

# DataHaven

## Classroom Materials

**Title of Material:** Girls Education

**Topics Discussed:** Gender equality, gender roles, education

**Skills Utilized:** Vocab definitions, quote analysis, annotation, peer collaboration, class discussion

**Format:** Individual or in small groups, discuss as a class

**In Person or Online:** Either

### **Procedure/Instruction Suggestions:**

Breaking up quotes like this one, reviewing them piece by piece through close reading strategies and class discussion can not only help with their understanding of the quote, but fosters their own reading strategies to use beyond this exercise. This exercise works best if you first have the students define the words on their own, giving them about 7 - 10 minutes to do this and go over it. It can serve as a Do Now or just part of the instruction. After, read the quote to them first, going slowly and pointing out the words that they defined. Then, have them read individually. After, have them pair up and compare what sentences, phrases, and words they selected and discuss why that stuck out to them as important. A class discussion revolving around what they picked can be very open dialogue; you can put the single words they bracketed on the board (having every student go around and say their word, it's interesting to see the board fill up with important words) or project this quote on the board and have students go up and underline, bracket, and highlight one example from their work. The end goal is for them to dive deep into the quote and see how their peers read it as well.

After, having a discussion on the meaning of the quote can be valuable. Either to connect it to other materials or themes they are learning or ask essential questions like:

1. What harm do gender stereotypes like “girls cannot do math” do to girls?
2. What harm do gender stereotypes like “girls cannot do math” do to boys?
3. What harm do gender stereotypes like “girls cannot do math” do to our society as a whole?
4. What can we do to confront these stereotypes?
5. What role can you play, as a student, to confront these stereotypes?

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**Directions:** Define the key words in your own words. Then, read the quote in the box below and underline the sentence, [bracket] the phrase, and **highlight** the word that stuck out to you as important.

Key Words
Compelling:
Incompetent:
False narrative:
Systemic factors:
Earning potential:

## Quote Analysis

*A group of middle school girls in the county offered compelling reflections about their experiences at school. The idea that girls are often told at a young age that they are incompetent at certain subjects, such as mathematics, was not absent from the conversation. The effect that this false narrative and other systemic factors have on career choices and, consequently, earning potential is a concern among stakeholders... Largely due to traditional gender roles and norms, men and women have historically majored in different subject areas in college. These trends are steadily reversing as more women are majoring in and earning degrees in fields such as science and engineering.*

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