

# Women equality/inequality in the past and present time.

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## Structure of the lesson plan

### Goal of the module:

During the module students will study literature texts and create presentations about women's rights in the past and present time; moreover they will analyse and understand different sources: written and visual

**Time :** 8 hours

### Prerequisites:

- Reading
- Abilities to understand a literary text
- How to use connectors
- The use of adjectives

**How to assess a prerequisites: reading a narrative text in mother tongue and chose the multiple choice**

1. Text (+ activity 1: questions)

### Learning outcomes:

Able to recognize the differences between formal and informal register and how use them in different contexts

Able to understand the main points in a text

Improved or created communication skills (both oral and written)

### Profile of the teacher; terms of reference:

Knowledge of the ICT tools that are going to be used during the L.U.

### Evaluation:

Mid-term evaluation: questionnaire; oral presentation, summary.

Final evaluation: essay on women rights, discussion.

## Working methods

Cooperative learning, flipped classroom

### Part I

#### 1. DREAM

Goal : the students have to think over women's rights in the past and present time.

Presentation of the LU to the students – Brainstorming on social inequality. Students must reflect on women's rights in the past, in the present, student will also learn specific vocabulary – 5 to 10';

IT: padlet.com

#### 1. Goal: prerequisite test assessment the abilities to understand a literary test

Text (+ activity I: questions) chosen by the mother tongue teacher – e.g. Jane Austen's *Pride and Prejudice* or other related to the topic – 1h;

IT: work with whole class

#### 2. Goal : be able to help the students do not "get in".

Lexical Remedial Work through short excerpts of movies (*Sense and Sensibility*) or through adds – 10';- (cooperative learning with heterogeneous groups). Grammar Remedial Work: card game (students will be divided into groups and they will choose the right word for each grammatical category worked previously) – 30'; (cooperative learning with heterogeneous groups)

IT: team up for grouping

### Part II

#### 3. Goal: students create a mind map followed by a presentation

Before the presentations students will have a brainstorming of the ideas they want to present and then they will create a mind map in order to organize the presentation – this mind map must be assessed also (leading team should present a rubric). Same groups of fase THREE

IT: MindMap

#### 4. Goal Students create a presentation

Students can choose between :

1. Timeline presentation – students should present the role of women past/ present; teachers gives criteria (guide lines and rubric that will be used for evaluation) to the students

IT must be included (PREZI, PPT...)

2. Charlotte Bronte's *Jane Eyre* Chapter XII – students should do an oral presentation of the chapter which should have been read at home/ or in class in case of the dyslexic - (guide lines and rubric that will be used for evaluation) –

Remedial work ; recognize principal characters by a mind map or trailers of the film

IT must be included (PREZI, PPT...); there has to be cooperative learning (students must be given roles)

IT : prezi or ppt or pow toon

### Part III

5. Goal: the students write a summary (Jane Eyre chapter XII)

Teachers will gives guidelines or a mind map in order to help weak students to organize the summary. Use between 100-150 words

Students write an essay about gender equality. Teachers must give criteria (guide lines and rubric that will be used for evaluation) to the students. Leading team should present guide lines and rubric.

IT: word

## **INTRODUCTION:**

**Time: 50 minutes.**

**Content:** Presentation of the LU to the students – Brainstorming on social inequality. Students must reflect on women's rights in the past, in the present, student will also learn specific vocabulary – 5 to 10';

The teacher set a purpose. Introduce the topic with a grabber and information to get students thinking; make the lesson relevant.

The students read an article on the newspaper about the condition of the woman (e.g. work, career, position in the society, married/unmarried). Have the students to comment about woman condition as wife.

50	<b>Foundation</b> Check on previous learning. Clarify key points of the coming lesson , including standard, goals and objectives, building background knowledge and key vocabulary	Discuss women’s rights, the time they when they had them. Goal: explain the significance of rights and equality Key terms : marriage, rights, equality/inequality
50	<b>Brain activation</b> Ask questions, clarify, provide additional background knowledge.	How the woman’ s life was in the XIX Discuss on chapter I of Pride and prejudice How is about marriage? Why a rich man must marry?  Now how could be the behaviour of a rich man? And of a woman married with a rich husband?
90	<b>Body of new information</b> Build background knowledge, lecture and introduce key new points of understanding, correcting, misconceptions. Read text; complete whole class problems; conduct class discussion and gives guidelines to summarize	Read with students Jane Eyre chapter XII The student summarize chapter XII The teacher compares the condition of the two woman Mrs. Bennet and Jane Eyre Ask to the students for them thinking

Time	Activity of the teacher	Activity of the students
90	<b>Clarification</b> Provide sample problems and situations. Pose question to move students toward cooperative work.	Students write their reflections and presented them in a short essay or PP
30	<b>Practice and Reviews</b> Students work with teacher and whole class in small groups or with a partner to clarify learning	Discuss in small groups : each group make an interview with Mrs. Bennet and Jane Eyre
60	<b>Independent Practice</b> Students practice on their own. Struggling students get additional practice	Students write a short essay about women’ equality/inequality. Struggling students have an additional summary or have create a mind map

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## **ATTACHMENTS:**

### **Pride and Prejudice by Jane Austen Chapter One**

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently. "You want to tell me, and I have no objection to hearing it." This was invitation enough. "Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?" "Bingley." "Is he married or single?" "Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?" "My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?" "Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes." "I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party." "My dear, you flatter me. I certainly *have* had my

share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown up daughters, she ought to give over thinking of her own beauty."

1. Does the text contain mostly dialogue, narrative or character reflections? Explain your answer!
  2. What expectations do you have about the novel? Use at least 40 words!
  3. Do you think that the **novel** can explain social and historical facts? Explain your answer!
  4. What are your first impressions of **Mr. and Mrs. Bennet** ? Give two/three examples!
  5. Whose viewpoint does the opening sentence seem to reflect? State your reasons!
  6. Underline the adjectives and phrases that reveal Mrs Bennet agitation and behavior. At least two adjectives and two phrases!
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