

NAME _____

DATE _____

Performance Task – Social Comparison: Influence of 20th c. Concepts

Goal of task

Target concept: I can describe feminist ideology as it developed in the 18th and 19th centuries as well as global feminist ideology as it has been manifest in the 20th and 21st centuries. I can explain the similarities and differences between feminist ideologies in these centuries.

For this task you will be evaluated on your ability to:

- Analyze similarities and differences in how 18th to 19th-century feminist ideology and 20th-century feminist ideologies sustained and/or challenged gender roles and social hierarchies.

Task summary:

The three activities in this task will help you check your ability to compare 18th- and 19th-century ideas about feminism with ideas from the 20th- and 21st-century feminists, looking particularly at the impact of those ideas on social stratification and the ways those ideas challenged existing ideas about class and gender. In these three activities in this task you will:

1. Read, review and identify concerns and/or goals of 19th century feminists
2. Identify and articulate concerns of 20th- and 21st-century feminists.
3. Make direct comparisons that articulate similarities and differences between 19th- and 20th-century feminist ideals.

Task 1: Feminism in the 18th and 19th Centuries (Individual followed by class discussion)

The following 18th- and 19th-Century Feminist Quotes are from several feminist thinkers. Read silently to yourself and make notations in the margins as to the goals these early feminist thinkers had for women of their era and the historical context in which these early feminists made those observations and proposed their ideas.

After you have finished reading and annotating the quotes, we will have a class discussion based on your observations and insights; be sure to record ideas from that class discussion in the center circle of your graphic organizer.

18th- and 19th-Century Feminist Quotes

1. "If it is true that men are better than women because they are stronger, why aren't our sumo wrestlers in the government?" —Kishida Toshiko, Feminist, 19th-century Japan
 - a. Goal:
 - b. Historical Context:
2. "We deny the right of any portion of the species to decide for another portion what is and what is not their 'proper sphere.' The proper sphere for all human beings is the largest and highest which they are able to attain to." —Harriet Taylor Mill, 1850, England
 - a. Goal:
 - b. Historical Context:
3. "Who has forbidden women to engage in private and individual studies? Have they not a rational soul as men do?...I have this inclination to study and if it is evil I am not the one who formed me thus - I was born with it and with it I shall die." —Sor Juana Ines de la Cruz, nun, intellectual, author, 1681, Mexico
 - a. Goal:
 - b. Historical Context:
4. "Women have the right to mount the scaffold; they should likewise have the right to mount the rostrum." —Olympe de Gouges, author of *Declaration of Rights of Women*, 1791, France
 - c. Goal:
 - d. Historical Context:
5. "Make women rational creatures, and free citizens, and they will quickly become good wives; - that is if men do not neglect the duties of husbands and fathers!" —Mary Wollstonecraft, author *A Vindication of the Rights of Woman*, 1792, England
 - a. Goal:
 - b. Historical Context:
6. "For woman, history is a lie and the truth will only appear once feminine observation and intelligence enter into it and, specifically, link it to women's interests. ...because of her unceasing need to believe and feel, woman will in turn throw herself into unexplored territory, her own domain, from which she had been banished." —Henriette Wild, revolutionary voice for women's rights to their own history, 1848, France
 - a. Goal:
 - b. Historical Context:

7. “The history of all times, and of today especially, teaches that...women will be forgotten if they forget to think about themselves.” —Louise Otto (Luise Otto-Peters), Feminist, 1849, Germany
 - a. Goal:
 - b. Historical Context:
8. “Because man and woman are the complement of one another, we need woman’s thought in national affairs to make a safe and stable government...Wither is a nation tending when brains count for less than bullion, and clowns made laws for queens?” —Elizabeth Cady Stanton , 1869 U.S.A.
 - a. Goal:
 - b. Historical Context:
9. “I would renounce and disown my sex if the mission of women were reduced only to procreation. The mission of women in the world is much more grandiose and sublime; it is the one of teaching humankind, and in order to teach it is necessary to know.” —Maria Eugenia Echenique, writer and educator, 1876, Argentina
 - a. Goal:
 - b. Historical Context:

Source: <http://www.womeninworldhistory.com/lesson18.html>

Check your understanding

- Can you identify the goals of 18th- and 19th-century feminists?
- Can you identify the historical context(s) that influenced those feminists?

Task 2: Feminism in the 20th and 21st Centuries (Individual and groups)

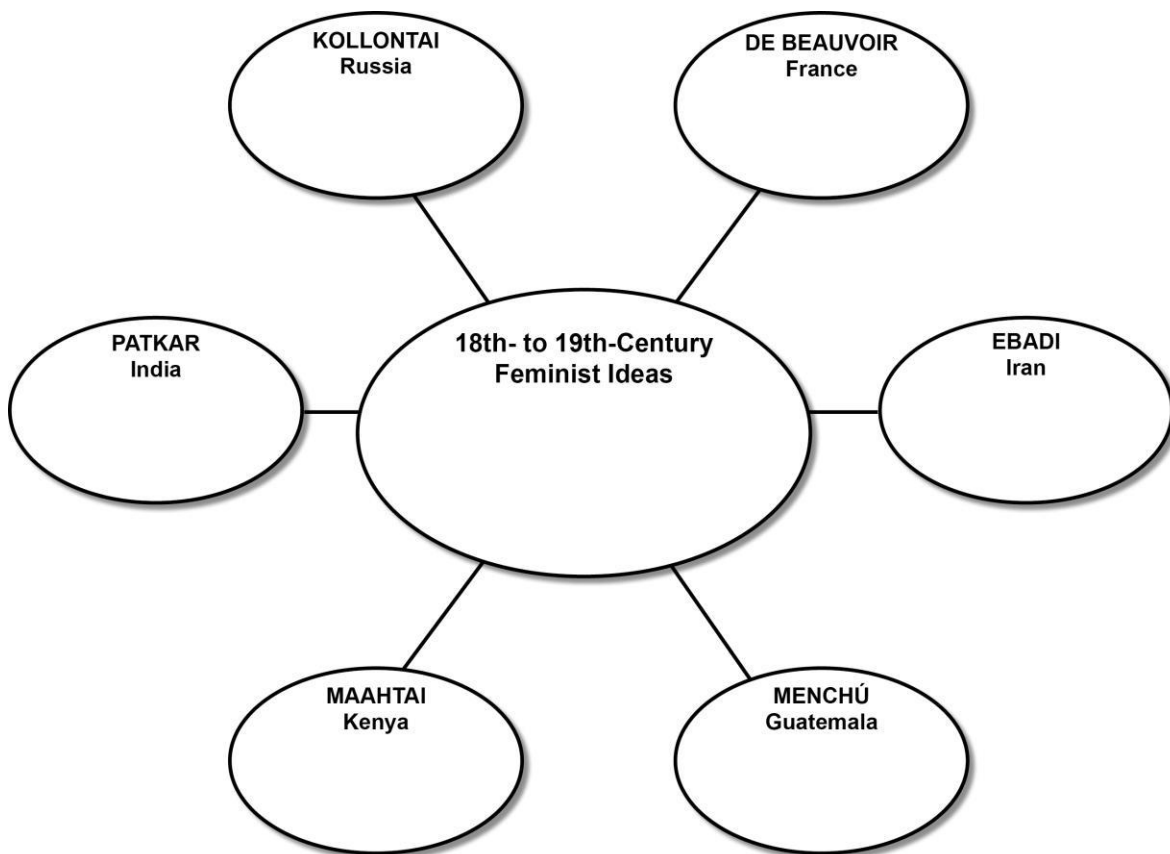
1. After the class discussion is completed and your ideas are recorded in the center portion of the graphic organizer, you will read a biography of a 20th-century woman leader from one of the following nations: France, Russia, India, Iran, Guatemala, or Kenya. Actively read the biography, highlighting and annotating both the woman’s goals and her challenges. Also, be sure to note any questions you may have about the woman or the reading, as you will have a chance to address those questions later in the lesson.
2. After you have actively read and highlighted the biography, you will be placed in a homogenous group where you will check and add to your highlighting based on input from your peers. This is also the time to share any questions you had as you read. You and your peers may need to access outside resources to address those questions.
3. Your group should develop a list of goals and concerns specific to your 20th- and 21st-century woman and ideas about ways this woman’s ideas sustained or challenged existing ideologies. Feel free to use any classroom or electronic resources your teacher approves to answer questions or add context to your ideas. Use ideas generated from your group discussion to complete one circle on your graphic organizer using that information.

4. After your homogeneous group has completed the discussion and circle on the graphic organizer, you will be placed into heterogeneous groups which include at least one representative from each group: French, Indian, Russian, Kenyan, Iranian, and Mayan. You will then report out to the new group members as your group members work together to complete the graphic organizer. Remember, you are the expert on your modern feminist, so be prepared to answer questions from your new group members.

Links to Biographies

- Russia – Alexandra Kollontai: <http://www.womeninworldhistory.com/imow-Kollantai.pdf>
- France – Simone de Beauvoir: <http://www.womeninworldhistory.com/imow-deBeauvoir.pdf>
- Iran – Shirin Ebadi: <http://www.womeninworldhistory.com/imow-Ebadi.pdf>
- Kenya – Wangari Maahtai: <http://www.womeninworldhistory.com/contemporary-01.html>
- India – Medha Patkar: <http://www.womeninworldhistory.com/imow-Patkar.pdf>
- Guatemala – Rigoberta Menchú: <http://www.womeninworldhistory.com/contemporary-08.html>

Spider Graphic Organizer



5. Once you have completed your graphic organizer, you should move back to your original seats, where we will have a discussion of similarities and differences between 18th- to 19th-century feminist concerns and 20th- and 21st-century feminist concerns. You will want to jot down ideas from this discussion, as you will need this information for the assessment of this lesson.

Check your understanding



Can you identify common goals or challenges faced by these 20th- to 21st-century feminist thinkers?



Can you explain how their ideas challenged or sustained ideas about class and gender?

Task 3: Apply your understanding

1. Map the prompt below by following these directions: Figure out what the question is asking by circling EACH **topic** that you are required to discuss in the question. If the question asks you to discuss how one topic impacts or relates to another topic, draw an arrow linking the parts you must relate. Draw a box around the word that identifies the **relationship** between the themes that you must discuss. Use a solid line to underline what the question is requiring you to **do with that/those topics**, and use a dashed line to underline the **regions** and **time period**.
 - Analysis the similarities and differences in the goals of 18th and 19th-century feminism and 20th and 21st-century feminism. Compare the extent to which these goals challenged or sustained ideas about class and gender.
2. Work alone to create three direct comparisons that reflect your understanding of the prompt below. You must include at least one similarity and one difference. To help you with this task, you can use the provided Direct Comparison Template. Check your notes for details, as you will need those to write strong direct comparisons. Be prepared to share your best work aloud with the class.

Direct Comparison Template

Though there are several ways to write a direct comparison, as you are practicing and learning to think comparatively, it is helpful to have a format to structure analysis.

Example: Cats and dogs are both mammals; both cats and dogs give birth to live young.

Example: Cats and dogs require differing diets: cats are strictly carnivores, while dogs are omnivores.

Below you will find a simple format to use as a template as you practice this skill.

A and B are similar in _____; both A and B _____.

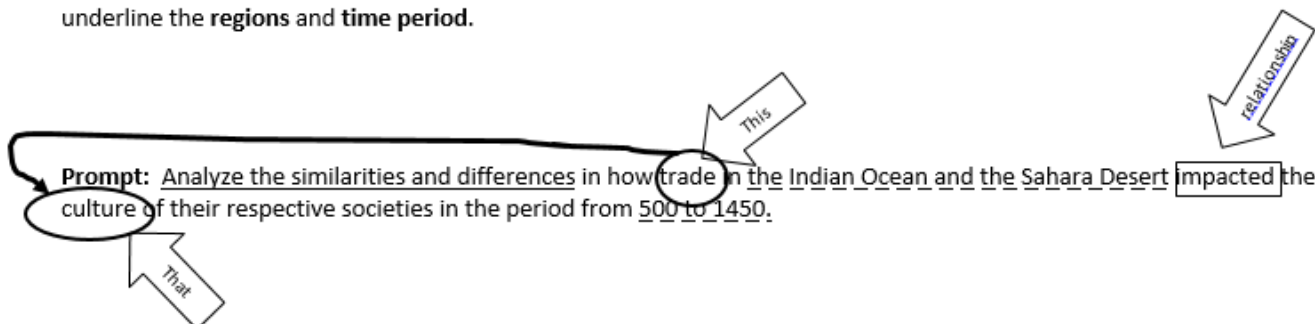
A and B are different _____; A is _____ while B is _____.

Fill in the blanks with phrases and descriptions which accurately explain the similarity or difference.

1. _____
2. _____
3. _____

3. Use your claims of similarities and difference to write a thesis for this essay. Look back at your mapping of the prompt and use the template below to write your thesis.

Figure out what the question is asking by circling EACH **topic** that you are required to discuss in the question. If the question asks you to discuss how one topic impacts or relates to another topic, draw an arrow linking the parts you must relate. Draw a box around the word that identifies the **relationship** between the themes that you must discuss. Use a solid line to underline what the question is requiring you to **do with that/those topics**, and use a dashed line to underline the **regions** and **time period**.



Thesis	<p>The _____ (relationship) _____ of _____ (this) _____ on/and/to/in _____ (that) _____ in both _____ (first region) _____ and _____ (second region) _____ included _____ (1st similarity claim) _____ and _____ (2nd similarity claim) _____ during the period _____ (dates) _____.</p> <p>However, the _____ (relationship) _____ of _____ (this) _____ on/and/to/in _____ (that) _____ in _____ (first region) _____ and _____ (second region) _____ differ in that _____ (1st difference claim) _____ and _____ (2nd difference claim) _____.</p>
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4. In the comparison long essay you must always explain the reasons for the similarities and differences. Add a warrant statement to each of your claim/data direct comparisons that uses specific historical data from the quotes to explain the reason for the similarity or difference.

A and B are similar in (Claim) ; both A and B (Data) . This is the case because (Warrant with Data from BOTH A and B) .

A and B are different in (Claim) ; A is (Data) while B is (Data) . This is the case because (Warrant with Data from BOTH A and B) .

5. All long essay formats require synthesis. Read the rubric description of synthesis below. Work with a neighbor to write a few sentences that satisfy this requirement for the prompt.

D. SYNTHESIS	TARGETED SKILL: Synthesis (C4, C5, or C6)
1 Point	<p>1 Point</p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> a) A development in a different historical period, situation, era, or geographical area. b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only). <p>Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phase or reference.</p>