**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group leader\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Other group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***\*The group leader must ensure that (1) all members of the group participate in all activities and (2) all steps/questions in this packet are completed by the group in the time allotted .***

**Education for All**

You and your group members will be given *homework* as well as *classwork* to help your understand your chosen topic. Some of this work will be i**ndividualized** and some will be shared as a **group.** You are responsible for keeping all your work together and turning it in, with the assigned rubric, at the culmination of this unit on \_\_\_\_\_\_ **Monday, May 23rd**

**Part I. Homework-Individual Responsibility during the Week**

As homework, you and each of your group members are personally responsible for reading the chapters **ch 9, ch 10, ch 12**\_\_\_\_\_ in the book *Half the Sky*. Reading this material is important for helping you to better understand the context of your assigned topic and film clip, which will be completed in class, yet, more importantly, the reading will help you write a better reflection paper at the end if this unit. You should begin reading this material on \_ **May 11th\_\_\_\_**and finish it by **Monday, May 16th**

**Part II. Classwork –Individual and group work completed in class**

1. “**Do Now.”**

Briefly respond to the quotation below. First, state whether you agree or disagree. Then offer your comments/thoughts about it.

“When you educate a girl, there is a ripple effect that goes beyond what you would get from a normal investment…When you educate a girl, you educate a village” (Sheryl Wu Dunn).

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1. **Prescreening Activities (1 whole class period)**
2. As a whole class, we will view the 5:48 minute clip of the trailer for the *Half the Sky* series.
3. Following the trailer, complete the sheet **“Life Map”** first onyour own. (about 10 minutes)
4. Once all group members have completed their sheets, share your answers as a group. Discuss with each other the similarities and differences. Then discuss as a group your answers to these questions:
5. What if you went home today and your family told you do did not have to go to school anymore? Would you continue to go? Why or why not?
6. What if everyone in America had to pay to send their children to school, just as many people must do in many countries? Would your family be able to send you and all your siblings to school? How would your family choose who goes to school and who stays home? How might that affect the family dynamic? (10 minutes)
7. Individually read the **“The education Ripple Effect.”** Then, as a group, discuss the four discuss questions on the bottom of that sheet. (10 minutes)
8. After sharing as a group, write below your personal thoughts on any facts that shocked you; or you can just share your comments about the topic in general, including your feelings about your own educational prospects. How might your future be so much brighter just because you go to school whereas another child in other country or in a poorer community may not go to school? (10 minutes).

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1. **Viewing the Film Clips (1-2 class periods)**
2. Before I put on the film clip, please read the handout “Vietnam in context “individually or as a group.
3. Watch the 10:38 film clip as a class and take notes on the “Film Module Screening Guide” on your own. These notes will be collected at the end of the unit along with all the other materials, so pay attention and take notes.
4. During class we view all the other groups’ clips in addition to your own. You are not responsible for taking notes on these clips, but you can if you find them interesting or if you think you may want to refer to them in your final reflection paper.
5. **Post Screening Activities**
6. Gather as a group and discuss these questions: (10 minutes)
7. What role does gender play in their girls’ access to education?
8. Bich Vu Thi says “One boy is one child, but 10 girls is not equivalent to one child.” What do you think she meant by that? How might that cultural attitude affect the girls’ opportunities and the girls themselves?
9. Nicholas Kristof says in the film “We often have the idea that providing education is about building a school, providing teachers, school books, and it’s so much more complicated than that in an environment of poverty.” Discuss what you think he means by this.
10. Read the worksheet “Education for All Fact Sheet” individually.
11. As a group, begin the “Notes from the Field” worksheet, completing steps 1, 2, and 3 together-everyone should write on his/her own sheets, however.
12. Complete Step 4 on that same worksheet on your own. Write your answer directly on the worksheet in the space provided. (25 minutes).
13. Complete the post screening lesson with a final “do now” below. Share any thoughts you have about all parts of this lesson so far. (10 minutes)

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**Part III. The Essay-Individual/Group Reflection: Monday, May 23rd**

1. You and your group write join forces to write reflective essay about your thoughts on this topic. One copy of your group’s reflective paper should be on turnitin.com.

**2-3 pages total** **(A Group Grade)**

1. After completing the essay, turn in a printed copy on the last day of the course accompanied by the rubric and all the above unit materials you completed

**(an individual grade).**

**The Ripple Effect of Education (Group Focus-Education for All)**

**Background:** Of the approximately 75 million children who are currently not in school, the majority are girls. Worldwide, for every 100 boys out of school, there are approximately 122 girls who are unable to attend school. In developing countries and countries with strict cultural and religious codes regarding gender roles, this gap is much wider. • Of the 781 million illiterate adults in the developing world, two thirds are women. • U.S. women comprise 48 percent of the U.S. workforce but just 24 percent of science, technology, engineering, and math workers. • An extra year of primary school boosts girls’ eventual wages by 10 to 20 percent and an extra year of secondary school increases earnings by 15 to 25 percent. • Educated women have greater control over their financial resources and are more likely to invest in their family’s health, education, and nutrition. • A child born to a woman who can read is 50 percent more likely to survive past age five. Women with formal education are much more likely to delay marriage and have fewer and healthier babies. • Education fosters democracy and women’s political participation. A study in Bangladesh found that educated women are three times more likely to take part in political meetings. • Girls’ education ranks among the most powerful tools for reducing vulnerability to HIV/AIDS. In America the Title IX, Education Amendments of 1972, (also called Title IX) was enacted in 1972 and has been credited with raising the opportunity of girls and women in educational environments. While it is best known for paving the way for female student athletes, Title IX also ensures an equal education for pregnant and parenting students and for those seeking STEM (science, technology, engineering, and math) careers, since previous to Title IX they could legally be kept out of these clubs or classes.

**Prompt: Explore the impact education has had on the women in your family. Focus on three different women from three different generations to be the focus of your discussion. Talk to or research members of your family. Try to address the following questions in your paper, offering research or anecdotal quotations from family as evidence: What role did education play in their lives? Was it different from the men in their time? What challenges did they face? Were there any barriers? How did their parents/guardians view education?**

**Your closing paragraph should connect your personal reflections on the impact of women’s education to the lack of and need for greater global education for women.**

**Research Requirement:** 2 research/anecdotal DQs from your family history and 2 references of research or connections to the film/book.