

Instruction and Assessment Units





UNIT 7: WOMEN AND SOCIAL JUSTICE

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Prescribed Learning Outcomes

This unit can be used to help students achieve the following prescribed learning outcomes in whole or in part:

Defining Social Justice

- A1 demonstrate understanding of concepts and terminology of social justice, including
- anthropocentrism
 - equity and equality
 - ethics
 - diversity
 - dignity and worth
 - hegemony
 - human rights
 - oppression
 - peace
- A2 demonstrate effective research skills, including
- accessing information
 - assessing information
 - collecting data
 - evaluating data
 - organizing and presenting information
- A3 apply critical thinking skills to a range of social justice issues, situations, and topics

Recognizing and Analyzing Social Injustice

- B2 analyse causes of social injustice
- B3 describe consequences of social injustice
- B4 analyse specific examples of injustice in Canada related to characteristics such as
- age
 - marital or family status
 - mental or physical ability
 - political belief
 - race and ethnicity
 - religion and faith
 - sex
 - sexual orientation
 - socioeconomic status
- B5 analyse the roles played by legislation, the courts, public policy, and other forms of government action in promoting or failing to promote social justice in Canada
- B7 assess the contributions of particular individuals and groups who are identified with struggles for social justice





Moving toward a Socially Just World

C1 assess various methods and models of promoting social justice

C2 apply systemic analysis to propose solutions to specific cases of social injustice

Introduction: Why Should We Study Women’s History?

Generate a class discussion about the exclusion of women from traditional history. Use the following questions to guide the discussion:

- How many women, minority women, and Aboriginal women have students learned about in their history texts?
- Is the number of women and number of men represented in history equal? Why not?
- What does the exclusion of women from history say about the accuracy and equity of history as we know it?
- What does the exclusion of women from “important” roles and events say about the role of women in the past as well as the priorities of society?
- Why is it important to study the lives and contributions of women from all classes and ethnic backgrounds?

Round out the discussion with an introduction to social history, which relies on the stories of all people (rich and poor, powerful and powerless). Social history includes a wider range of primary sources such as oral histories, letters, photographs, diaries, and cookbooks. Inclusion of these artefacts recognizes that history is a record not just of laws and wars, but of the everyday lives of people in a society. Introduce the concept of HIStory vs. HERstory

Have students complete a web quest to learn about important women and women-related events in Canadian history. Students should include a focus on Aboriginal and minority women.

Have students present their findings to the class. Students should be able to discuss

the significance of the person or event and explain how their understanding of Canadian history has been changed due to the research. Assess students’ oral presentations using criteria such as those outlined in the assessment tool provided at the end of this unit (**Oral Presentation and Seminar**).

Assess students’ work by having them write response journal entries based on the topics being covered in class. Evaluate the journal entries upon completion of this unit using the assessment tool provided (**Response Journal**).

Understanding the Feminist Movement

Note: The terms “feminist movement,” “feminism,” “women’s liberation movement,” and “women’s movement” are used somewhat interchangeably throughout this unit to describe the various aspects of social justice action related to women. As an extension activity, have students research the history of these terms, and how and why various individuals have chosen to use one term over the other.

Introduce fact sheets or readings on first wave feminism, second wave feminism, and radical feminism. Students should be able to answer the following questions:

- Why did feminist leaders feel that a second wave of feminist activity was necessary to win real equality for women?
- What were the main goals of second wave and radical feminism? How were they different from each other?

Provide students with information about the Royal Commission on the Status of Women (1970) to address the concerns of





Canadian women. Students could consider the following questions:

- Why was the Royal Commission called?
- What discoveries did the government make about the role of women in society?
- What recommendations were made?

Assume the Royal Commission on the Status of Women has reconvened. Have students prepare a speech or letter addressed to the Royal Commission outlining the contemporary issues they should address. Students should provide supporting evidence for all ideas.

Conclude by having students respond to any or all of the following journal entry topics:

- To what extent have the goals of the first and second wave and radical feminists been achieved? If you were a feminist in the 1960s and 1970s, which group would you align yourself with? Why?
- What is feminism? What does it mean to be a feminist? What are some stereotypical notions of what feminism is and what being a feminist means? Do these stereotypes persist today? Explain.
- Which recommendations of the Royal Commission (1970) do you agree or disagree with? Which recommendations do you think are the most significant? Explain.

Faces of the Feminist Movement

Have students conduct research on feminist leaders that contributed to the feminist movement, such as Margaret Atwood, Susan Brownmiller, Ani Difranco, Betty Friedan, Germaine Greer, bell hooks, Linda Hutcheon, Irshad Manji, Nellie McClung, Irene Murdoch, Emily Murphy, Laura Sabia, Gloria Steinem, Debbie Stoller, and Bertha Wilson.

Student research should address the following aspects of their assigned woman's life: background information, main beliefs about the role of women, accomplishments,

and contributions to the feminist movement.

Students should present their research in one of the following ways: a biographical essay, an information broadsheet/poster, a character sketch, or a photo/visual essay.

Summarize with a journal entry focussing on the following:

- What is the most significant idea you have learned from the feminist leader you have researched?
- What are the most significant ideas you have learned from the feminist leader presented by other students?
- What are the leadership qualities displayed by these feminist leaders? Which qualities do you have or would like to develop?

Feminists in Action

Provide students with information about some of the main events and accomplishments of the Women's Movement such as:

- 1961—Planned Parenthood of Canada founded; development of the birth control pill
- 1963—publication of *The Feminine Mystique*
- 1969—amendment to the Criminal Code to allow abortion only when pregnancy endangers the life of the mother
- 1970—The Canadian Royal Commission on the Status of Women's Issues report
- 1970—the National Action Committee (NAC) is formed
- 1972—Rosemary Brown is the first black woman elected to the BC provincial legislature
- 1974—Native Women's Association is founded
- 1975—The UN proclaims the International Year of the Woman
- 1977—*Canadian Human Rights Act* outlaws discrimination based on sex
- 1982—Partition of the *Charter of Rights and Freedom*





1984—The Black Women’s Collective is formed in Ontario

1989—Marc Lépine murders 14 women at the École Polytechnique in Montreal

1993—Kim Campbell is first female prime minister of Canada

1993—the Canadian Panel on Violence Against Women submits report with more than 500 recommendations

Teachers may choose to extend the discussion by including examples from the women’s movement in the United States and other countries, such as: the Suffragette movement in the United Kingdom, Roe vs. Wade, Title IX, Equal Pay Act, NY Radical Women.

Provide students with various case studies of women who have fought for emancipation and whose efforts have resulted in political, legal, and social change. Examples: Justine Blainey, Grace Hartman, Jeanette Lavell, Irene Murdoch, Sunera Thobani, Mary Two-Axe Early. Have students discuss the systemic oppression, how it affected the women, and ways they fought for change.

Review the tactics and strategies used by feminists to actualize social change, including

- writing campaigns (e.g., letters, editorials)
- consciousness-raising sessions
- guerrilla theatre
- artwork
- music
- phone networks
- public speak-outs on taboo subjects
- marches
- rallies
- protests
- filing complaints
- utilizing the media
- networking with lawyers
- civil court action
- promoting new legislation
- lobbying.

Ask students to analyse these tactics and examine the challenges women faced when protesting against the establishment.

Have students design an annotated timeline that includes major people, events, and themes of the feminist movement. The timeline should include visual and written elements. Each timeline entry should include a description and explain the significance of the person or event to the feminist movement. Students can work individually or in pairs, or the timeline can be completed as a whole class project.

Summarize with a journal entry:

- Assess the meanings of the famous feminist slogans “the personal is political” and “sisterhood is powerful.”
- Which strategies and tactics were most effective? Which were least effective? Why?
- What issues are you willing to advocate for?
- What strategies or tactics would you be most comfortable using to effect change?

Accomplishments of the Women’s Movement

Learning Stations

Ask students the critical question: To what extent has the women’s movement achieved its goals? As a class, conduct a task analysis: what do students need to do/need to know to answer this question effectively and thoroughly?

Divide students into groups to research one aspect of women’s lives as it existed in the 20th century before the feminist movement, and to compare it to after the feminist movement. The group categories can include the following: education, sports, the arts, the workforce, healthcare, the law, politics, organized religion, the home/family/marriage/childcare.

Have each group create learning stations





that illustrate their category, pre- and post-feminist movement. Have students develop questions and/or an activity for their learning station. As students move through the stations, they should examine the materials and complete a comparison chart, taking notes from all the stations and responding to focus questions.

Ask guided discussion questions as students develop their learning stations or as a follow-up activity:

- How does gender play a role in shaping a person's identity? What are gender roles? What is gender stereotyping?
- In what ways did the birth control pill change women's lives? What were the positive and negative issues raised by the use of the pill in women's personal and professional lives?
- How have standards of beauty played a role in women's lives, both in the past and present?
- Why has Ms. been used to replace traditional titles referring to women? What are some other examples of sexism imbedded in everyday language? How does the common use of sexist language affect people's thinking and behaviour?
- What is sexism and how has it affected women's lives throughout the 20th century? How has sexual discrimination affected women's working, learning, and personal opportunities in the past and present?

Assess students' learning stations using the assessment instrument provided at the end of this unit (**Learning Stations**).

Essay

Once students have progressed through the learning stations, have students write an essay that addresses the following question: "To what extent has the Women's Liberation

Movement achieved its goals?" Assess using criteria such as those provided in the sample assessment instrument provided at the end of this unit (**Essay**).

As an extension, have students interview a woman about how the feminist movement has affected her personal and professional choices and options.

Feminism Today

Oral Presentation

Follow up the analysis of the women's movement with a discussion about what issues of oppression and inequality girls and women deal with today.

- What should the present-day feminist movement be focussed on achieving/ changing?
- What is the role of men in the feminist movement?

Provide information and reading material about Third Wave Feminism. Introduce the concepts of "girl power" and the Riot Grrls. Have students research feminist groups today by exploring web sites, online magazines and discussion groups, and print media that address issues for female youth and women today. Allow the opportunity for students to present their findings to the class through an oral or multimedia presentation. Students should have an understanding of the background of the group/organization, the main goals, the message, and the strategies it uses to create change.

Assess oral presentations based on quality of information, relevance to the feminist movement today, and personal connection to the information, and visual aids. Why is it important or interesting to the student? Assess using criteria such as those outlined in the assessment instrument provided at the end of this unit (**Oral Presentation and Seminar**).





Journal

Possible journal entry topics:

- Discuss your connection to the feminist movement today. Do you identify yourself as a feminist?
- Which feminist groups would you align yourself with? What are the benefits of connecting with such a group?
- How did the women's liberation movement improve the lives of women in the 1970s? How has the women's movement shaped the lives of women living today?
- Do you think men and boys should care about the women's movement? Why or why not?
- Does sexism affect your life today? If so, how?
- How has gender stereotyping affected you? Have you ever experienced oppression or discrimination based on your gender? If yes, describe.
- How are messages about beauty communicated to girls and women today? How are you affected by the media's portrayal of beauty?

Creative Response

Provide students with lists of feminist movies, books, and artists. Have students view, read, or research an artist to gain an understanding of how the arts can be used to overcome oppression and the role of the arts in the feminist movement.

Students create their own piece of writing, poetry, music, or visual artwork related to women's and girls' issues today.

Violence against Women

Alert: Due to the emotional and sensitive nature of the following lessons, it is imperative that a safe, respectful, and confidential classroom environment has been developed.

Be prepared to refer students to the relevant support services available to them if the content evokes emotional distress.

Ask students to define violence against women and its different forms. Include a discussion of the following terms: sexual harassment, sexual assault, child sexual assault, domestic violence, date rape.

Provide students with information, articles, and statistics about violence against women and children in Canada and around the world. Include specific information about Bill C-49 (1992, "No Means No" law), and statistics about sexual assault and harassment of women and children in Canada. Divide students into groups and provide information/articles to each group. Ask students to read their information packages and present their findings to the class by summarizing the information and highlighting the most important details.

Provide students with case studies and personal stories of women and children that deal with violence. Have students analyse the consequences of violence and the big ideas/themes present in the stories.

Have students complete a web quest focussed on various groups and programs (local and international) that work toward eliminating violence against women. Allow students the opportunity to explore organizations related to youth violence and that provide opportunities for both males and females to be part of the solution.

Invite one or more speakers from local women's shelters, anti-violence or feminist organizations to speak to students about the causes and consequences of violence, the "real life" experiences of women they work with, and the services they provide. Students should be prepared for these presentations with background knowledge and discussion/focus questions they would like addressed.





Have students outline the causes and consequences of violence against women and children in chart format, and allow them the opportunity to brainstorm and record solutions to stopping violence in the community.

Follow-up journal entry topics:

- Why does violence against women happen? What can be done to prevent the recurrence of violence?
- What are the obvious forms of violence against women?
- Discuss this issue of violence in the media and its influence on viewers.
- What options are available to women in your community who may face violence?

Extension: As an individual or class project, students can embark on an information campaign about violence against women, or students may use this as a foundation for their final project (see Unit 10).

Oppression of Women around the World

Generate discussion about the oppression of women on a global scale. Conduct a class discussion to determine what students already know about the roles of women in other countries and how they are affected by poverty, globalization, and religious and/or political totalitarianism. What are some of the differences between the lives of women and children in Canada compared with those in the developing world?

Plan for International Women’s Day in the classroom with stations that provide students with statistics, readings, and case studies that show the oppression of women globally. Possible issues to be addressed:

- international sex trafficking
- mail-order brides
- women and HIV/AIDS

- women in war zones
- female genital mutilation
- women and Sharia Law.

In addition, provide students with information about agencies and programs that focus on improving the lives of women and children around the world (e.g., UNICEF). Alternatively, divide the class into groups and have each group set up a station. As students move through the stations, they should focus on finding the causes, consequences, and possible solutions to each of the issues.

Show films (e.g., *Born into Brothels*, *Water*, *Not without My Daughter*) that highlight the struggles of women around the world. Focus not just on the oppression but what can be done to solve the problems. Highlight education as the key to improving the status of women.

Have students develop an International Women’s Day advertising campaign based on one selected issue. Students could create posters, web sites, brochures, radio commercials, videos, documentary shorts, songs, or poetry to inform others about the issues faced by women around the world.

Summary journal entry topics:

- Why is it important to highlight the struggles of women internationally? What responsibility do Canadians have to oppressed women around the world?
- What is your response when faced with information about living standards and freedoms of women in other parts of the world?

Discuss education as the key to improving the lives of women and children. What other strategies need to be considered when trying to eliminate the oppression of women globally?





Assessment Instrument

Oral Presentation and Seminar

Topic: _____

Presenters: _____

Presentation Criteria	Teacher Assessment	Teacher Comments
Organization <ul style="list-style-type: none"> presented on time process and sequence of the presentation was clear. 		
Knowledge <ul style="list-style-type: none"> understood the topic insightful connections made high quality, relevant information included 		
Delivery <ul style="list-style-type: none"> speed of delivery and repetition of key points allowed for understanding and included pauses for clarification and audience note-taking 		
Overview <ul style="list-style-type: none"> content and background of topic outline of the presentation important people, terms, and events introduced 		
Visuals <ul style="list-style-type: none"> appropriate visuals used to introduce new names, terms, and events to the audience 		
Summary <ul style="list-style-type: none"> major points reviewed at the end of the presentation or at appropriate breaks in the topic 		

- 5 = Exceeds Expectations
- 4 = Fully Meets Expectations
- 3 = Adequately Meets Expectations
- 2 = Minimally Meets Expectations
- 1 = Not Yet Within Expectations





Assessment Instrument **Response Journal**

5 Exceeds Expectations	<ul style="list-style-type: none"> • thoroughly addresses the topic • key aspects of the topic show thoughtful personal responses, views, or opinions • thoughts, views, and opinions are each supported by information and/or examples indicate a thorough understanding • thoughtful use of several prompts is evident • makes thoughtful, logical connections
4 Fully Meets Expectations	<ul style="list-style-type: none"> • clearly addresses the topic • thoughtful personal responses, views, or opinions are evident • support to thoughts, views, or opinions is evident and indicates understanding • some connections made to major issues or points • appropriate prompts are evident
3 Adequately Meets Expectations	<ul style="list-style-type: none"> • addresses the journal topic • thoughts, views, or opinions are expressed • some support by explanation or example indicating understanding • some use of prompts is evident
2 Minimally Meets Expectations	<ul style="list-style-type: none"> • minimally addresses the topic • thoughts or opinions are not supported • several inaccuracies indicate lack of understanding • no real attempt to incorporate prompts
1 Not Yet Within Expectations	<ul style="list-style-type: none"> • does not address the topic • no understanding of the topic is evident • opinion is not supported • no real attempt to incorporate criteria





UNIT 7: WOMEN AND SOCIAL JUSTICE

Assessment Instrument Learning Stations

	Self-Assessment	Teacher Assessment
Station explains and gives examples of life for women before and after the feminist movement in one specific category. Information is drawn from a variety of sources.		
Visual aids and/or primary sources are used to deepen understanding of the information		
Information, examples, and details are accurate and relevant to the topic.		
The station is organized in a way that demonstrates a clear understanding of the topic chosen and is accessible to other students.		
Focus questions and activities reflect information presented at the station.		
STUDENT COMMENTS:		
TEACHER COMMENTS:		





Assessment Instrument

Essay

6	<ul style="list-style-type: none"> • a relevant position/thesis is clearly stated • outstanding recall of factual content • organized in a purposeful and effective manner • position is supported with thoroughly developed details and insightful conclusions are drawn • expression is clear and fluent with few flaws in communication
5	<ul style="list-style-type: none"> • a relevant position/thesis is clearly stated • proficient recall of factual content • organized in a purposeful and effective manner • position is supported with well-developed details and effective conclusions are drawn • expression is generally fluent with few flaws in communication
4	<ul style="list-style-type: none"> • a relevant position/thesis is evident • competent recall of factual content; generally organized in a purposeful and effective manner • position is supported with sufficient details and adequate conclusions are drawn • expression is sufficiently fluent; errors do not impede meaning
3	<ul style="list-style-type: none"> • a relevant position/thesis is attempted • minimal recall of factual content; organization is attempted • position is supported with some detail and conclusions are weak • expression is limited; errors may distract and impede meaning
2	<ul style="list-style-type: none"> • position/thesis is inadequate • insufficient recall of factual content; lacks organization • absence of supporting details, little or no relevant conclusion • expression is awkward; errors interfere with meaning
1	<ul style="list-style-type: none"> • a position/thesis is not evident • deficient recall of factual content; lacks organization • absence of supporting detail • expression contains multiple errors making understanding difficult

