

Europeana Learning Scenario

Title

Women, feminism and human rights

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Abstract

The purpose of this learning scenario is to illustrate the importance of human rights and especially of women’s rights in the context of the feminist movement.

Students are divided into groups and asked to organize their research based on the following questions:

1. *How was feminism illustrated in posters?*
2. *What was the role of women in society according to different types of sources at different times?*
3. *Can women contribute to the progress of the society the same way that men do?*
4. *How have famous women in history changed the perception of women in society?*

Prior to the lesson, students have one week to search Historiana and Europeana and find information in order to answer the questions above. They work in groups, select and present the results of their research to their classmates in the form of short presentations. Students are involved in debates on women’s role in society and they finally identify the characteristics and results of the feminist movement through Daniel Shapiro’s tree technique.

Being in the position of working in groups, selecting sources, finding arguments to support their opinion, students develop critical thinking, collaboration and communication skills and also prove their creativity in presenting the results of their work.

Keywords

Feminism, women, human rights, history, politics

Table of summary

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Subject	History
Topic	Women, feminism and human rights
Age of students	16-17
Preparation time	4 hours
Teaching time	50 min
Online teaching	www.europeana.eu



Table of summary

material	https://www.history.com/topics/womens-history/feminism-womens-history https://historiana.eu/#/historical-content/source-collections/women-working https://historiana.eu/#/historical-content/source-collections/women-in-the-first-world-war
Offline teaching material	<i>Papers, flipchart, markers</i>
Europeana resources used	<ol style="list-style-type: none"> 1. feminism_poster 2. feminism_poster2 3. feminism_poster3 4. feminism_poster4 5. feminism_poster5 6. feminism_poster6 7. feminism_poster7 8. feminism_poster8 9. women's human rights 10. poems at the edge of differences

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Integration into the curriculum

The lesson can be taught as part of History classes in 11th grade.

The lesson addresses the following standards defined by the Romanian national curriculum:

- Human rights education;
- Multiple perspectives of sensitive and controversial historical issues;
- Development of argumentation and cooperation strategies;

Aim of the lesson

By the end of this lesson, students will be able to identify the characteristics of the feminist movement and also the results of the feminist movement. They will also be able to analyze the role of women in our present society.

Outcome of the lesson

Students will design posters promoting human rights and they will also write biographies of famous Romanian women. All these will be used to organize an exhibition to celebrate Human Rights Day on December 10th.

Trends

- Student centered learning
- Collaborative learning
- Informal learning

21st century skills

1. **Critical thinking** – analysing sources dealing with aspects of feminism and human rights in different parts of the world and then comparing them will allow students to see feminism from different perspectives and to evaluate it in order to draw their own conclusions.
2. **Creativity** – students will have to make their own short presentations based on information given by the teacher or found after consulting the sources indicated by the teacher.
3. **Collaboration** – students will have to work as a team, decide upon the best way of presenting the information, take responsibility and contribute to finding the best results.
4. **Communication** – by presenting the results of their work in front of the class, students will develop their communication skills. They will develop the ability to deliver information in the most effective way. They will also develop public speaking skills.

Activities

Name of activity	Procedure	Time
Brainstorming	Students are asked to define the terms “feminism” and “human rights” and make a distinction between the two terms.	3 min
Discussing famous quotes	<p>The teacher gives students some famous quotes and asks students to answer some questions in order to identify some stereotypes about women’s role in society:</p> <p><i>“Women are as different from men as earth from the heaven. She depends on the light of her husband to shine.”</i> (NeoConfucian sayings, China)</p> <p><i>“Instructing a woman is like holding a sack of sand whose sides have split open.”</i> (Ankhsheshong, scribe, Late Period Ancient Egypt)</p> <p><i>“Women have long hair and a short mind.”</i> (Swedish proverb)</p> <p><i>“The search for abstract and speculative truths, principles, axiomae in sciences, and everything that lends to generalized ideas is not within the compass of women...their job is to apply the principles that men discover.”</i> (Jean-Jacques Rousseau, “Education,” France, 1762)</p> <ol style="list-style-type: none"> 1. What are some of the major restrictions inflicted on women? 2. Do any of these old attitudes and restrictions regarding women persist? 	7 min
Analysing feminism from different perspectives - Group work	<p>Students are divided into four groups:</p> <ul style="list-style-type: none"> • G1: Students analyze the role of women as illustrated in posters <ul style="list-style-type: none"> ○ Students present posters selected from the Europeana portal (sources 1-8) and together with their classmates draw the image of women according to the posters. • G2: Students analyze the role of women as illustrated in literary 	30 min

Name of activity	Procedure	Time
	<p>sources</p> <ul style="list-style-type: none"> ○ Students present the images of women as illustrated through literary sources (sources 9-10). Some other examples can be added using information from their literature classes. They discuss women’s condition in novels such as: Tess of the d’Urbervilles by Thomas Hardy or Jane Eyre by Charlotte Brontë. ● G3: Students discuss how women contributed to the progress of society <ul style="list-style-type: none"> ○ Using Historiana, students present women’s ability to work under the same conditions as men. ● G4: Students present examples of famous women who changed the perception of women in society. <ul style="list-style-type: none"> ○ Using Europeana collections, students identify and presented some famous women in history. Through their life and activity, they had a contribution to changing the perception of women in society. Some examples discussed by students were: queen Victoria, Marie Curie, Valentina Tereshkova, Emmeline Pankhurst, Margaret Thatcher. <p>The teacher guides the discussions and helps students to summarize their conclusions.</p>	
Final conclusions Frontal activity	Students drew the final conclusions about how the feminist movement contributed to the reevaluation of human rights in order to give women the same rights as men. Students debate the question: Do we still need feminism?	8
Homework	Students are asked to choose a famous Romanian woman and write her biography. Each group is asked to design a poster illustrating equality and human rights. The posters will be used to organize an exhibition to celebrate Human Rights Day on December 10 th .	2

Assessment

In order to evaluate the activity, teachers use Daniel Shapiro’s tree technique.

Students were asked to identify:

1. the problem (the root of the tree) – they identified the feminist movement
2. actions (the leaves of the tree) – they identified ways of promoting women rights
3. people involved (the stem of the tree) - they identified women and other people fighting for equality between men and women
4. results (the fruits of the tree) – they identified women’s rights to education, property, liberty, voting

***** AFTER IMPLEMENTATION *****

Student feedback

During a roundtable discussion, students appreciated this lesson as a challenge because they had to use not only some scientific information but also their communication skills. They also appreciated the freedom they had in choosing the sources and felt that being allowed to select the resources they used in class gave them trust and made them feel like they were an active part of the teaching process.

Teacher's remarks

I organized this class based on the discovery-based learning strategy. The learning scenario was implemented after several weeks in which students studied human rights in and outside courses, watched documentaries, read books or articles on the proposed theme. Through different activities like teamwork, individual research, delivering presentations, students proved to be able to select and analyze historical sources in order to develop critical thinking and problem-solving skills. They were able to identify and analyze controversial historic issues. Students appreciated their freedom in selecting the sources to illustrate their opinions related to feminism and women's rights.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.