Subject Areas: Political Science/Civics/Government. This teacher guide may also be used in U.S. History with subject appropriate standards.

Grade Levels: 9-12

I. OVERVIEW

This teacher guide is designed to be used with Patsy Mink: Ahead of the Majority, a one-hour documentary by filmmaker Kimberlee Bassford.

The film explores the life and career of the late United States Representative Patsy Takemoto Mink, the first woman of color elected to Congress and co-author of Title IX, landmark legislation mandating gender equity in education and athletics. Petite in frame but a giant in vision, Mink tirelessly championed the rights of minorities, women, workers, the poor and disenfranchised during her more than 40 years of public service. As a Japanese-American woman, her personal experiences of racism and sexism led to an unwavering commitment to civil rights, equal opportunity, education, and peace. While her bold and outspoken nature often clashed with the political establishment, she never comprised her core beliefs in her quest for social justice. Her unimpeachable integrity and political courage remain legendary in the U.S. House of Representatives.

Patsy Mink: Ahead of the Majority reveals how this influential leader overcame social and political barriers to create opportunities for women and minorities. In the process, she permanently altered the American social and cultural landscape.

II. PRIORITY LEARNING TARGETS

Students will be able to…

• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts;
• Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal and national, and/or international level;
• Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized;
• Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date and origin of the information; and
• Use primary sources to support arguments.
III. BACKGROUND

Patsy Takemoto Mink always wanted to be a doctor. Born in 1927, she grew up on a Maui plantation. As a young child, she watched her family doctor make his rounds and admired his ability to heal and comfort people. She knew she also wanted to help people. After studying hard in high school and college, she applied to more than a dozen medical schools. Despite her stellar grades, high test scores, and strong extracurricular activities, she was rejected by every school. The reason: her gender. So she became a lawyer and changed the system.

Today when children are asked what they want to be when they grow up, they answer with abandon, revealing the dreams and desires in their hearts. However, when Mink was growing up, opportunities for girls were limited. Few graduate schools accepted women. When Mink first entered the U.S. Congress in 1965, she was one of just twelve women, out of 535 Congressional members. Until then, only 73 women had served in the entire history of the Congress. For most Americans, the woman’s place was in the home.

Through her leadership, tenacity and sheer will, Mink helped change this restrictive view of women. As the first woman of color in the U.S. Congress, she represented an important opportunity for historically disenfranchised segments of the American population to have a voice in national politics. Moreover, Mink fought tirelessly in Congress to elevate the lives of women, minorities, workers and the poor. One of her most significant accomplishments is co-authoring Title IX (later renamed the Patsy T. Mink Equal Opportunity in Education Act), which requires all educational institutions receiving federal funds to provide equal opportunities for all students regardless of gender. This legislation has and continues to have tremendous impact in expanding educational and athletic opportunities for girls and women.

This unit plan is designed to help students explore the historical significance of Mink’s election as a minority woman to a national office and the challenges she faced throughout her more than 40 years in public service. The unit plan will help students explore definitions of citizenship and civic participation. Students will examine the extent to which Mink—from her personal and professional experiences—used the political and legal processes to bring about social change for all. In addition, students will be required to analyze the disparities that exist between American ideals of inclusion and equal opportunity with the realities of racial and sexual discrimination in 20th century America.
### IV. UNIT PLAN

#### INQUIRY DESIGN MODEL

<table>
<thead>
<tr>
<th>COMPELLING QUESTIONS</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>To what extent did the life and work of Patsy Mink help Americans realize the values of common good, equality of opportunity, and individual rights for all?</td>
<td>HCPS III: Participation in Democracy</td>
</tr>
<tr>
<td><strong>C3 Dimensions</strong></td>
<td>SS.9PD.4.3: Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized.</td>
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<tr>
<td>C3: D2.His.1-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</td>
<td>CCSS.ELA-Literacy.9-10.1 Key Ideas and Details</td>
</tr>
<tr>
<td>C3: D2.Civ.5-9: Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal and national, and/or international level.</td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date and origin of the information.</td>
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<tr>
<th>SUPPORTING QUESTION 1</th>
<th>SUPPORTING QUESTION 2</th>
<th>SUPPORTING QUESTION 3</th>
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<tr>
<td><strong>How did “place” affect Patsy Mink’s identity and vision for American democracy?</strong></td>
<td><strong>How did the gender discrimination experienced by Patsy Mink shape her personal beliefs and actions?</strong></td>
<td><strong>How did Patsy Mink’s goals challenge the establishment within the Democratic Party?</strong></td>
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<tr>
<th>FORMATIVE PERFORMANCE TASK</th>
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<tr>
<td>Using the featured sources below, students will prepare a constructed response to the supporting question: “How did ‘place’ affect Patsy Mink’s identity and vision for American democracy?” Students will use a social media platform e.g., Edmodo, Google Docs, Blackboard Collaborate, Voice Thread, etc., to post their constructed responses, and respond to at least two other peer contributions.</td>
<td>Using the featured sources below, in a speech, students will evaluate the claim that gender discrimination influenced Patsy Mink’s personal beliefs, actions, and the development of new educational policy in the 1970s.</td>
<td>Using the featured sources below, with a Thinking Map or other graphic organizer, students will identify and explain various ways in which Mink’s actions challenged and/or aligned with the Democratic Party’s goals, citing specific evidence gleaned from the documentary and the reading.</td>
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<tr>
<th>FEATURED SOURCES</th>
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| *Patsy Mink: Ahead of the Majority*  
Ch. 2 Maui Roots (4:23-8:40)  
Ch. 3 Nebraska (8:41-14:16)  
Ch. 4 Hawaii Politics (14:17-19:40)  
Ch. 5 1959 Cong. Race (19:41–22:05)  
Ch. 6 Family Life (22:06–) | *Patsy Mink: Ahead of the Majority*  
Ch. 7 Vietnam War (26:27-30:10)  
Ch. 8 Presidential Race (30:10-35:06)  
Ch. 9 Title IX (35:07-43:44)  
Ch.10 Return to Congress (43:41–46:33) | Excerpts from “Patsy Takemoto Mink” in *Called from Within: early Women Lawyers of Hawaii,”* (Arinaga and Ojiri, 251–280), focusing on her relationships with the state and national Democratic Party. |

Ch. 11 Welfare Reform (46:34 – 55:30)  Add sources: “Too Strong for a Woman--The Five Words That Created Title IX,” in *Title IX: A Brief History with Documents* (Ware, 2006), found at http://bernicesandler.com/id44.htm.

<table>
<thead>
<tr>
<th><strong>SUMMATIVE PERFORMANCE TASK #1</strong></th>
<th><strong>SUMMATIVE PERFORMANCE TASK #2</strong></th>
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<tr>
<td>In small cooperative learning groups, students will create a captioned poster that illustrates the forces that shaped Patsy Mink’s life, and her accomplishments. Citations must be included and Works Cited will be placed on the back of the poster.</td>
<td>Individually, students will write a short constructed response assessing the extent to which Patsy Mink’s accomplishments helped Americans realize the values of common good, equality of opportunity, and individual rights for all.</td>
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<tr>
<th><strong>TAKing INFORMED ACTION</strong></th>
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| • Students may exhibit posters in both their classrooms and in a school/community setting during an appropriate time e.g., Women’s History Month, Constitution Day, Civil Rights remembrances, etc.  
• Students may investigate the possibility of having a sculpture created that evokes the spirit of Patsy Mink and one of her important legacies.  
• Students may take appropriate steps to introduce a resolution or bill featuring Patsy Mink and/or her accomplishments e.g., Patsy Mink Day, Hawaii Women in Sports Day, Gender Equality Day, etc. |                      |

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<tr>
<th><strong>RUBRIC FOR SUMMATIVE ASSESSMENT #1 POSTER</strong></th>
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<tr>
<td><strong>Advanced</strong></td>
<td>Poster illustrates the most relevant forces that shaped Patsy Mink’s life, and the most significant accomplishments in her personal and professional life. Citations are correct, and adhere to the format designated for the assignment. A complete Works Cited list is placed on the back of the poster and adheres to the format designated for the assignment.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Poster illustrates the relevant forces that shaped Patsy Mink’s life, and significant accomplishments in her personal and professional life. Citations are correct, and adhere to the format designated for the assignment. A complete Works Cited list is placed on the back of the poster and adheres to the format designated for the assignment.</td>
</tr>
<tr>
<td><strong>Partially Proficient</strong></td>
<td>Poster illustrates some of the relevant forces that shaped Patsy Mink’s life, and some of the significant accomplishments in her personal and professional life, but may include minor accomplishments as well. Citations may be partially correct and/or only partially adhere to the format designated for the assignment. A Works Cited list is placed on the back of the poster but may be incomplete and/or does not adhere to the format designated for the assignment.</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>Poster ineffectively illustrates the relevant forces that shaped Patsy Mink’s life, and the significant accomplishments in her personal and professional life. Citations, if included at all, are largely incorrect and do not adhere to the format designated for the assignment. A Works Cited list, if included at all, is incorrectly placed and/or is incomplete. If included, it does not adhere to the format designated for the assignment.</td>
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**RUBRIC FOR SUMMATIVE ASSESSMENT #2**

**CONSTRUCTED RESPONSE**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tr>
<td>Advanced</td>
<td>Assesses, with clear and precise detail, the extent to which the life and work of Patsy Mink have helped Americans realize the values of common good, equality of opportunity, and individual rights for all. Cites specific textual evidence to support a strong and thorough analysis of primary and secondary sources.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Assesses, with adequate detail, the extent to which the life and work of Patsy Mink have helped Americans realize the values of common good, equality of opportunity, and individual rights for all. Cites specific textual evidence to support an adequate analysis of primary and secondary sources.</td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>Assesses, with minimal detail, the extent to which the life and work of Patsy Mink have helped Americans realize the values of common good, equality of opportunity, and individual rights for all. Cites specific textual evidence that only partially supports an adequate analysis of primary and secondary sources.</td>
</tr>
<tr>
<td>Novice</td>
<td>Does not assess, or ineffectively assesses, the extent to which the life and work of Patsy Mink have helped Americans realize the values of common good, equality of opportunity, and individual rights for all. Specific textual evidence that supports an adequate analysis of primary and secondary sources is missing or ineffective.</td>
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**DISCIPLINARY KNOWLEDGE (CONCEPTS and CONTENT)**

**CONCEPTS:** The realization of American values of common good, equality of opportunity, and individual rights; and Rights, Responsibilities, and Duties of a Citizen.

**CONTENT:**

Patsy Mink’s Young Life in Hawaii
- Maui Roots
- Educational record

Patsy Mink’s Educational Challenges
- Medical school aspirations
- Rejection because of her gender

Patsy Mink’s Political Career
- Congressional races in Hawaii
- Opposition to Vietnam War
- Patsy T. Mink Equal Opportunity in Education Act (Title IX)
- Presidential candidate
- Return to Hawaii
- Return to Congress
- Fight for welfare reform
- The changing winds of politics

Patsy Mink’s Legacy
- Precedent for Women in Party Politics
- Patsy T. Mink Equal Opportunity in Education Act (Title IX)
- Presidential Medal of Freedom

**SKILLS**

Students will be able to:
- Evaluate how Patsy Mink’s life was shaped by unique circumstances of time and place as well as by broader historical contexts.
- Evaluate Patsy Mink’s effectiveness in addressing social and political problems at the local,
• Assess the extent to which the life and work of Patsy Mink help Americans realize the values of common good, equality of opportunity, and individual rights for all.
• Cite specific textual evidence to support analysis of primary and secondary sources.

<table>
<thead>
<tr>
<th>CHARLOTTE DANIELSON FRAMEWORK DOMAIN(S) AND COMPONENT(S)</th>
<th>TECHNOLOGY INTEGRATION</th>
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</table>
| Domain 3  
3b. Use Questioning and Discussion Techniques  
3c. Engaging Students in Learning | • Patsy Mink: Ahead of the Majority (CD).  
• Social media platforms e.g., Edmodo, Google Drive, Blackboard Collaborate, Voice Thread, etc., for students to post responses and questions.  
• Online resource e.g. (http://www.anb.org/articles/07/07-00812.html) |

**FORMATIVE INSTRUCTION STRATEGIES**
• Observe groups, and listen to and guide discussion as needed.  
• Provide descriptive feedback on graphic organizers or thinking maps such as a Double-bubble, etc.  
• Provide opportunities for peer-assessments and self-assessments.

**DIFFERENTIATION STRATEGIES**
• Facilitate small group discussion for students who have difficulty speaking in large groups.  
• Provide structure for small group pairing of same-language English Language Learners (ELL) to facilitate understanding of text.  
• Provide sentence stems to support students with lower reading/writing skills.  
• Provide guided notes with sentence stems to support students with lower reading/writing skills.  
• Provide Thinking Maps (or other graphic organizer) targeted to the content, concept, or skill being taught or students who have difficulty organizing information. Graphic organizer may be partially filled in.  
• Provide a word bank with key vocabulary for students with No English Proficiency (NEP) or Limited English proficiency (LEP), and for students who struggle with meanings of words.  
• Provide a range of reading levels of research materials for all students. This includes both lower reading level versions of text along with higher reading level versions of text so students with lower reading abilities can access the higher version of text in a more meaningful way.  
• Allow the use of an online translator. (See additional information for more details on this technology.)  
• Provide short videos that will help students understand key terms and ideas.  
• Use visuals, such as posters or photographs that facilitate understanding of content, concepts, or skills.

**LESSONS**

**Estimated Time Needed:**
4 Class Periods, plus homework preparation

**Materials:**
• DVD of *Patsy Mink: Ahead of the Majority*, and viewing equipment.  
• Internet access for student research  
• *American National Biography Online: Patsy Mink* (http://www.anb.org/articles/07/07-00812.html)  
• ““Too Strong for a Woman””—The Five Words That Created Title IX,” in *Title IX: A Brief History with Documents* (Ware, 2006).  
• Excerpts from “Patsy Takemoto Mink” in *Called from Within: Early Women Lawyers of*
Hawaii,” (Arinaga and Ojiri, 251-280).
- Chart Paper for each group of 4-5 students
- 11x17 Construction Paper
- Poster Paper
- Markers
- Post-its in warm (e.g., pink, yellow) and cool colors (e.g., blue, purple)
- Pens/pencils
- Note paper

Unit Procedures:
Establish a framework for understanding the issues by watching the documentary and reviewing the content outlined in the accompanying lesson plans prior to teaching this unit. The film will be screened by students over two class periods, and additional sources will be used to build students’ understanding of this unit. The first half hour of the film will be screened on Day One. The concluding half hour of the film will be shown on Day Two. Students will participate in a short writing activity after each viewing and be given time to prepare summative assessments. Days Three and Four will be devoted to completing summative assessments.

LESSON ONE: Introduce the Unit with Compelling and Supporting Questions
Procedures: Establish a framework for understanding the issues by watching the documentary and generating compelling and supporting questions.

1. Introduce the idea of compelling questions, and provide a few examples. (Reference C3 Framework, Dimension 1)
2. Introduce the idea of supporting questions, and provide a few examples. (Reference C3 Framework, Dimension 1)
3. Play Chapters 2-6 of the documentary, Patsy Mink: Ahead of the Majority.
4. Facilitate a modified version of the Question Formulation Technique (QFT), having groups of students generate their own compelling or supporting questions on large poster sheets, (Complete Instructions for this QFT are provided under “Additional Information.”). Completed poster sheets should be laid on desks.
5. Have students do a Gallery Walk with their group. (Each group rotates to each table to read each other groups’ set of questions). Give groups three minutes at each table. Instruct students to use post-its (in warm and cool colors) to provide warm and cool feedback on questions e.g., “This a great question that I wonder about too” (warm feedback) or “I am not sure question #2 is a compelling question, unless you revise it to say…” (cool feedback.)
6. Lastly, have a whole class discussion about the questions they produced, noticing common questions. (Common questions may be posted for further follow-up.)
7. Explain next steps.
8. Homework: Using their notes from the first half of the documentary Patsy Mink: Ahead of the Majority, students will write a short response to the question “How did ‘place’ affect Patsy Mink’s identity and vision for American democracy?” and post on a social media site/blog/discussion board, etc.; and

Students will read the “Patsy Mink” entry in the American National Biography Online (http://www.anb.org/articles/07/07-00812.html). Print hard copies for students.

LESSON TWO: Incorporating Primary and Secondary Sources to Build Understanding
Procedures: Delve into the issues by reading a primary source document, watching the remainder of the documentary and comparing the accounts provided to answer the supporting question.

1. Open class by asking students to read “Too Strong for a Woman--The Five Words That Created Title IX.” Before starting the reading exercise, ask students to pay careful attention to, and mark up, information in the primary source document that helps students answer the question: “How
2. Play Chapters 7-11 of Patsy Mink: Ahead of the Majority, asking students to take notes on information that helps them answer the same question as in bold above, but with respect to Patsy Mink.

3. Have students work in small groups of 4-5, using a graphic organizer, to compare and contrast the narratives of Sandler and Mink with respect to how gender discrimination changed their career aspirations and led them to create new educational policy. Have students post their completed graphic organizers on the walls of the classroom.

4. Do a **Gallery Walk**. Debrief. Explain how the compare/contrast work will inform their homework assignment.

5. **Homework**: Students will use specific evidence gleaned from the documentary and the reading to identify and analyze the impact of experiences gender discrimination in the development of new educational policy. Using at least one primary source and one secondary source, in a speech of at least one minute, students will evaluate the claim that gender discrimination influenced their personal beliefs, actions, and the development of new educational policy in the 1970s.

LESSON THREE: Developing Analysis of Patsy Mink’s and The Democratic Party’s goals

**Procedures**: Shape analysis through close reading of a secondary source with strong contextual background.

1. Seat students together in groups of four at a table, each with a copy of the reading, “Patsy Takemoto Mink,” with the sections related to Mink’s challenges to the Democratic Party cut into four disconnected pieces in an envelope. Ask the students to each read a section, and figure out how the excerpts fit together.

2. Have the members break up into two teams, based on the whether their excerpts reflect actions on the part of Mink that (A) challenged the Democratic Party’s goals or (B) aligned with the Democratic Party’s goals.

3. Have the students in each group explain to their opposing group across the table, based on the reading, how Mink’s goals (A) challenged the goals of the Democratic Party or (B) aligned with the goals of the Democratic Party, using the model of the **Structured Academic Controversy**.
   a. **Partners Prepare**: In dyads, students find evidence to support their argument and complete the graphic organizer to craft their position.
   b. **Position Presentation**: Side A presents their position using supporting evidence from the texts; Side B restates the argument made by Side A to Side A’s satisfaction; Side B presents their position using supporting evidence from the texts; Side A restates the argument made by Side B to Side B’s satisfaction.
   c. **Consensus-Building**: Students abandon their assigned positions, build consensus regarding the question (or at least clarify where their differences lie), using supporting evidence, and consider the question: “How does the protection of individual rights support the common good? How are individual rights sometimes challenged by the goals of the individual goals? How are goals of equality of opportunity sometimes challenged by goals of the common good?”

4. **Homework**: In a Thinking Map or other graphic organizer, students will use specific evidence gleaned from the documentary and the reading to identify and explain **way(s)**, in which Mink’s goals and actions challenged the Democratic Party, and ways in which Mink’s goals and actions aligned with the Democratic Party. Relevant examples from the sources must be provided for both.

LESSON FOUR: Summative Assessments #1 (Poster) and #2 (Constructed Response)

**Summative Assessment #1 (Poster)**

**Procedures**: Using the analysis developed in the previous three lessons, create a captioned poster that
Required Elements for Captioned Poster:

- Illustrations representing the forces that shaped Patsy Mink’s personal beliefs and actions;
- Captions providing an explanation of how the illustrations represent the forces that shaped Patsy Mink’s accomplishments in her personal and professional life; and
- Works Cited list placed on the back of the poster.

1. In cooperative learning groups, have students create an outline for their posters.
2. Once students have an outline for the poster, ask them to brainstorm ideas for illustrations (explain that their classmates should be able to clearly understand how the illustrations represent their ideas).
3. On a piece of paper, ask students to create a rough draft of the captions (these captions should be reviewed by the teacher prior to proceeding).
4. Students should then work in pairs to create the posters, using color and other creative touches to make them visually appealing.

Summative Assessment #2 (Constructed Response)

Procedures: Students will individually write a short constructed response in which the students assess the extent to which Patsy Mink’s accomplishments have helped Americans realize the values of common good, equality of opportunity, and individual rights for all. Textual evidence to support their claim must be included.

ADDITIONAL INFORMATION

Additional Information:

Question Formulation Technique (QFT)

QFT Rules
1. Ask as many questions as you can during the given time;
2. Do not stop to answer, judge, or discuss any questions;
3. Designate a scribe for each group. The scribe will write down every question as it is asked, and in the order given. Each question must be numbered; and
4. If there are any statements, these statements must be changed into a question.

Procedure:

Step 1: Provide Question Focus
- In this case, the question focus will be the film segment they just watched. In other cases, it could be a set of pictures, a primary source document, a cartoon, a speech, etc.

Step 2: Produce your own questions (5 minutes)
- Have students work in small groups of 4-5 students to brainstorm and write as many questions as possible regarding the question focus. (In this case it is the film they just watched.). The scribe must write them all down as stated in the rules. Group must follow all rules.

Step 3: Improve your own questions (10 minutes)
- **Categorize:** After you have instructed your students on Compelling and Supporting Questions (and have practiced with this in class), students should now label their questions with a C if it is a compelling question, an S if it is a supporting question. They may use a question mark if they really cannot decide.
  **Improve:** Instruct your students to take ONE of the Compelling Questions and make it even better. To do that, provide students with the following suggested prompts: Could it be even more compelling? More relevant? Written in a more engaging way? (NOTE: There is a kind of simplistic beauty to a good compelling questions, sometimes in an almost poetic sense e.g., “Can
words lead to war?” “Is free trade worth the price?” “What does liberty look like?” etc.)

**Step 4: Prioritize your questions**

- Review the list of questions, and choose two (2) or three (3) questions that they think are most compelling.
- Improve those questions as they did with the practice question.
- Share out.

If time permits, students may create Supporting Questions to support the Compelling Question.

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**POSSIBLE EXTENSION ACTIVITIES**

1. Ask students to write a research paper on the history of the disenfranchisement of women and minorities in the United States. What is the history of voting rights for these groups? What developments in the civil rights and women's movement led to the groups gaining the right to vote? How did these developments change the face of U.S. politics?

2. The United States has never had a female President or Vice President. Since the nation’s founding, only 1.8% of the individuals serving in the U.S. Congress have been women. Ask students to write a research paper about the history of women in national political office. What barriers exist to women gaining entry to national office? What challenges do they face once there?

3. Ask students to write a biography of a female politician, either past or present, at any level of government (local, state or national). Describe her background, motivations, political campaigns and experiences in office. What issues did she champion?

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Patsy Mink campaigning for re-election in 1996
Photo credit: Dr. Gwendolyn Mink