



Women, Power and Politics  
U.S. Grade 10 Curriculum (ages 15–16)

- I. **Guiding Parameters:** Women and Governance Post-WWII
- II. **Relevant 10<sup>th</sup> Grade Standards:**
  - a. Analyze instances of nation-building in the contemporary world, understand geopolitical, cultural, military and economic significance and the international relationships in which they are involved; describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources and population patterns; discuss the important trends in the regions today and the integration of countries into the world economy and the information, technological and communications revolutions (e.g., television, satellites, computers).
- III. **Objectives:** Students will accomplish the following:
  - a. Understand the concept of nationalism
  - b. Learn about the various factors of nation-building
  - c. Assess the global changes post-WWII (globalization, technology)
  - d. Evaluate the effectiveness of using technology as a political tool
- IV. **Skills to Be Cultivated and Developed Inside the Classroom:**
  - a. Participation skills
  - b. Personal skills
  - c. Group interaction skills
  - d. Social and political participation
  - e. Critical thinking skills (*the following critical thinking skills are to be developed specifically in the context of a history/social science curriculum*):
    - i. Identifying and distinguishing arguments
    - ii. Evaluating information related to a problem
    - iii. Constructing and testing a hypothesis
  - f. Basic study skills
- V. **Learning Skills:** Historical thinking, compare and contrast, analytical thinking, research and assessment, writing, reading comprehension, public speaking and presentation.
- VI. **Main Resources:** [Kosovo Constitution Considers Women](#), [Reflections of Iraq](#), [Malaysia's Star Everywoman](#), [Singing for Change](#), [Girls Helping Girls](#), [Cultural Change Taking Root with BAOBAB](#), [Egypt: We're Watching You](#), [A Satire on Voting in Iran](#)



VII. **Additional Resources:** [Radical Women's Conference](#), [LIVE: Blogging from South Africa](#), [Organizing Against Violence](#), [U.N. Conferences on Women](#), [Spirits in Uganda](#), [Rewriting the Book](#), [Neither Whores, nor Saints](#), [Fascist Women Speak](#)

VIII. **Two Classroom Activities:**

### Nation-Building in the Post-Colonial Era

- a. **Brainstorm:** Discuss as a class the following questions:
  - i. What defines a nation?
  - ii. What does nationalism mean?
  - iii. What does patriotism mean?
  - iv. What do you think are the most important factors in nation-building? Is it geography, religion, strong leaders, social movements, international events, war, globalization or economy? Why?
  - v. Do women play a different role than men in nation-building? If so, what is their role?
- b. **Quick-write:** Read [Kosovo Constitution Considers Women](#) and [Reflections of Iraq](#). What is the women's role in nation-building in each story?
- c. **Create:** In small groups, have students create an ideal community.
  - i. Give students a big piece of blank paper.
  - ii. Have them draw elements of their ideal community.
    1. Keep in mind: system of governance, culture, recreation, education, food availability, economy, division of labor, gender stratification, the different roles of men and women, etc.
- d. **Share:** Have students present their community to the class. Give students the opportunity to provide positive feedback and constructive criticism to their peers, as well as to ask questions and give suggestions.
- e. **Debrief:** As a class, discuss the following questions:
  - i. What elements did you include in your community?
  - ii. What did you leave out?



- iii. Describe your decision-making process when mapping your community. Did you collectively agree on the concept, or individually contribute to the whole?
- iv. Did you choose a project leader?
- v. How did you deal with different voices? Dissenting opinions?
- vi. What factors were most important when creating your community?
- vii. What was your individual role in the development of this community?
- viii. What would you do differently?
- ix. How does this activity relate to nation-building on a broader scale?

## Technology and the Changing Face of Communication

- a. Discuss: Watch and read: [Malaysia's Star Everywoman](#) and [Singing for Change](#). How did the Women Candidate's Initiative creatively use technology to send a message to and engage with the Malaysian voters? How did the women musicians use music to communicate with the public?
- b. Create: After reading Malaysia's Star Everywoman, screen the Oakland School of Arts Project. Using this creative activity as both an example and inspiration have students write, perform or record a song of their choosing with a political message. Use the Women Candidate's Initiative as an example.
- c. Share: Have students present their projects in class. Give students the opportunity to provide positive feedback and constructive criticism to their peers as well as ask questions and give suggestions.
- d. Analyze: Read [Girls Helping Girls](#) and [Cultural Change Taking Root with BAOBAB](#). Discuss as a class how technology was used to empower women in each story. How were the two approaches similar? How were they different? What are some ways you can use technology to empower women?
- e. Consider: Read and watch [Egypt: We Are Watching You](#) and [A Satire on Voting in Iran](#). Discuss in small groups. How did the women in each story use technology to educate the public about democracy and the electoral process? How were women able to use film to portray a self-created image of themselves? Can technology be a voice for women? How?



- f. Quick-write: How can Web 2.0, the blogosphere and social networking sites be used to educate, engage and empower women?