

Comparison Columns

Goal or objective of the lesson plan:

Students will ponder how men are more widely represented in history than women.

If it is part of a larger unit, please describe briefly:

This lesson can be part of a larger unit women’s history or introduction to history. It also supports teaching basic historical skills such as interpretation and analysis. The comparison columns encourage students to think about who is part of the historical record and question what activities and accomplishments are deemed important.

Projected length of time needed to complete it:

Projected length of time is one class period, but extension activities can easily be added.

Materials needed:

Multiple copies of the comparison column handout

Optional: chart paper and markers

If your school or district requires the listing of standards in your lesson plans, please include:

Pennsylvania Department of Education standards include:
 History—
 Standard 8.1 – Historical Analysis and Skills Development
 Standard 8.2 – United States History
 Standard 8.4 – World History

Suggested pre-lesson activities:

Have students complete a free write about historical figures that come to mind in relation to the topic being studied. For example, ask students to brainstorm a list of figures of the American Revolution. Divide the students into small groups to share their lists. Ask them to select a reporter and have the small groups report out. Chart paper may or may not be used to capture their reports.

Please outline the lesson:

Distribute the comparison columns worksheet.* Ask students to list as many names as they can think of related to the descriptor.

After the students have had a chance to list as many names as possible, ask them to think about why it might be difficult to think of women’s names. They should also consider representations of race and class. Students should consider how men’s accomplishments are valued over women’s in history.

Assessment:

Have students research and add to the column of women. Have them write an essay on their understanding of the representation of women and men in medicine, art, and other disciplines.

Suggestions for follow-up lessons:

Use the phase model in women's history to move beyond this "famous firsts" approach. See the following article for more ideas on the phase model and extension ideas:

Crocco, Margaret Smith. 1997. Making time for women's history when your survey course is already filled to overflowing. *Social Education* 61(1): 32-37.

***The Comparison Columns
(Source unknown)**

MEN		WOMEN
_____	Religious Leader	_____
_____	Explorer	_____
_____	Doctor	_____
_____	Philosopher	_____
_____	Political Leader	_____
_____	Parent	_____
_____	Mathematician	_____
_____	Power Broker	_____
_____	Teacher	_____
_____	Genius	_____
_____	Architect	_____
_____	Homemaker	_____
_____	Composer	_____
_____	Nurse	_____
_____	Inventor	_____
_____	Conqueror	_____
_____	Artist	_____
_____	Social Reformer	_____