

Notable Female Figures in Pre-Revolutionary & 20th Century Central and Eastern Europe: An Introductory Mixer

(Jen Milne-Carroll, 2021)

Course: English, Language Arts, History, Women's History

Grade level: 11th-12th

Content/Lesson Topic:

Introduction to notable female figures of the pre-revolutionary and 20th century period who advanced women's education and social issues in Eastern and Central Europe

Learning Objectives:

Students will begin to build an understanding and background of notable female figures in Eastern/Central Europe during the prerevolution and 20th century while participating in a mixer and writing activity.

[AASL Framework](#)

American Association of School Libraries Framework

- A. Think-Learners contribute a balanced perspective when participating in a learning community by: 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
- A. Think-Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group.
- B. Create-Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.
- C. Share-Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others.
- D. Grow-Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.
- D. Grow-Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.
- D. Grow-Learners participate in an ongoing inquiry-based process by: 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.

Supporting Materials/Resources:

World globe

Map

Notebook

Writing Utensil

Laptop device
Mixer role excerpts
[Digital Notebook](#) Option

Guiding Essential Questions:

1. Who were the notable female thinkers and figures in Eastern/Central Europe during the 20th century?
2. Why are the stories of these notable women essential to feminism in Eastern Europe? Why are the stories of these notable women essential to global feminism and women's rights?

Instructional procedure

Introduction:	
Student journal/reflect on:	KWL Chart in Journal K: What do you know about 20th Century Eastern Europe? What countries make up Eastern Europe? W: What are you wondering about 20th Century Eastern Europe and the notable female figures from the time period? L: What situations did you hear about that surprised you? What themes seemed to come up in your conversations? Who were the notable female figures that you met today? (Completed as exit ticket, see below) Students will share journal response with a partner.
Mixer Activity	In this role-play, students explore the challenges and perspectives of 20th Century Eastern Europe female figures. Each student should have two pieces of paper — one to write their thoughts on, and one to write their interior monologue on. Students will read their roles individually (see role figures below). Students will annotate their role sheet, looking for contributions to society, obstacles, and the extent that gender roles inhibited and/or liberated their assigned individuals.

	<p>Before students write, read a short example interior monologue aloud to give students an expectation/baseline of what they should be writing.</p> <p>After students read and annotate the roles individually, students will consider these questions as they write their interior monologue, a personal narrative from the perspective of their role:</p> <p>Ask students to write from the “I” perspective to attempt to put themselves in the shoes of the notable woman, and to illuminate their contributions to society, obstacles, and the extent that gender roles inhibited and/or liberated their assigned individuals</p> <p>Remind students to be thoughtful and consider that the role they are reading is based on a real person.</p> <p>Tell students that they will be participating in a mixer activity where they will move through stations and meet at least five other notable women from Pre-Revolutionary & 20th Century Central and Eastern Europe.</p> <p>Remind students that throughout their conversations they should stay in their first-person role. You may have to continue to remind them to do so throughout the role play. Students will use interior monologue discussion to guide discussions.</p> <p>Teachers may designate travel groups or stations or allow students to move and mix on their own.</p>
<p>Assessment</p>	<p>Exit Ticket:</p> <p>What situations did you hear about that surprised you?</p> <p>What themes seemed to come up in your conversations?</p> <p>Who were the notable female figures that you met today?</p>

	Why are the stories of these notable women essential to global feminism and women's rights?
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Possible Figures to Include in the Mixer Activity

Notable figures of the prerevolutionary 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 20th-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
Aleksandra Mitroshina
Marina Pisklakova-Parker

Extended Learning Resources

- Alexandra Kollontai online library: <https://www.marxists.org/archive/kollontai/>
- Association for Women in Slavic Studies: <https://awsshhome.org/>
- Russian Feminist Collective SHE (ONA): <https://ona.org.ru/>
- Women and Revolution: Women's Political Activism in Russia from 1905 to 1917: <https://daviscenter.fas.harvard.edu/teach/teaching-resources/curricular-modules/women-and-r-evolution>

Works Cited

"AASL Standards Framework for Learners." *American Association of School Librarians*, standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf. Accessed 30 July 2021.

"How to — and How Not to — Teach Role Plays." *Zinn Education Project*, 15 Sept. 2019, www.zinnedproject.org/news/how-to-teach-role-plays/. Accessed 30 July 2021.

Lanoux, Andrea. "Feminism and Women's Rights in Central and Eastern Europe." 30 Jan. 2021. Reading.

Please send all finished lesson plans or questions to CSEES Outreach Coordinator, Alicia Baca at baca.31@osu.edu.

