

GENDER SPLENDOUR!
Primary/Junior Lesson Plan

Book Title: William's Doll
Author: Charlotte Zolotow
Publisher: Harper Collings
ISBN: 9780064430678

Song Title: William's Doll
Lyrics: Sheldon Harnick
Music: Mary Rodgers
CD: Free to Be... You and Me

Lesson #1

Learning Goal: To introduce the definition of "stereotypes," and begin to explore the emotional impact of being treated unfairly.

Materials:

* Chart paper

1. Use chart paper to create two large boxes. Label each box, "Boys" and "Girls". As a class, generate a list of qualities, behaviours, toys, colours, interests, etc. that are stereotypes for boys and girls. Ask: "What do you know about boys and girls?"
2. Ask critical questions about the brainstorm, such as: "What happens when someone from this box behaves or likes something from the other box? Is it true that all girls have long hair, or that all boys like to play soccer? Where do you think these ideas about boys and girls come from? How can we support everyone to be who they want to be?"
3. Introduce the definition of "stereotypes" and/or ask students to write their own definition of stereotypes, and record their thinking on chart paper.

Lesson #2

Learning Goal: To activate prior knowledge about gender and gender roles.

Materials:

* Collection of baby dolls

* CD: Free to Be You and Me, Track #2

1. Say: "I want you to imagine that these baby dolls are real babies. I'm going to pass the babies around the circle. As you are holding the babies, I want you think about what babies need."
2. Ask the following questions to activate prior knowledge about gender and gender roles: "How does a baby know if it is a boy or a girl? How do parents show other people the gender of their baby? What kind of clothes do baby girls wear? What kind of clothes do baby boys wear? Do people treat baby girls differently from baby boys? How do you know? Do baby boys and baby girls need the same things?"
3. Play Track #2 on the CD, called "Boy Meets Girl"
4. After listening, ask the students to share with a partner what they heard the babies talking about. Review the definition of stereotypes, and introduce the vocabulary of "gender stereotypes" to describe rules about how boys and girls should look or behave. Ask: "What gender stereotypes did you hear the babies talking about?"
5. Listen to Track #2 again.

Lesson #3:

Learning Goal: To begin to identify different points of view, and support ideas with examples from the text.

Materials:

* Graphic organizer

1. Say: "This week, we have been talking about different gender stereotypes. Today, we are going to read a story about a boy named William who wants a doll. As I am reading, I want you to think about the following questions: "Whose voice do we hear most in the story? What is the problem from his/her point of view? How do we know? Is there another point of view?"
2. After reading, ask students to share their ideas with a partner. Ask: "What was the problem in the story from William's point of view? How do you know? What was the problem in the story from William's dad's point of view? How do you know? What was the problem from William's grandmother's point of view? How do you know?"
3. Use the graphic organizer to record the student's ideas about different points of view, and include examples from the text. Use point form notes, and think aloud about how notes can help writers to write ideas down quickly.

Lesson #4:

Learning Goal: To begin to identify different points of view, and support ideas with examples from the text.

Materials:

*Graphic Organizer

*CD: Free to Be You and Me, Track #13

*Lyrics

1. Say: "Today, we are going to hear a song that was inspired by the book, William's Doll. As you are listening to the song, I want you to think about the gender stereotypes that are in the song. I also want you to think about how the song is similar or different from the book."
2. Listen to the song, "William's Doll", by Mary Rodgers. It is Track #13 on the CD, Free to Be You and Me. Write the lyrics on chart paper or print individual copies of the lyrics for students to read.
3. After listening to the song, ask students to share their thinking in partners.
4. Say: "Yesterday, we talked about the different points of view in the story, William's Doll. We also listed examples from the story that supported our ideas." Review the graphic organizer. Say: "Today, we are going to turn our ideas into complete sentences." Ask students to tell you what they know about sentences.
5. Students will use the graphic organizer to write about the following points of view: William's dad, William's grandmother, and their own point of view.

