



Gender Roles

A Lesson Plan for Grade Levels 3-5

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OVERVIEW

In this lesson students will learn about gender roles through the traditional gender representations found in 17th century Florida. During their lesson, students will create and organize data to compare and analyze gender roles at Mission San Luis as well as their own families.

OBJECTIVES

- ✓ Students will identify the roles of men, women, and children in 17th century Florida.
- ✓ Students will apply the roles of men, women, and children when examining the ways the Apalachee and Spanish met their cultural, economic, and religious needs and wants.

HISTORICAL BACKGROUND



Cultural changes dating back to the 17th century, such as the abolition of slavery, the emancipation of women, and child labor laws, have had major impact on the roles men, women and children play in the household and in society in general. Men and women now have a broader range of choices on how to live their lives than they did 50 or 100 years ago. People at 17th century Mission San Luis did not have these choices—what they did was predetermined by their gender, their culture, locale and social class.

Both Apalachee and Spanish cultures had distinct gender roles; women performed some functions, men performed others. These differences were also complicated by other social factors. Spanish culture in particular had a strict class system determined not just by economic standing but by ethnic heritage. The Apalachee had something similar as well; the chief and his family, for example, were exempt from working in the fields.

In the 17th century, women did most of the housework, child-rearing, cooking and gardening. Men, if they could, often became apprentices when they were very young. The trade they performed was often determined by what was available to them. Often, boys learned the family trade, like blacksmithing, carpentry, or thatching. Children were expected even at a young age to assist parents in maintaining the home. At Mission San Luis, they fetched water, helped with cooking, cleaned, and performed other chores. After the age of seven, they were considered adults. As soon as they reached reproductive age, girls were often married. Boys often completed their apprenticeships about this time as well.

For this lesson, students use information that they have acquired about the roles Apalachee and Spanish men, women, and children played in daily life in the 17th century. They will use empirical knowledge of how their own families function to determine how roles have changed. They will also learn that such roles vary between cultures through comparisons to classmates during discussion.

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PREPARATION

1. Read *A Teacher's Guide*, the lesson plans overview, and historical background to prepare for guiding student discussion.

MATERIALS

- Pencils
- Paper
- Chalk or Dry-Erase board
- Chalk/Dry-Erase markers

TIME REQUIRED

Allow 45 minutes to prepare for this activity and one or more class period to complete it.

PROCEDURE

Discussion:

1. Conduct a visual imagery exercise by asking students to get comfortable and close their eyes. Have them imagine going back in time to when Europeans first came to Florida. Ask students to picture coming up upon Mission San Luis and ask:
 - a. How do the Apalachee and Spanish men, women, boys, and girls look?
 - b. What do you see each of these groups doing?
2. Have them write down the information, for example:

| Apalachee | Men | Women | Boys | Girls |
|-----------|-----|-------|------|-------|
| Role | | | | |
| Spanish | Men | Woman | Boys | Girls |
| Role | | | | |

Possible choices

| | | | | |
|------------|----------|-----------|-----------|--------------|
| Apprentice | Thatcher | Choir Boy | Homemaker | Carpenter |
| Chief | Cook | Gatherer | Student | Child-Rearer |
| Blacksmith | Athlete | Teacher | Gardner | Fisherman |
| Collier | Friar | Hunter | Soldier | Tradesman |

3. Discuss with students the concept of gender roles. Explain that we will be looking at the way that tasks were divided based on gender, age, and class among the Apalachee and Spanish people at Mission San Luis and compare them to gender roles as we see them now.

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4. Ask students about what roles people play in families, including their own and have them write down the information, for example:

| Family Member | Father | Mother | Boy | Girl |
|---------------|--------|--------|-----|------|
| Role | | | | |

Possible choices

| | | | | |
|----------|------------|--------------|---------|--------------|
| Waiter | Doctor | Skateboarder | Dancer | Nurse |
| Cashier | Cook | Police Man | Student | Manager |
| Mechanic | Accountant | Teacher | Gardner | Maid |
| Realtor | Repairman | Lawyer | Soldier | Fire Fighter |

5. Then have them answer the following questions in class:
 - a) In your family, who decides what roles each gender performs? How? Is this determined by your parents, or do you have the opportunity to decide what you can or cannot do, want to do, or don't want to do?
 - b) What roles do your parents perform that are similar to those your grandparents played? Which ones are different?
 - c) Why do you think these similarities and differences exist?

Classify:

Have the students discuss the gender roles they identified at Mission San Luis. Record this information on the board. Sort them by male or female. You can also include additional classifications, such as rich or poor, Apalachee or Spanish, young or old. Have them compare the information on the board with the information about their own family's gender roles. Have the students make assumptions as to why similarities or differences can be found during the two different periods. Have them discuss the reasons why they are similar or different.

Assess:

Have the students use the information compiled from the discussions to create a table. The table will demonstrate the differences between 17th century role choices and those of today by gender.

Student Directions:

1. Choose 6 of the role choices from the discussion. (Answers may vary)
2. On a separate piece of paper, write and number the role choices in a list.
3. Copy the Gender Key from the example below.
4. Arrange the information into a table: Label your table with 17th Century and Today.
5. Think about how each role choice for men, women, and children might have changed from the 17th century to today.
6. Enter the correct letter from the Gender Key into your table.

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CLOSURE

Review student work and answer any questions the student may have formulated from the activity.

ASSESSMENT

Components for assessment include the class discussion and student worksheet.

ENRICHMENT

Have the students write a reflection about gender roles. Ask them to make references to traditional ideas about gender roles that have been challenged. Is there a gender role that they would like challenge? Explain why.

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SUNSHINE STATE STANDARDS

Completion of *Gender Roles* correlates to the following benchmarks for grades 3 through 5:

Social Studies

- SS3.A.1.1 Analyze primary and secondary sources.
- SS.3.A.1.3 Define terms related to the social sciences.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.
- SS.4.A.3.2 Describe causes and effects of European colonization on the Native American Tribes of Florida.
- SS.4.A.3.4 Explain the purpose of and the daily life on missions (San Luis de Talimali in present-day Tallahassee).
- SS.4.A.3.6 Identify the effects of Spanish rule in Florida
- SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
- SS.5.A.1.1 Use primary and secondary sources to understand history.

Language Arts

- LA.3.4.2.1 The student will write in a variety of informational/expository forms (e.g. rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics).
- LA.3.4.2.2 The student will record information (e.g. observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate.
- LA.3.5.2.1 The student will recall, interpret, and summarize information presented orally.
- LA.3.6.1.1 The student will read informational text (e.g. graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.
- LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.4.2.2.1 The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
- LA.4.5.2.1 Students will listen to information presented orally and show an understanding of key points.
- LA.4.5.2.4 The student will ask questions of speakers, using appropriate tone and eye contact.
- LA.4.6.1.1 The student will read information text and text features (e.g., format graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
- LA.5.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.5.6.1.1 The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

EXAMPLE

1.

Gender Key

| | | |
|---|---|--------------------------|
| M | = | Men |
| W | = | Women |
| C | = | Children |
| X | = | Did not have this choice |

2.

Gender Role Table

| | Role Choices | 17 th Century | Today |
|----|--------------|--------------------------|-------|
| 1. | Cook | W | WM |
| 2. | Accountant | X | WM |
| 3. | Student | MWC | MWC |
| 4. | Gardner | W | MW |
| 5. | Soldier | M | WM |
| 6. | Maid | W | MW |