

Europeana Learning Scenario

Title

A Timeline of women’s rights in Europe

Author

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Abstract

Students will explore the various terms used to describe Feminism, the women’s movement which has been leading them towards the ideal objective, seen as “Gender Equality” or “Equal Rights” which is none other than a basic Human Right. “Feminism”, “Feminist”, “Women’s Rights” will be compared and explored through research and discussion and subsequently, inspiring European women who have contributed through their actions towards acquiring rights formally denied to women, will be fitted into a timeline of women’s rights gained in Europe.

Keywords

SDGs; Human Rights; Feminism; Women’s Rights; Civic Education

Table of summary

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Subject	English, Civic Education
Topic	Gender Equality, SDG
Age of students	Upper Secondary (16 -19)
Preparation time	60 minutes
Teaching time	240 minutes
Online teaching material	Answergarden Can a Man be a Feminist? First Women at the Polls Historiana Coggle
Offline teaching material	-
Europeana resources used	The Europeana Women’s History Page Great female characters in European literature Female authors Suffragettes

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Integration into the curriculum

This learning scenario will help develop these competences, recommends By Italian Ministry of Education in its guidelines for foreign language students:

- understanding of written texts in the field of equal rights, feminism and the SDG agenda
- producing texts to report facts, describe situations, argue and support opinions
- analyzing and interpreting texts with particular attention to topics which are multidisciplinary
- using a foreign language to re-elaborate content of non-linguistic disciplines both in spoken and written modalities.

Aim of the lesson

Students will have developed an increased awareness towards Gender Equality, develop a good working terminology of associated vocabulary, grow a positive attitude towards women activists

Outcome of the lesson

A “Timeline” of Women’s Rights made real by the presentation of each student in a chronological sequence.

Trends

Project based learning, collaborative learning, flipped classroom

21st century skills

civic literacy: gender equality/women’s rights/human rights/agenda 2030 will make them reflect on human rights and social justice

Learning & Innovation skills: critical thinking and problem solving/communication/collaboration are used by students to create a Human timeline of inspiring women for women’s rights achievements

Activities

Name of activity	Procedure	Time
Raising Awareness	Divide students into 2 groups: A and B, and tell them they will be voting to choose the next film they would like to watch for a film review. Tell them that group B are currently not allowed to vote because of temporary restrictions.	5 min

Collecting Reactions	Ask them how they think the result of the vote will be affected and discuss about its reliability and bias . Collect the words to describe this type of voting system in an Answergarden and show the wordcloud to the class.	10 min
Introducing the concept of voice and social justice	The teacher guides a discussion about how women could be considered group B before the universal suffrage and how the absence of “Voice” in a decision affects its outcome, causing a “social injustice”. The students then watch the video called “ First Women at the Polls ”, to help them understand how this right has affected politics and particularly that regarding public spending on social issues.	15 min
Researching the role of women through time and place	The class will check this trend: how work-related roles performed by women have changed over time, in Historiana . The teacher launches the following questions to reflect on and answer after their research: Are there any countercurrent women? Why? Are there any women in leadership roles? When? Are the trends the same in all countries?	30 min
Learning Terminology	Groups of students are created. Teacher brainstorms the class about the word: “ Feminism ”, and tells student groups to write down all the words they associate with it in a mind-map Coggle . They discuss this question: <p style="text-align: center;"><i>Can a male be a Feminist? Why/Why not?</i></p> They watch this video to understand better: “ Can a Man be a Feminist? ”	15 min
Presenting group opinions	Teacher then introduces these other terms: social justice; gender equality; women’s rights and human rights , and asks the groups to associate them in their mind-maps on feminism. Each group presents their mind-map to the class, explaining the associations they inferred.	40 min
Biographical Research	The teacher gives the students a list of European feminists as a suggestion (or use the Teachers’ list of European feminists in annex) for them to do research for homework , in the Europeana platform, to prepare for the following lesson, and record information in the note taking guide. (Annex) Each student chooses a different feminist to represent in the HUMAN TIMELINE .	5 min
Preparing a presentation	Teacher guides students in choosing significant artefacts from the Europeana which go towards giving a historical setting, societal taboos , and legislation opposing the emancipation of women. Each student prepares slides to accompany their talk/role play about their feminist. The talk should NOT EXCEED 3 MINUTES , and should be in first person .	60 min

Organising the Human “Timeline”	Students organise themselves in a talk queue dictated by the historical period of the feminist chosen by their classmates. The teacher takes note of the order that the students will present their feminist.	5-10 min
Student Talk in the Timeline	Presenting the slides prepared, each student talks about why their feminist was so important for the furthering of gender equality, and what inspired them most about this figure.	50-55 min

Assessment

Peers will assess group member’s work and collaborative competences with the **Peer Assessment Collaboration Rubric (in Annex)**. This primary assessment by students can be used to better assess collaborative skills by the teacher.

Teacher can assess students with presentation rubric (see annex)

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

Student feedback

Teacher’s remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

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.

Annex

				
Value	4	3	3	1
Participation	The member was always focused on the task	The member was nearly always focused on the task	The member sometimes wasted time and so wasn't always focused on the task	The member did not participate because they were occupied doing other things
Cooperation	The member shared the workload fairly and respected the other members	The member usually shared the workload fairly and usually respected other members	The member didn't share the workload fairly and/or was sometimes disrespectful to other members	The member was rude to other members and did not share the workload fairly
Time Management	The member respected task deadlines fully	The member usually respected the deadlines so not holding up work progress of the team	The member often did not respect deadlines and so held up work progress of the team.	The member did not respect deadlines, leading to hold up or halt of work progress in the group
Total:				

Note Taking Guide

Your Name:

Your Assigned Topic: (name of your feminist)

Period of historical significance:

Key facts:

Key words:

Key Associations (Events, Organizations, Individuals, Organizations):

TEACHER'S LIST OF EUROPEAN FEMINISTS

Hubertine Auclert	Alessandra Gripenber
Christine de Pisan	Millicent Fawcett
Mary Astell	Emmaline Pankhurst
Josepha Amar	Avril de Sainte-Croix
Olympe de Gouges	Maria Vérone
Theodor G. von Hippel	Carola Stern
Mary Wollstonecraft	Romy Schneider
Eugénie Niboyet	Simon de Beauvoir
Jeanne Deroin	Betty Friedan
Karoline Perin	Concepcion Arenal
Lord Henry Brougham	Pardo Bazan
André Léo (masculine pseudonym of Léodile Champseix)	Suceso Luengo
Louise Otto-Peters	Elizabeth Lofgren
Auguste Schmidt	Matilde Serao

Name: _____ Score: _____

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				