



Course Overview

Grade 9

Source: Reimers, F. (2017). *Empowering students to improve the world in sixty lessons*. 1st ed. Createspace Independent Publishing Platform.

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| Overview | |
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| Learning Goal <p>In Grade 9, students will examine topics related to women’s rights and gender equality through literature. Using these literary portrayals of women, students will explore gender inequality as it exists at the local, national, and global levels. Finally, students will design, implement and present a project based on what they have learned.</p> | |
| Lesson Scaffold | |
| Lesson 1 | Looking Towards Literature: How are Women Portrayed in a Global Context? |
| Lesson 2 | Analyzing Literature: How are Women Portrayed in Their Community? |
| Lesson 3 | Learning From Literature: Current Reality of Women in the Community |
| Lesson 4 | Designing a Project to Address Gender Inequalities |
| Lesson 5 | Implementing a Project |
| Learning Objectives | |
| <ul style="list-style-type: none">• Students will practice critical reading as they explore social issues through literature.• Students will draw lessons from works of literature and apply takeaways to their own lives.• Students will design and implement an independent project on what they have learned. | |



Grade 9 Lesson 1

“Women’s Rights Movements: Positioning/Dive Into Literature”

Time Frame: 60 minutes

Subjects: Social Studies, Civics, History

Standards: Gender Equality and the Empowerment of Women and Girls (SDG 5); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Matt Owens

Summary and Rationale: To provide a social and historical framework as a foundation for the following lessons in which students examine gender inequality and women’s rights movements through short stories and poems.

Instructional Goals:

- Students will gain a greater appreciation of women’s rights movements throughout history, forming a context through which the literature in the next lessons can be read.
- Students will form a foundation that will allow them to read their short story or poem with a critical eye.

Understanding Goals:

- Women’s rights movements have a strong and vibrant history and presence in international society today
- Women’s rights movements from all over the world have worked tirelessly to address the inequalities that have existed in societies throughout history and still exist today.

Essential Questions:

- What inequalities have women encountered throughout history and today?
- How have women and women’s rights movements responded to inequalities throughout history?
- What major social and historical forces have shaped the rise of women’s rights movements?
- How might literature serve as an appropriate lens through which women’s rights can be examined?

Student Learning Objectives (Students will be able to):

- Engage in a meaningful discussion about the role of women’s rights movements have played in addressing gender inequalities.



- Form a critical framework to forge connections with the literature they will read in subsequent classes.

Assessment: Class discussion.

Sequence of Activities:

- **Introduction (10 minutes):** The instructor provides a brief introduction to women’s rights movements throughout history and in the present, taking care to include movements from across the world.
- **Primary Source Readings (20 minutes):** The instructor divides students into small groups and distributes primary source documents. Students spend the first 10 minutes reading their piece silently. They then discuss in small groups the questions prompted by the instructor. What inequalities or tensions do students notice? How might they be addressed?
- **Class Discussion (20 minutes):** Students reconvene as a class to discuss the different pieces, common themes, and differences across cultures. The instructor may also choose to rearrange groups so that students can discuss their piece with students who read different pieces.
- **Literature (10 minutes):** Teacher presents the different texts that students may read for their literature analysis. Students choose the text they will read for the following class.

Resources for Students:

- Primary Sources for Women’s History: <http://tiny.cc/G9L1R1>

Resources for Teachers:

- Key Dates in International Women’s History: <http://tiny.cc/G9L1R2>
- UN Women: <http://tiny.cc/G9L1R3>



Grade 9 Lesson 2

“Analyzing Literature: How are Women Portrayed in Their Community?”

Time Frame: 50 minutes

Subjects: Social Studies, Literature

Standards: Gender Equality and the Empowerment of Women and Girls (SDG 5)

Designed by: Cassie Fuenmayor

Summary and Rationale: This lesson will center around an analysis of the literature that students chose in Lesson 1. They will analyze (in groups) the ways that women are represented within the literature, as well as the aspects of the literature that form/contribute to this representation.

Instructional Goals:

- Students will cultivate an appreciation, curiosity, and respect for cultural diversity.
- Students will practice critical thinking and analysis skills while looking at poetry/novels/short stories.

Understanding Goals:

- Cultivate an appreciation, curiosity, and respect for cultural diversity and world culture as the foundation for self-reflection, identity formation, and empathetically approaching human interaction.
- Establish a solid foundation in world history, geography and culture, as well as explore world literature.
- Question the existing power structures and be aware of their place within a specific world context.
- Understand one’s own identity and roots, others’ identities and roots, how cultures shape identities, and where one is situated in space and time.
- Recognize cultural prejudice and the ability to minimize its effect.
- Understand how values are created through culture, religion, and experience.
- Understand the ways in which literature can both accurately and inaccurately represent social and cultural realities.

Essential Questions:

- How are women represented in the literature you read?
- How does this fit into the context/setting of the literature or the author?
- What does this representation of women show us about different cultures?
- Do we see any inequalities or imbalances of power in this literature?

Student Learning Objectives (Students will be able to):



- End the lesson with an understanding of how women are represented in the context of the literature they read.
- Think about the ways that the literature accurately and inaccurately reflected cultural realities.

Assessment: Teacher can circulate and monitor group discussions.

Sequence of Activities:

- **Part 1 (25 minutes):** Students will meet in small groups to discuss their chosen piece of literature:
 - What do you know about the setting/context/author of the literature you read?
 - How are women represented in the literature you read?
 - How does this representation fit into the context/setting of the literature or author?
 - What does this representation of women show us about different cultures?
 - Do we see any inequalities or imbalances of power in this literature?
 - Do you think this representation is accurate for the context?
- **Part 2 (25 minutes):** Students will meet in different groups to share about the literature they read with a group who didn't read it. Once everyone shares, students will answer the following discussion questions:
 - Do you see any similarities/differences between the ways in which women are represented?
 - In which context are women portrayed positively? Negatively?



Grade 9 Lesson 3

“Making Connections from Literature to Current Realities: Women in Our Community”

Time Frame: 50-60 minutes

Subjects: Literature, Social Studies

Standards: Gender Equality and the Empowerment of Women and Girls (SDG 5); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Heather Kesselman

Summary and Rationale: Students will make connections between the themes of female empowerment in the literature and the role of women in their own lives and society. This is important in personalizing notions of gender equality in a specific context.

Instructional Goal: Students will make connections to the current realities in their own communities.

Understanding Goals:

- Literature can imitate life and reflect social inequalities in our own world.
- The role of women in society is complex and fundamentally unequal.

Essential Questions:

- How are the ways in which women are represented in literature visible or invisible in your own society?
- How are women treated unfairly in your society?
- What are the underlying power structures and cultural values that define the treatment of women in your society?

Student Learning Objectives (Students will be able to):

- Analyze gender inequalities in their communities.
- Describe similarities and differences between the various roles of women in literature.

Assessment: Mini-poster and final reflection

Sequence of Activities:

- **Freewriting (5 minutes):** Students describe in writing a prominent woman in their life or community. What power does she have? What struggles does she face? What social or cultural expectations restrain her or empower her? What choices can she make and what



choices are made for her? How would her life or opportunities be different if she were male?

- **Pair Share (5 minutes):** Students share the story of the woman they described with a partner, discussing the question: “How does her gender influence her opportunities, choices, attitudes or goals?”
- **Whole Group Share (5 minutes):** 2-3 students share what they discussed with their partners.
- **Literature Analysis (20 minutes):** In partners, students collect examples of at least 5 quotes or anecdotes from the literature that speaks to the treatment of women in the story, and record these notes with some inferences/analysis next to each example. This can be done in two-column Cornell Notes, a graphic organizer of the teacher’s choosing, or an organized table in students’ notebooks.
- **Share Findings (3 minutes):** Students share some of the examples they found, comparing common findings and differences. This should help struggling students fill in any gaps in their analysis.
- **Create a Visual (10 minutes):** Students create a Venn Diagram or other infographic of choice comparing the role of women in the literature and that of women in their own society.
- **Presentation and Gallery Walk (3 minutes):** Students walk around the room and observe the common themes identified by classmates.
- **Final Reflection (8 minutes):** Students respond in their notebook to the following question: “What similarities and differences can we observe between the role of women in literature and in our own society?”

Resources for Teachers:

- Venn Diagram Worksheet: <http://tiny.cc/G9L3R1>



Grade 9 Lesson 4

“Designing a Project to Address Gender Inequalities”

Time Frame: 50-120 minutes

Subjects: Literature, Social Studies

Standards: Gender Equality and the Empowerment of Women and Girls (SDG 10); Reduced Inequalities (SDG 10); Peace, Justice and Strong Institutions (SDG 16)

Designed by: Christian Bautista

Summary and Rationale: In this class, students design a work of art that addresses any gender inequalities in the students’ own communities. This work can be a short story, poem, painting, drawing, sculpture, song, composition, etc. This lesson could be planned in collaboration with a fine or performing arts teacher.

Instructional Goal: Students will apply their creativity to a social issue in their own life and/or community in a way that synthesizes their work in previous lessons and engages stakeholders beyond the classroom.

Understanding Goals:

- Fine and performing arts as expressive media can serve as a starting point for social movements.
- Authentic social and political issues can be addressed by youth and students when they act with honesty, solidarity, and creativity.

Essential Questions:

- How might art represent the inequities explored in previous lessons?
- Are artistic media uniquely useful in the pursuit of social justice?
- What are the strengths/limitations of each particular medium (painting, singing, etc.) to achieve social justice?
- How can art shape culture and society?

Student Learning Objectives (Students will be able to):

- Create an original work of art that reflects their personal learning in Lessons 1-3.
- Explain through written or verbal reflection why they made the artistic decisions they made.

Assessment: Presentation of produced art product; written or verbal reflection

Sequence of Activities:



- **Connection to Literature and Freewriting (5-7 minutes):** Students free-write about any developments in their thinking over the course of the first 2 lessons. They should review the 5 quotes that they collected from Lesson 3 as well as any quotes from their classmates that they found interesting, as well as reflect upon the relevance of these quotes to their own lives and in their own communities.
- **Production of Art Deliverable (20-60 minutes):** Students should use the majority of the allotted time to develop their work of art that attempt to wrestle with one or more of these essential questions:
 - What inequalities have women, particularly in our community, encountered throughout history and today?
 - How has our community responded to inequalities throughout history?
 - Is there a way to artistically portray the major social and historical forces that have shaped the rise of women’s rights movements?
 - If students are producing a painting, collage, or other work of visual art, it is suggested that the teacher limit students to a predetermined artistic medium according to availability or opportunity to collaborate with another instructor (music instructor, art instructor, etc.).
 - Suggested Media:
 - A collage with photos from the students’ own life or from local newspapers, websites, etc.
 - Any form of painting, perhaps with some formal limitation (using only 2 colors, etc.)
 - Photography, poetry, narrative writing, songwriting/lyrics
- **Final Reflection (20 minutes):** Depending on the nature of the deliverable, students should either spend time writing a response to one of the 3 essential questions above or verbally presenting their work to the class at large. If projects are sufficiently large (or have taken more than a single class to produce) the teacher should consider holding a separate event to which community members (teachers, administrators, and parents) will be invited to view the students’ work.



Grade 9 Lesson 5 “Implementing a Project”

Time Frame: 120-180 minutes

Subjects: Literature, Art, Social Studies

Standards: SDG 5 (Gender, Equality and the Empowerment of Women and Girls); SDG 10 (Reduced Inequalities); SDG 16 (Peace, Justice and Strong Institutions)

Designed by: Chihiro Yoshida

Summary and Rationale: Using the artwork that they had created in Lesson 4 as a medium, students will share it with a wider community in a public space and lead a discussion on topics of gender inequality that may be taking place within the community.

Instructional Goal: Students will present and share their artwork with the wider community, practice public speaking, and learn to engage other community members in a discussion on social issues.

Understanding Goals:

- Fine and performing arts as expressive media can serve as a starting point for social movements.
- Authentic social and political issues can be addressed by youth and students when they act with honesty, solidarity, and creativity.
- Engaging in conversations with community members can be a driving force for action.

Essential Questions:

- How can youth challenge pre-existing notions of social and gender inequality?
- How can art be used as a medium to inspire and engage a wider community to participate in discussions on social issues?
- Who are the stakeholders within the local community that should be involved in conversations in order to instigate wider action?

Student Learning Objectives (Students will be able to):

- Practice and learn to speak in front of large audiences.
- Learn to lead a conversation with different stakeholders on gender issues.

Sequence of Activities:



- **Brainstorming (60 minutes):** Students work in pairs or small groups to reflect on the artwork they produced and discuss how to most effectively present and share the artwork with community members. They may choose to:
 - Add a descriptive written statement to explain their artwork;
 - Perform a short art piece showing the work;
 - Explain their artwork to visitors who go around the booths.
- **Presentation (20 minutes):** The artwork will be shared in a public event, organized at a public library, community organization, park, etc. that can attract many community members to visit and engage with the students. The school and teachers will work with local institutions to organize the event, and students will present their artwork to visitors.
- **Discussion (40 minutes):** Students and community members then break up into small discussion groups to engage in conversations (led by students) about the artwork and gender inequality issues that they attempt to address. Some guiding questions are:
 - What emotions did the artwork evoke in you?
 - Do you agree/disagree with the messages of the artwork?
 - How might some voices be left out of the discussion?
 - How can the community do better to address these gender issues?
 - What do you think your role in this endeavor can be?
- **Reflection (15 minutes):** Student come back to the classroom to engage in a discussion to share their discussions with community members, and how they can take the initiatives forward. They may also engage in individual reflection through writing in journals.

Resources for Teachers:

- UN Women (Youth Powering Gender Equality): <http://tiny.cc/G9L5R1>
- A Guide to Empower Young People to Become Advocates for Gender Equality: <http://tiny.cc/G9L5R2>
- Civic Engagement in Diverse Contexts: <http://tiny.cc/G9L5R3>