



I Am an Emotional Creature: The Secret Life of Girls

Academic Curriculum – Social Studies

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**Social Studies Mini-Unit:
Let's Fight It, Let's Right It!**

Subject:

Social Studies, Grades 9-12

Text:

You Tell Me How to Be a Girl in 2010

Topics:

Activism vs. apathy, the environment, violence, women's rights, poverty, greed, genocide, great modern leaders of social change

Time:

Three 45-60 minute periods (Lesson One – Explore Monologue & Issues, Lesson Two Activist Plans, Lesson Three - Reflection)

Lesson Objectives:

- Students will explore activism vs. apathy in relationship to global issues and challenges.
- Students will explore great leaders of social change.
- Students will select and research an issue, cause, and leader and create an activist vision statement and strategy.

Preparation:

Review additional V-Girls curriculum resources on cutting.

Strong Language:

“blowjob”, “cutting”, “sucks”

Notes:

- These lessons would work with any unit exploring leaders of social change and/or change movements. The unit could also be used as a wrap up to a study of these topics or as a part of a community service program.
- Students will be choosing songs to create an “activist mix CD”. Give a student extra credit for compiling the CD and making copies for the class.

Terms Students May Be Unfamiliar With:

Cote Sud, big brother, scud missiles, “hetero nuclear isolated family”, “six million dead in the Congo”; Margaret Thatcher, botox, implants, cutting, female genital mutilation

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SOCIAL STUDIES MINI-UNIT: LET'S FIGHT IT, LET'S RIGHT IT!
LESSON ONE

Materials:

Copies of monologue, white board/chalk board or large sheets of paper

Warm-Up Discussion (10-15 Minutes):

- Invite students to list problems and issues that they see in their community and on a global scale.
- How do you feel in the face of these problems? Do they feel overwhelming?
- Invite the students to define the words “activist” and “activism”.

Active Engagement (15 minutes):

- Class reads monologue aloud.
- Read the monologue again, and have students circle the problems and causes they see as they go.
- Discuss –
 - How does reading this monologue make you feel?
 - Invite students to read the last stanza again –

*I say let's go for it
if it's all coming down.
I say let's fight it
Let's right it
There's nothing to hold on to
If it's already gone.
They left it to us.
It sucks but it's true.
It's you and me baby.*

- What is the difference between a life of apathy and a life of activism?
- Do you feel inspired to fight for what you believe in?
- Do you feel responsibility for these problems or issues?
- Do you feel that young people can create real change in the world?

Homework:

- Choose a problem, issue, or cause that you are passionate about and investigate more. Write 2-3 paragraphs about the issue, your views, and the change you would like to create.
- Choose a song that inspires you by an artist that you consider an activist. Bring a copy of the song to class to make a class “activist mix CD”. Bring a blank writable CD to class so you can have a copy of the class’s collection.

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SOCIAL STUDIES MINI-UNIT: LET'S FIGHT IT, LET'S RIGHT IT!
LESSON TWO

Materials/Preparation:

Copies of monologue, access to computers and library

Warm-Up Discussion (10-15 Minutes):

- Invite students to share the topics they explored in their homework assignment.

Active Engagement (Remainder of Class Period):

- Research/Writing Assignment – Research your chosen topic and leader(s) and organizations that are addressing these issues/problems. Summarize the problem and brainstorm an “activist vision” to come up with possible solutions and actions to take based on your research. List at least three ways you could become personally involved as an activist in this cause. Write 2-3 pages.

Homework:

Complete research/writing assignment.

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SOCIAL STUDIES MINI-UNIT: LET’S FIGHT IT, LET’S RIGHT IT!
LESSON THREE

Materials:

Copies of monologue

Warm-Up Discussion (15 Minutes):

- Invite students to share their research, causes, and activist visions.

Active Engagement (20 minutes):

Discuss –

- Do you think these problems/issues are difficult to address?
- Do you think society is progressing, regressing, or neither?
- If we are aware of these issues and do not do anything to address them, are we part of the problem?
- How does it feel to create a vision as an activist? To be proactive towards a problem or involved in a cause?
- Do you think you could implement these strategies? Are you inspired to do so?
- How are you inspired by the leaders that you learned about?
- Return to the idea of apathy vs. activism. What are the risks of activism? What are the risks of not acting?
- If we do not act, who will? (Discuss personal and political activism.)
- Are there small, every day ways that you could change something in the world?
- Consider issues such as the civil rights movement, Title 9, the holocaust, women’s suffrage, etc. What do you think the world would be like if no one had taken action?
- How do you think your generation will change the world?

Imagination Exercise (10 minutes):

- Instructor leads students to close their eyes and reads the following –
 - Imagine that you are helpless in all that ails the world. Take a moment to silently digest this. *(Pause)* Now imagine that you have great power, and that you are a leader that can change the world. Take a moment to silently digest this. *(Pause)* Imagine how you would feel, how you would act, how you would respond to the issues you are passionate about. Imagine how you would inspire others.
- Invite students to share their responses and reflections on this exercise.

Assessment:

	5/5	4/5	3/5	2/5	1/5
Discussion					
Homework					
Listening					

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SOCIAL STUDIES MINI-UNIT: LET'S FIGHT IT, LET'S RIGHT IT!
LESSON THREE (continued)

Lesson Extensions:

- Interdisciplinary lesson - In Language Arts, read speeches of leaders of social change.
- Corollary Lesson – Social Studies lesson utilizing the monologue *Refuser*. This lesson is a study in modern day activists.



Social Studies Mini-Unit: We Got the Power

Subject:

Social Studies, Grades 9-12

Text:

Refuser

Topics:

Activism vs. apathy, the environment, violence, women's rights, poverty, greed, genocide, great modern leaders of social change

Time:

Three 45-60 minute periods (Lesson One – Exploring the Monologue, Lesson Two – Small Group Work, Lesson Three – Small Group Presentations)

Lesson Objectives:

- Students will explore and research activists working for social change.
- Students will connect their research to opportunities for personal activism.

Notes/Preparation:

- This monologue has many references to individuals, events, and issues which instructors and/or students may not be familiar with. Do not let this deter you from teaching this lesson! You may wish to do research to familiarize yourself with all of the reference, but do not be afraid to let your students know that this is a learning experience for both you and your students. You may even decide to take on a research project and present it along with your students.
- These lessons would work with any unit exploring leaders of social change and/or change movements. The unit could also be used as a wrap up to a study of these topics or as a part of a community service program.
- Review supplemental curriculum material on issues such as cutting, FGM, eating disorders, etc.
- Students should have knowledge of basic computer and library research in addition to how to prepare a power point presentation. If your students do not know how to use power point, you may wish to incorporate additional instruction on this topic, collaborate with a technology instructor, or substitute other visual aids in presentations.

Strong Language:

“raping warlords”, “girls who stopped cutting ourselves”, “girls who refused to have our clitoris cut”, “trannies”, “bullshit”, “skinny ass stomachs”, “bitch”

Terms Students May Be Unfamiliar With:

El Doret, Tai Chi, Judo, Kungo Foo, Pink Sari Gang, Uttar Pradesh, Peshmerga women, Kurdish, Kerala, Cindy Sheehan, Crawford, Malailai, Loya Jurga, Zoya, clitoris, Rachel Corrie, Aung San Suu

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SOCIAL STUDIES MINI-UNIT: WE GOT THE POWER
OVERVIEW (continued)

Kyi, Anne Frank, burquas, whale murders, freegans, vegans, trannies, Janis Joplin, Angela Davis, Simone Weil, Joan of Arc, Bella Abzug, Ellen Sirleaf Johnson, Arundhati Roy, Rigoberta Menchu, Michelle Obama, Julia Butterfly Hill



SOCIAL STUDIES MINI-UNIT: WE GOT THE POWER
LESSON ONE

Materials/Preparation:

- Copies of monologue, white board/chalk board or large sheets of paper
- Copies of small group assignments
- Divide students into five small groups
- You may want to have computer/library access on Day One, you will definitely need it for your research period on Day Two

Warm-Up Discussion (5 Minutes):

- Invite the students to define the words “activist” and “activism” (if you have not done so in a previous lesson).

Active Engagement (20 minutes):

- Class reads monologue aloud. Divide reading up by stanzas. As students read monologue, have them circle the people that are reference in the piece.
- Discuss –
 - How does this monologue make you feel?
 - Do you recognize some of the people in this monologue? Are there any that are unfamiliar to you?
 - What/who is a “refuser”?
 - Do you consider yourself a refuser? How/what do you refuse?
 - Are there other refusers that you would add to this list? Are there male refusers that you would add?
 - Read the following stanza again –
*We know that if you plan too long
Nothing happens and things get worse and that
Most everything is found in the action
And instinctively we get that the scariest thing
Isn't dying, but not trying at all.*
 - Do you agree with the author?
 - What is the scariest thing to you, action or inaction? Apathy or activism?
 - Are there other lines in the monologue that you strongly resonate or connect with?
 - What is the legacy that you would like to leave in the world?

Small Group Assignment (Remainder of Class Period):

- Give students their small group assignment handouts.
- Each group is assigned 6-7 refusers/topics to research. They will prepare a power point presentation that thoroughly depicts each of their refusers/topics. (Students may do another type of visual presentation if you do not have resources for them to do power points.)
- Presentations should include the following for each refuses/topic –
 - Images and/or other media (video, audio, etc.)

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SOCIAL STUDIES MINI-UNIT: WE GOT THE POWER
LESSON ONE (continued)

- History/background
- Problem/cause
- Events or ideologies that inspired activism
- Successes and obstacles
- Give your students time guidelines for their presentation, depending on class time you have available for presentations. Suggested presentation time – 5-7 minutes
- Give students time to begin planning for their research/presentation in class. Let them know that they will have class time the next day to work.
- You may want to give extra credit for having students come dressed in character of one of the refusers they studied or bring in other creative visual aids.

Homework – Portrait of a Refuser:

- Assignment - Choose one of the individuals/groups included in the monologue (does not have to be one of your small group assignments). Write 1-2 pages on the individual/group you chose, including why you chose them, their cause, how they inspire you.
- Note – You may want to create a “Wall of Refusers” in your classroom and post these assignments along with pictures. Students can add to this wall after the unit is over as they learn about new refusers, activists, and leaders of social change, both in your lessons and in their own lives.

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SOCIAL STUDIES MINI-UNIT: WE GOT THE POWER
LESSON TWO

Materials/Preparation:

- Copies of monologue
- Copies of small group assignments
- Students will be working in their five small groups
- You will need computer/library access

Warm-Up Discussion (5-10 minutes):

- Invite the students to share anything interesting that they learned through their Portrait of a Refuser homework assignment or their group research.
- Review the small group presentation assignment and answer any questions students may have about the project.

Active Engagement (Remainder of Class Period):

- Give students the remaining class time to work in their groups to prepare their small group presentations. Make sure the guidelines and criteria are clear.
- You may want to give the students some background material on selecting credible research sources, especially online. Students may need some guidance in researching some of these topics.

Homework:

Complete small group presentation preparation.

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SOCIAL STUDIES MINI-UNIT: WE GOT THE POWER
LESSON THREE

Materials/Preparation:

- Computer and projector for power point presentations
- Prepare and provide copies of peer review sheets

Active Engagement (40-45 minutes):

- Students share small group presentations.
- Students should complete peer review sheets for each presentation

Wrap-Up Discussion (5-10 minutes):

- Did you learn anything surprising?
- Are there any of these activists or situations that inspire you to be an activist?
- Do you see yourself as part of a generation of refusers? Why or why not?

Peer Review Criteria:

- Students should evaluate each small group on the following criteria, giving 1-5 points for each of the following criteria -
 - Creativity
 - Length of presentation
 - Appropriateness of content to subject area
 - Use of images, audio, video, etc.
 - Division of labor, team interaction
 - Presentation presence (speaking ability, preparedness)
 - Respect given to other groups presenting
 - Thoroughness of topic coverage
 - Overall presentation
- Note – You may choose to incorporate results of peer review in your overall assessment of their presentations.

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Assessment – Small Group Presentations:

Score	Presentation Audio/Visual	Delivery	Presentation Style	Content Coverage	Preparedness	Group Coordination
5/5	Presenters effectively use a range of audio/visuals to support the material.	Presenters have good voice inflection and do an outstanding job in the speaking aspect of the presentation	Presenters effectively utilize a wide range of strategies to help audience learn the concepts being covered.	All aspects of the subject are covered, and all objectives are met effectively.	All aspects of the presentation are well prepared, and presenters demonstrate a complete grasp of subject.	The group is well coordinated, and all members collaborate and cooperate.
4/5	Audio/visuals are used to support the material.	Presenters have generally good voice inflection and make very few errors in speaking or communication.	Presenters utilize a wide range of strategies, but some are not as effective as others.	Most aspects of the subject are covered, and most of the objectives are met.	Most aspects of the presentation are well prepared. Most aspects are completely understood by presenters.	The group is well coordinated, and all members collaborate and cooperate with some slight errors.
3/5	Audio/visuals used in a limited way to support the material.	Presenters have some voice inflection and do attempt to communicate clearly, making a few errors in communication.	Presenters utilize some strategies, but there could be more strategies used that would help audience in the mastery of the subject.	Most aspects of the subject are covered, but major objectives are not met.	Most aspects of the presentation are well prepared. Some major aspects are not completely understood by presenters.	The group has small errors in coordination or collaboration that delay the presentation.
2/5	Only one audio/visual used to support the material.	Presenters have very few changes in voice, and make some major errors in communication.	Presenters use only a few methods that may or may not help in the mastery of the subject.	Some aspects of the objectives are met, but major objectives not met.	Some aspects of the presentations were not well prepared. Some aspects were not completely understood by presenters.	The group has more than two delays or has a problem in collaboration or cooperation.
1/5	There are major sources of errors or no use of audio/visual support.	Presenters demonstrate very poor communication skills which interfere with the delivery of information.	Presenters don't employ any effective strategies.	Very few aspects of subject are covered and very few objectives are met.	Most aspects of presentation were not well prepared or understood.	The group has major delays or problems in working together.

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SOCIAL STUDIES MINI-UNIT: WE GOT THE POWER
SMALL GROUP ASSIGNMENTS

GROUP ONE:

“17 & living in a tree to protect wild oaks”

“At sea interrupting the whale murders”

Angela Davis

Anne Frank

Arundhati Roy

Aung San Suu Kyi

GROUP TWO:

Bella Abzug

Burqas

Cindy Sheehan in Crawford

Ellen Sirleaf Johnson

Female Genital Mutilation (“clitoris cut”)

Freegans

GROUP THREE:

Janis Joplin

Joan of Arc

Julia Butterfly Hill

Liberian women blockading exits in Africa

Lower Ninth

Malalai & Afghan Loya Jurga

GROUP FOUR:

Michelle Obama

Nigerian women occupying oil terminals of Chevron

Ocean abortion clinics

Peshmerga women in Kurdish Mountains

Pink Sari Gang in Uttar Pradesh

Rachel Corrie

Rigoberta Menchu

GROUP FIVE:

Simone Weil

Trannies

Tsunamied beaches of Sri Lanka

Vegans

Women in Atacama desert in Chile searching for bones

Women with cameras under burqas in stadiums

Zoya



Social Studies Mini-Unit:
Connections - Peer Pressure, From Personal to Political

Subject:

Social Studies, Grades 9-12

Text:

Let Me In

Topics:

Peer pressure, international relations, bullying, harassment, conflict

Time:

Two 45-60 minute periods (Lesson One – Small Group Discussion, Lesson Two – In-Class Writing Assignment)

Mini-Unit Objectives:

- Students will compare and contrast peer pressure, cliques, and bullying in personal relationships to similar actions on a global scale.
- Students will make connections between personal relationships and politics, focusing on cultural, political, social, and national identity.

Preparation:

Review additional V-Girls curriculum resources on bullying and harassment.

Strong Language:

“slutty”, “shitty”, “perfect breasts”, “...posse circle in the shower when Amber was naked and we all laughed at her body. It was all so Carrie, but Amber doesn’t even have her period.”

Notes:

It is recommended that this lesson is a part of a more comprehensive study that includes international relations, conflict, or war. Any historical context can be applied, but 20-21st century may be most relevant.

Terms Students May Be Unfamiliar With:

Posse, Marc Jacobs, Juicy Couture, Beyonce, MTV, Gwen Stefani, abbed (to have obviously developed ab muscles), UGGs, Miley, Angelina Jolie, Britney, posse slam

Key Terms*:

Harassment can be defined as unwanted conduct which may create the effect (intentionally or unintentionally) of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment which interferes with an individuals learning, working or social environment or induces stress, anxiety, or sickness on the part of the harassed person.

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Bullying can be defined as persistent actions, criticism or personal abuse, either in public or private, which humiliates, denigrates, undermines, intimidates or injures the recipient.

**From Manchester University*

<http://www.campus.manchester.ac.uk/equalityanddiversity/harassmentdiscriminationandbullying/>



SOCIAL STUDIES MINI-UNIT: CONNECTIONS – PEER PRESSURE, FROM PERSONAL TO POLITICAL
LESSON ONE

Materials/Preparation:

- Copies of monologue, white board/chalk board or large sheets of paper
- Prepare handouts of small group discussion questions
- Divide class roster into small groups of no more than five students
- Arrange chairs or desks for small groups and have students sit in their small groups when they enter class

Warm-Up Activity (10 Minutes):

- Invite students to define – “peer pressure”, “bullying”, “harassment”; write definitions on the board or a large sheet of paper; share definitions from Key Terms and compare/contrast
- Invite students to define “personal identity”, “community identity”, and “national identity”
- Note – you may want to have this activity written on the board for students to complete on their own as class time begins and share their definitions with a group for warm up activity

Active Engagement (15 minutes):

- Class reads monologue aloud.
- Discuss -
 - What is going on in the monologue? Can you relate?
 - Would you like to redefine any of the terms after reading the monologue?
 - What are some examples of each term from the monologue?

Small Group Discussion (20-30 minutes):

- Give each small group a copy of discussion questions; students should already be sitting in their small groups
- Note – questions can be discussed generally or specifically in relationship to subjects that you are currently studying (WWII, Vietnam War, Israeli/Palestinian conflict, terrorism, slavery and civil rights movement, etc.)
- Small Group Discussion Questions –
 - How do countries or groups within countries form cliques or bully one another?
 - What methods do countries or groups within countries use to exert pressure on one another?
 - Are there any examples that are like what happens in the monologue?
 - How do countries form allies and make enemies in order to have relationships with more dominant countries?
 - What is the cost to a nation to stand up to bullying or pressure?
 - Why do you think human beings bully or pressure one another to conform?
- Share small group discussion with the whole class.

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**SOCIAL STUDIES MINI-UNIT: CONNECTIONS – PEER PRESSURE, FROM PERSONAL TO POLITICAL
LESSON ONE (continued)**

Homework Assignment:

Choose an example of political, cultural, or international bullying, cliques, or pressure that you feel is similar to the monologue. Bring your research and ideas to class.

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SOCIAL STUDIES MINI-UNIT: CONNECTIONS – PEER PRESSURE, FROM PERSONAL TO POLITICAL
LESSON TWO

Materials/Preparation:

- Copies of monologue

Warm-Up Activity (10 Minutes):

- Invite students to share some of their research ideas from their homework assignment.

In-Class Writing Assignment (30 minutes):

- Student Instructions - Rewrite *Let Me In* using countries or groups within countries as the characters. Use the general theme of bullying and harassment within a social, cultural or international conflict. Do not simply substitute a country's name for a character's name, adapt general theme of the story using your own words. You may choose to use the ideas you researched in your homework assignment or a conflict you are currently studying in class.

Reflection (10-15 minutes)

- Invite students to share their monologue rewrite ideas.
- What new thoughts or ideas did this you have during this unit?
- What questions are you left with?

Homework Assignment:

Complete your monologue rewrite.



SOCIAL STUDIES MINI-UNIT: CONNECTIONS – PEER PRESSURE, FROM PERSONAL TO POLITICAL
LESSON TWO (continued)

Assessment:

	4/4	3/4	2/4	1/4
Discussion	-Voluntarily participated in discussion; led discussion -Voiced own opinion/ideas -Clear in expressing thoughts and provided examples -Listened to others and responded thoughtfully	-Mostly participated in discussion -Voiced own opinion/ideas -Fairly clear in expressing ideas -Listened to others and respond thoughtfully	-Entered discussion when prompted -Partake in parts of discussions initiated by others -Somewhat clear in expressing -Listened to others	-Contributed little or nothing to discussion -Unclear in expressing ideas -Did not listen to others
Writing	Monologue is rewritten and clearly employs: - Thoughtful and comprehensive research - Original ideas and class discussion - Own voice - Story of <i>Let Me In</i> - Ideas clearly expressed - Compelling writing style -Writing conforms to standard punctuation and spelling rules	Monologue is adapted and employs: - Thoughtful Research - Original ideas and class discussion - Mostly uses own voice - Story of <i>Let Me In</i> - Ideas are mostly clear - Writing style is consistent - Writing mostly conforms to standard punctuation and spelling rules	Monologue is somewhat modified and employs: - Research - Class discussion - Partially utilizing own voice - Story of <i>Let Me In</i> - Ideas are somewhat clear - Writing style is uneven - Writing somewhat conforms to standard punctuation and spelling rules	Monologue is not effectively modified and employs: - Lack of research - Own voice not used - Does not utilize story of <i>Let Me In</i> - Ideas muddled - Writing style is uneven - Writing does not conform to standard punctuation and spelling rules

Extensions:

- Read out loud and discuss monologue rewrites in an additional class period
- Brainstorm conflict resolutions and activism opportunities, connecting the lesson to civic responsibility
- Write research paper or prepare form presentation on research ideas generated through the lesson



Social Studies Mini-Unit: History Is Personal

Subject:

Social Studies, Grades 10-12

Text:

Sky, Sky, Sky; The Wall

Topics:

Israeli/Palestinian conflict, suicide bombing, mandatory military enlistment, peacemaking, conscientious objectors

Time:

Three to Five 45-60 minute period(s). *(This lesson can be done in 3 lessons if last activity is shortened to an in-class journal assignment in the third lesson).*

Lesson Objectives:

- Students will explore the use of dramatic literature to enhance understanding of culture
- Students will gain a greater understanding of large human events as personal to those involved.
- Students will explore the role of empathy in creating personal understanding of current events and history and as a necessary tool in solving conflict

National Council on Social Studies Standards/Strands (US)

- **I Culture:** “Students will understand how multiple perspectives derive from different cultural vantage points in order to better relate to and interact with people in this and other nations. This information will help learners make informed decisions in an increasingly interconnected world.”
- **IV Individual Development and Identity:** “Personal identity is shaped by one's culture, by groups, and by institutional influences action.”

Note:

- These monologues deal with issues that may be very sensitive for teens in your classroom. It may be very helpful to spend some time at the beginning of class discussing safe space and respect for differing opinions in class discussion.
- The Israeli/Palestinian conflict is complex and controversial. It is important for instructors to appropriately prepare for this lesson by reviewing history of the issue and differing opinions to more deeply understand the conflict. However, if a student asks a question you do not comfortable answering, let the student know that this lesson is an opportunity for you to learn together. You do not need to be an expert to teach this lesson, however, you should thoroughly review the resources included in the curriculum and do any additional research you feel is necessary.
- This lesson can be an introduction or an end to a longer unit on the Israeli-Palestinian conflict. Additional background resources have been provided.

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Terms/Issues Students May Not Be Familiar With:

The West Wall; issues and history of the Israeli/Palestinian conflict

Key Terms:

Conflict, Perspective, Opinion, Fact

Additional Resources:

- Article: Israeli, Palestinian girls share stories, build friendships by Noa Neumark; World Press; December 10, 2008 - *Creativity for Peace in New Mexico, USA*
<http://www.worldpress.org/Mideast/3279.cfm>
- Articles, Audio, Poetry and First Hand Accounts: Israeli Palestinian Girls Model Creativity for Peace, <http://traubman.igc.org/messages/487.htm>
- Article & Audio: Israeli, Palestinian Teens Try to Find Common Ground on North Shore, <http://www.wbez.org/Content.aspx?audioID=36039>
- Article: Recap of V-Day Visit to Israel and Palestine, <http://www.vday.org/node/1529>
- Article and First-Hand Accounts: Twinned Peace Sports Schools for Palestinian and Israeli Boys and Girls with first-hand accounts from girls and boys, The Peres Center for Peace, <http://www.peres-center.org/SectionProject.asp?cc=01160201>
- Video: Twinned Peace Sports Schools for Palestinian and Israeli Boys & Girls - Video focus on war images of Palestinian-Israeli Conflict, isolation of youth, youth brought together in twinned sports program (6:31),
<http://www.youtube.com/watch?v=IEGyHhZavYU>
- Article: Palestinian Israeli Kids Find Peace On Basketball Court, <http://www.haaretz.com/hasen/spages/1038519.html>
- Article: Israeli and Palestinian Youth Speak Out, <http://www.mideastweb.org/youngpeople.htm>
- Poems in Arabic, Hebrew and English by Young People, <http://www.mideastweb.org/poetry.htm>
- Photo Essay – *Serial No. 3817131* by Rachel Papo, Everyday lives of Israeli girls in the army, <http://www.serialno3817131.com/serialno1.html>
- Article – Women’s eNews, 2 Palestinians Turned Back from Suicide Missions
<http://www.womensenews.org/article.cfm/dyn/aid/989/context/archive>
- Article – *Young Israelis dodge the draft, some in protest*; Reuters, <http://www.reuters.com/article/latestCrisis/idUSL16824853>
- Video: *Just married and determined to die*, http://news.bbc.co.uk/2/hi/middle_east/7667031.stm
- Article: *Female Bombers Mother Speaks Out*, http://news.bbc.co.uk/2/hi/middle_east/1791800.stm
- PBS Channel 13’s Online News Hour: Israeli-Palestinian Conflict Page (*Note - this page is frequently updated with latest news*)
http://www.pbs.org/newshour/indepth_coverage/middle_east/conflict/index.html
- Political Map of Israel/Palestine
http://www.pbs.org/newshour/indepth_coverage/middle_east/conflict/map.html

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- Article – PBS, Israel Strikes Hamas Targets in Gaza (includes brief history of conflict)
http://www.pbs.org/newshour/extra/features/world/july-dec08/israel_12-30.html
- Video – West Bank, Israel Border Fence
http://www.youtube.com/watch?v=5pEi_xB3NT4
- Video – CBS News, Israel’s Wall Debate
<http://atlantis2.cbsnews.com/video/watch/?id=1239803n>
- Web Site - PBS: Frontline: Battle for the Holy Land
<http://www.pbs.org/wgbh/pages/frontline/shows/holy/>
- Article - BBC: History of the Israeli-palestinian conflict from ancient to modern times,
http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_ip_timeline/html/default.stm
- Audio - The Mideast: A Century of Conflict - *NPR audio series and text on history of Israel and Israeli/Palestinian conflict*, <http://www.npr.org/news/specials/mideast/history/>
- The Palestine Center for Conflict Resolution and Reconciliation in the Bethlehem area of the West Bank <http://www.mideastweb.org/ccrr/>
- Hope Flowers School and Al-Amal Child Care Center in El Khader, West Bank
<http://www.hope-flowers.org/>
- Seeds of Peace: Empowering Children of War to Break the Cycle of Violence
<http://www.seedsofpeace.org>
- Peace Now -- The Israeli Peace Movement
<http://www.peacenow.org.il/site/en/homepage.asp?pi=25>



SOCIAL STUDIES MINI-UNIT: HISTORY IS PERSONAL
LESSON ONE

Preparation/Materials:

- Review resources included in this lesson on the Israeli-Palestinian conflict and the West Wall
- Copies of both monologues: *Sky, Sky, Sky* and *The Wall*, in-class writing assignment
- A blackboard or whiteboard or large sheets of paper and markers.

Warm Up: *The Uncommon in Common* (15 minutes):

- Divide class into small groups of 3-5 (the groups can stand or sit for this exercise)
- Each group should find three things that the members of the group have in common. These things should not be obvious or observable. For instance, they cannot use "we're all in social studies class" or "we all wear the same sneakers", but could use "we all like dogs".
- Each group should then find out what three strengths they share.
- Each group should then find out what three things make them all angry.
- Each group should then find out what three things they all feel are unjust.
- **As a class:** Each group now reports the things they had in common, if any element is common between groups, put these up on the board. Discuss how they felt about the exercise, especially if anything they had in common surprised them. Discuss the process of coming to agreement within each group.¹

Active Engagement (25-35 min):

- Groups of 3-5 continue working together. Each group assigned one of the monologues.
- **KWL: Know, Want to Know, Learned (5-7 min):**
 - Each student writes three things they know and three things they want to know about the Israeli-Palestinian Conflict. Students set this aside.
- **Reading & Responding (20-25 min)**
 - Each group reads silently the monologue their group was given. When students have finished reading silently, each group reads monologues aloud. **STUDENTS SHOULD NOT TAKE NOTES WHILE READING.**
 - **Small Groups Discuss:**
 - What can you tell about the speaker's life?
 - What do you know about the conflict between Israel and Palestine from this monologue?
 - How does this monologue change, challenge or confirm your grasp of the Israeli-Palestinian conflict?

¹ Theatre for Conflict Resolution: In the Classroom and Beyond; Patricia Sternberg; Published by Heinemann; Portsmouth, NY 1998; p.p.19-20.

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Homework: Short Essay

Write a short essay (1-2 pages): If you were told that you had to move and strangers were taking over your home: How would you feel? What would you think? How would you act?



SOCIAL STUDIES MINI-UNIT: HISTORY IS PERSONAL
LESSON TWO

Preparation/Materials:

- Copies of both monologues: *Sky, Sky, Sky* and *The Wall*
- Classroom should be arranged so that all of the students who have studied one monologue can sit in on the inside of a larger circle of students who read the other monologue.
- A blackboard or whiteboard or large sheets of paper and markers.

Active Engagement (20-30 min):

- **Fishbowl (15-20 min.)**
 - Students who read *Sky, Sky, Sky* should sit in the middle of the circle & students who read *The Wall* should sit on the outside.
 - Students on the inside will have a free discussion, while students on the outside will listen actively. Eventually the groups will switch positions. This exercise is called a “fishbowl”. Instructor explains what a “fishbowl” is to the class.
 - Students on the inside discuss *Sky, Sky, Sky* with teacher prompts, if necessary, and then switch the groups and repeat:
 - What was important to you about the monologue?
 - How does this monologue make you feel about the Israeli-Palestinian Conflict?
 - How do you feel about her actions?
 - Do you feel that she should be in jail?
 - How would you describe this Palestinian girl's situation?
- **Class Share (15-25 min. If you run out of time, you can continue this discussion in the next lesson)**
 - Fishbowl groups now face each other and discuss:
 - What was your experience of listening to the other group?
 - How was it being observed as you spoke? (relate this to both Israelis and Palestinians under observation by the world, especially the media)
 - What struck you as surprising about what the other group said?
 - After discussion, groups read their monologue out loud to the other group
 - How does hearing the other monologue change, challenge or confirm your understanding of the Israeli-Palestinian Conflict and the lives of people who live it?
 - After hearing these monologues, how simple or complex do you think life is for Israelis and Palestinians? What makes you think as you do? (Hopefully, this question will elicit a discussion about how people handle things differently.)

Homework:

- Write 1 page on each question:
 - What does this monologue tell you about the life of a Palestinian/Israeli teenager? How is it different from your life? How the same?

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- How would it feel to be an Israeli or Palestinian girl who could see both sides, and be stuck in the middle?
- How can you find middle ground even when people on two sides of an issue believe strongly that they are right?



SOCIAL STUDIES MINI-UNIT: HISTORY IS PERSONAL
LESSON THREE

Preparation/Materials:

- Copies of both monologues: *Sky, Sky, Sky* and *The Wall*.
- A blackboard or whiteboard or large sheets of paper and markers.

Warm-Up (5-7 min):

- Students pair up. Each pair makes a list of what they have in common with the characters from the monologues and what is different about their lives.

Direct Instruction (20 min):

- **Class Discussion**
 - How is all history personal?
 - How do you imagine you would feel if your country was occupied?
 - In *The Wall* the speaker can choose to say she has a mental illness to get out of military service. Why do you think she refuses to use this excuse? How would you feel if you had to do mandatory military service? What would you do if your country was in a war that you did not believe in?
 - In *Sky, Sky, Sky* she is willing to kill herself for her country and because she loved her boyfriend. Why do you think people are willing to kill themselves and others, including in war?
 - Has anything ever hit your conscience so hard that it changed you?
 - Have you ever risked something to stand up for what you believe in?
 - Did these monologues help you to grasp the Israeli-Palestinian conflict and the realities of war in a new way?
 - Did these monologues help to make a historical/political event more emotional/personal for you?
 - What role in a peace process do you think sharing personal stories can play?
 - Name other works of art which help or try to help people understand world events better (Music, Visual Art, Film, Music Videos, Theatre)

Active Engagement (20-30 min):

Teachers, choose one of the below activities or have the students choose which they would each like to do. If you wish, you may finish this lesson here in the third session by doing the journal as an in-class write and asking students to choose to do only two entries.

- **Create:**
 - Research more about the life of either a Palestinian or Israeli teenager.
 - Create a character who is a teenager in either Palestine or Israel and write five journal entries which cover:
 - Your character's feelings about the Palestinian-Israeli Conflict
 - Your character's daily life including a normal every day event which is affected by the Israeli-Palestinian conflict

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- Your character's hopes for her/his future personally
 - How your character feels about The Wall
 - Your character's hopes for Palestine and Israel
- **Create**
 - Students choose an issue they are concerned about or wish to learn more about.
 - Students research this issue.
 - Students create a work of art to help others understand their issue.

Homework:

Continue working on your project.

Extension Assignment:

- Choose a political event/issue that you wish to explore. Write two monologues on the subject utilizing two different characters with two different perspectives.

SOCIAL STUDIES MINI-UNIT: HISTORY IS PERSONAL
LESSON FOUR – PROJECT PERIOD

If you wish, use a full period for students to work on creating their projects.

Homework:

Finish your project.

SOCIAL STUDIES MINI-UNIT: HISTORY IS PERSONAL
LESSON FIVE – PRESENTATION PERIOD

Students present their creative projects to each other. These can be in formal presentations or you could have students set up their projects around the room, taking turns looking at each other's work/presentations.

Homework:

Look at the KWL exercise you did on the first day. Did you learn what you wanted to? What do you still want to learn? What did you learn?



Social Studies Unit:
Violence Against Women – A Cross Cultural Study of a Human Condition

Subject:

Social Studies, Grades 11-12

Text:

Don't; I Have 35 Minutes; A Girl's Guide to Surviving Sex Slavery; 5 Cows and a Calf; My Short Skirt

Topics:

Gender based violence and inequality, domestic violence, sexual harassment, sexual abuse, physical abuse, female genital mutilation/circumcision (FGM/FGC), femicide

Time:

- This is a full unit consisting of seven lessons to be taught over 2-3 weeks, assuming a 45-60 minute class period. Some lessons may require more than one class period.
- Lesson One – Sex Slavery, Lesson Two – Sexual Violence in War, Lesson Three

Unit Summary:

This unit will raise awareness about pervasive gender based bias and violence against women and girls, or “femicide”, and prompt students to ask deep questions about connected practices and patriarchy. Students will explore deep questions about these issues and examine gender bias and violence in their own culture, in other cultures, and throughout humanity. The unit will guide students in determining how they can fight violence against women and girls on a local, national, or international level.

Unit Objectives:

- Students will examine methods and effects of gender bias and violence against women and girls in various cultures.
- Students will formulate questions and responses about why gender discrimination and violence exists.
- Students will be able to recognize that fictional materials can be used as a legitimate and effective resource for to enhance history, culture, and social studies.
- Students will use these fictional materials in conjunction with non-fiction resources to examine a social studies topic.
- Students will formulate activist visions and strategies to work to end gender bias and violence against women and girls.

Notes/Preparation:

These lessons deal with very intense and emotional issues and sometimes there will graphic subject matter. Please do not let that deter you from teaching these lessons. You must also keep in mind that your students might have an emotional response to the



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
OVERVIEW (continued)

material, and you may choose to have an opening conversation about safe space with your students. It is important to remember that these issues and subjects are very important for teenage girls to be aware of and struggle with. In their struggling, your students will become empowered to raise their voices and create change in the world.

- Review supplemental curriculum material on FGM/FGC, sexual harassment, and related topics.
- This lesson does not require any pre-knowledge, however, the lesson would compliment classes studying - Human Rights; Women's Rights; Issues of Modern Slavery; Cultural Differences Regarding Attitudes Towards Gender; War and Violence Against Women (Rape as a Weapon); Genocide; Activism.
- You may want to use Lesson One from the Mini-Unit “We Got the Power” as an extension to these lessons.

Terms Students May Be Unfamiliar With:

Female genital mutilation/circumcision (FGM/FGC), femicide, Dreams Program, syphilis, war in Democratic Republic of Congo

Unit Materials:

- Each student will need some kind of mini-journal for this unit. Composition books work well or students can make a dedicated section of about 25 pages in their Social Studies notebook.
- Students will also need copies of each monologue and the following articles -
- Sexual Violence in the DRC: Background
<http://www.vday.org/drcongo/background>
- A Short History of Sex Slavery
www.thecityedition.com/Pages/Archive/February/HistorySlavery.pdf
- Rape: Did We Ask For It?
<http://www.thesun.co.uk/sol/homepage/woman/47614/Rape-Did-we-ask-for-it.html>
- Dame Helen's Comments on Date Rape Let Every Woman Down, Says Victim
<http://www.thesun.co.uk/sol/homepage/woman/article1634959.ece>
- Female Genital Mutilation (Amnesty International)
<http://www.amnestyusa.org/violence-against-women/stop-violence-against-women-svaw/female-genital-mutilation/page.do?id=1108226>



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON ONE - INTRODUCTION

Materials/Preparation:

- Copies of all monologues
- White board/chalk board
- Large sheets of paper and markers
- Student journals
- Candy, snacks, or drinks for the whole class.
- Separate classroom into two sections, leaving as much room as possible between the two groups.

Warm-Up (10 minutes) –

- As students enter the classroom, give each student a number, 1 or 2. Number 1's should sit on one side of the room, Number 2's sit on the other side. This exercise will be to show favoritism to one group and to debrief how that made the class feel. You may even want the chairs on Group 2's side to be turned over when they enter the classroom, or make them sit on the floor.
- Do not acknowledge Group 2 during this warm up section. Welcome Group 1 warmly, pass out candy, snacks, or drinks to the students. Compliment them profusely.
- Group 1 - How this special treatment makes them feel. Do you think they did something to deserve this special treatment?
- Group 2 – How did it make you feel to be ignored? To not get special treatment? Do you think you deserved it?
- Ask the class if they can identify any situations where people get special or unfair treatment in society. (And give Group 2 a treat and a compliment before you move on with the rest of the lesson!)

Small Group Discussion (10-15 minutes):

- Divide the class into small groups. Give each group several large sheets of paper and markers
- In small groups, have students brainstorm definitions and ideas for the following – feminine qualities (make a list), masculine qualities (make a list), gender bias, human rights
- Bring the class back together and share what students discussed in their small groups. You may want to write some of these ideas on the board. Post the students definitions in the classroom and/or save them for Lesson Three.

Active Engagement (30 minutes):

- Students should have their journals and copies of each monologue - *Don't; I Have 35 Minutes; A Girl's Guide to Surviving Sex Slavery; 5 Cows and a Calf; My Short Skirt.*
- Have students read each monologue aloud without discussion in between readings.
- Students should take notes in their journals during the readings on any questions or thoughts that they have.



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON ONE – INTRODUCTION (continued)

- After reading all of the monologues, discuss –
 - Do you have any questions about these monologues?
 - How did these monologues make you feel and think?
 - Do the monologues show violations of human rights? How?
 - Do the monologues show gender bias? How?
 - Do the monologues make you think about any issues in particular?
 - Do you think these experiences happen to many women or only a few?
 - What parts of the world are the monologues set in? Do you think this shows that these experiences occur all over the world?
 - Share with students the following statistic. As them how it makes them feel.
 - At least one out of every three women has been beaten, coerced into sex, or otherwise abused in her lifetime, according to a study based on 50 surveys from around the world. Usually, the abuser is a member of her own family or someone known to her. (Heise, L.; Ellsberg, M. and Gottemolder, M. *Ending Violence Against Women*, Population Reports, Series L, No. 11, Johns Hopkins University School of Public Health, December 1999, p. 1)
- Explain that each day during the unit, you will be looking at each of these monologues and the issues it presents individually, and then returning at the end of the unit to how they fit as a bigger picture.

Homework:

- Note - For this unit of study each student will keep a mini-journal. In the journal, students should write all assignments; any questions that arise for them; notes; and any thoughts or feelings they have along the way. Visual forms of expression are also encouraged (illustration, collage).
- Journal Assignment #1: Reread the four monologues. As you read, keep a list of questions that arise for you. What common thread(s) link these four monologues?



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON TWO – SEX SLAVERY, *I ONLY HAVE 35 MINUTES*

Materials/Preparation:

- Copies of *I Only Have 35 Minutes*
- White board/chalk board
- Student journals

Warm-Up - (10-15 minutes):

- Explain that the previous homework assignment and additional journal assignments will be resources for the students throughout the unit. As you study each monologue and corresponding topics, students should refer back to their initial questions to help them engage with the other monologues, topics, and materials.
- Invite students to share any of their thoughts or questions from their homework.
- Introduce the term “femicide”. Before explaining the term, ask the students if they think they know what it means. Do they know any words that sound similar (genocide, fratricide, homicide)? What other words start with the prefix “femi” (feminine, feminist)?
- Explain that femicide is the systematic destruction of female population through rape, battery, incest, female genital mutilation, sexual violence as a tactic of war, and other forms of sexual violence. Note – It is important for students to understand this term, as this systematic destruction is one of the most critical pervasive themes in this unit.
- Tell students that the day’s topic is sex slavery/trafficking.

Small Group Discussion (20-25 minutes):

- Divide students into small groups of 4-5. Give each group a reading from the following list. Each student in the group will read silently, and then the group will discuss the article and prepare to share the material with the class.
- Articles -
 - A Short History of Sex Slavery
 - www.thecityedition.com/Pages/Archive/February/HistorySlavery.pdf
 - Statistics of Modern Day Slavery
 - <http://www.socyberty.com/Activism/Statistics-of-Modern-Day-Slavery.113351>
 - Sex Slavery/Trafficking
 - <http://www.vday.org/sex+trade>
- Small Group Discussion Questions -
 - Were you aware of sex slavery in the world, before reading this article?
 - Is there information in this article that surprises you?
 - What is most important to communicate to your classmates about this article?

Active Engagement (20-25 minutes):

- Gather the class back together, but have students continue to sit with their groups.
- Give each student a copy of all articles.



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON TWO – SEX SLAVERY, *I ONLY HAVE 35 MINUTES* (continued)

- Invite small groups to share their article with the class. Each article is presented. If an article has more than one group, each group for that article presents in succession.
- Ask the students to define slavery, sex slavery, and trafficking.
- Read the monologue out loud as a class.
- Discuss –
 - What reactions do students have to this monologue?
 - Does reading *I Have 35 Minutes* illuminate the non-fiction articles for you in any way?
 - What is your response to how prevalent this young woman's story is in the world?

Homework:

Research organizations and individuals who are working to end sex trafficking. Put these organizations and anything that interests you about them in your journal.

Additional Resources:

- Film – Trade, 2007, www.tradethemovie.com
- Video - Rescued from the Shadows: CBS Investigative Report on Sex Trafficking, <http://www.cbsnews.com/stories/2005/02/23/48hours/main675913.shtml>



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON THREE – SEXUAL VIOLENCE IN WAR, A GIRL'S GUIDE TO SURVIVING SEX SLAVERY

Materials/Preparation:

- Copies of *A Teenage Girl's Guide to Surviving Sex Slavery*
- Copies of suggested article(s)
- If presenting Congo Teach-In, you will need – Teach-In presentation, computer, projector (download presentation in advance)
- If showing V-Day Congo DVD – you will need – DVD, TV, DVD player (request DVD in advance, please allow at least 4 weeks)
- If showing
- Student journals

Warm-Up – (10 minutes):

Invite students to share the organizations and information they found in their homework assignment.

Background on Sexual Violence in War/Democratic Republic of Congo (20-25 minutes):

- Refer back to the article you read in small groups – A Short History of Sex Slavery. Discuss the concept of rape as a weapon used in war as discussed in this article. Ask the students if they know anything else about this subject.
- Introduce subject material on sexual violence in the Democratic Republic Congo.
 - Suggested resources –
 - DRC: Background
<http://www.vday.org/drcongo/background>
 - Congo Teach-in – register and download a power point presentation of background on the conflict in DRC and how rape is being used as a systematic tool of war
<http://www.vday.org/congo-teach-in>
 - You may also request an 11 minute DVD of V-Day video footage from the DRC. Contact Nikki Noto, V-Girls Campaign Manager, to request a DVD - nikki@vday.org
- Invite students to respond to what they have learned.
- Note – you may wish to assign some of this material as homework reading.

Active Engagement (20-30 minutes):

- Class reads aloud *A Girl's Guide to Surviving Sex Slavery*
- Absorption Exercise - Ask students to take a moment and imagine this event happening to himself or herself or someone they care for. Ask students to silently consider that this event in various forms occurs every day on the same planet that they are living on.
- Discuss –
 - How do you feel about the practice of using rape as a weapon?
 - Does this monologue make the issues of war and rape more vivid for you?
 - How did it feel to imagine yourself or someone you care for in this situation?

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SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON THREE – SEXUAL VIOLENCE IN WAR, A GIRL'S GUIDE TO SURVIVING SEX SLAVERY
(continued)

- What do you feel are the political and moral responsibilities of the international community in the face of such brutal, widespread and well-publicized sexual violence against women?

Homework:

Compare *I Have 35 Minutes to A Girl's Guide to Surviving Sex Slavery*. What similarities do you see? Differences? Are there any ways that you can relate to these characters? Are there any questions or thoughts that you have about the monologues?

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SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON FOUR – DON'T - GENDER BIAS, FEMALE GENITAL MUTILATION/CIRCUMCISION

Materials/Preparation:

- Copies of *Don't* and *5 Cows and a Calf*
- Copy of DVD *V-Day: Until the Violence Stops (2004)*; you will only be using a portion of the film – Chapter 6, Agnes Pareyio (Rift Valley, Kenya), 48:50-1:04:10
- Copies of article *Female Genital Mutilation (2000)*
<http://www.members.tripod.com/~Wolvesdreams/FGM.html>
- White board/chalk board or large sheets of paper and markers
- Student journals

Note:

This lesson may take more than one class period, depending on the time you have available and the interest you class takes in the subject.

Warm-Up – (5-10 minutes):

Review terms from Lesson One – feminine qualities, masculine qualities, gender bias, human rights

Active Engagement (20 minutes):

- Class reads monologue aloud - *Don't* and *5 Cows and a Calf*
- Discuss –
 - What questions do you have after reading this monologue? (Instructor writes questions on the board. Questions about FGM/FGC should be tabled until other questions are addressed, this topic will be discussed in a separate section of the lesson.)
 - What is life for these young women like and how do you know?
 - Boys, how do you feel about this monologues?
 - Girls, how do you feel about this monologues?
 - Boys and girls, how would you feel if you were treated differently by your parent because of your gender? By your culture?
 - How would you feel if you were forbidden from learning how to read or going to school? What would your life be like if you could not read? How much independence would you have if you could not read?
 - How do our defined terms apply to these monologues?
 - How are the experiences of the young women similar? How are they different?
 - Where do you see reconciliation in *5 Cows and a Calf*?



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON FOUR – DON'T - GENDER BIAS, FEMALE GENITAL MUTILATION/CIRCUMCISION
(continued)

Discussion/Instruction - FGM/FGC (30-40 minutes):

- Ask students what they think the speaker means when she says -
"Don't worry it's a regular visit. Wake up. Don't cry he needed to cut it off. Don't look for it. It would have made you crazy and out of control."
" Don't fight it, the razor...It cut my head instead, it slashed it hard."
- Note - If you have a student who thinks they know, allow them to explain. If not, begin FGM instruction.
- Film Clip – from *Until the Violence Stops*
 - Note – This film is a documentary about V-Day, and the clip is a trip Eve Ensler made to Kenya to visit a safe house for girls who have escaped FGM. The clip includes a detailed description of how FGM is practiced in this region of Kenya, however please keep in mind and inform students that there are many different ways that it is practiced. This is just one example. This depiction of FGM can be graphic, please preview the clip to determine how it can be incorporated into your classroom and if you need any parental release for viewing.
- Article - Female Genital Mutilation (2000)
<http://www.members.tripod.com/~Wolvesdreams/FGM.html>

Discussion (15-20 minutes):

- What do you think/feel about the practice of FGM/FGC?
- How does FGM/FGC differ from male circumcision? (Intent in FGM/FGC is to limit female pleasure and sexual desire).
- This is a cultural practice in which girls are often not considered to have become grown women if they are not circumcised and are considered unfit for marriage. What do you think the consequences might be for a girl who does not get circumcised?
- Many people, even within these cultures, are working towards FGM/FGC to be abolished in their cultures. Even in Egypt, where this monologue takes place, FGM/FGC is banned. Do you think people can change their deeply held beliefs, even when the law is changed? How?
- How do you think it was possible for the father in *5 Cows and a Calf* to change his attitudes?
- Do you think it is possible for cultural attitudes about FGM to change? How? Are there ways that you can be involved in that change?
- If people think that it is evil or wrong to allow a woman to live uncircumcised, then how can that change?
- Can you give examples of other kinds of human rights violations that were considered culturally good and normal that changed over time? (Slavery in the U.S.)

Homework:

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Journal Assignment - You have studied three different aspects of gender bias and human rights violations. How do you think gender bias and human rights violations are at work in your own culture? If you do not believe this, then write about why you think that your culture has avoided something that is so widespread in the rest of the world.



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON FIVE – MY SHORT SKIRT

Materials/Preparation:

- Copies of *My Short Skirt*
- White board/chalk board or large sheets of paper and markers
- Student journals

Warm-Up (5-10 minutes):

Invite students to discuss their homework. Do you see gender bias and human rights violations in your own culture? If so, how? If not, do you feel that your culture has avoided something so prevalent in other cultures?

Active Engagement (40-45 minutes):

- Class reads monologue aloud - *My Short Skirt*
- Discuss -
 - What do you think about the monologue? How does it make you feel?
 - What message do you think the author is communicating?
 - If a woman is wearing a short skirt or other provocative clothing, is a man entitled to make comments, grope her, or rape her?
 - Why do you think that it has been acceptable for men to behave in a rude or violent manner just because of the style of clothing that a woman is wearing?
 - What do you think about restrictions on women's sexuality through restrictive clothing, such as: foot binding, heels, corsets, burqa, Nijab, Hijab, etc.?
- Class reads the following article aloud –
 - “Did We Ask For It?”
<http://www.thesun.co.uk/sol/homepage/woman/47614/Rape-Did-we-ask-for-it.html>
- Discuss -
 - Look at the graph in this article. Do the statistics surprise you?
 - Does this article affect how you feel about *My Short Skirt*?
 - If a culture considers men's restraint and judgment completely impaired by women's sexuality, what is this culture's view of men?

Homework:

In your journal, write one page or more about why you think gender bias and gender violence is pervasive in humanity. Review the questions that you wrote down in your first homework assignment. Write down any questions this unit has brought up that you would like us to discuss before we finish.

Additional Resources:

Article – “7 Conditions for Women's Dress”, *Islam for Today*
<http://www.islamfortoday.com/7conditions.htm>



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON SIX – GENDER BIAS: A HUMAN MALADY

Materials/Preparation:

- Copies of all monologues
- White board/chalk board or large sheets of paper and markers
- Student journals

Warm-Up (5-10 minutes):

Invite students to share any questions they have noted in their journals about the unit. Write them on the board and discuss.

Active Engagement (40-45 minutes):

- Class re-reads all monologues aloud again without pausing for discussion in between readings.
- Discuss -
 - How are these monologues related?
 - Each monologue is an illustration of how a culture tries to curtail women's sexuality because the culture considers women's sexuality to be powerful and dangerous to men. Why do you think these attitudes are so pervasive in human culture?
 - What is the role of power and fear in these monologues?
 - How do power and fear lead to violence?
 - As a class, list some of the cultural expressions of fear of women. (FGM/FGC, Rape, restrictions on women's clothing, not allowing women to read, etc.)
 - Do you think some of the original intent of some of these practices was to protect women? Do you think that is why they exist now?
 - Did this unit make you aware of things that you didn't know about before?
 - How did your view of the subject of gender bias and human rights change during this unit?
 - History is mostly studied from a male point of view. It is largely the story from men about men, because men are the people who have traditionally been literate, educated and encouraged to become historians, and because men's lives have traditionally been public and women's lives private (domestic). In light of this:
 - Boys, how was it for you to study this material?
 - Girls, how was it for you to study this material?
 - What role do you think your own gender played in studying this material?
 - Do you think your gender influences the way you think, learn, and behave? What are some other perspectives that can affect the way you view or experience the world?
 - Did reading the monologues help you to see reality of the situations in the monologues and the non-fiction material that we studied? If so, how?



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON SIX – GENDER BIAS: A HUMAN MALADY (continued)

Extensions/Alternative Activities:

- Give students magazines, newspapers, scissors and glue. Have them spend class time finding images and words that represent gender bias and violence and create a collage in their journals. You could also create large collages in small groups. Share with the class.
- Divide the class into groups of boys and girls. Have the girls group make a list on a large sheet of paper about what society perceives as the “ideal man”. Have the girls do the same with the idea of the “ideal woman”. Share with the class. Discuss the gender bias you see in your culture, in media, in your school, etc. Do you think these are different in different cultures? Give examples.

Homework:

- Journal Assignment - Think about what you could do to help fight gender bias and gender violence in the world. Make notes about your ideas. Research organizations that are working to end gender bias and violence. Consider the issues that you learned about in class (FGM, sex slavery, trafficking, rape) or additional issues that are relevant.
- Choose one of your ideas. Create a flyer, brochure, or advertisement that could promote awareness about the issue you chose.

V-Girls Pilot Program Academic Curriculum

Building a Girls Movement for the Next Decade



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY

LESSON SIX – GENDER BIAS: TAKING ACTION

Materials/Preparation:

- Copies of Violence Against Women and Girls – Global Facts handout
- White board/chalk board or large sheets of paper and markers
- Student journals

Warm-Up (15 minutes):

- Invite students to share any questions they have noted in their journals about the unit. Write them on the board and discuss.
- Pass out Violence Against Women and Girls – Global Facts handout. (Note – you may also choose to include additional statistics.)
- Read the statistics aloud. Invite students to reflect on the statistics. How do these statistics connect to the monologues you have studied?

Small Group Activity

- Divide the class into groups of 4-5.
- Small groups should discuss each of their ideas about how to act against gender bias and gender violence in the world. This can be local, national or international.
- Small groups choose one of these issues/ideas will then formulate a plan of action.
- Discuss -
 - Invite groups to share their ideas with the class.
 - As groups present ask questions and give feedback.
 - How did it make you feel to make a plan of action?
 - Did making a plan of action change your thoughts, feelings or attitudes about what you learned about in this unit?
- Note – you may want to give students the opportunity to create individual plans, execute their group plans, or brainstorm ways to raise awareness about gender violence or gender-based violence in your school or community.

Homework:

- In your journal, write down any ideas, thoughts, reactions, and/or lingering questions you have because of studying this unit.
- Did you learn anything about the world that you did not know before? Did you learn anything about yourself and your own attitudes that you did not know before?
- How did it make you feel to make a plan of action? Do you feel inspired to be an activist?

Additional Resources:

- Amnesty International UK , Teen Women’s Rights Curriculum
www.amnesty.org.uk/content.asp?CategoryID=10839
- Center for Global Women’s Leadership, 16 Days of Activism Against Gender Based Violence, <http://www.cwgl.rutgers.edu/16days/about.html>

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SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY
LESSON SIX – GENDER BIAS: TAKING ACTION (continued)

- Amnesty International, Teen Gender Awareness Workshop
<http://www.amnesty.org/en/library/info/ACT77/035/2004/en>



SOCIAL STUDIES UNIT: VIOLENCE AGAINST WOMEN – A CROSS CULTURAL STUDY

VIOLENCE AGAINST WOMEN & GIRLS - GLOBAL FACTS

USA– a woman is raped every 90 seconds.

(US Department of Justice, 2000)

Pakistan– 90% of married women report being abused by their husbands.

(Pakistan Institute of Medical Sciences, 2003)

So called “Honour” killings have been reported around the world – including Turkey, Jordan, Brazil, Italy, Uganda and the UK– partly the result of international migration. Recent UN research puts the figure at 5,000 honour killings each year – again probably underreported.

Russia– 14,000 women were killed by their partners or relatives in 1999.

(Fifth Periodic Report of the Russian Federation, UN Doc. CEDAW/C/USR/5, para. 6, 1999)

Bangladesh– Only 10% of perpetrators of acid attacks are ever brought to trial, as estimated by the Bangladesh National Women Lawyers Association and the Bangladeshi Acid Survivor's Foundation.

(Asian Legal Resource Centre, 20 March 2003)

India– Rape within marriage is not a criminal offence according to Section 375 of the Indian Penal Code.

Egypt– 35% of women reported being beaten by their husband at some point in their marriage.

(UNICEF, 2000)

Zambia– Five women a week were murdered by a male partner or family member.

(Joni Seager, 2003)

UK– (England and Wales) 4.9% of women have reported rape or sexual assault on at least one occasion since the age of 16. (2000 data).

(London Metropolitan University, 2003)