

## **Exploring International Feminism through Non-Literary Texts by Magen Beatty**

**Course and Grade Level:** International Baccalaureate English: Language and Literature Higher Level; Grade 12

**The lesson topic and content:** In this lesson, students will begin to explore the Global Issue (in the broadest sense) of Feminism. We will focus on both domestic and international elements with a specific international focus on Central and Eastern European issues and current events. Students will begin with historical figures and do self-guided research. Students will then explore two non-literary texts connected to the recent events surrounding abortion in Poland in 2020. Students will focus their exploration on exploring both Global Issues and the authorial choices used to convey content and meaning. Students will work individually and collaboratively with the final product for this lesson being a Mock Individual Oral (IB Internal Assessment).

**Lesson Duration:** 2-3 class periods (45-minute class periods)

### **Breakdown of the learning objectives:**

All Learning Objectives are taken from the [Ohio Learning Standards for English Language Arts](#)

**Reading: Craft and Structure:** RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**Writing: Research to Build and Present Knowledge:** W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Speaking and Listening: Presentation of Knowledge and Ideas:** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### **Part 1: Explore History!**

Credit to Dr. Andrea Lanoux (Connecticut College) for the list of historical figures.

In your Collaborative Learning Groups, research your historical figure:

### **Notable figures of the pre-revolutionary period who advanced women's education and social issues**

Catherine the Great

Nadezhda Durova

Karolina Pavlova

Nikolai Chernyshevsky  
Sofia Kovalevskaya  
Nadezhda Khvoshchinskaia

### **Women writers, artists, scientists and film directors in 20<sup>th</sup>-c. Eastern and Central Europe**

Anna Akhmatova  
Marina Tsvetaeva  
Marie Skłodowska Curie  
Zinaida Serebriakova  
Natalia Goncharova  
Valentina Tereshkova  
Kira Muratova  
Agnieszka Holland

### **Women's activists and feminists (revolutionary, Soviet and post-Soviet)**

Aleksandra Kollontai  
Maria Arbatova  
Tatiana Mamonova  
Marina Pisklakova-Parker  
Aleksandra Mitroshina

Research Questions:

- Background on your figure? Cultural, geographical and political context?
- Connections to others?
- Advancements? Barriers?
- What does this figure make you wonder about? Question? Connect with? Disconnect with?

What Global Issue has your research made you think about? Any connections to Feminism? If not, why? If so, what?

### **Part 2: Explore 2 Non-Literary Texts**

1. Background resource: [Femininity: Beliefs and Values](#)
2. Read the following New York Times article: [Near-Total Abortion Ban Takes Effect in Poland, and Thousands Protest](#)

What Global Issues are presented? Connections to Feminism?

Individually record your ideas and share in small collaborative groups when you finish reading the article.

3. Explore the following *Vogue* covers released in Poland in late 2020.

What do you notice about the following components:

- content
- composition
- non-literary elements
- style
- image
- text



Individually record your ideas and share in small collaborative groups when you finish viewing the images and thinking about the components.

### Extension

Explore other images of Anja Rubik, most notably ones with this same photographic campaign. \*\*Some images may be of a sensitive nature.

What do these images suggest about feminism and specifically the Political and health issues currently facing women's health in Poland (and all women globally, by extension)?

**Extension:** Explore documentaries and news reports of the recent and current controversy surrounding abortion in Poland. What Global Issues are brought to the forefront? What authorial choices are used to convey content and meaning? Evaluate their effectiveness.

Extension: Explore articles surrounding the coverage of Anja Rubik. One is [VOGUE POLAND PRAISED FOR POWERFUL PRO-CHOICE COVER IN WAKE OF ABORTION BAN](#).

### **Part 3: Individual Oral (IB Internal Assessment): Mock Oral Exercise**

Develop a Global Issue that you find to be woven throughout at least 2 of the texts (literary, non-literary or one of each). Track your Global Issue and explore the authorial choices/methods the author uses to convey the Global Issue and the implications within each text.

Brainstorm and Capture your initial ideas about your Global Issue:

Global Issue:

Connections to Central and/or Eastern Europe:

Text:

Authorial Choices:

Implications:

Plan your [IO Outline](#)

With your collaborative partner, do a mock IO (Individual Oral). Consult the [IB Individual Oral Rubric](#). Each partner should self-assess and also assess each other.

### **Part 4: Post IO**

- Evaluate your Global Issue--was it inclusive of Central and/or Eastern European global issues and considerations?
- What elements do you feel you were the most effective and successful at conveying/delivering?
- What elements do you feel you will work to improve for the next IO mock experience?