

TEACHER'S GUIDE: Do TV Shows and Movies Influence Careers Held by Women and Men?



Objectives

Students will be able to:

- ▶ Identify different male and female characters and their occupations as portrayed in current movies and TV shows.
- ▶ Define “disparity” and explain what is meant by a “disparity in earnings between men and women” as exemplified in an excerpt from USA TODAY.
- ▶ Defend a position about whether the media, through TV shows and movies, contributes to the disparity of earnings between men and women in the United States.
- ▶ Make a personal connection to how the media, through TV shows and movies, influences their views about certain careers and their desire to pursue or not to pursue them.

Time: 60 minutes

Level: Grades 5-9

My World (10 minutes)

- If your students are not familiar with the TV show *Glee*, use another example of a TV show or movie that portrays male and female characters with various careers.
- If you have time, divide your group into teams of boys and girls. Direct each team to complete the T-chart on a poster in the room.
- After students complete the chart, consider asking them one or more of the following questions:
 - What do you notice about the careers you listed for male characters?
 - What do you notice about the careers you listed for female characters?
 - How does the chart created by the boys differ from the chart created by the girls?
 - What messages about male and female careers and occupations do these character portrayals reveal?

The Real World (35 minutes)

USA TODAY excerpt and question (15 minutes)

- You can decide whether to direct students to read independently or aloud with the class.
- After reading the USA TODAY excerpt, invite students to share the details that “caught their attention.” Ask them to explain “why.”
- Direct one student to read the paragraph and questions following the excerpt.
- Facilitate a “Think-Pair-Share” and give students 2-3 minutes to write their responses. Direct students to share their responses with a partner or in groups of three. Ask several students to share their responses with the class.

TEACHER'S GUIDE: Do TV Shows and Movies Influence Careers Held by Women and Men?



Opinion: Strongly Agree, Agree, Disagree, Strongly Disagree (20 minutes)

- Invite one student to read the directions.
- Once students have chosen a position, direct students to stand in one of the four corners of the room. (Each corner will represent one of the responses: Strongly Agree, Agree, Disagree, Strongly Disagree.) You might want to place a sign in each corner to identify the positions.
- Facilitate a "Four Corners Debate." Students standing in each corner must take turns defending their position. As students share why they chose a certain position, students who are listening may choose to move to a new corner if they change their position after hearing other opinions. Give all students a chance to defend their positions. Ask students who change their positions to share "why" they made the change.

My Future World (15 minutes)

- Invite one student to read the directions.
- Give students 5-8 minutes to reflect in writing about one (or both) of the questions.
- Invite several students to share their reflections with the group.

National Standards

National Council of Teachers of English (NCTE) Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

National Council for Social Studies (NCSS) Standards

1. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology and anthropology, as well as multi-cultural topics across the curriculum.
2. Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology and sociology.
3. Institutions such as families and civic, educational, governmental, and religious organizations exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science and history.