



## Learning Unit for 8th Grade

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# The Status of Women – a View of Modern History

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**Unit Developer: Nurit Lanir Carmeli,  
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## General information

**Unit Developer:** Nurit Lanir Carmeli

**Date of Development:** March 2023

**Field of knowledge:** History and Civics.

**Age group:** Grade 9

**Estimated time for learning:** 10 hours of study

**Key concepts:**

The principle of freedom and equality between human beings, male and female professions, propaganda, the right to vote and be elected, to protest and women's protest, suffragettes.

**Learning environment:** Classroom, computer lab, protest centers throughout the city.



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## Reasons for choice of subject

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### Rationale for the teacher and the learning sequence

The topic of women's status is part of the school's overall annual program:

- Israeli Girls' week of the "Shavot" Association
- Lecture by the high-jump record holder - Danielle Frenkel
- Activity by a group of 9th grade students at the school leading an awareness campaign about the importance of science and technology studies for teenage girls
- The highlight event - lecture by Dr. Sharon Geva - researcher and lecturer on history and gender

### General goals:

- ✓ The students will study the complex issues related to the status of women and gender equality.
- ✓ The students will learn about the status of women, protests and women's rights from the Age of Enlightenment to the present day.
- ✓ The students will learn that significant changes and transformations depend not only on society's morals and values, but on various constraints and events that affect our lives.
- ✓ The students will practice disciplinary skills: event research, analysis of source fragments, timeline, the five basic needs of life.
- ✓ The students will practice up-to-date learning skills of research, asking questions, hypotheses, critical thinking, teamwork, standing in front of an audience, reflective observation.
- ✓ The students will develop products in the latest digital spaces.



## How is the E (Education) principle expressed in the teaching unit?

The principle of values reflected in the unit's learning processes will be about equality, freedom of expression and protest. The historical review and research will focus on protests for women's rights and women's right to choose; The unit will encourage the development of an independent opinion and value and critical thinking through the study of issues on the status of women, historical events of women's protests and observation of current protests.

## How is the A (Academy) principle expressed in the teaching unit?

In this unit, the students will learn about various historical events and processes related to the status of women in the Western world and will research them; They will speculate about the factors that motivated these processes with the help of visual and written sources; During the unit, the concept of "historical continuity" will be examined and the students will follow the integration of women and the change of their status in society along the timeline from the Age of Enlightenment to the present day. The historical review and research will focus on protests for women's rights and women's right to choose; The students will investigate protest events related to the status of women that have taken place in Israel in the past and are taking place now. The academic skills that will be integrated into the unit's teaching and learning processes include: research processes, locating data and analyzing them, asking questions, hypothesizing and verifying them.

- The academic skills in studying history that the unit will promote are:
- Historical review using a timeline.
- Analysis of visual and written sources - primary and secondary.
- Studying a historical event through the analysis of the causes, actions, results and consequences.
- Researching an event using the five elements - what, who, when, where, why.



## How is the C (Community) principle expressed in the teaching unit?

The community principle will be reflected in the unit both in the study methods and in the content:

- The learning processes will encourage research work in teams and collaboration between students.
- The contents of the unit on the status of women arouse awareness and responsibility for equality between the sexes in the community.
- At the end of the learning, the students will observe or participate in the protests that are taking place at the present time (2023) in their residential areas, identify and research the actions and the texts used in the protests regarding equality between the sexes.

## How is the H (High tech) principle expressed in the teaching unit?

The educational experience in the unit arouses interest and curiosity and develops critical thinking. The teaching and learning processes will encourage and practice skills relevant to our time:

- Expressing an opinion and presenting it
- Reflective observation of the educational experience
- Standing in front of an audience
- Locating and extracting information from written, visual and digital sources
- Self-learning alongside partner-learning
- Development of products in current digital spaces
- Observing and analyzing an event



## Learning Resources

### Prior knowledge of the learner:

The ideas of the Enlightenment (studied in 8th grade)

The events of World War I and the unit on "Women Integrate into the War Effort" (9th grade students)

### Learning materials and reference materials:

- This year's and last year's textbooks (Journey to the Past, Progress and Revolutions, 16th - 19th centuries, Journey to the Past, The Modern World in Crisis 1870-1939. (Kotar Publishing)
- [ACCOMPANYING SLIDE](#)
- Watching and/or participating in the public protest

### Products of the study

1. [VIDEO on the work process](#)
2. Examples of products
  - [PRESENTATION](#)
  - Product – [VIDEO](#) (The Abortion Law in Argentina)
  - Product – [VIDEO](#) (Burning the Bra in Atlantic City)
3. [A document \(form\) for writing a summary reflection](#)



## Lesson program/ study sessions

- **Lesson 1:** Introduction and presentation of the topics of the unit
- **Lesson 2:** Women integrating into the war effort - Propaganda and women in war
- **Lesson 3:** Continuation - Women integrate into the war effort, mediation of the "Timeline" project
- **Lesson 4:** "Timeline" project - The right to choose, group work
- **Lessons 5-6:** "Timeline" project - The right to choose, presentation of products
- **Lessons 7-8:** Protests for women's rights in history - Researching an event and subsequently creating a video
- **Lesson 9:** Protest in Israel 2023 - Observation, sharing and discussion
- **Lesson 10:** Summary of the teaching unit and writing a summary reflection



## Program for Lesson 1

| Introduction and presentation of the topics of the unit |   |   |   |   |  |
|---|---|---|---|---|--|
| Teaching Course   | Activities  |   | Terms   | each model principle  | Time   |
|   | Instructions to students  | Recommendations to the teacher  |   |   |  |
| Introduction  | The students will review the relevant topics studied in previous lessons: the ideas of the Enlightenment, the scientific revolution, the American and French revolutions.   | The teacher will briefly present the timeline project that will accompany the unit. | Historical continuity<br>Enlightenment ideas  | Academy: practicing and establishing concepts and skills in the field of knowledge, building knowledge through prior knowledge, finding information | 10 minutes   |
|   | The students will watch a segment from the series: " <a href="#">Flashback - Strong women throughout history</a> ": and locate the ideas of the Enlightenment   | It is important to define the subject geographically and chronologically.           | Revolutions in the modern period  |   | Skill: finding information, asking questions, discussion and oral expression |
| Practice, implementation and evaluation                 | The students will discuss the question, in light of the knowledge they have acquired, "Does the principle of freedom and equality in the years after the emergence of Enlightenment ideas apply to all human beings?" |   | The principle of freedom and equality between people  | 15 minutes class discussion   |  |
|   | Summary and reflection  |   | The meaning of "historical continuity" and the long time between the emergence of a certain idea and its implementation should be emphasized. |   | 5 minutes  |





## Program for Lesson2

| Women integrating into the war effort - Propaganda and women in war. |   |   |   |   |   |
|--|---|---|---|---|---|
| Teaching Course  | Activities  |   | Terms   | each model principle  | Time  |
|  | Instructions to students  | Recommendations to the teacher  |   |   |   |
| <b>Introduction</b>  | The students will review the events of World War I that they have learned in previous history classes and will focus on the integration of women in the war effort.   | The importance of using previously acquired knowledge should be emphasized.   | Integration of women in the war effort                                  | Academy: building knowledge through prior knowledge   | 5 minutes   |
| <b>Practice, implementation and evaluation</b>                       | <p>The students will view pictures of women working in different jobs and discuss (Slide no.</p> <p>The students will analyze a poster from the war period and guess its message and purpose are (Slide no 8).</p> <p>In pairs, the students will answer questions referring to the passage from the textbook (Journey to the Past, The Modern World in Crisis, p. 60) which describes the inclusion of women in "male" jobs</p> <p>The students will formulate questions whose answer appears in the passage they read and formulate thinking questions where the answer does not appear in the passage (slides 9-10).</p> | <p><a href="#">ACCOMPANYING SLIDE</a></p> <p>The sources must be presented and used by the students in their analysis and the class discussion.</p> | <p>propaganda</p> <p>"male" professions</p> <p>"female" professions</p> | <p>Academy: primary source analysis - photos, poster; Drawing conclusions; Practice higher order thinking by formulating questions</p> <p>Skills: drawing conclusions, asking questions, locating information from visual sources</p> | 20 minutes - answering questions and formulating questions. |



## Program for Lesson 3

| Continuation - Women integrate into the war effort, mediation of the "Timeline" project |  |  |  |   |  |
|---|--|--|--|---|--|
| Teaching Course   | Activities   |  | Terms  | each model principle  | Time   |
|   | Instructions to students   | Recommendations to the teacher   |  |   |  |
| <b>Introduction</b>   | The students will present their answers and the questions they formulated in the previous lesson and discuss them.   | A collaborative and productive discourse to be led in the classroom.   | Propaganda<br>"Male" professions<br>"Female" professions   | Academy:<br>Practice higher order thinking through formulating questions and answers<br><br>Skills: Oral expression | 15 minutes   |
| <b>Practice, implementation and evaluation</b>  | The students will learn about giving women the right to vote in different countries of the world.<br><br>Students will work in work groups on the project. | A timeline should be presented showing eight societies in which women were given the right to vote since the end of the 19th century to the present day.<br><br>Divide the students into work groups and present the instructions for the project (slides 12-13)<br><br>It is recommended that you reserve a computer lab or laptops in advance. | Giving women the right to vote<br><br>The value of equality<br><br>Historical continuity<br><br><a href="#">ACCOMPANYING SLIDE</a> | Skill: locating information, working in a group, hypothesizing and testing their correctness, drawing conclusions   | 5 minutes - review<br>10 minutes - mediation of the project, division into groups<br>30 minutes - group work |



## Program for Lesson 4

| Timeline" project - The right to choose, group work |   |  |   |   |            |
|---|---|--|---|---|------------|
| Teaching Course                                     | Activities  |  | Terms   | each model principle  | Time       |
|   | Instructions to students  | Recommendations to the teacher   |   |   |            |
| <b>Practice, implementation and evaluation</b>      | <p>Students will work in groups on their projects.</p> <p>The students will choose whether the product will be a presentation in a shared document on Drive or on posterboard.</p> <p>The students will respond to the teacher's feedback on the presentation and adapt their work.</p> | <p>Work in groups must be monitored.</p> <p>Each work uploaded to the shared drive must be viewed and responded to</p> <p>The work will be done in the computer lab or in other areas.</p> | <p>Giving women the right to vote</p> <p>The value of equality</p> <p>Historical continuity</p> | <p>Academy: Research processes</p> <p>Innovation: creating a presentation in a collaborative space, responding to feedback</p> <p>Skills: working in groups, creativity</p> | 45 minutes |



## Program for Lessons 5 and 6

| <b>"Timeline" project - The right to choose, presentation of products</b> |   |  |  |  |            |
|---|---|--|--|--|------------|
| Teaching Course   | Activities  |  | Terms  | each model principle   | Time       |
|   | Instructions to students  | Recommendations to the teacher   |  |  |            |
| <b>Introduction</b>   |   | It is important to refer to the work processes and the stages the students went through during the project.          | Giving women the right to vote<br>The value of equality<br>Historical continuity | Innovation: conveying information in a visually and verbally interesting way<br>Skills: standing in front of an audience, peer feedback, punctuality | 5 minutes  |
| <b>Practice, implementation and evaluation</b>                            | The students will present their products (posters or presentations).<br>The students will respond, ask questions and clarify the products of their classmates.  |  |  |  | 85 minutes |
| <b>Reflection and summary</b>   | The students will write personal reflections on their work and send them to the teacher in the classroom: <ul style="list-style-type: none"> <li>• What were the difficulties?</li> <li>• What is my strength in working in a group?</li> <li>• How do I work in a team?</li> </ul> | The lesson should be summarized by referring to the concepts learned and the hypotheses put forward by the students. |  | Reflective skills  |            |



## Program for Lessons 7 and 8

| Protests for women's rights in history - Researching an event and subsequently creating a video |   |   |   |   |   |
|---|---|---|---|---|---|
| Teaching Course   | Activities  |   | Terms   | each model principle  | Time  |
|   | Instructions to students  | Recommendations to the teacher  |   |   |   |
| <b>Introduction</b>   | <p>Students will learn about the phenomenon of protests for women's freedom and rights.</p> <p>The students will learn about major struggles throughout history and up to the present day.</p>  | <p>The accompanying presentation (Slide 15)</p>   | <p>Protest</p> <p>Demonstration</p> <p>Freedom of choice</p>                                      | <p>Academy: review and conceptualizations in the field of knowledge</p>   | <p>10 minutes</p>   |
| <b>Practice, implementation and evaluation</b>  | <p>The students will investigate the event and then write, according to the five elements of the event: who? when? where? what? why?</p> <p>The students will prepare a video / TikTok / story about the protest event they have researched.</p>  | <p>Divide the class into groups of 3-4 students.</p> <p>Prepare notes in advance with the protest events that the students will research and distribute them by drawing lots.</p> | <p>Strike</p> <p>Suffragette</p> <p>Prohibiting or allowing abortion</p> <p>The hijab protest</p> | <p>Academy: practicing research and organization skills in the field of knowledge</p> <p>Innovation: researching an event and presenting it in current digital spaces</p> <p>Skills: teamwork</p> | <p>5 minutes - Review of protest events</p> <p>5 minutes - Division into groups</p> <p>5 minutes - Lottery of the events</p> <p>60 minutes - Investigating the incident according to the five basic questions and creating a video.</p> |
| <b>Summary and reflection</b>   | <p>The students will write a reflection on the research process and the creation of the product:</p> <ul style="list-style-type: none"> <li>• What are my strengths in creative work and product creation?</li> <li>• What are the difficulties? How can the work be improved?</li> <li>• How do I express myself in teamwork?</li> </ul> |   |   | <p>Reflective skills</p>  | <p>15 minutes</p>   |



## Program for Lesson 9

| Protest in Israel 2023 - Observation, sharing and discussion |   |   |   |   |            |
|--|---|---|---|---|------------|
| Teaching Course  | Activities  |   | Terms   | each model principle  | Time       |
|  | Instructions to students  | Recommendations to the teacher  |   |   |            |
| <b>Warm-up lesson for the meeting</b>                        | <p>The students will be divided into pairs and then watch the different media or attend protest events in the city.</p> <p>The students will locate texts and actions that refer to the status of women in the State of Israel.</p> <p>Students will identify the similarities and differences between the texts and the actions.</p> <p>The students will write how they identify with the texts and actions and justify their positions. Then share the document with the teacher in the classroom.</p> |   |   | <p>Academia: research and observation of current events, expression of opinion, analysis of visual and auditory texts</p> <p>Community: the environment and the community as an integral part of the learning process, developing</p> |            |
| <b>Introduction</b>  | <p>The students will discuss the protest events in relation to the legal reform taking place in Israel.</p>   | <p>Lead a topical discussion of current events.</p>   | <p>protest, demonstration<br/>High Court<br/>Separation of powers</p> | <p>Skill: cooperative work, standing in front of an audience, critical thinking</p>   | 5 minutes  |
| <b>Practice, implementation and evaluation</b>               | <p>The students will present and share their conclusions, thoughts and feelings following the observation of the protest event in the context of the status of women in Israel.</p>   | <p>Need to coordinate in advance with the 3-4 students who will present their impressions of the protest events in class.</p> | <p>gender equality<br/>women's rights<br/>struggle</p>                |   | 40 minutes |



## Program for Lesson10

| Summarizing the teaching unit and writing a summative reflection |   |   |   |  |                   |
|--|---|---|---|--|-------------------|
| Teaching Course  | Activities  |   | Terms                                       | each model principle   | Time              |
|  | Instructions to students  | Recommendations to the teacher  |   |  |                   |
| <b>Practice, implementation and evaluation</b>                   | <p>The students will discuss the three past activities in class:</p> <ul style="list-style-type: none"> <li>Do significant changes and transformations depend on society's morals and values, or on various constraints and events that affect our lives and values?</li> <li>Do we have to protest and demonstrate in order to achieve changes in society? Are there other options?</li> </ul> | <p>A productive, thought-provoking discourse that allows for the expression of different opinions and positions should be led in the classroom.</p> | <p>protest<br/>demonstration<br/>values</p> | <p>critical thinking skills , the ability to clarify positions and values, expressing an opinion and position, listening to others, reflective observations.</p> | <p>35 minutes</p> |
| <b>Summary and reflection</b>                                    | <p>The students will write on a Google form a summary reflection that they have developed.</p>  | <p>The learning processes during the unit must be summarized.</p>   |   |  | <p>10 minutes</p> |