

# WOMEN IN THE MEDIA

*Alice at a  
Glance  
Curriculum  
Packet*



**ALICE PAUL  
INSTITUTE**

*Education. Empowerment. Equality.*

# Women in the Media

Grades: 7-12

Duration: 1-2 class periods

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## OBJECTIVES:

- Students will develop an understanding of expected gender roles by comparing political cartoons from the American women's suffrage movement to media portrayals of women in the 1950s and present day.
  - Students will be able to analyze media in their daily lives for evidence of socially expected gender roles.
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## CURRICULUM STANDARDS:

State standards may include the following strands/topics:

America in the World; Active Citizenship in the 21st Century; Civics, Government, and Human Rights; History, Culture, and Perspectives

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## MATERIALS:

- Attached political cartoons for class viewing: "Election Day!" and "The Age of Iron"
  - Attached 1950s media images for class viewing
  - Attached modern advertisements or media images (or ones of instructor's choosing)
  - Women in the Media handout
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## PROCEDURE:

After watching The Life of Alice Stokes Paul, present the class with the political cartoons "Election Day!" and "The Age of Iron." Discuss the cartoons with students: what is happening in each cartoon? Are there similarities or differences? After seeing the presentation on Alice Paul's life and work, what do the students think the cartoons are saying about women, men (gender roles) and suffrage?

- Notes to point out might include: In each cartoon, the men are doing jobs that are traditionally part of women's roles: washing laundry, caring for the children, and staying home. The women are driving the carriage, leaving the men behind, and "neglecting" their duties at home.

Divide students into 4-6 groups. At each group, place one media image from the 1950s or today. Using the attached worksheet, students should analyze the image with their groups. Remind students what the class considered when analyzing the first two political cartoons. If groups are struggling, generate a few starter questions on the board for the class to use.

After 3-4 minutes, rotate groups to the next media image station. If time is short, students might not reach every image: the most important thing is that they all have a chance to see at least one media image each from the 1950s and today.

When the groups have completed their rotations, reconvene as a class to discuss their findings. Students should be encouraged to support their findings with specific examples from the images. What do these images say about gender roles in the early 1900s, mid-1900s, and today? What has changed (or what hasn't) in the media portrayal of gender roles over this time?

For homework, have each student bring in an advertisement that portrays gender roles today. It might show how gender roles are similar or very different from the expectations of Alice Paul's era. Along with the image, students should write at least one well-developed paragraph analyzing the image and comparing it to what they discussed during class.

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## EVALUATION:

Class discussion at the end of class will make clear students' understanding of media analysis and gender roles.

Monitor group discussion to assist in guiding students' analysis and clarifying their understanding as they work.

The written component of the homework assignment will help students demonstrate their learning.

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## ADAPTATIONS:

Instructor can add or subtract images to make class groups smaller or larger. Consider making multiple copies of the same images and have multiple rotations in the class.

Challenge students by asking them to compare two or more media images from the present day for homework. Extend the length of the writing assignment or implement guidelines from students' English classes for an interdisciplinary component.

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## NOTES & ASSESSMENT:

Modifications or notes to remember when using this lesson again:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Image Title & Brief Description	Analysis: What is this image saying about gender roles? Be specific and provide good examples!

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Election Day! by E. W. Gustin, c. 1909



Kenwood Chef Advertisement, c. 1950





MR:

*You certainly clean  
up fast these days!*

MRS:

*These days I'm using a fast cleanser —  
one that doesn't leave dirt-catching  
scratches!*

If you think a cleanser has to be coarse and gritty to be fast—you haven't tried Bon Ami.

This fine, white cleanser simply *slides* grease away—leaves no ugly scratches to hold dirt and make you scrub. Contains no messy, hand-roughening grit. What's more, Bon Ami polishes as it cleans, leaves sinks and bathtubs satin-smooth. Make finer, fast Bon Ami a "must" on your grocery list tomorrow!

**Bon Ami**

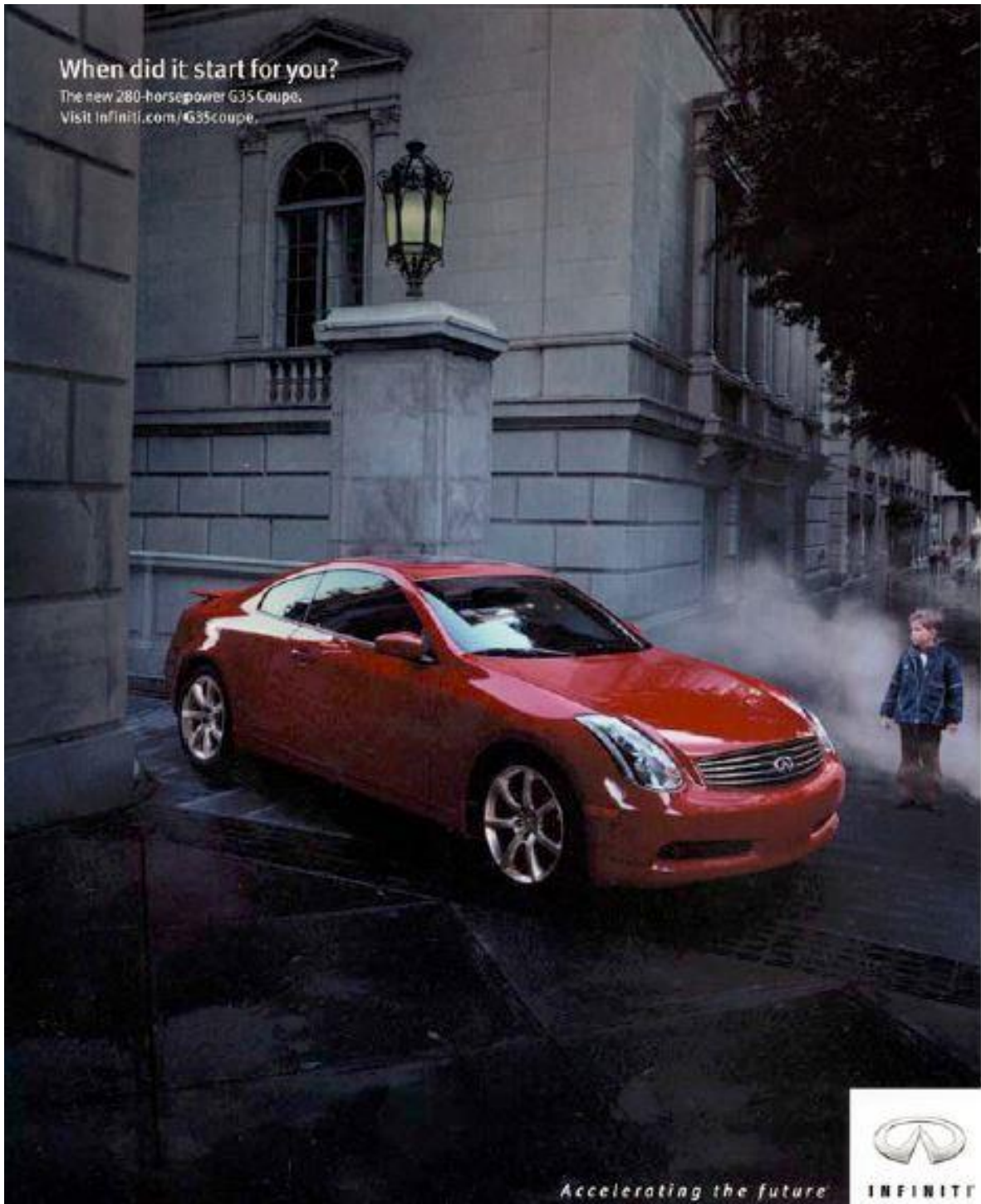
THE **SPEEDY CLEANSER** that  
"hasn't scratched yet!"



Bor

When did it start for you?

The new 280-horsepower G35 Coupe.  
Visit [Infiniti.com/G35coupe](http://Infiniti.com/G35coupe).



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INFINITI

Infiniti Car Advertisement, 2000



Le Sportsac Advertisement, 2009



Cartoon  
of  
The Age