Europeana Learning Scenario

(Teachers)

Title

The *Mad Mina* and the invisible gender

Author

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Abstract

In this learning scenario students will explore the gender identity awareness and the changes of the women's role in family life, starting from the *hidden mothers* of 19th-century photographic-portraits as a metaphor for our assumption that Victorian women were habitually rendered invisible and their role as mothers was under evaluated, as still happens today. Thus, they will be introduced to the gender-based discrimination by investigating the life and ideas of Wilhelmina Drucker, an early-day feminist (1847-1925) called 'Iron Mina' that inspired the Dutch left-wing radical feminist activist group "Dolle Mina" (Mad Mina), established in December 1969. Pupils will participate in a range of activities to better understand the battles of women for becoming visible in a world designed for men, moreover they will reflect on the feminists' claims for gender pay gaps' elimination campaigns in USA and UK after the II World War to the legal abortion's call in Italy in the 70s, making sense of women plea for social solidarity within the context of recent history.

Keywords

Victorian Age, Feminist movement, glass ceiling, gender awareness, legal abortion, reproductive justice, women rights, stereotypes.

Table of summary

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Subject	History, Global Citizenship, English as a second Language, Science, Geography.
Topic	The women' changing role in the society
Age of students	15-18
Preparation time	2 hours for preparing the galleries and the material to distribute to the students
Teaching time	This cross-curricular scenario needs about 15 teaching hours distributed in several subjects, to be fully realized.
Online teaching material	*Achieving equal pay by 2030 (Equal Pay International Coalition – EPIC)* *Barometer activity* *Digital Time- line maker* *Dolle Mina Feminist group* *European Gender Equality Index for 2021* *Global Gender Index 2021* *Harvard "Project Zero" thinking routine "See, Think, Wonder"* *Hidden mothers in Victorian portraits* *MEP* (Model European Parliament) *Mind maps templates for the lesson plenary* *Padlet* *Slideshow tool*

	Students debate on Vialogues *Support documents on Wilhelmina Drucker* *Template for the closing activity "Rose, Thorn, Bud"* *Template for the blog post* *Templates for the "Tear the stereotype up!" campaign's posters 'realization* (Canva) *Tool for creating digital posters for the campaign against stereotypes* (Canva) *Vialogues* *Mentimeter* *Google form* *Twelve Human Rights Key to Reproductive Rights* *Why China ended its one-child policy* *World Economic Forum Infographic: The Global Gender Gap Index*
Offline teaching material	Pens or markers, post-its, blank pieces of coloured paper, coloured pencils, crayons Computer access to internet
Europeana resources used	*Button. 'Equal Pay for Equal Work'* *Hidden mother portrait* *Menstruation, artwork* *Ovulation, artwork* *The changing role of mothers in the family (Europeana exhibition)* *Europeana Galleries created for the LS realisation*: Dolle Mina Equal pay for equal work Reproductive justice Wilhelmina Drucker

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Integration into the curriculum

The topic of this LS fits into the National Indications for the upper secondary school Italian curriculum of the following subjects learning goals:

History:

- to know the main events and long-term transformations in the history of Europe and Italy;
- to be able to interpretate and analyze different sources;
- to understand, through critical discussion and comparison between a variety of perspectives and interpretations, the roots of the present.

English as a second Language:

- to use the L2 effectively and correctly;
- to reflect on the L2's features on the basis of the dynamics of cohesion and logical-argumentative coherence of the speech.

Geography:

- study of the contemporary world in terms of topics and problems, and regional aspects, aimed at deepening the knowledge of Italy, Europe, and the Member States.

According to [National Guidelines for Global Citizenship (Educazione Civica)](#) curriculum, students will increase the following Global citizenship's skills in:

- being aware of the values and rules of democratic life also through the study of the fundamental elements of the laws that regulate it, with particular reference to labor law;
- participating in the cultural debate;
- making choices about participation in public life and citizenship consistent with the sustainability goals enshrined at EU level through the 2030 Agenda for Sustainable Development.

Aim of the lesson

Students will be able to examine and synthesize primary and secondary sources to empathize with modern feminists and to understand their battle for gender equality. The proposed activities encourage pupils to think critically about feminist activism connecting their own, or familiar, lived experiences with diverse feminist perspectives on social justice.

Outcome of the lesson

The cycle of lessons will have the following tangible outcomes:

- an oral (or written) imaginary interview with the Dutch feminist Wilhelmina Drucker;
- a report on Italian feminists' battle to obtain legal abortion;
- a campaign's poster, inspired to the questionnaire's answers on the theme, to challenge and question stereotypes we hold about women and men's attitudes and roles.

Trends

Collaborative Learning, Project-based Learning, Student-centred Learning, Visual Search and Learning

Key competences

Communication competences: communication in the mother tongue and communication in foreign languages (English) are both stimulated and enriched, most of the proposed study materials, in fact, are in L2 and also written and oral tasks 'accomplishment is requested in English;

digital competence: media literacy and critical thinking are fostered through the preparation of the digital posters for the "Tear the gender stereotype up!" campaign;

social and civic competence: active democratic participation in debates focussed on the topic of gender equality is encouraged;

cultural awareness and expression: development of different cultural ideas, values and forms are boosted thanks to the presentation of feminist movement in other contexts than Italy;

transversal elements: decision- making is strongly promoted in the survey and slideshow's creation

Name of activity	Procedure	Time
Brainstorming: ice breaker activity	In order to investigate students' prior knowledge, teacher shows on the whiteboard the image of a wooden pin with the text: 'Women's rights are human rights' and starts a brainstorming exercise guided by the following questions: • *What are the fundamental human rights?* • *Would you be able to define what women rights are, specifically? Give examples*. At the end of the activity, teacher asks students to divide the rights by category (*civil, social, political, economic, cultural*) ranking them as *indispensable*, *necessary*, *important but not primary*, then starts a discussion focusing on the following question: • *Is it appropriate to pay special attention to the rights of some specific categories, such as women, gays or black people? Why?* The answers are collected in a Padlet as well as the highlights emerged from the debate, especially the women's specific rights' list.	15 minutes
The history of motherhood: "See, think, wonder" activity	This activity is inspired to the Harvard thinking routine "See, Think, Wonder": firstly, the teacher shows an Europeana Victorian photograph (Late 19 th century) and asks students to examine it. The students respond by using the three sentence stems "I see… I think… I wonder…". Secondly, teacher discloses the picture as an example of "hidden mother photography". Students are requested to make hypotheses on why mothers were hidden in the portraits using Mentimeter; thirdly, the teacher facilitates a short debate focussed on their assumptions. Finally, teacher explains that this Victorian fashion oddity has been interpreted as a part of the long tradition of erasing a woman's work from the eyes of onlookers, pretending that mothering is fundamentally marginal.	30 minutes
Active Video watching task	Students watch a short video on the bizarre and controversial Victorian photograph genre of the hidden mothers, they are asked to take notes while watching in order to summarize in pairs what they have learnt.	30 minutes
Europeana digital exhibition	Teacher facilitates the exploration of the Europeana online exhibition "Changing roles" by highlighting how the 20th century's transformations incisively have modified gender roles in family life.	30 minutes
The impossible interview to Wilhelmina Drucker (oral or written task)	Preparation: For this task's accomplishment, students must be previously introduced to Wilhelmina Drucker's life and worldview by gathering quality information from this webpage and from the sources collected in the Europeana Gallery. Thus, they are given a list of questions (see Annexes 1) as support for realizing an imaginary (written or oral) interview to the Dutch feminist (the questions must be expanded and adapted by the students).	60 minutes
Barometer Activity: "Mad Mina"	Inspired to the barometer activity from *Facing History & ourselves*, students explore the feminist activist group "Mad Mina" ("Dolle Mina"). Teacher reads several statements adapted from this website (See Annexes 2 for the prompts	30 minutes

Name of activity	Procedure	Time
	to use for this task) that sums up the activists' claims, then asks students to move to the corner of the room (*strongly agree*, *agree*, *disagree*, *strongly disagree*) according to their position on the topic. Students explain why they have chosen to stand where they are standing.	
Reproductive justice warming up activity	To introduce the theme of women's reproductive rights claimed by *Dolle Mina* movement, teacher projects on the interactive board the watercolours on paper titled "Prelude" and "Ovulation", and leads a brief discussion on processes of sexual reproduction to test students' previous knowledge on the topic.	15 minutes
Analyse images and give the definition	Images from an Europeana Gallery created for implementing this lesson, are shown in order to guide students to give their own definition of "reproductive justice" trying to answer this question: "What rights are included in reproductive justice?". The students' answers are compared with the *Twelve Human Rights Key to Reproductive Rights*	30 minutes
Video-driven discussion on Chinese "one child policy"	Students are invited to join the discussion on Vialogues about a video on Chinese "one child policy": they write on the App their comments expressing if they agree or disagree with this policy and highlighting its advantages and disadvantages.	30 minutes
Abortion Legalization activity	With this activity the abortion legislation from the point of feminist activists is debated. To facilitate the discussion, teacher accompanies the reflection with a video on world's abortion laws map progress and an infographic on categories of abortion laws from most to least restrictive.	30 minutes
Digital Line's creation	Students are requested to create a digital timeline with Visme to analyse Italy's position on abortion on this line compared with other countries.	30 minutes
Homework task: essay	As homework, for the topics in deep study, students are asked to analyse the Gallery created by teacher "The Italian abortion right's march" and to sum up in 1000 words report (including websites and photos references) the steps of feminist battle that brought Italy to permit legal abortion in 1978.	120 minutes
Europeana's sources-based activity: gender and occupational wage gap	After having briefly explained the metaphor of "glass ceiling", teacher shows students the image of a button with the slogan 'Equal Pay for Equal Work' (5 minutes). Thus, teacher introduces briefly (10 minutes) the stages of the long struggle of British and American women after the II WW to obtain the right to 'equal pay' referring to the Equal Pay Act (1963) and the Civil Rights Act (1964) which prohibit discrimination by employers on the basis of race, religion, sex and origin. Pupils are provided with the link to a pre-created public gallery on Europeana where the teacher has collected resources to implement the activities on this topic: they are invited to explore these documents, analysing data and contents, in order to collaboratively create a slideshow to be presented orally to the classmates.	60 minutes
Infographic analysis	Teacher shows students the World Economic Forum's infographic on the global gender gap, which helps them draw conclusions about the Italian situation compared to other countries in Europe and the world.	30 minutes

Name of activity	Procedure	Time
Blog post assignment	Teacher divides the class into groups and assigns each group a European country asking to find out the corresponding gender index and whether the country has joined the Istanbul Convention. On the basis of that, students are asked to write a blog post according to this template expressing their position on the topic, trying to make a comparison with the situation in our country, highlighting strengths and weaknesses and outlining the actions needed to achieve effective gender equality.	60 minutes
Simulation of a European Commission meeting	Teacher divides the class into groups and assigns each group a country asking to determine its gender index. Once the index is obtained, students are requested to simulate a European Commission debate on gender equality index. During the simulation, the students should pretend to be the representatives of that country. Each student will have 3 minutes to present the situation in his/her country to the classmates, trying to illustrate strengths and weaknesses, outlining actions needed to achieve effective gender equality. At the end of the presentation, the debate between the countries representatives starts, in order to find a shared legislative proposal. For this task students can apply the MEP (Model European Parliament) framework.	60 minutes
Create a questionnaire for social research and examine the results	Teacher starts the lesson by asking students to search in Europeana for gender stereotyped images of men and women at work or at home. Once they have found at least 5 different images, the teacher asks them to think about how they would use these to create a questionnaire with Google form. They could show each image with multiple choice questions asking what gender stereotype the recipient thinks are being conveyed and see how many of the recipients choose the correct answer. The results of the questionnaire will be discussed and collected on a mind map in a lesson plenary as an opportunity for further reflection and as activator for the campaign *Tear the stereotype up*'s poster realization.	45 minutes to realise the questionnaire + 45 minutes for the discussion plenum
Final assignment: The *Tear the gender stereotypes up* campaign	The lesson starts with a review of main stereotypes associated with men and women that were discussed during the previous lesson. Afterwards, students collect a series of sentences based on gender representation and write down them on posters with pencils and coloured pens, one sentence per poster, then take each other one photo while they keep the poster in front of themselves making the sentence readable, and another photo while they tear the poster up. The photos are assembled with Canva, in order to realize the digital posters for the students' campaign *Tear the gender stereotypes up!* (See some examples in Annex n. 6). As inspiration for the task's accomplishment, some Canva templates are provided. The same tool is used to create the billboard for launch and promoting the campaign (annex 7).	2 hours

Assessment

Assessment for the different tasks was conducted through some rubrics created on purpose.

For the evaluation of the report on the Italian path to the abortion' legalization, see the grid in Annex n. 3.

For the imaginary interview's (written or oral) assessment see grid (annex n. 4)

For the evaluation of the slideshow on gender pay gap see grid (annex n. 5).

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

Student feedback

Method for gathering student's feedback: To give feedback on the whole learning path, at the end of the cycle of lessons, the students can fill a "Rose, thorn, bud" worksheet (you can download a template for this activity here), a reflective exercise that prompt them to identify positive moments and pinpoint areas of the Learning scenario where they needed support (for an explanation of this mindful design thinking activity see this link).

Results: From this activity emerged that students appreciated the topic and sources used to implement the activities (Rose) but they needed more time to execute some tasks, in particular the imaginary interview (thorn), anyway this learning experience has stimulated their interest for stereotypes and bias's analysis, so they expressed the wish to go deeper into these themes, exploring other prejudices in the future, such as the ones connected to race.

Teacher's remarks

The learning scenario was appropriate for the age of the learners: the topic stimulated their curiosity and was also beneficial for the prevention of bullying related to gender discrimination.

The level of participation of the pupils in the planned activities was excellent as were the results of their performances.

The LS was perfectly aligned with the Sustainable Development *Goal 5 Gender equality:* this allowed to successfully adopt the cross-curricular approach for its implementation.

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 32 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.

1. Category Questions for the imaginary interview

Ask Wilhelmina Drucker questions from each of the following categories. You may develop any of the questions in the 3 categories as you like it. In addition to the compulsory questions, you must plan 2/3 original, personal questions.

Information about Wilhelmina life experiences as a teenager:

1. Where did you live as a child?
2. When you were growing up, what were the roles of boys and girls in the family? Were there any "coming of age" ceremonies or significant events?
1. What was the gender breakdown in your school and in your neighbourhood? Was there any diversity in boys' and girls' education at your school? In your opinion, which subjects do girls usually do better in?
2. What was not socially accepted in your community?
3. How did a girl like you do for amusement? And the boys?
4. What were the rules of your house? Did you rebel in any ways? Did your brothers have the same house rules to observe?

Jobs/Professions

5. What jobs did you have throughout your life?
6. What did your job(s) entail? Did you enjoy your work?
7. What is your dream job?
8. Are there male and female professions?
9. Did you attend college?

General Questions

1. Did you have any dangerous and/or life-threatening experiences? If so, what happened?
2. What political leaders are inspiring models for you?
3. What were some of the important events that you remember?
4. What conflicts did you experience directly or indirectly? What was your experience?
5. How did the fact of being a woman affect you?
6. Tell a family story or a family event relevant to you.
7. Describe and briefly talk about someone you admire(d).

2. Sentences for the barometer activity (adapted from "[What did Dolle Mina want to achieve?](#)")

- Men and women have to be paid equally
- Women (and men) must have more -and improved- sexual education than they actually have, learning about sex in public schools as a subject embedded into the curriculum.
- The double standard of sexually morality must be fought
- Women have the right to plan a family, terminate unwanted pregnancy, use contraceptives, and gain free access to reproductive health service.
- Equality in upbringing of girls and boys is still far to be reached.
- No subordinate roles must be assigned to housewives.
- More work possibilities must be given to married women.
- Women still need their own toilets in public places.
- All schools and educational Institutes must be open to women
- Men may refuse military service.
- "Miss" elections must be banned.

3. Assessment rubric for the report (see Activities on reproductive justice)

RESOURCES COMPREHENSIONS 1-3	• Detailed	3
	• Global	2
	• Partial	1
ABILITY IN SYNTHESISING AND ELABORATING THE GIVEN SOURCES 1-4	• Logic and original	4
	• Correct and coherent	3
	• Superficial	2
	• Scarce	1
MORFOSINTAXIS 1-4	• Mistakes' absence	4
	• Minor mistakes	3
	• Major mistakes	2
	• Grave mistakes	1
LEXICAL CHOICES 1-4	• Accurate and specific lexicon	4
	• Content- related lexicon	3
	• Partially content -related lexicon	2
	• Generic lexicon, not appropriate	1

SCORE	GRADE
15	10
14	9
13	8
12	7
11	6,5
10	6

SCORE	GRADE
9	5,5
8	5
7	4,5
6	4
4-5	3
1-3	2

4: Grid for the Imaginary interview 's evaluation

	1	2	3	4
CONTENT	The interview contains little essential information and a lot of inaccurate information	The interview contains essential information and some inaccurate information	The interview contains appropriate and correct information	The interview contains many accurate and in deep information
FORMAL ASPECT	The interview is not properly structured. Several formal mistakes	The interview is structured in a pretty correct style but it presents some formal mistakes	The interview is structured in an acceptable format	The interview is well built, all the text's parts are well organized. No formal mistakes
CREATIVITY	The interview is trivial and not original	In some points the interview is original and some creativity is present in the questions and answers' ideation	The interview is original and well thought	The interview is very original and it is inspired by a fervid creativity
LANGUAGE	Language used is unclear and inappropriate	The language is sometimes difficult to decipher, however it is overall acceptable	Clear and appropriate language	Language is content rich and topic specific
TIMES AND INSTRUCTIONS	Assignment's delivery dead limit and given instructions were not respected	Assignment's dead limit and instructions was partially respected: the delivered material is incomplete and needs to be revised	Assignment delivery dead limit was partially respected because in the interview some salient points are not fully developed as requested in the guidelines	Full respect of delivery's dead limit and instructions.
5-8 Poor **9 – 12 Elementary** **13 – 16 Good** **17-20 Excellent**				

5. Rubric for the slideshow assessment

	1	2	3	4
CONTENT	The presentation contains few essential information, which is not organic and not relevant to the assignment. The form of the text is often incorrect. No Europeana source was used	The presentation contains little essential information, but it is substantially relevant to the requirements. Other information is superfluous and/or redundant. The text contains some formal errors. Limited use of the Europeana sources	The presentation contains adequate information relevant to the assignment. The form of the text is pretty correct. Good use of the Europeana sources	The presentation contains extensive and documented information. The form of the text is correct. Excellent use of the Europeana sources
TECHNICAL FEATURES	The graphic part of the presentation is poor and inadequate for the purpose; there is no balance between text and images; the text is mostly discursive and overabundant and schematisation is non-existent. The length is excessive or too short.	The graphic part of the presentation is quite appropriate to the context, but there is limited balance between text and images; the text is mostly discursive and not very schematic. The length of the presentation is inadequate.	The graphic part of the presentation is adequate and there is a good balance between text and images; the schematisation is good, although readability could be improved. The length requires some restructuring of the speech.	The graphic part of the presentation is fully appropriate to the context; there is an excellent balance between text and images; the schematisation of concepts is effective; the fonts are clear and immediately legible. The length is adequate.
ORAL EXPOSITION AND TIMES' RESPECT	The student shows great difficulty in communicating ideas (e.g., speaks too slowly, takes long pauses, just reads...). The language is often confused, the exposition is fragmentary and does not follow a logical structure; specific terminology is not is not used or is completely inappropriate to the context. Scheduled time was not respected	The student shows some difficulties in communicating ideas due to tone of voice, lack of preparation or incompleteness of the work. The language is difficult to understand because specific terms are inappropriate to the context and not clarified; the exposition is fragmented into various parts between which it is difficult to make connections. The presentation was too long, some cuts were needed	The student communicates ideas in an appropriate tone of voice. Language, while understandable, is at times complex and prolix and exposition is not always logically structured; specific terms are appropriate to the context. The assigned time length was respected even though some adjustments were required	The student communicates ideas with enthusiasm and in an appropriate tone of voice. The language is clear and concise and the exposition strictly follows a predefined logical path; specific terms are appropriate and adequate to the context. Excellent use of the scheduled time.
CONTENT'S KNOWLEDGE	The student is unable to explain the slides content; there are numerous serious conceptual errors. The student is unable to answer questions.	The student reads the presentation, but demonstrates a reasonable mastery of the content. Some conceptual errors are present. The student has difficulty in answering questions.	The student makes some pauses during the presentation to collect ideas, but demonstrates a good command of the content; at a conceptual level, some uncertainties are evident, but is nevertheless able to answer questions.	The student demonstrates a full knowledge of the content and uses the presentation as an outline to be integrated; does not make conceptual errors and is able to answer questions.
5-8: Poor level / 9 – 12: Elementary level / 13 – 16: Good level/ 17-20: Excellent level				**Total**

6. Example of posters realized for the "Tear the gender stereotype up!" campaign
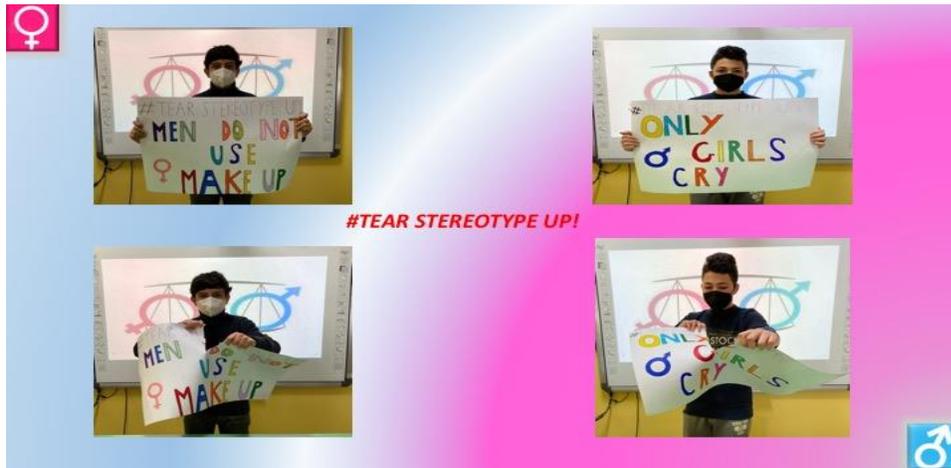
7. The billboard realized to launch the students' campaign "Tear the gender stereotype up!"