

Mary Klein  
Feminism Lesson Plan  
July 21, 2021

### 7th Grade ILA Course

Gifted identified students and students with above average reading/writing ability.

One unit of study includes defining, identifying and evaluating contributions of “game changers” in the world. This lesson looks at game changers through the lens of feminism and the women who have made an impact on society with a focus on Central and Eastern Europe.

### State standards:

Ohio RI.7.1, RI.7.2, W.7.5, W.7.6, W.7.8, W.7.9, SL.7.1, SL.7.2, SL.7.4, W.7.10

### Objectives of this 3-4 day lesson:

To introduce the students to the feminism movement around the world; what it is, influential women who started it, influential women in the 20th century and current day.

Objectives: Students will be able to define feminism, how it began and continues, and the women who fostered rights for women around the world. Students will provide an analysis of why the feminism movement was important in the 20th century as well as current day.

### Materials:

1. Teacher notes/slides to present
  - a. <https://spark.adobe.com/video/plJ6WdCBhYbn8>
2. Student playground document on google docs- see below

### Procedure:

2 class periods for students to research and read. One or more class period for group discussions. One final class period for a student's written reflection.

1. Bell ringer: In your journal, write down what do you think feminism means?
2. Students will share their answers in pairs followed by class share.
3. Teacher presents a short video (linked above) with discussion - (students will also have access to video)
4. Ask students to work with a teacher selected partner to complete the playground; research and read for 2 class periods. Allow students to read the notes and write in their journals
  - a. 1) What questions they have about what they read
  - b. 2) Why is this important?
  - c. 3) What does it all mean?
  - d. 4) What do they want to know more about?
5. After the playground is completed; have a circle group discussion with students using the information they gained from accessing the links in the playground and their own thoughts.
  - a. Questions to drive/assist discussion:

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- i. What are some facts that show a woman is a “feminist”?
  - ii. What are the similarities and differences between a woman feminist during the pre-Revolutionary time period and the 20th century?
  - iii. What are the similarities and differences between a woman feminist during the Soviet and post- Soviet time periods and the earlier time periods noted in the chart?
  - iv. With a focus on one of the women you researched, discuss what circumstances or beliefs propelled her to take actions and what were some of the consequences of her actions?
  - v. What is your opinion about the reasons and/or actions taken by the feminists you researched?
  - vi. Why do you think it is important to focus on the activism of women in a society? What role does it play in the social, economic and political arenas of a society?
  - vii. If you know of any current issues facing women in today’s society in different regions of the world, discuss them. What connections do you see, if any?
  - viii. What questions do you have about these women game changers and issues that you would like to learn more about?
6. Written student reflection- choose any of the three questions to thoughtfully respond to in writing. ( on a google doc or online discussion board)
- a. If you could interview one of the feminists you know most about as a result of your reading and discussion, who would you interview and what are some questions you might ask and what points might you share with her?
  - b. Based on your understanding of the women “game changers” you have so far, weigh the response of society to their activism. What were some positive or negative outcomes of their actions?
  - c. Construct your own ponderable question and respond to it.
7. Assessments include:
- a. Formative: student notes and discussion input
  - b. Final assessment - individual student reflection

\*see Playground on next page

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Playground of Discovery

Resources to access that might be available through your school's library system: Infohio, World Book Student, Ebscohost (including its Point of Reference link), Discovery Education, Stanford.

Other resources available online: [www.britannica.com](http://www.britannica.com), [www.gale.com](http://www.gale.com) (Gale Research), [www.encyclopedia.com](http://www.encyclopedia.com) and other .org related sources.

Be sure to ask your teacher for assistance if you need help with finding resources.

Choose one woman from each of the time periods and read at least one article about the individual. Include the website link in the noted column, write notes in your own words (that can be useful during discussion) in the "notes" column.

<b>Pre-revolutionary period</b> Women who advanced women' education and social issues	<b>20th century</b> Women writers, artists, scientists, film directions in the 20th century eastern and central Europe	Women activists and feminists- revolutionary, <b>Soviet and post-Soviet</b>
Catherine the Great Nadezhda Durova Karolina Pavlova Nikolai Chernyshevsky Sofia Kovalevskaya Nadezhda Khvoshchinskaia	Anna Akhmatova Marina Tsvetaeva Marie Skłodowska Curie Zinaida Serebriakova Natalia Goncharova Valentina Tereshkova Kira Muratova Agnieszka Holland	Aleksandra Kollontai Maria Arbatova Tatiana Mamonova Marina Pisklakova-Parker Aleksandra Mitroshina