

**Warm-up**

First, students will be shown a few classic movie posters showing women in a traditional or weak role, such as *Gone With the Wind* or *Attack of the 50-foot Woman*. Then, ask students to discuss in pairs how the movie poster reflected women's roles in society at the time. Finally, ask volunteers to share their conclusions with the rest of the class.

**Teaching Tip****For Exercise 3**

Before creating the petition, tell the students in the different groups to choose a role to complete the task better and take advantage of everyone's abilities. Roles could include writer, editor, investigator, leader, and timekeeper. Then, from that perspective, have them write their petitions. Next, encourage students to mingle and read their petitions to notice the differences. Afterward, in small groups, ask students to debate the following questions:

1. *Do movies reflect the societies they are from, or do they change the societies that view them?*
2. *How does the portrayal of women in movies from your country compare to that of films from Hollywood?*

Finally, ask volunteers to share their conclusions with the rest of the class.

**Differentiation Strategy****For Exercise 2**

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2b.

5.5

**Women in Hollywood**

Like most of the arts, the film industry has been full of gender bias and inequality for decades. It can be seen in the limited number and types of roles written for women, as well as in the highly sexualized movie posters.

Films reflect the power structure present at the time of making the film. Only 15-20 percent of the top-earning films are written, directed, or produced by women. Without female perspectives in decision-making, women's issues lack a suitable platform in Hollywood and beyond.

Highlighting women's rights is especially important since women's voices are often not heard in their homes either. According to the United Nations, globally, one in five girls is married before the age of 18, limiting their chances to make choices about their current lives and futures. Once married, nearly half of the women worldwide lack decision-making power over their reproductive health and sexual lives. Restricting the roles that women have in Hollywood projects a particular gender stereotype that discourages a reflection of what women could achieve if given proper visibility.

Hollywood needs to provide more opportunities for women, both on and behind the scenes, to break free from its history as a patriarchal machine. Doing so can ultimately influence how women are portrayed and regarded in Hollywood and society.

**Movie Poster Updates**

In this Maker, you will redesign a historic movie poster to reflect an empowered heroine and a supportive male counterpart. Movie posters from the Golden Age of Hollywood often portrayed scantily clad women running into the arms of a male rescuer.

1. In groups, research a musical, Western, or film noir from the Golden Age that used sexist promotional material.
2. Create several drafts of an updated poster to promote gender equality and discourage gender-based violence. While working, reflect on the messages your posters project.
3. You can formalize a final draft using digital, collage, paint, or lithography materials.
4. Present your posters in class in addition to the originals. Discuss the subtle changes reflected in the new versions.



## Teaching Tip

## For Exercise 2

Before completing Exercise 2, write a few sample goals on the board in scrambled word order. Then, tell students to race to unscramble them correctly in their notebooks. Next, check answers as a whole class. Finally, ask students to identify the key language from the sentences they can use to write their goals.

## Wrap-up

First, tell students to mingle and share their goals for the upcoming weeks. Then, encourage students to “steal” one another’s goals, adding them to their own. Next, encourage students to identify a strategy for monitoring their goals in the upcoming weeks. Finally, based on students’ plans, give them time to design the necessary charts or graphs to track their progress. Encourage the use of digital tools to do so.



## BE Aware of Your Progress

01 It's time for your assessment. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this week.

VG – Very Good

G – Good

N – Need to Improve

## I can...

apply techniques to set goals.

explain the motion dynamics of celestial bodies in the Solar System.

compare and contrast the philosophers and their ideas.

categorize the different film genres in the Golden Age of Hollywood.

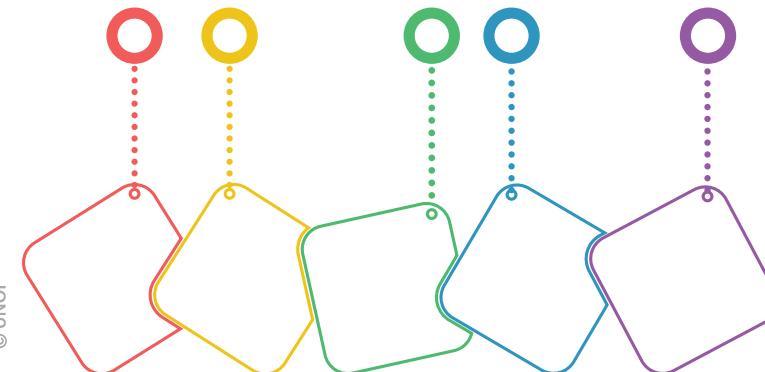
 identify and use a variety of **Participle Clauses**.

## Peer Assessment

## Self-assessment



02 Discuss what helped you succeed while completing this week with a classmate. Based on your discussion, write your goals for improving in the next week in the organizer below.  
Answers will vary.



WHAT CHARACTER FROM A GOLDEN AGE FILM  
WOULD YOU HAVE LIKED TO PLAY?

