

EDUC 8545A: Language Teaching for Social Justice

Your name: Kalina Swanson

Theme: Gender

The Herstory Movement

Add differentiation

School/Institution: University- Intensive English Program

Grade/Level: Advanced

Language: English

Course: Reading and Writing Course

Rationale Statement:

Women represent over 50% of the population, yet they only appear in .5% of recorded history. (Hughes, 2016). This fact should not be interpreted to mean that women have only done .5% of the important work for our world; however, their absence from our textbooks has created and perpetuated this perspective. It is our job, as participants in modern history, to change the narrative. Men have occupied and controlled records of World History for far too long: Now it's time to tell herstory. Herstory Movements across the globe are working to undo the absence of the female voice by bringing the stories of heroic and brave women into the spotlight. The aim of this lesson is to contribute to the growing body of literature on the Herstory Movement website by researching and writing short biographies about historical female figures from my learners' cultures.

Objectives:

Students (Ss) will be able to...

Content Objectives	Language Objectives
• Explain the term “herstory” • Demonstrate an understanding of the Herstory movement. • Find out about a female leader from the Ss' culture that made a positive impact on the world.	• Review and use the past simple and progressive. • Review and understand in what ways passive voice is used in writing. • Write a short biography (~300 words) in 40 minutes on a complex topic.
Social Justice Objectives	
• Compare and contrast “herstory” in the 1970s when it was coined by Robin Morgan and today with the Herstory Movements. • Develop an informed and respectful story detailing the accomplishments of a female historical figure. • Think critically about why women have been under-represented in history books. • Take action to bring more female voices into history by posting their biographies onto the Herstory Movement Website.	

Materials

- Links
 - <https://www.empowerwomen.org/en/who-we-are/news/2016/7/herstory-campaign>
 - <https://www.empowerwomen.org/en/community/stories>
 - <https://www.empowerwomen.org/en/community/stories/2016/06/huda-shaarwai-a-rebel-with-just-cause>
 - https://www.youtube.com/watch?v=G_TVUka1DSs
 - <https://www.robinmorgan.net/activism/>
 - https://www.youtube.com/watch?v=G_TVUka1DSs
- Whiteboard & Markers
- Computer lab or laptops
- Projector with sound
- PowerPoint
- Student Reflection Journals

Procedures

Pre-Activities: Description	Time Frame	Objective(s) Targeted
Warm up: Think-Pair-Share • Have Ss take 1 min to list as many historical figures as they can think of from their history books (dictators, war heroes, famous scientists, mathematicians, etc.) • In pairs, have Ss compare their lists and then write all the names on the whiteboard • As a class, circle all the women on the whiteboard then count them. • Ask them what they notice ○ Are there more men on the Whiteboard than women? Why do you think so? ○ Contingency Plan Question: Why did you choose these people?	10 mins	Think critically about why women have been under-represented in history books.

Introduce the Herstory Movement • Show the following video to the class: https://www.youtube.com/watch?v=G_TVUka1DSs ○ Provide Ss with a handout containing the following questions before playing the video: ▪ Which fields of study does the movement feature in the video? ▪ What does Maria Fleming say about people in high positions in the arts? ▪ Why does Dr. Jennifer Redmond think women's stories need to be told more? • Go over PowerPoint slide explaining how the term was coined and how it has evolved (See Appendix A for slides) • Discuss the “keep considering” questions as a group ○ Why do you think the term <i>herstory</i> evolved to become satirical in the 1980's? ○ What criticism do you think the Herstory Movement has received? • Ask Ss to write down their definition of the term <i>herstory</i>	30 mins	Demonstrate an understanding of the Herstory movement Compare and contrast the concept in the 1970s when it was coined by Robin Morgan and today with the Herstory Movement in Ireland.
During activities: Description	Time Frame	Objective(s) Targeted
Reading: Huda Sha'arawi • Have Ss skim Huda Sha'arawi's biography (Appendix B) • Ask Ss questions about the passage, getting to the main idea (Who is Huda, what did she do for women in Egypt, etc.) • Have Ss scan the passage ○ Underline instances of passive voice ○ Discuss why passive voice was used in the story • Draw Ss attention to the tenses used in the story (past simple, past progressive)	30 mins	Use the past simple and progressive to write a non-fiction biography Use and understand why we use the passive voice
Writing a Non-Fiction Biography • Have Ss conduct online research about women heroes from their cultures ○ Ss may conduct research in their home language	1 hr. (20 mins to research , 40 mins to	Take action to bring more female voices into modern history by posting their

- Share the following link with Ss as the guidelines for the activity: https://www.empowerwomen.org/en/who-we-are/news/2016/7/herstory-campaign - Have Ss write a 300-400-word deliverable on a woman hero from their culture (For instructions, see Appendix C) - Teacher will collect bios and give Ss feedback on the assignment by the next class - Ss can be as creative as they want in terms of how they present the deliverable (i.e., a poster created on Canva/Prezi/PowerPoint/Word, a drawing, a poem accompanying the deliverable, etc.) - Ask Ss to create a free account on the website - Post biographies with T feedback to the website	write bio)	biographies onto the Herstory Movement Website. Develop an informed and respectful story detailing the accomplishments of a female historical figure. Write a short biography (~300 words) in 40 minutes on a complex topic.
Post Activities: Reflection	Time Frame	Objective(s) Targeted
Journal-Writing: Ss will respond to the following question in their reflection journals: Why do you think women have been underrepresented in our textbooks? Is the Herstory Movement important? Why or why not?	10 mins	Hypothesize why women have been under-represented in our history books
Homework (when the posts are available on the website): Share and Comment - Ask Ss to complete the following task: - Comment on at least one classmate's posting by answering the following questions: - What do you appreciate about the woman's contribution? - Are there any similarities or differences between your classmates' biography and yours? Describe at least one similarity and one difference.	10 mins	Develop an informed and respectful story detailing the accomplishments of a female historical figure.

Formative Assessment Strategy

The teacher will assess her students on their ability to produce a thoughtful story about a woman or a group of women from their culture in 40 minutes. These biographies will not be graded quantitatively, but the teacher will provide detailed feedback to the students before posting their story to the website. The teacher will check the website to view the finished product and the comments that were made on the students' postings. The teacher will also gauge the effectiveness of the lesson in the group discussions and upon reviewing the students' reflection journals.

Reflection

There are two theoretical principles that guided the objectives and activities of this language lesson. First, this lesson is intended to help learners develop a *critical consciousness* to “recognize the systems of oppression in which they exist, articulate their roles and places in these systems, and develop concrete strategies to empower themselves and others to engage in social action” (Burbules & Berk, 1999, p. 47). The second theoretical principle underlying this lesson is *feminist pedagogy* as learners are encouraged to shift the focus of the educational content from dominant groups to minority groups (Zerbe Enns & Forrest, 2005). Learners are also encouraged to understand the power dynamics that exist in these oppressive practices (Fisher, 2001). There are several strengths, weaknesses, and potential threats to the lesson plan when executing these two principles, which are discussed below.

Strengths:

- The Herstory Movement is an ideal context for flipping the script on the dominant majority and engaging in social action.
- Learners have the opportunity to disseminate their knowledge and perspectives, which encourages agency and self-efficacy.
- Learners are challenged to criticize patriarchal institutions that might exist in their cultures and empower minority voices.

Weaknesses:

- The lesson does not recognize or teach the criticisms of the term herstory.
- Learners from certain countries may have difficulty finding information online about female historical figures.
- The lesson does not allow for much differentiation

Potential Threats:

- Learners who hold patriarchal viewpoints may resist engaging in the lesson and as a result, not meet any of the lesson objectives.
 - One potential way to mitigate this threat would be to scaffold the activity by assigning homework that encourages the students to critically think about their own biases. As language teachers for social justice, we want our classrooms to challenge our students and not always be just a safe-space.
- Learner's may misunderstand the etymology of the term *herstory* and try to make gendered comparisons to the term *history*.

- I attempted to overcome this potential threat with the PowerPoint explaining how the term came into fruition. If the teacher notices that students misunderstood the term, she could take it a step further with explicit feedback.

Potential follow-up activities:

- Have Ss create a Twitter post that summarizes the biography they wrote in 240 words or less using the hashtag #herstory
- To address the point about differentiating the lesson, Ss will create some form of deliverable about the woman that they researched. This can be in the form of an oral presentation, the written biography, or any other creative way for delivering information to a wide audience.
- Compile Ss' biographies into a mini book. Find similarities and differences between the stories for smooth transitions.

References

- Burbules, N. C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. In T. S. Popkewitz & L. Fendler (Eds.), *Critical theories in education* (pp. 45-65). New York, NY: Routledge.
- Fisher, B. M. (2001). *No angel in the classroom: Teaching through feminist discourse*. Lanham, MD: Rowman & Littlefield.
- Miller, C., & Swift, K. (1976). *Words and Women*. New York, NY: Bantam Doubleday Dell.
- Zerbe Enns, C., & Forrest, L. M. (2005). Toward defining and integrating multicultural and feminist pedagogies. In C. Zerbe Enns & A. L. Sinacore (Eds.), *Teaching and social justice: Integrating multicultural and feminist theories in the classroom* (pp. 3-24). Washington, DC: APA.

Appendix B

Huda Sha'arawi's Story (Passive voice highlighted for awareness-raising)

In an era when women **were restricted** to their homes and harems in the secluded shrouds of patriarchy, one Egyptian woman, Huda Sha'arwai, defied social norms to fight for the cause of women.

Born in a house of privilege in Minya, Egypt, on 23 June 1879, Huda Sha'arwai received early training in Arabic, French, Turkish and Islamic teachings. She also wrote poetry in both Arabic and French. Huda was the daughter of the Egyptian Representative Council's first President, Mohammed Sultan. At age four, the revolutionary's father passed away and as **was tradition, she was married off** to her cousin Ali Pasha Sha'arwai at the age of 13.

Huda's most significant contributions to the status of Egyptian women, as well as to women in the Middle East and North African region, was to challenge the restrictions on their movement and autonomy. She began organizing lectures for women on topics of relevance and interest as well as establishing a woman's welfare society to raise money for poor Egyptian women. **She is said to have also opened a school** in 1910, where girls benefited from academic studies as opposed to traditionally female skills, such as midwifery.

According to the Egyptian National Council for Women: "She helped organize Mubarrat Muhammad Ali, a women's social service organization in 1909 and the Union of Educated Egyptian Women in 1914. She helped lead the first women's street demonstration during the Egyptian Revolution of 1919 **and was elected president** of the Wafdist Women's Central Committee. In 1923, Sha'arawi founded and became the first President of the Egyptian Feminist Union, after returning from the International Woman Suffrage Alliance Congress in Rome. Upon her return, she removed her face veil in public for the first time, a signal event in the history of Egyptian feminism." Huda continued her philanthropic work for women throughout her life and remained committed to the Egyptian Feminist Union till her death in 12 December 1947. She was a vociferous voice of peace and disarmament.

Appendix C

Instructions for the Non-Fiction Biography

1. Research a woman's contributions throughout history from your culture.
2. Prepare a story with a photo and photo credit.
3. Share an edited, deliverable on the **Story Page** with the following format:
 - a. Headline: Her Story in History #HERstory
 - b. Subheading: Name, years living (*Elizabeth Maria Tall Chief 1925-2013*)
 - c. Brief title describing her field and contribution (Ex: *America's Prima Ballerina*)
 - d. Deliverable: non-fiction biography decorated however you see fit.
4. Share your stories on your own social media outlets (Facebook, Instagram, Twitter, etc.) and email.
5. Get updates from the campaign by following Empower Women on **Facebook** and **Twitter** and repost and retweet the campaign messages. Let's create momentum together!
6. We are looking forward to your participation and active engagement in the campaign! Let's make #HERstory together and celebrate extraordinary visionary women throughout time and history.