

CURRICULUM GUIDE HIGH SCHOOL

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Synopsis



Comic books have been a staple of American popular culture since the 1920s, but their popularity soared when the adventures of superheroes began filling their pages in the late 1930s.

For a population coming out of the Great Depression, comic book superheroes provided a much-needed boost to the spirits.

Overwhelmingly, these action heroes were men--until 1941, when a female superhero arrived on the scene and captured the imagination like no others before her. She was Wonder Woman, and *Wonder Women! The Untold Story of American Superheroines* tells the story of her creation and her enduring popularity as a role model and feminist icon.

Wonder Woman was created by William Moulton Marston, a Harvard-educated lawyer and psychologist. Marston was a strong supporter of the early

twentieth century movements for women's rights. He felt that women were the key to world peace and that fostering feminine values of harmony and strength through love would set humanity on the right path. In addition to showing that there was an alternative to the physical violence of male superheroes, Marston's Wonder Woman served as propaganda for a system of female rule.

Wonder Woman was a patriotic symbol during World War II as women entered the workforce to take the place of men, but once the men returned after the war, she morphed into a more docile, traditional female. Over the next several decades, the comic book character of Wonder Woman mirrored the changes in women's roles and status in American society.

The feminist movement of the 1960s, looking for a figure that embodied strong womanhood, returned to the original depiction of Wonder Woman, who burst onto the cover of the first issue of *Ms. Magazine*. In the wake of the popularity of the 1970s Wonder Woman TV show, other superheroines appeared, both on television and in movies.

The portrayal of women in the media underwent numerous changes, from muscular, gun-toting, male-like characters to softer, self-sacrificing individuals, reflecting not just societal attitudes toward women but also the demographics of media production, where 97% of the decision-making positions are held by men.

An array of experts appears in the film, extolling the virtues of Wonder Woman and emphasizing the importance of female role models in the media. From feminist leader Gloria Steinem to fourth grader Katie Pineda, the message is that we need superheroes in our lives. The enduring appeal of Wonder Woman rests on what she symbolizes—strength, love, truth, a sense of fairness and justice, and an unending quest for harmony among human beings.

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INTRO 00

Introduction

Letter from the Director

Like most women and men of my generation, I grew up with Lynda Carter's "Wonder Woman" television show.



It was the late 70's, the show was already in the constant rotation of syndication, and there simply wasn't anything else out there that captured my imagination as a little girl. I had friends who were Wonder Woman for Halloween year after year because there were so few options for girls as fantasy heroes.

When I started telling people about this film, men and women had wildly different reactions. Most of the guys admitted that Wonder Woman was their first TV crush. Women reminisced about how they pretended to be her: twirling a rope to capture foes or spinning to transform themselves into superheroes.

Fast-forward some thirty years and I was reading a New York Times article that introduced Gail Simone as Wonder Woman's first female writer EVER. Here was this incredible feminist symbol who had always been stuck, like a lot of strong female characters, between being created by men and being primarily consumed by boys.

The story stayed with me, and I began looking into Wonder Woman's origins. Her creator, William Moulton Marston, was a fascinating character who set out to create an empowering role model amid a lot of super-violent male heroes. Of course, he also had some interesting ideas about what a strong female hero should look like. But his creation has endured while so many others have been forgotten.

I loved the idea of looking at something as populist as comics to reveal our cultural obsessions, and in particular, how women's roles have changed over time. The narratives of our most iconic superheroes, told and re-told over decades, boldly outline our shifting values. That's one story *Wonder Women!* tells, but to me, it's not the most interesting one. I hope the film also conveys the unpredictable ways those icons can shape and even transform us in return. For some it's Lara Croft, for others it's Buffy the Vampire Slayer, but we all need those iconic heroes that tell us we have the power to slay our dragons and don't have to wait around to be rescued.

—Kristy Guevara-Flanagan



User Guide

Whether you are an educator, administrator, parent, student or just someone who wants to learn more about the film, you can use this guide to discuss the themes in the film, *Wonder Women! The Untold Story of American Superheroines*. This curriculum guide is designed to be used in conjunction with the Common Core Standards for English Language Arts and Social Studies and is also useful for subjects such as history, media literacy, journalism, sociology and women's studies classes.

We have organized the guide into three modules that further develop issues raised in the film. We designed each module to be taught on its own or in conjunction with the other modules. Each module contains an introduction to the topic, discussion questions, in-class and take-home activities, and suggestions for further action.

Module 1: **Media Literacy**

Students critically analyze how gender is portrayed in media. Students strengthen media literacy skills, learning key vocabulary for discussing common media tropes and stereotypes.

Module 2: **Women in Power**

Students reflect on the lack of women in leadership positions in the United States. They brainstorm ideas on why women occupy so few leadership positions. Students begin to think about powerful women in their lives and their role models.

Module 3: **Empower Yourself!**

In this module, students bridge the critical media literacy skills learned in Module 1 with the information about powerful women gained in Module 2. Students learn about empowerment through activism and media.

The guide is designed to be used before, after, or in conjunction with viewing the film. You may find it useful to discuss some of the issues raised with your students before watching *Wonder Women!* or you might wait until after viewing to have a more detailed discussion incorporating students' reactions to the film. Depending on the age of your students, you may wish to break up the film into shorter blocks or chapters followed by discussion and activities.

At the beginning of each module, you will find suggested film chapters and a list of relevant Common Core Standards. Each module is designed to be easily utilized in the classroom. All three modules contain "frontloading" activities to pique student interest in the subject, as well as self-exploration and research activities. You may choose to reproduce some pages of the guide for your students; we have labeled the pages that include a topic overview and vocabulary as "student handout." However, the guide is designed mainly to address the teacher. [Worksheets](#)—in blue—can be found at the end of the guide, as can additional resources.

Viewing Suggestions

The educational version of *Wonder Women! The Untold Story of American Superheroines* has a running time of 55 minutes. You may decide to show the entire film in class or to show clips from the film. Along with each module we have suggested accompanying film clips that will help facilitate discussion. You will find a brief discussion of each chapter of the film on the next page.

Film Chapter Contents

Chapter 1 - Origin Story: Lack of female superheroes · Origin of the superhero · Creation of Wonder Woman during World War II · Wonder Woman storyline · Women in the U.S. in the 1940s

Chapter 2 - Breaking the Chains (optional): Bondage imagery in Wonder Woman comics · Wonder Woman tied up with her lasso · Wonder Woman rescues herself without relying on men

Chapter 3 - Wonder Woman Day: Wonder Woman inspiring others · Benefit event for domestic violence shelter · What Wonder Woman stands for

Chapter 4 - Post World War II: Post-World War II women in the U.S. · Wonder Woman in love · Comic books under fire · Women in comic books lose their powers

Chapter 5 - '70s Feminism: Women role models · 1970s feminist movement · Wonder Woman as 1960s clothing boutique owner · Ms. Magazine and the rebirth of Wonder Woman

Chapter 6 - A Young Fan: Wonder Woman empowers young girls · Superheroines as role models for youth

Chapter 7 - '70s TV: Women role models on TV · Wonder Woman TV show in the 1970s · Charlie's Angels · Bionic Woman

Chapter 8 - A Real Wonder Woman: Modern-day, real-life Wonder Woman · Wonder Woman empowers adult women to seek better lives

Chapter 9 - New Superheroines: Emergence of feminist comic superheroines in the 1980s · Decline of Wonder Woman character

Chapter 10 - '80s Action Films: 1980s action films · Women action heroes

Chapter 11 - Riot Grrrls: 1990s feminism · Riot Grrrl movement · DIY fanzines · Making your own media

Chapter 12 - Buffy & Friends: Rise and fall of TV superheroines in the 1990s · Buffy the Vampire Slayer as updated superheroine

Chapter 13 - Comic Tropes: Superheroine stereotypes · Hyper-sexualized superheroines · Superhero vs. superheroine · Girl power

Chapter 14 - Blockbuster Heroines: Action heroine study · Superheroines and gender norms · Lack of "true" action heroines

Chapter 15 - Women in Film: The "gaze" · Representations of women in film · Women in media leadership positions

Chapter 16 - Reel Grrls: Reel Grrls, Seattle · Young girls create meaningful media

Chapter 17 - New Sheroes: Modern Wonder Woman comics · Wonder Woman's message today

Chapter 18 - Conclusion: Importance of superheroes as inspiration · Your inner-super hero · Real-life superheroes

Facilitating Discussions

Watching and discussing *Wonder Women! The Untold Story of American Superheroines* can be a fun and exciting activity for you and your students. At the same time, talking about gender stereotypes, societal inequities and how images in the media make us feel can present some challenges. It is important to establish an environment of mutual trust and respect, so that everyone in your group feels comfortable expressing their ideas about these sensitive topics.

Set up Norms for Discussion: Before beginning a conversation, it is important to set some ground rules. One effective way to do so is to brainstorm a list of agreements that will make everyone feel safe and respected. This list may include things like keeping an open mind, waiting for each person to finish their comment, listening actively and asking questions about what others mean rather than making assumptions, expressing disagreement respectfully (“I disagree with what you said because...” versus “That’s stupid.”).

Establish a Purpose for Discussion: At times you may want to elicit as many ideas as possible, and at times you may want to delve more deeply and analyze a few ideas, or even engage in a debate. Make sure that the purpose for the discussion is explicit. If you are brainstorming (e.g., “what are all the adjectives that could describe women?”) be sure that everyone knows it is not time to critique or challenge others’ ideas. If someone starts to comment on the value of someone’s contribution, remind them that there will be time to analyze when the brainstorm is done.

Use a Variety of Protocols to Structure Conversations: In order to encourage students to feel comfortable expressing ideas, it can be helpful to vary the structure of conversations. This will ensure that the same students (who feel popular, confident, or correct) will not be the only ones contributing. Here are a few structures to experiment with:

- *Independent Think Time:* Allowing students time to think about a question individually before they are asked to respond verbally can help many students feel more prepared and confident about participating in a larger group. This may involve asking or allowing them to jot down their ideas or simply waiting in silence for a few moments to allow students to collect their thoughts.
- *Turn & Talk:* This structure is extremely useful, and should be employed often! The idea is that each student will “turn and talk” to someone else after a discussion question has been presented. This allows every student to participate in a conversation, and may allow some to rehearse their ideas before sharing them with the entire group. Depending on the group and their facility with this technique, it may be helpful to provide additional structure, giving each partner a specified amount of time to respond to the question, and giving them a prompt to switch.
- *Popcorn-Style Sharing:* A typical, fairly unstructured whole-group conversation in which anyone who wants to speak can chime in (they may or may not raise hands and be called on, depending on the environment and the size of the group).
- *Go-Around:* A structured whole or small group structure in which each person takes a turn addressing a particular discussion question or prompt. In a large group it’s often helpful to be clear about the one thing (perhaps even in a specific number of words!) everyone should share. You should also make clear if there is an option to say “pass” (not participate) or “come back” if you need more time to think.

Guide Overview:

The high school curriculum is comprised of the following three modules: **Media Literacy, Women in Power** and **Empower Yourself**. Students will first learn about gender stereotyping in the media. The next section looks at how gender stereotypes limit the opportunities for women and affect the coverage of women in media. The lack of women leaders in media is investigated, as well as thoughts about role models in students' own lives. The final module ties the previous two together by asking students to begin thinking about how they can empower themselves by changing media stereotypes, thinking about how to achieve leadership positions and creating their own media. At the end of each module, we propose multiple activities, both in class and take-home, to accompany class discussions.

Objectives:

- Encourage media literacy through critical analysis of media and visual texts.
- Recognize gender and other stereotypes in the media.
- Learn how concepts like gender are socially constructed.
- Analyze how stereotypes affect our daily interactions and opportunities.
- Gain an understanding of women's history and the relative dearth of powerful women in the U.S.
- Understand how women are portrayed by the media.
- Discuss and critique various facets of women's movements with text and image analysis.
- Learn ways in which we can empower ourselves through media.

Skills:

- Critical thinking
- Media and image analysis
- Textual analysis
- Strategic use of technology and digital media
- Development of an argument from textual and visual sources
- Vocabulary expansion
- Creative writing
- Research and report writing
- Appropriate responses to audience, task and purpose

Common Core Content Areas:

- Language Arts, Social Studies

Relevant Subjects:

- English, Social Studies, History, Sociology, Psychology, Media Studies, Journalism, Filmmaking

MODULE 01

Module 1: Media Literacy

Suggested Film Chapters:

Chapters 2 (optional chapter); 4; 9; 10; 12-15

Common Core Standards:

The *Wonder Women!* curriculum utilizes the Common Core Standards for English Language Arts and Literacy in History/Social Studies.

- English Language Arts and History/Social Studies for Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- English Language Arts for Reading 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- English Language Arts and History/Social Studies for Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- English Language Arts and History/Social Studies for Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- English Language Arts and History/Social Studies for Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
- English Language Arts and History/Social Studies for Writing 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- English Language Arts and History/Social Studies for Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- English Language Arts for Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- English Language Arts for Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- English Language Arts for Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
- English Language Arts for Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- English Language Arts for Speaking and Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Frontloading Activity 1: Gender Box

Objective: This exercise will help students begin thinking critically about **gender stereotypes**. Students should also start to analyze where gender stereotypes come from and how they reflect reality.

Location: Classroom

Classroom Time: 40 minutes (20 before viewing film; 20 after viewing film)

Tools: [Gender Box Worksheet](#), pen and paper, black/white board.

Before Viewing

- As a class, expand upon the definitions of the following words: stereotype, objectify, gender, and gender roles.
- Have students individually fill in the [Gender Box Worksheet](#) with adjectives that describe men, women and both.
- Reproduce a Venn diagram on the board and ask students to provide some examples from their own work.

After Viewing

- Repeat exercise.
- Compare the adjectives from before and after viewing the film. Discuss any differences.
- With a partner or in groups, have students discuss where ideas about what men and women are supposed to be come from. Do the adjectives listed describe you or people you know? Do they impact your daily lives? Do you think they will affect your life as an adult?
- Ask students to write a journal entry about the exercise. Some questions to reflect on:
 - How did you feel when your classmates called out different gender adjectives?
 - Which adjectives do you feel accurately describe you? Which do you feel to be false?
 - Which adjectives do you think represent gender stereotypes?



Frontloading Activity 2: Media Literacy and Gender

Objective: Students should become familiar with the concept of gender stereotypes. Start to analyze gender stereotyped images in the media and understand how they inform society's ideas about gender.

Location: Classroom

Classroom Time: 20 minutes

Tools: [Media Literacy Worksheet](#)

As a class, work with students to further define words such as: gender norms, stereotype, objectification, advertising, propaganda, active consumer.

- In pairs or groups, have students analyze the [Media Literacy Worksheet](#) and answer the questions.
- As a class, compare answers. Ask students to reflect on the following questions.
 - Who is the target audience?
 - Who might benefit from this message?
 - Who might be harmed by it?
 - Why might this message matter to me?

Visual Text: An image that produces meaning. Visual texts could be photographs, documentaries, advertisements, diagrams, or texts that include images.

For some suggestions on how to get students talking about media messages check out the National Association for Media Literacy Education's: "Key Questions to Ask When Analyzing Media Messages," found here: <http://name.net/wp-content/uploads/2009/09/NAMLEKeyQuestions0708.pdf>





What Is Media Literacy?

Whether you know it or not, you are constantly surrounded by MEDIA.

Media refers to a variety of communication forms including television, radio, books, newspapers, movies, music, magazines, advertisements, comic books and the Internet. Throughout the day, various types of media bombard us with information and images. It is our responsibility to question what the media tells us, becoming active consumers of media.

Media literacy is a process of learning how to analyze and evaluate different types of media. It also provides you with tools to create your own media. The first step to becoming more media literate is to ask questions about what you see, hear, watch or read. Evaluating media will sharpen your analytical skills and help you become a more **critical consumer**.

Media literacy also includes learning more about the role of media in society. Media often plays a key part in shaping how you perceive yourself and the world you live in. Media help to create and maintain stereotypes and social constructs about subjects like gender, sex, race, class and sexuality. For instance, a society's idea about gender roles may be perpetuated by highly sexualized images of women in advertisements. The images of strong, dominant men and scantily-clothed, submissive women influence men and women's views of themselves and their place in society.

By beginning to question how men, women, people of color, gay people, working people, etc., are portrayed in the media, we can begin to understand how the media form our understanding of the society in which we live. Once we have that knowledge, we can act to change the way the media perpetuates inequality.

Vocabulary:

Media: Means of communication such as TV, magazines, Internet, blogs, podcasts, Youtube videos.

Media Literacy: Critical tools that help us to analyze and create media.

Critical Consumer: The person watching, looking at or listening to media critically.

Gender: The roles, behaviors, and characteristics that society defines for men and women.

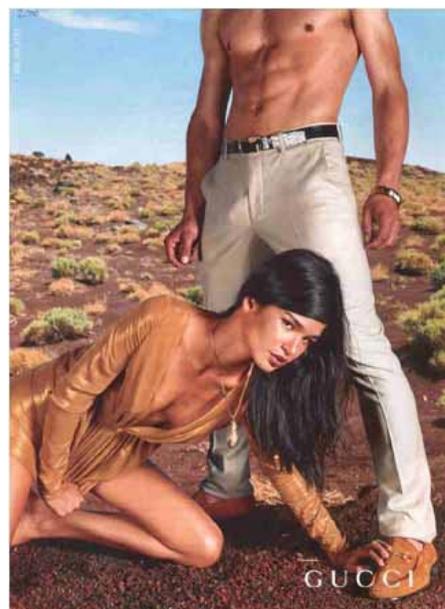
Stereotype: A wide-spread belief about a particular topic that is false or oversimplified.

Social Construct: An idea about a particular topic or group that is artificially created but often turned into a dominant belief. Examples include the idea of gender, race and class.

Discussion Questions:

Understanding Stereotypes in the Media

- 1) Do you notice a difference in how the media portrays men and women? What stereotypes emerge about men and women?
- 2) Do you think that women are objectified in the media? What about men? If yes, are they objectified in different ways?
- 3) What are the effects of gender constructs on how society views men and women? What role does the media play in perpetuating gender stereotypes and constructs?
- 4) What effects do you think media consumption has on how we view ourselves? For example, how do you feel when you see an advertisement portraying a man or woman in highly stereotyped and/or unrealistic ways? Does it make you feel powerful? Angry? Self-conscious? Jealous?
- 5) What are the effects of gender constructs in our daily lives? Give an example of when a gender stereotype was used against you. For instance, being precluded from an activity, such as sports, over alleged weakness or it not being "lady-like," or boys being charged more for car insurance because they are believed to be more likely to speed.
- 6) Discuss other stereotypes or social constructs the media perpetuates. How do the media portray people of different races? Ethnicities? Classes? Sexual orientations? Disabilities? Compare some of these other media stereotypes to common stereotypes about women.



Gender Stereotypes have been constantly recast over the years. List what changes and what stays the same. How does this relate to changes in the accepted role of women in society at a given time?

Research Activity: Advertising Project

Objective: Collect and present data on gender stereotypes in the media. Practice research and writing skills.

Location: Home

Tools: Popular magazines, pen and paper or word processing computer program.



Instructions:

- At random, students will take a 50-page sample from a popular magazine.
- Ask students to categorize the sample by type: advertisements, articles, fashion spreads, etc.
- Students will analyze the sample, paying particular attention to gender stereotypes and others.
- In a written report, students should compare the different categories in the sample. A guiding question might be: Do you see more gendered images and language in advertisements, news stories or advice columns?
- To have student develop a more detailed response, have them choose 3-4 images from the sample. Ask them to reflect on how these images influence the social construction of gender or other stereotypes such as those of race, ethnicity or class.
- Students could discuss how these stereotypes affect average men and women.
- Have students conclude with suggestions on if and how we need to change gender stereotypes in the media.

To make project more complex:

- Take two 50-page samples from different types of popular magazines, i.e. Glamour and Rolling Stone or Elle and Sports Illustrated.
- In addition to analyzing the different categories in the samples, compare the two samples against each other.
- Analyze whether different types of magazine use gendered advertising in different ways.
- Present findings in a report.



MODULE 02

Module 2: Women in Power

Suggested Film Chapters:

Chapters 1; 4; 5; 7; 9; 11; 17; 18

Common Core Standards:

- English Language Arts and History/Social Studies for Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- English Language Arts and History/Social Studies for Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- English Language Arts and History/Social Studies for Reading 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.
- English Language Arts and History/Social Studies for Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- English Language Arts for Reading 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- English Language Arts and History/Social Studies for Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- English Language Arts and History/Social Studies for Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.
- English Language Arts and History/Social Studies for Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- English Language Arts and History/Social Studies for Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
- English Language Arts and History/Social Studies for Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- English Language Arts and History/Social Studies for Writing 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- English Language Arts and History/Social Studies for Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- English Language Arts and History/Social Studies for Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under consideration.

- English Language Arts and History/Social Studies for Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.
- English Language Arts and History/Social Studies for Writing 9: Draw evidence from literary or informational texts to support analysis, reflection and research.
- English Language Arts for Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and clearly and persuasively expressing their own.
- English Language Arts for Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
- English Language Arts for Speaking and Listening 4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
- English Language Arts for Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- English Language Arts for Speaking and Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Frontloading Activity: Recognizing Women Leaders

Objective: Think about how power is distributed in society. Recognize the lack of women leaders as compared to men. Begin to think critically about **leadership** characteristics.

Location: Classroom

Classroom Time: 30 minutes

Tools: [Women Leaders Worksheet](#); * pen and paper.

Instructions:

- As a class, have students brainstorm some powerful men and women. List the qualities and characteristics they possess that led to their success.
- Individually, ask students to try to identify the photos on the [Women Leaders Worksheet](#).
- In pairs, have students compare their lists. Students should write a brief summary of the achievements of those women they were able to name.
- For those women students could not identify, have them write a description of who they think these women are and what job they may have held or currently hold. Have students identify the elements in the image that led them to their conclusions. For example, how she is dressed, what she is holding, what appears in the background of the image?
- Group Discussion:
 - What do these women tell us about women's leadership capabilities?
 - Which type of woman did you have the hardest time identifying? Civil rights activists? Politicians? Athletes? Artists?
 - Why do you think you could not identify women in particular fields? For example, why couldn't you name the female scientist pictured below. Can you name any female scientists? Can you name any male scientists?

For an interactive women's history timeline visit: <http://www.biography.com/tv/classroom/womens-history-timeline>

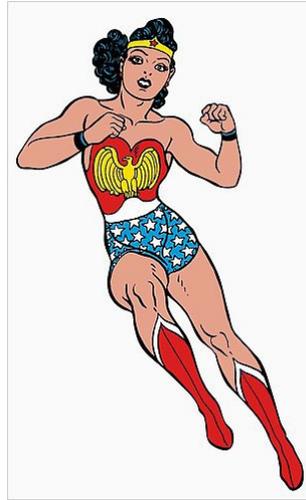


* Worksheet Answers: 1) Oprah Winfrey 2) Billy Jean King 3) Sally Ride 4) Rosa Parks 5) Amelia Earhart 6) Harriet Tubman 7) Janet Guthrie 8) Hillary Clinton 9) Frida Kahlo 10) Sonia Sotomayor 11) Madame Curie 12) Nichelle Nichols

Wonder Women in History

The changing image of Wonder Woman largely reflects ideas about the role of women in American society at a given time.

Using Wonder Woman as our guide, we will explore some key moments in U.S. Women's History. The emergence of the powerful, female superhero Wonder Woman coincided with World War II in the 1940s. As American men left to fight in the war, women joined the workforce in large numbers. Women had long been a part of the American labor force. Some single women worked until married, and many immigrant workers and forced laborers, like slaves, were women. The recruitment of women into the workforce during WWII was significant because it called on white, middle-class married women who had previously been expected to remain in the home.



During World War II, as men fought in Europe and Japan, married middle-class women filled job openings, many of which were in the factories that supplied wartime machinery.

Propaganda tools, like the image of [Rosie the Riveter](#), were used to recruit housewives into factory jobs for the duration of the war. Women did not receive equal pay and were expected to return to the home after the men returned from war. Women also served in the military "auxiliary" units during the war. The Army created the [Women's Army Corps](#) (WAC), the

Navy had [WAVES](#) and the Air Force called their all-female branch the [Women Airforce Service Pilots](#). Most women in uniform remained in the U.S., although some units travelled to Europe.

After her rise as a superhero in the 1940s, Wonder Woman lost her powers, opened a clothing store and fell in love. With the end of the war, middle-class married women largely returned home to the domestic life of a housewife. The economic boom following World War II drove the suburbanization of American middle-class society. These women were



Vocabulary:

Leadership: Using power to influence and set an example for others.

Feminist Movement: An ongoing series of campaigns and reforms fought to gain more rights and equality for women.

Third-Wave Feminism: Post-1980s feminism that includes multiple groups of feminists.

Women's Rights: Idea that women have equal rights as men. Some key issues include control over the body, right to vote, right to equal pay.

Equality: All things equal, men and women have the same rights.

Propaganda: Media, often of a biased or misleading nature, used to promote a particular cause or point of view.

Discrimination: Treating a person differently based upon preconceived notions about that person.

Affirmative Action: An action or policy favoring those who have long suffered from discrimination, including women and minorities.

Zine: A homemade publication with a small circulation focusing on issues largely outside of mainstream media.

expected to stay at home and perform domestic chores like cooking and cleaning, while men supported the family. While some women chose to stay in the workforce, the era of the powerful working woman came to an abrupt end.



Wonder Woman came to life again in the 1970s with the emergence of the **Feminist Movement** in the United States. The Second Wave of the Feminist Movement in the 1960s and 1970s fought for **women's rights and equality**. Feminists waged major battles to end **discrimination** against women in the workplace and increase legal rights for women. [Second-Wave Feminism](#) achieved many of its goals including extending **Affirmative Action** rights to women, securing workplace rights for pregnant women, easing divorce laws and integrating traditionally male institutions like the military. The largest failure of Second-Wave Feminism was the Equal Rights Amendment (see text box). The Feminist Movement was part of a larger

wave of social movements at the time, including the Civil Rights Movement and the anti-war protests directed at the Vietnam War.

Soon after the Wonder Woman television show went off the air, the Second Wave of the Feminist Movement gave way to **Third-Wave Feminism**. Feminists from the 1980s through today have continued to fight for women's equality in all facets of American life. However, the movement now recognizes the diversity of women's experiences and right to self-expression. Rather than calling for a single solution for all women, feminists today see each woman as an individual with individual needs.

One example of a major current within the modern Feminist Movement is the [Riot Grrrl](#) movement discussed in the film. In the 1990s, Riot Grrrls encouraged teens and young women to take charge of their own lives by making their own media outside of mainstream influence. Riot Grrrls embodied the essence of punk rock's "do it yourself" attitude, publishing **zines** and composing songs that focused on women's empowerment and highlighted issues typically left out of mass media, such as domestic abuse, rape, racism and sexuality.



The Equal Rights Amendment: Hope and Failure

The Equal Rights Amendment (ERA) was a proposed addition to the U.S. Constitution to guarantee equal rights for women. Section 1 of the ERA asserted, "equality of rights under law shall not be denied or abridged by the United States or by a State on account of sex." The ERA initially passed through both the House of Representatives and the Senate in 1972, but was not ratified by enough states to become an amendment to the Constitution. The amendment was dropped from discussion in 1982. 35 states ratified the ERA, did yours? <http://www.equalrightsamendment.org/states.htm>

Discussion Questions:

Leadership:

- 1) What does it mean to be a leader? What qualities must a good leader possess? List 5-10. Do both women and men have the potential to possess these qualities?
- 2) If both men and women possess leadership qualities, why do women occupy such a small percentage of leadership positions in the U.S.? What role do you think media representations of women play in this?
- 3) Name some powerful women in the U.S.. Why do you think they have become successful leaders? What obstacles did they have to overcome? What role, if any, did feminism play in their lives?
- 4) What factors other than gender might hinder someone's chances at reaching a leadership role? How do race, sexual orientation, age, experience or religion factor in? What other factors can you think of?

Get your facts straight:

- Women currently make between 77-82 cents to a man's dollar!
- Women occupy only 3% of the leadership positions in media industries
- Women hold only 3% of the top positions in Fortune 500 companies.
- Women represent half the population, yet the current House of Representatives has 361 men and 77 women.
- The U.S. Senate is comprised of 83 men and 17 women.

(source [Geena Davis Institute on Gender in the Media and Pay-Equity](#))

Reflection:

- 1) Name some female role models in your life. What makes them good leaders? What qualities do they possess that you hope to have when you are an adult?
- 2) What would you do if you found out you were making less money than a co-worker performing the exact same job for a reason outside of your control such as your sex, race, ethnicity, sexual orientation or age? Has this ever happened to you?
- 3) What are the effects of not having a wide range of women leaders to look up to? Do you think this affects the way young women look at themselves and their long-term goals in life?



Discovery Activities: The Women in Your Life

Activity 1: Letter Writing (in-class)

Objective: Think critically about role models in your life. Practice informal writing skills.

Location: Classroom

Classroom Time: 30 minutes

Tools: Pen and paper.

Instructions:

Have students write a letter to a strong woman in their life. Students might choose their mother, aunt, sister, nanny, a neighbor, teacher or any other woman important to them. Ask students to write about why they look up to this woman and what makes her a great role model and leader. Share the letters in class.

Activity 2: Report (take-home)

Objective: To learn more about the experiences of women in your community. Utilize research and writing skills to produce a report.

Location: Home

Tools: Pen and paper or computer with word processing software; thank-you card.

Instructions:

- Students will interview a woman close to them or a community leader. Some examples include their mother, older sister, aunt, neighbor, teacher, local business owner, director of a non-profit or a local political representative.
 - Students should ask the woman about:
 - Experiences growing up
 - Specific obstacles she had to overcome
 - Her role in the workplace
 - Changing perceptions of women over the years
- Have students write a report on the woman interviewed based on the interview. Ideas for a report may include:
 - A biography
 - A mock social media page
 - A news story
 - An advertisement featuring that person
- Send a thank-you card thanking her for sharing her experiences!



Research Activity: Women Leaders in Media



Objective: Discuss the portrayal of female and male politicians in the media. Learn how to record and analyze data.

Location: Classroom and Home

Classroom Time: 30 minutes

Tools: [Women Leaders in the Media Handout](#); pen and paper; black/white board for notes on discussion; Internet access; computer with word processing software.

During the 2008 presidential election, there was much debate over differences in the coverage that men and women politicians received in the media. For example, Hillary Clinton's multi-colored array of pantsuits often made headlines next to Barack Obama's promise of change. And Vice Presidential candidate Sarah Palin's eyeglasses set off a new fashion trend among middle-aged women.

Instructions:

- Using the [Women Leaders in the Media Handout](#) as your guide, begin a class discussion on the different ways powerful women and men are portrayed by the media.
- Ask student to identify common trends in how powerful women are portrayed in the media. How does this differ from how powerful men are portrayed?



MODULE 03

Module 3: Empower Yourself!

Suggested Film Chapters:

Chapters 3; 5-8; 10-13; 16; 18

Common Core Standards:

- English Language Arts and History/Social Studies for Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- English Language Arts and History/Social Studies for Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- English Language Arts and History/Social Studies for Reading 3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.
- English Language Arts and History/Social Studies for Reading 4: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
- English Language Arts and History/Social Studies for Reading 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- English Language Arts for Reading 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- English Language Arts and History/Social Studies for Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
- English Language Arts and History/Social Studies for Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- English Language Arts and History/Social Studies for Writing 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- English Language Arts and History/Social Studies for Writing 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- English Language Arts and History/Social Studies for Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

- English Language Arts for Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- English Language Arts for Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
- English Language Arts for Speaking and Listening 4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning. Take care to ensure that the organization, development and style of the presentation are appropriate to task, purpose and audience.
- English Language Arts for Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- English Language Arts for Speaking and Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Frontloading Activity: Your Inner Superhero

Objective: Utilizing what students have learned about superheroes and role models, they will create their own superhero. Empowerment through creating your own media.

Location: Classroom

Classroom Time: 50 minutes

Tools: [Inner Hero Worksheet](#); art supplies (white paper, magazine clippings, colored paper, colored pencils, markers, crayons, scissors, glue).



Instructions:

- In small groups or as a class, students will brainstorm on global problems faced by people today.
- Students will choose one or more of the global troubles discussed in class.
- Ask students to envision themselves as a superhero fighting on behalf of those negatively affected by the global problem you have collectively selected.
 - Students will have 30 minutes to brainstorm and write a description of their superhero using the [Inner Hero Worksheet](#). Each student should include how individual elements of their superhero work to combat the global evil selected.
 - Make sure students include:
 - Name
 - Superpowers
 - Fighting Against
 - Superpower gadgets
 - Costume
 - Motto
 - Attitude
 - Allies
 - Regular work
- Using the art supplies provided in class, students will create their superhero. Students can draw their superhero or use other supplies like magazine clippings to create their superhero.
- In groups, students can present their superhero to their classmates.
- After each group member presents their superhero, the rest of the group will interview that person about their superhero. Students should ask questions like:
 - How did you become a superhero?
 - Where is your home base?
 - How do you fight crime and other global issues?
 - Do you work alone or are you part of a superhero network?



For an example of the gender imbalance in the presence of superheroes in film visit: <http://www.newsarama.com/comics/female-superheroes-need-movies-111005.html>



Empowerment

Feminism: the doctrine advocating social, political and all other rights of women equal to those of men
(Dictionary.com)

Recognizing the need for the equality of men and women is a major step toward empowering yourself. Feminism often gets a bad name in the media. Stereotypes about those fighting for women's equality often overshadow the struggle itself. In fact, feminism and feminists represent a wide spectrum of men and women with different priorities, outlooks and backgrounds. **Feminists** are women and men who seek **empowerment** by bringing about equal rights for all people.

Girl Power: Power exercised by girls; spec. a self-reliant attitude among girls and young women manifested in ambition, assertiveness and individualism (Oxford English Dictionary)



What is girl power and what does it mean to you? Women are portrayed in a variety of ways in the media and **popular culture**. Next to the highly stereotyped images of women in advertisements, appear powerful women like Oprah, Michelle Obama, and Hillary Clinton. Fictional superheroines, like Wonder Woman and Buffy the Vampire Slayer, appear on television and in comic books.

But what happens when the media turns women's attempts at empowerment into a **marketing** campaign full of gender stereotypes? Phrases like "girl power" or "girls rule" have the potential to empower women to take control of their own lives and bring about a more

Vocabulary:

Feminism: Advocating for women's rights as equal to men.

Feminist: A man or woman fighting for equal rights for both sexes.

Empowerment: To give yourself the power to enact the changes you want to see.

Girl Power: A marketing slogan made popular in the 1990s.

Popular Culture: Main ideas, perspective, attitudes, images that make up our society. Mainstream media plays a large role in influencing popular culture.

Marketing: Selling or promoting goods and services.

Media That Matters: Any type of media that gives a balanced perspective, reflecting issues that are important to you.

equal society. The slogan can be found on the cover of magazines and printed on clothing, posters, mugs, pins etc. The slogan is often surrounded by stereotyped gender imagery such as flowers, hearts and pink writing. Slogans such as "Girl Power" and "Girls Rule" have become commonplace among young girls, but do they represent real change?



Outside of mainstream culture, women have been using ideas of girl power to create their own media. In the 1990s, the Riot Grrrls embraced grrrl power by publishing zines devoted to issues facing women in their local communities. Today, technology has enabled us to easily create and share our own media. Within minutes, you can publish a blog, post a video on Youtube or create a website devoted to issues you care about.

Rather than relying on media made by others, we can empower ourselves by creating **media that matters**. Are there alternative movements or particular women in the media who are successfully fighting for women's empowerment?

Discussion Questions:

Empowerment through Feminism

- 1) How would you define feminism? Does the definition of feminism provided fit with your ideas?
- 2) What are some common stereotypes of feminists? Do these stereotypes describe feminists you may know?
- 3) Define empowerment. Is feminism a way to empower yourself?
- 4) Why do you think people identify themselves as feminists? In what ways might calling yourself a feminist make you feel empowered?
- 5) Can you think of other ways men and women empower themselves? List ways men empower women and vice versa. What are some ways men disempower women and vice versa?



Empowerment and Media Literacy

- 1) Using the skills learned in the media literacy section, analyze the idea of "girl power" in the media. What messages do you receive from the marketing of "girl power" goods?
- 2) Are slogans like these helpful or harmful when it comes to bringing about change for women? Do they represent any measurable change?
- 3) Why do we need slogans like "girl power"? Would it make sense to have a slogan like "boy power"?
- 4) What can women do beyond slogans like "girl power" to empower themselves?



Empowering Yourself with Media

- 1) Are there any women media makers who you look up to? Who are they and why do you look up to them?
- 2) How can we use media to recognize our heroes?
- 3) Do heroes in the media represent you? What kinds of heroes are not generally seen in the media? Can you name any African American or Latino heroes? What about Asian American? Native American?
- 4) What is the difference between a hero and superhero? Do you think superheroes or superheroines help young men and women empower themselves?
- 5) Why do you think there are so many fewer female than male superheroes? What does this tell us about how society views powerful women? What can you do to change this?
- 6) Have you ever thought of making your own media? If so, what would you do to combat gender (and other) stereotypes.

Self-Expression Activity: Making Media that Matters

Objective: After analyzing gender, and other stereotypes, perpetuated by media, students will create their own media. Students will conduct research, write, draw, and design their own media projects.

Location: Classroom and home

Classroom Time: 40 minutes; split into two 20-minute periods—one for brainstorming, another to discuss progress of project as a group.

Tools: Varies depending on project.

- Working individually or in small groups, ask students to design and execute media projects.
- Students should use information from the film, class discussions and independent research to conceptualize and create media that matters. Some suggestions:
 - Create your own zine, blog or webpage. Some elements to include:
 - News stories about women’s empowerment in your community
 - Fun facts about women in history
 - Images of new superheroines
 - A comic
 - Ideas for empowerment at your school, home or community
 - Make a film. Write a script and shoot a short film to be shown in class. Some topics might include:
 - Defining feminism
 - Girl Power
 - Modern Women
 - Girls vs. Women; Boys vs. Men
 - Write a children’s book addressing gender stereotypes and/or other social constructs such as race, ethnicity, class, sexual orientation.
 - Educate preschoolers and elementary students about stereotypes.
 - Include a moral at the end of the story.
 - Inspire others to take action by providing suggestions on what they can do to bring about change.
- Students should present the media projects in class, followed by a 5-10 minute discussion of how the students made their project, why they decided to include particular topics and how they shared the work responsibility. Open up the discussion to questions from the class.



Take Action!

What can you do to bring about more equality for women?

Here are a few ideas:

Create your own media. Using resources at school or at home, make your own short films, podcasts, vodcasts, blogs, zines, comics strips, or whatever else you can think of.



Some examples:

- Feminist Frequency Youtube Channel (web series of video commentaries from a feminist/fangirl perspective): <http://www.youtube.com/user/feministfrequency>
- Reel Grrls, "The Meaning of Feminism" http://www.youtube.com/watch?v=D1DVxvEiNdM&list=PLF145743ABoECCE39&index=13&feature=plpp_video
- Rookie Mag (a website for teen girls made by teen girls): <http://rookiemag.com/>

Start a media campaign.

- Use your Facebook or Twitter account to create a campaign and attract followers.
- Set up a club at school. Contact your local media (radio, television, newspaper, blogger), ask them to do a story on your club.

Participate in existing media campaign.

- Report Sexism in the Media: <http://www.womensmediacenter.com/page/s/report-media-sexism>
- Spark (a girl-fueled activist movement to demand an end to the sexualization of women and girls in media): <http://www.sparksummit.com/>

Change the language you use when talking about sex and gender.

- Use neutral pronouns
- Avoid speaking in stereotypes

Speak Out!

- Talk to your younger siblings or kids at your school about gender stereotypes.
- Raise issues with your school about gender stereotypes in the classroom.

Brainstorm Time! What else can you do?

APPENDIX

Appendix:

- Resources
- Worksheets
- Credits

Resources

Websites and Organizations:

Women's Media Center: The Women's Media Center works with the media to ensure that women's stories are told and women's voices are heard. Its methods are: media advocacy campaigns; media monitoring for sexism; creating original content; and training women and girls to participate in media.

<http://www.womensmediacenter.com/>

Geena Davis Institute on Gender in the Media: A researched-based organization working within the media and entertainment industry to reduce gender stereotyping for young children.

<http://www.seejane.org/>

The Feminist Majority Foundation: A cutting-edge organization dedicated to women's equality, reproductive health, and non-violence, utilizing research and action to empower women economically, socially, and politically. Its website includes a list and brief descriptions of feminist comics.

<http://feminist.org/>

Reel Grrls: Seattle-based non-profit that empowers young women to make their own media.

<http://www.reelgrrls.org/>

Girls Inc.: "Inspiring all girls to be strong, smart, and bold."

<http://www.girlsinc.org/>

<http://wonderwomendoc.com>

Feminist Frequency: Blog and media resource with "a feminist analysis of race, gender, class, sexuality and privilege in the media."

<http://www.feministfrequency.com/>

About-Face: An organization designed to "equip women and girls with tools to understand and resist harmful media messages that affect self-esteem and body image."

<http://www.about-face.org/>

Girlshealth.gov: Website devoted to topics for girls such as body, fitness, drugs and alcohol, relationships, and bullying.

<http://www.girlshealth.gov/>

BAM! Body and Mind: Information for kids on making healthy lifestyle choices, from the Centers for Disease Control and Prevention.

<http://www.bam.gov>

Girls Empowerment Network (GENAustin): Austin, Texas-based org supporting and guiding girls "to make wise choices as they navigate the unique pressures of girlhood."

<http://genaustin.org>

The Children's Media Project: helping children and youth "to interact with the media arts both as creators and critical viewers."

<http://www.childrensmediaproject.org>

Girlstart: “Empowering Girls in Science, Technology, Engineering and Math.”

<http://www.girlstart.org/>

National Organization for Women (NOW): Women’s Rights organization active since 1966.

<http://www.now.org>

Ms. Magazine: Leading US feminist publication.

<http://www.msmagazine.com>

U.S. National Archives: Source for primary documents on US women’s history.

<http://www.archives.gov/>

SPARK: A girl-fueled activist movement to demand an end to the sexualization of women and girls in media.

<http://www.sparksummit.com/>

The Girl Scouts Healthy Media Commission:

With the support of the National Association of Broadcasters, the National Cable & Telecommunications Association, and The Creative Coalition, the Girl Scouts’ Healthy Media Commission convened the first National Dialogue on healthy images of women and girls in the media, and is spearheading an industry-wide commitment to promote positive media images.

http://www.girlscouts.org/who_we_are/advocacy/watchwhatyouwatch/healthymedia.asp

The Line Campaign: a non-profit organization that is committed to empowering young leaders to create a world without sexual violence, using critical dialogues and original media to inspire action and developing leadership among diverse groups within their communities.

www.wherisyourline.org

<http://wonderwomendoc.com>

She Should Run: A nonprofit, nonpartisan organization dedicated to increasing the number of women in public leadership by eliminating and overcoming barriers to success.

<http://www.sheshouldrun.org/>

Public Leadership Education Network (PLEN):

PLEN is the only national organization with the sole focus of preparing college women for leadership in the public policy arena. A nonpartisan, nonprofit organization based in Washington, D.C., PLEN introduces college women to role models, career paths, and skills trainings before they enter the workforce.

<http://plen.org/>

A Mighty Girl: An extensive resource list of books, toys, movies, and music for parents, teachers, and others dedicated to raising smart, confident, and courageous girls.

<http://www.amightygirl.com/books/mighty-girls-women/role-models>

Association for Media Literacy (Canada): The Association for Media Literacy is made up of teachers, librarians, consultants, parents, cultural workers, and media professionals concerned about the impact of the mass media on contemporary culture.

<http://www.aml.ca/>



Recommended Viewing:

- Anything You Want To Be**, by Liane Brandon
- Barbie Nation: An Unauthorized Tour**, by Susan Stern
- Betty Tells Her Story**, by Liane Brandon
- Body Typed: 3 Films on Media and Physical Perfection**, by Jesse Epstein
- Dear Lisa: A Letter to My Sister**, by J Clements
- Girl Model**, by Ashley Sabin and David Redmond
- Going on 13**, by Dawn Valadez and Kristy Guevara-Flanagan
- Growing Up Female**, by Jim Kelin and Julia Reichert
- Miss Representation**, by Jennifer Siebel Newsom
- Wonder Women!**, by Kristy Guevara-Flanagan
- 24 Girls**, by Eva Ilona Brzeski

Recommended Reading:

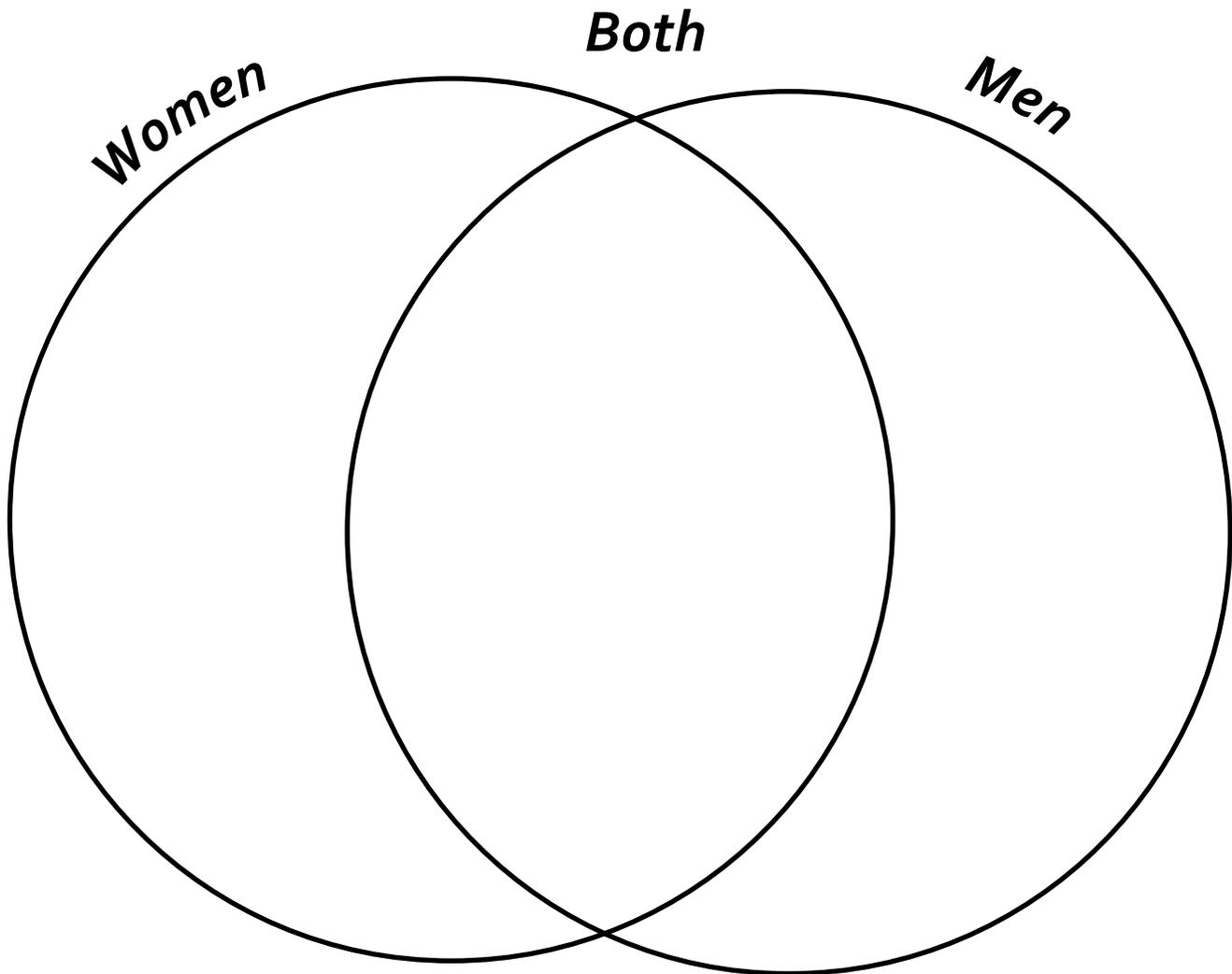
- Appetites: Why Women Want**, by Caroline Knapp
- The Beauty Myth: How Images of Beauty are Used Against Women**, by Naomi Wolf
- Girls in America**, by Carol Cassidy
- Cinderella Ate My Daughter**, by Peggy Orenstein
- Girls Make Media**, by Mary Celeste Kearney
- Hungry: A Young Model's Story of Appetite, Ambition, and the Ultimate Embrace of Curves**, by Crystal Renn
- In A Different Voice: Psychological Theory and Women's Development**, by Carol Gilligan
- Maiden USA**, by Kathleen Sweeny
- Perfect Girls, Starving Daughters: The Frightening New Normalcy of Hating Your Body**, by Courtney Martin
- Reviving Ophelia: Saving the Selves of Adolescent Girls**, by Mary Pipher
- Revolution from Within**, by Gloria Steinem
- Schoolgirls: Young Women, Self Esteem, and the Confidence Gap**, by Peggy Orenstein
- Wasted: A Memoir of Anorexia and Bulimia**, by Marya Hornbacher

Worksheets
Begin On Next Page...

Worksheet 1: Gender Box

Instructions:

What words come to mind to describe women? What words come to mind to describe men? What adjectives describe both? Write the words you think of in the appropriate sections of the Venn diagram below.



Worksheet 2: Media Literacy and Gender

Instructions:

Look carefully at the ads, and write your answers to the questions below.

1.



Who is the target audience?

Who might benefit from this message?

Who might be harmed by it?

Why should this message matter to me?

2.



Who is the target audience?

Who might benefit from this message?

Who might be harmed by it?

Why should this message matter to me?

3.



Who is the target audience?

Who might benefit from this message?

Who might be harmed by it?

Why should this message matter to me?

4.

CHOOSE JUICY



Who is the target audience?

Who might benefit from this message?

Who might be harmed by it?

Why should this message matter to me?

5.



Who is the target audience?

Who might benefit from this message?

Who might be harmed by it?

Why should this message matter to me?

6.



Who is the target audience?

Who might benefit from this message?

Who might be harmed by it?

Why should this message matter to me?

Worksheet 1: Recognizing Women Leaders

Instructions:

Do you recognize these women leaders? Write down as many of their names as you can, and see if you can guess what they are famous for.

1.



Name _____

Famous For _____

2.



Name _____

Famous For _____

3.



Name _____

Famous For _____

4.



Name _____

Famous For _____

5.



Name _____

Famous For _____

6.



Name _____

Famous For _____

Worksheet 1: Recognizing Women Leaders continued...

7.



Name _____

Famous For _____

8.



Name _____

Famous For _____

9.



Name _____

Famous For _____

10.



Name _____

Famous For _____

11.



Name _____

Famous For _____

12.



Name _____

Famous For _____

Discussion Handout: Women Leaders in the Media

Instructions:

Using the images below as your guide, discuss the different ways powerful women and men are portrayed in the media. Write your own answers below.

- **Question 1:** What are the common trends in how powerful women are portrayed?

- **Question 2:** How does this differ from the way powerful men are portrayed?



International Women of Courage Awards Ceremony
Article Headline: Michelle Obama vs. Hillary Clinton: Style Showdown!



Michelle Obama featured with supermodels.



Fake Vogue cover with Sarah Palin



First Lady Bill Clinton



President Barack Obama

Worksheet 1: Your Inner Superhero!

Instructions:

Create your own superhero identity by filling out the information below. Use the space at to bottom of the page to draw your superhero in action!

Superhero Profile:

Name: _____

Superpowers: _____

Fighting Against: _____

Gadgets: _____

Costume Features: _____

Motto: _____

Attitude: _____

Allies: _____

Everyday Occupation: _____

Credits

About the Author:

Jamie Holeman is a freelance researcher and grant writer with a Master's Degree in History from the University of Pittsburgh. She specializes in Latin American history and the history of slavery and abolition in the Americas. She is currently interested in Native American history in the West. Holeman graduated with a Bachelor's degree in History and Political Science from California State University, Northridge. She is the recipient of numerous academic awards and research grants and has conducted archival research in the United States, Europe and Latin America. When not walking dogs at her local animal shelter, she helps documentary filmmakers increase the presence of their films in universities and creates educational materials for the classroom. She is a published author.

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Mandy Hubbard has degrees in Education from New York University and the University of Washington. She has worked for over twelve years in a variety of educational settings, including public and private schools and youth development organizations such as [Project Morry](#), [Rain City Rock Camp for Girls](#), and [Reel Grrls](#).

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Tamarind King is an animator and graphic artist from Albuquerque, New Mexico. She has directed and produced several short films, and is currently working towards an MFA in Animation at Savannah College of Art and Design. She has a passion for bringing more complex and compelling female characters to television, and promoting media literacy among students.

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