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.

Through the reflection, I have demonstrated the constructive process that I use in my classroom. In response to prompt 2 I wrote that "... I have worked to draw from their experiences as transient students from a variety of communities. They have been able to bring their experiences into the classroom drawing on knowledge of the mainland and their past homes, and often understanding each other based off of where their parents were stationed before". This has helped me to encourage all of my students to respect

and affirm the differences present in the classroom, and to celebrate both differences and similarities that are present in our classroom community.

5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

The reflection has helped me to fully understand how to be working to help each student recognize their full potential, and to provide the challenges necessary for each of them to achieve that potential. I exceed Standard 5 in my reflection through my responsiveness to student feedback and how I will move towards continuing to regularly implement culturally responsive teaching practices. For many students, it can be difficult to explore personal identities and discuss your background, but through creating an open and welcoming community in my classroom, I have set the stage to continue to regularly implement culturally responsive teaching practices. These practices will open my students up to the opportunities to challenge themselves to achieve their full potential.

**Key Assessment #5: Hō'ike Portfolio
Cover Sheet for Revised Lesson Plan**

M. Brief Description of Selection:

The initial lesson plan that I created went fairly smoothly, as I was giving it I was inspired to want to incorporate a sense of solutionary thinking, something that we have worked on numerous times in class, to help spark the social justice approach in my students. After giving the lesson, I think that I would have wanted them to put thought and discussion into the idea of how could they be catalysts for change in the fight for gender equality. For my revision, I added a brief brainstorm/ reflection session during the lesson on what they could do to fight gender inequality, and a written homework assignment for them to devise a solution plan as an individual, a community, a country, and in the world.

N. Standard(s) that the Selection Represents:

Important note-When we refer to "standard," we are referring to the five culturally responsive standards listed on pages 4-5 of the Hō'ike Portfolio guidance document.

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.
2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.
4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.
5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

O. Rationale/Explanation on how the Selection meets or exceeds Standard:

1. Incorporate ways of knowing and teaching based on social and cultural knowledge.

You can see how this lesson plan exceeds this standard when the students are prompted to discuss the topics that we are studying. The questions are student-created, and the

discussions are student-driven, demonstrated integration of their learning and their interests in the material. The students have had experience in creating DOK 1, 2, and 3 questions, and this lesson continues their practice in asking questions and evoking responses from their classmates. This lesson involves a lot of partner and group discussion, eliciting ownership of the material from the students. There is also a demonstration of scaffolding throughout the lesson where the students are consistently integrating acquired knowledge up until their final synthesis and reflection on the necessity of reform for gender rights and gender equality. By incorporating the revision with student reflection on how to solve the problem and how to be a solutionary, the students are given opportunities to really drive the topic home and to begin to realize their role in making change in the world.

2. Build knowledge with students, with an emphasis on dialogue in order for students to connect new and prior knowledge to create knowledge.

Due to the nature of this lesson, I wanted to incorporate a lot of opportunity for discussion. This lesson plan exceeds this standard due to the consistent encouraging of discussing with partners, groups, and as a whole class. They are employing questioning and discussion techniques in their use of student-created questions at higher level depths of knowledge, and their culminating synthesis reflection on the topics that they discussed. Between partner, group, and class discussions, this lesson ensures that all voices are heard in one way or another. Also by allowing students to formulate questions and lead heterogeneously grouped discussions, the students are then able to bounce ideas off of a variety of thought partners with a variety of levels of understanding of the material, thus creating a culturally and developmentally appropriate atmosphere. This also allows me to understand their perspectives and for them to increase their connection with the material and with one another. By revising the lesson so that they also have opportunities to explore what they could do to solve the problem of gender inequality, the students can bounce ideas off of their peers to come up with possible solutions to gender inequality.

4. Seek to ground all teaching in a constructive process. Ways of thinking, talking, and behaving that differ from the norm are valid and are respected and affirmed.

Similar to standard 1, this lesson plan exceeds standard 4 due to its emphasis on student-centered work. The students are formulating questions and contributing to discussions in ways that all voices are heard. By moving from partner discussion, to group discussion, to whole-class discussion, students are given opportunities to shape and

navigate their opinions and their voices through discourse with their peers on a variety of degrees of personality. This lesson also integrates culturally responsive values in its drive to allow students to process information and come to their own conclusions about their understanding of difficult topics. Throughout the lesson there are opportunities for students to provide feedback to each other, and for me to help moderate their discussions. Though they are not through a Socratic seminar, the discussion opportunities that they are afforded are productive and well scaffolded. In the revision process, I decided to incorporate an even higher degree of student involvement that is integrating culturally responsive values due to their move towards exploring how to solve the issues in their community and in the world when it comes to gender inequality. The opportunity to discuss, and then reflect on solutions to gender inequality, allows for the students to explore different perspectives and different solutions.

5. Continuing to recognize the full potential of each student and providing the challenges necessary for each of them to achieve that potential.

The revised lesson plan that I have created for this lesson exceeds this standard based off my affording students multiple opportunities to practice and contribute what we are discussing. In addition to discussions of content, by including discussions of possible solutions in the revised lesson plan, I am incorporating opportunities for all students to explore their understanding of the issues of gender inequality and to work towards finding solutions. By moving from DOK 1 skills to DOK 3 skills, I am working in different strategies for the students to demonstrate their understanding and knowledge of the topic that we are discussing, before moving on to more complex forms of information processing and synthesis. By ensuring that the students have many opportunities to discuss their ideas with each other, it is adapted to meet the needs of the students as individuals, allowing for the more advanced students to help the students who are slower to pick up on the information, and to ensure that at the end of the lesson, during the synthesis response, all students are set up to successfully complete the assignment with all necessary knowledge

Standard #5: Application of Content
Ho'ike Portfolio Lesson Plan (Revised) - Layer 2

Ho Ike Lesson Plan - Revised

CM	Chelsea Singlehurst	Grade Level	6
MTLD	Katy Debruin	Subject	English Language Arts
Time	84 Minutes	Topic	Feminism

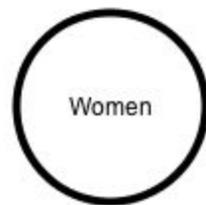
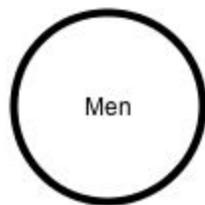
Objective	SWBAT articulate the necessity of bringing awareness to feminism and equality of the genders
Connection to Achievement Goal	SWBAT be self directed learners and be more aware of their wording and opinions and how their preconceived notions can affect those around them.
Prerequisite Skills	<p>Students must be able to</p> <ul style="list-style-type: none"> ● Use context clues to determine meanings of words from a video ● Order information chronologically ● Knowledge of DOK 1, 2, 3 questions
Diagnostic	Double bubble map comparing and contrasting opinions of and stereotypes of men and women
Assessment	<ol style="list-style-type: none"> 1. Do now: Identify their opinions of men and women, what they have in common and what is different between them 2. Identify which traits they consider to be positive and negative 3. Guided Practice: Learning vocabulary that is pertinent to studying women's rights 4. Guided Practice: Timeline of women's suffrage 5. Independent practice: Group discussion of women's rights' progression to modern times 6. Final: Written response to the prompt "Why do we need a whole month to discuss women's rights?" 7. HW: Students write a proposed solution to gender inequality, exploring what they could do personally, what their community could do, what the country could do, and what the world could do.
Key Points	<ul style="list-style-type: none"> ● Our perceptions of genders can be biased based off of social understanding of them ● Feminism is the belief in the equality of the sexes

Time	Stage	Students Do	Teacher Does	Interaction	Rationale	Materials
5	INM	Double bubble map comparing and contrasting opinions about men and women	Projected on the board: "Do Now: 5 mins on the double bubble map handout, make a double bubble map comparing and contrasting men and women"	Ss	This activity is to activate the students' prior knowledge and preconceived notions about the different genders	Double Bubble Map handout
2	INM	Share with their desk partners what they wrote on their double bubble map	"you have 2 minutes to share what you put in your double bubble map with your partner, think about why you wrote those characteristics for each of the gender, do you generally believe them to be true?"	Ss-Ss	This is to give the students an opportunity to share their opinions with each other and possibly spark some conversations about their opinions	Double Bubble Map handout
1	Trans		*passes out brainpop vocab handouts* "We are going to be watching a BrainPop® video on feminism today to learn about what feminism is and how it got to where it is today. We are going to watch it all the way through one time, then re watch it to get the necessary definitions "	T-Ss	Directions	Brainpop Vocab handout
6	INM	Ss are watching the brainpop video the first time through then the second time around they are recording the definitions given via the context clues in the video	Showing the video then pausing when necessary to ensure that all students got down the correct definitions for the vocabulary	Ss	This is for students to first get exposure to the topic that we will be discussing to activate knowledge about the topic, then for the students to learn vocabulary that is relevant to the	Brainpop vocab handout

					information we will be discussing	
6	GP	partner discussion about whether or not they believe that women currently have the same rights/ status as men. Should they? Why or why not? Are there circumstances in which they don't need to have equal opportunities?	Disc. Questions projected on the board: "Take about 6 minutes to discuss what we watched with your partner. Do you believe that women should have the same rights as men? Do you think they do currently? Are there circumstances in which they don't need to have equal opportunities?"	T-ss Ss-Ss	This is for the students to further their discussion and perceptions about the status of women and whether or not they agree with the current standing of women's rights	
2	GP	Ss share with the class what they and their partner discussed opening up for group discussion	"we are now going to take a few minutes to share out what you discussed with your partners. If one of your classmates says something that you want to comment on, raise your hand to be called on and then discuss it with your classmate." "Does anyone have anything to share with the class that they discussed with their partners?"	T-Ss Ss-Ss	This is for the students to engage their classmates in a discussion about opinions on women's rights as well as begin a discourse from students who have varying opinions	
2	GP	Ss discuss possible solutions to inequalities that they have identified between men and women	Okay, now I want you to take about 2 minutes with your desk partner on the back of your vocab sheet handouts to discuss what you think could be possible solutions to some of the problems that we have identified.	T-Ss Ss-Ss	This is for students to begin to brainstorm how they can contribute to working towards the equality of the sexes.	blank on the back of the brainpop vocab handout
7	INM	Ss watch women's suffrage brainpop and fill in timeline of women's suffrage	*passes out brainpop timeline handout* "We are going to be watching a	T-Ss Ss-Ss	This is for students to practice putting events in chronological order and including the key	Brainpop timeline handout

			BrainPop® video on women's suffrage. We are going to watch it all the way through one time, then re watch it to get the timeline correct. "		events and details about them. This is also for students to see what has lead up to women's rights and where it is at today	
5	GP	Ss compare answers with desk partners to discuss timeline and make sure they got all the necessary details written down	take 5 minutes to share with your desk partner and add or erase any details and events that you wrote, discuss why you put those as the most important details	Ss-Ss	This is for students to compare answers with their desk partners to ensure that they picked up on the correct events	Brainpop timeline handout
2	GP	Ss check answers with teacher	Goes over key events and answers with Ss	T-Ss	This is to make sure that they have the correct answers	Brainpop timeline handout
4	GP	Ss discuss the current state of women's right's and it's progression to where we are now with their desk partners	T writes mini partner discussion prompt on the board for Ss to discuss the current state of women's right's and it's progression to where we are now with their desk partners	Ss-Ss	This is for students to add their knowledge of women's suffrage to their assessment of the current state of women's rights	
3	passing period					
5	GP	Ss create 2 questions, one at a DOK 2, one at a DOK 3, to discuss with their desk groups	On the Board Do Now (5 mins) On a piece of paper create 2 discussion questions about women's rights, women's suffrage, and/or feminism One at a DOK 2, one at a DOK 3 you may make more if you wish	T-Ss Ss	This is for students to set up for the mini discussion that they will be conducting about feminism and women's rights	Paper
10	GP	Ss discuss their questions and what they have learned with each other for 10 minutes	In your groups, your desk partner and your corresponding desk partner group... We are going to take 10 minutes to	Ss-Ss	This is for students to collaborate on the information that they have learned today and set them up for the	DOK Questions Notes from the BP lessons

			<p>discuss what we have learned about today with regards to feminism and women's rights, you are then going to write a response to a prompt about women's rights. Use this time to explore your opinions about women's rights, where it is at now, and what needs to happen for women and men to have equal rights</p>		<p>writing response that they will have to answer.</p>	
25	IP	<p>Ss answer prompt "why do we need a special month to honor women?" If they finish early, they are to write a letter to a powerful woman who has made important contributions to women's rights.</p>	<p>On board: "Why do we need a special month to honor women? If you finish early, they are to write a letter to a powerful woman who has made important contributions to women's rights"</p>	Ss	<p>This is for students to synthesize what they have learned and what we have discussed so far.</p>	Computers/ google classroom
HW	IP	<p>Students write a proposed solution to gender inequality, exploring what they could do personally, what their community could do, what the country could do, and what the world could do.</p>		Ss	<p>This is for the students to take into account their reflection on possible solutions to the problem of gender inequality and try to come up with a plan for resolving it. (This is a skill that we do often)</p>	



Standard #5: Application of Content
Ho'ike Portfolio Teacher Reflection - Layer 3

Teacher Reflection for Hō'ike Portfolio

Guidance and Process: Please reflect and respond to the following prompts in order to reflect upon your teaching practice, student feedback, and revisions that should be done to create pathways to continue to enhance students' experiences. Additional thoughts are welcome.

Complete the questions following timing below to maximize the value of this process.

BEFORE INITIAL lesson planning:

Answer questions 1-4 before designing your initial lesson plan

BEFORE REVISED lesson planning:

Answer questions 5-9 before revising your lesson plan (but after delivering your initial lesson plan).

1) How does your background and identity affect your beliefs and actions?

My background and identity affect my belief and actions on a daily basis. Having been raised as a white girl in Hawaii, in a predominantly local/ asian community, I often felt like a bit of an outsider. I grew up with a culture that was heavily influenced by local and asian culture, and found myself adapting to that at an early age. It wasn't until I went to college on the mainland in Washington state for a year that I began to better understand white culture and white privilege. This knowledge has helped to shape who I am as an individual, and has helped me to want to make a difference in the communities that I live and work in. Having then gone from living and working in a primarily asian/ local community, to a military community with a higher population of African Americans, Hispanics, and Caucasians, began to make me more aware of my identity and the disparities that I have experienced. I hadn't really been exposed to black culture or mainland white culture in the way that I have since I have been teaching on a military base. Seeing as how I consider myself to be a part of the local/ Asian community due to my geographical location growing up, as well as the communities that I interacted with growing up, then having interactions with a more caucasian/ mainland America community, I feel that my beliefs and actions are more diverse now. I have a better understanding a different communities and am constantly seeking to learn as much as I can about the different communities.

2) What impact might those beliefs and actions have on your classroom practices and students?

These beliefs might impact my classroom practices and students because the majority of my students grew up in mainland American communities, mostly Army communities as well. There is bound to be a disconnect between my students and me because of this lack of understanding of each others' cultures. I grew up in Hawaii in a local community, where they grew up in often two to three different communities before the time they were 11 years old. Because of this, I have worked to draw from their experiences as transient students from a variety of communities. They have been able to bring their experiences into the classroom drawing on knowledge of the mainland and their past homes, and often understanding each other based off of where their parents were stationed before. I try to bring in as much of their culture as I can, integrating works from African Americans and Hispanics as much as possible, and I have really seen the students be very responsive to this.

3) What does a culturally responsive classroom mean to you in your teaching context?

In my teaching context, a culturally responsive classroom means that I am aware of the fact that questions like “where are you from?” and “where is home to you?” are questions that are irrelevant, and often very difficult to answer for my students. Instead we have worked to create a sense of community within our classroom where transiency is welcomed and celebrated, and we are warm and welcoming to all new students that come, and keep in touch with students that move. It also means that I am working to help the students to see more of themselves in what we are learning on a regular basis, whether that is bringing in African American pieces, Hispanic pieces, or having students find information that they want to learn about and going from there.

4) How are you thinking about your students when initially planning the lesson?

In initially planning my lesson, I am thinking about the environment in which my students live. In military families, there is definitely a perceived notion of masculinity over femininity. Especially in army families where it is valuable to be “Army Strong” and for the majority of my students who have a parent in the army it is their father, so there is definitely a strong dynamic present in military families. A lot of students have indicated that their mothers are the ones who take care of the household and help to lead the family, but their fathers are the strong ones, the ones with the power. These perceptions, in addition to the comment “all women do is spend men’s money”, are what lead to planning this lesson, and seeing the necessity of it. I want to encourage the students to see the gender dynamics in their community, as well as in their school, to see how they can work to better them.

5) What culturally responsive strategy/strategies did you employ?

I started the lesson with a way for students to reflect on their current perceptions of men and women, as well as what stereotypes they are continuously encountering regarding men and women. By engaging them in reflections and discussions to explore their understanding of gender stereotypes and their understanding of gender equality, they were able to explore various opinions about gender equality and gender stereotypes. Then throughout the lesson via a variety of discussion opportunities and brainstorming, the students were given opportunities to explore their own beliefs regarding stereotypes and gender norms, as well as opportunities to hear the beliefs and opinions of their peers. By giving them this opportunity for exploration of their beliefs, the students were able seek to understand perceptions of gender inequality and what can be done to address it.

6) Based on student feedback, how did the specific culturally responsive strategy/strategies that you incorporated in your initial lesson plan help or hinder your students’ learning?

My students showed interest in the opportunities to discuss such a complex topic. Having frequent opportunities to discuss with their peers throughout the lesson really helped them to develop their understanding of gender equality and what is necessary to move towards it. Also the reflection at the end of the lesson allowed for the the students to further explore their understanding and develop how to be more culturally responsive.

7) Based on an interview with one of your students, what are you considering to make the revised lesson plan responsive to them? Why are you considering that adjustment? (Interviews or conferences previously conducted with students can be used to address this question as long as you believe the information from the interview is still relevant.)

After giving the initial lesson, I have discussed with students before about how they enjoy when we do problem solving brainstorming, as it is something that overlaps between math and English, and I felt that this would be a strong opportunity to incorporate something that is both engaging, and responsive, for my students. Knowing that they enjoy coming up with solutions to problems, incorporating this into a revision for this lesson plan would be very beneficial for my students' engagement and understanding of the material.

8) How will the revised lesson connect to your students and community?

The revised lesson plan will connect to my students and community through its active engagement with the students including their community in their thought process. The students are encouraged in the revision to think about what they, their community, the country, and the world, could do to tackle issues on gender inequality. By giving them this opportunity to bounce ideas of their classmates, who are part of their community, as well as pulling ideas from their own experiences, the students are further connecting with their community with issues of importance.

9) How can you continue to regularly implement culturally responsive teaching practices?

Moving forward, I can continue to regularly implement culturally responsive teaching practices by offering my students opportunities to identify issues and problems in the texts that we are interacting with and giving them opportunities to problem solve with each other. By encouraging them to interact with each other, and to think through the eyes of the community, I can further allow my students ways to involve their communities and to brainstorm how to be culturally responsive.

Standard #5: Application of Content
Ho'ike Portfolio Student Reflections - Layer 4

Sample Student Reflection Responses

<p>How did the process of writing a response on why there should be a special month to celebrate women help you to learn?</p>	<p>How did this lesson address one of the most important issues in your class, school, or community?</p>	<p>What is one thing your teacher should change about this lesson next time? Why?</p>
<p>There should be a special month to celebrate women because, they help other women feel special. Also, back in the days women help other women vote and do things that men do.</p>	<p>This lesson helped our class, school, and community by making girls can do what boys do. Girls can vote and do more things from this lesson to show what they can do and how they did it back then.</p>	<p>I think my teacher can maybe show us more lessons of this so, we know what happen and more details of this.</p>
<p>It helped me learn when the month and why they are important. That we need to respect them and understand them. Also to know how they made a difference in their lives and in our lives. Also how they stood up for their beliefs and them selves.</p>	<p>It addressed how the boys treated the female teachers and students some what. Also in my community the males started acting a little weird then usual.</p>	<p>To make sure that she makes sure the boys get it because they still did what they usually do.</p>
<p>The reflection helped me because it was my response and and my opinion on what we were learning</p>	<p>This helped because there are a lot of boys in my class that say that they can do more than us girls and that they have more rights.</p>	<p>I think that we should take a little more time on the lesson so we can spend a little more time understanding.</p>
<p>This helped us understand better because, we had to go online to find more about feminism so that helped us better understand, we also found examples of women who did more than just work at home, we found women who proved to us that women are equal to men.</p>	<p>Because, everyone in the class had to do this lesson. and we discussed among the students in our class about what did our parents did at home and how that tied into feminism.</p>	<p>Our teacher can change this lesson by making the boys do more research on feminism and doing a project directly for the girls.</p>

Standard #5: Application of Content
Ho'ike Portfolio Student Responses - Layer 5

“We need a special month to honor women”

March 10,2015

We need a special month to honor women cause without women we wouldn't be here today. Women have done a lot of things for men and still women aren't treated fairly. I believe that women deserve a month to honor not just because they haven't been treated fairly but also because a lot of women have done great things. Like Rosa Park, Malala, or Susan B Anthony. They have all done something very important in their lives. Malala fought for girls to be able to go to school. She has changed some of the ways people think about girls in Pakistan. Rosa Parks stood for what she believed by being in the African-American Civil Rights activists. She had the courage to tell a bus driver that she would not get off the bus and end up going to jail. Susan B Anthony was an American social reformer and feminist who played a pivotal role in the women's suffrage movement. That's why I think there should be a month honoring women for what they've done.

March 10, 2015

We need a special month to honor woman to show the great thing they have done. The world would not be the same if women didn't do what they did to change the world. They made so that they could work and get paid. They made it to where they could vote. Hillary Clinton funded a program that helped fix the damage after 9/11. She also helped reduce child abuse. Rosa Parks made a stand for women and african americans. Sarah Palin almost was vice president when Barack Obama was elected. Amelia Earhart was the first woman to fly a plane over the pacific ocean. All of these woman have done great things to change the world. That's why we a special month to honor woman.

March 10, 2015

Why We Need A Special Month To Honor Women.

We need a special month to honor women because they are important. Firstly, they're mostly the only way to reproduce. Secondly, without women the world would be dirty because women do most of the cleaning. Thirdly, without women and you probably wouldn't know how to take care of you child. Fourthly, women were never shown respect back then, but they fought for their rights. Finally, women are important because they they can do more and are stronger than you think. These reasons point to why we need a special month to honor women. Women are also symbols of power in my book. They did a lot of work back then in the 1900s. Also women can now do anything they want because they wanted rights and got it because they actually worked for what they wanted unlike men who got it whenever they wanted. So that's it for my paragraph about why we need a special month to honor women.

“Letter to a powerful woman”

Dear Julia Child,

I am really happy with the fact that you created a 3 lb. cookbook because I know that I wouldn't be able to do that. I know that my mom would like your cookbook because she likes cookbooks and would buy some so she could learn how to cook. It really is a big achievement and I hope you create more (even though you're deceased). I am also happy with the fact that you were on a television show because I know that I wouldn't be able to do that either. I agree with the fact that you say that cooking is a craft not a chore. I know that my dad would agree because he loves to cook. I also like how you said that anyone can be a cook and entertained people because I would like to learn how to cook and entertain different people. I'm sorry I couldn't write more, but I really hope you accomplish more things wherever you are at in heaven. I also really appreciate the fact that you probably took time to read this. Thanks again.

Your new friend,
Kristiana

I thank Rosa Parks for helping to stop racism in our country. If it weren't for her and Martin Luther King Jr i would not have Zantye as a friend, he really nice too. So i thank you Rosa Parks again for that, you had enough confidence to stand up for the rights of black or african americans. You are awesome Rosa Parks. You are really brave too. You deserve to be a powerful woman of the united states, probably even all states in the world. Thank you R0sa Parks.

Your supporter
Matthew

Dear Madonna,

Thank you for being so inspirational to women everywhere. Not only are you independent and the best-selling female rock artist of the 20th century, but you also have an amazing voice! I love how after causing no shortage of controversy about your unabashed sexuality and outspokenness. You really don't care about what other's think. Keep moving you're efforts toward being a mother and humanitarian You are a true role model! My favorite song by you is “La Isla Bonita”.

Keep doing what you're doing!!!

---Erika



ACTIVITY

VOCABULARY

Name:
Date:

SOCIAL STUDIES > CULTURE > FEMINISM

DEFINE

Can you explain the terms below in your own words?

PRIVILEGE:

.....

INDIVIDUALITY:

.....

VINDICATION:

.....

MIMIC (VERB):

.....

SUFFRAGE:

.....

ADVOCATE (NOUN):

.....

TITLE IX:

.....

GENDER:

.....

ACTIVISM:

.....

Choose an additional term from the movie to define.

.....

.....