Who Gets the Mic?

Trace how everyday interactions teach gender expectations.

S.5.2 "Explore how gender role socialization occurs."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline messages about which tasks girls or boys should do, and circle the people or groups who send or reinforce those messages. Use your marks to trace how expectations spread.

Behind the Talent Show

1. At the community center, cousins Nia and Mateo help plan a neighborhood talent show. A microphone stops working, and Nia reaches for the cable. Their grandfather says, "Let Mateo handle the equipment. Girls are better at making the stage look nice." He hands Nia a box of decorations and offers Mateo a tool kit. Mateo has never used the kit, while Nia repaired a loose cable last month. Nia starts sorting decorations anyway because she does not want an argument. Their aunt notices and says, "Both of you can learn either job," but the tasks have already been assigned.

2. At rehearsal, a few classmates watch Mateo struggle with the microphone. When Nia offers to test the cable, one student jokes, "Are you the tech guy now?" Two others laugh. Nia pulls her hand back. Later, she quietly shows Mateo where the plug is loose, and he fixes it while the group praises him for being handy. One classmate, Imani, asks Nia to teach her how to check the cable next time. Nia glances at the students who laughed, then returns to the decorations as the rehearsal begins.

3. That evening, Mateo scrolls through short videos about stage equipment. Most of the clips he sees feature men explaining controls, while videos recommended to Nia after she searches for stage designs mostly feature women decorating sets. Neither feed tells them which tasks to choose, but repeated examples can make a pattern seem normal. Before the next rehearsal, their teacher announces that everyone will rotate through sound, lighting, and design. She asks Nia to demonstrate the cable check, and Mateo volunteers to paint a backdrop. Several students copy Nia's steps, and nobody laughs this time.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the grandfather pass on an expectation about gender? Explain how both his words and his actions do this.

2. How might the classmates' different reactions to Nia and Mateo affect what Nia chooses to do at rehearsal?

3. How could the cousins' video feeds shape their ideas about who works on equipment or designs sets, even without giving them an order?

4. How does the teacher's plan offer students a different way to learn who can do each job? Use one detail from the final paragraph.

3 YOUR TURN

Your own words

Invent a situation outside a talent show in which someone learns a gender expectation. In four or five sentences, describe who sends the message, how another person's reaction reinforces it, and one action that could challenge it.

Who Gets the Mic?

PART 1 · READ AND MARK

Underline messages about which tasks girls or boys should do, and circle the people or groups who send or reinforce those messages. Use your marks to trace how expectations spread. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the grandfather pass on an expectation about gender? Explain how both his words and his actions do this.	**He says girls are better at making the stage look nice, then gives Nia decorations and Mateo a tool kit. His words state an expectation, and his task assignments put it into practice.**
2	How might the classmates' different reactions to Nia and Mateo affect what Nia chooses to do at rehearsal?	**Classmates laugh when Nia offers to check the cable but praise Mateo for fixing it. Nia pulls back and returns to decorations, so their reactions may discourage her from working on equipment in front of them.**
3	How could the cousins' video feeds shape their ideas about who works on equipment or designs sets, even without giving them an order?	**Mateo repeatedly sees men working with equipment, while Nia sees women decorating sets. Those repeated examples could make the division of tasks seem normal.**
4	How does the teacher's plan offer students a different way to learn who can do each job? Use one detail from the final paragraph.	**Rotating everyone through sound, lighting, and design lets students try every job. When Nia demonstrates the cable check, other students copy her steps without laughing.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At a bike shop, a customer asks a male employee to explain a repair even though a female employee is already helping. The male employee answers instead of directing the question back to her. His response reinforces the idea that men know more about bike repairs. He could challenge that expectation by telling the customer that his coworker can explain the repair and letting her finish.

Accept explanations that connect a specific message or reaction to how a gender expectation is learned, reinforced, or challenged. For the open task, the situation must be outside a talent show and include all three requested elements in four or five sentences.