

### International Women's Day Lesson Plan

This is a 90-minute lesson-plan intended for Intermediate level students. It is a Reading and Lexis lesson. Feel free to chop, change, add, and adapt.

Time	Stage	Procedure	Interaction	Aim
5 mins	Warmer	<p>Write March 8<sup>th</sup> on the WB. Ask the class what is significant about the date. Try to elicit the topic.</p> <p>Write the lesson Topic <i>International Women's Day</i> on the WB (or have it written on the top of the board, and covered, and unveil it at this point).</p> <p>Have the students discuss, in pairs, what they know about the day, or to speculate what it means if they have not heard about it.</p> <p>Teacher-led feedback: ask some of the students to tell the class what their partners had told them. In form the class that today they are going to be doing a reading about the topic.</p>	<p>T-SSS</p> <p>S-S</p> <p>T-SSS</p>	To introduce the topic and activate schemata
	Pre-reading: Check understanding of blocking vocab	<p>Write the following words/phrases on the WB <i>advocate, declare, delegate, invoke, key, czar, honour.</i></p> <p>Arrange the students into pairs or small groups. Ask them to discuss the meaning of each of the words with their group. Tell them not to worry if they don't recognise all the words. Ask them to try</p>	S-S-S	To prepare the class for reading.

10 mins		<p>to think of synonyms or paraphrases for those that they do.</p> <p>Add the parts of speech to the lexis on the board <i>advocate (v), declare (v), delegate (n), invoke (v), key (adj), czar (n), honour (v)</i>.</p> <p>Have them recheck their definitions with one another.</p> <p>Teacher-led feedback: elicit meanings of the lexis, and add them to the WB.</p>	<p>S-S-S</p> <p>T-SSS</p>	
5 mins	Gist reading	<p>Inform the class that you will be giving them a text to read, after which you will ask them to turn the text face down, and give them some questions to answer about the text. Tell them they will have 5 minutes to read the text. Check instructions before handing out the text.</p> <p>Distribute the text (Appendix A)</p>	<p>T-SSS</p> <p>S</p>	Initial reading.
	Comprehension questions	<p>Ask the students to turn the text face down. Distribute the handout (Appendix B) with the questions, and have the students check what they remember from the text with their partners.</p> <p>Switch the students to double check</p>	S-S	Test students' retention and comprehension of the text.

5 mins		<p>their answers with a different partner/group. Then ask them to check their answers by turning over their first handout, and underlining/highlighting the answers in text.</p>	<p>S-S</p> <p>S-S-S</p>	
15 mins	<p>Scanning/ Inferring meaning from context</p>	<p>Tell the class you are going to ask them to find 6 words/phrases in the text. Distribute the handout (Appendix C) and have the students, by themselves, find and underline/highlight each word/phrase. Give them 2 minutes to do so. (the last phrase appears as <i>played an extraordinary role</i> in the text). Write the phrases on the WB.</p> <p>Have them check quickly with their partners, then instruct the class that they are going to work with their partners to guess a definition or synonym for each of the words underlined/highlighted. Model the first one (<i>unleash</i>) on the board, by eliciting the part of speech and a synonym/definition from the class.</p> <p>After modelling the first answer, have the students work in their pairs/groups to determine the meaning of the rest of</p>	<p>S</p> <p>T-SSS</p> <p>S-S</p>	<p>Using the context to work out the meaning of Target Language</p>

		the TL. Monitor and check the students' definitions. Choose one from each group (depending on class size) and add to the WB.		
10 mins	Production	After checking the definitions, have the students, in pairs/groups, write an example sentence for each of the words/phrases. Monitor, prompt, and correct.	S-S	Using the TL
10 mins	Pre-reading: Check understanding of blocking vocab	<p>Write the following words/phrases on the WB <i>quack, misogyny, wipe out, reside, eradicate, shackles</i></p> <p>Arrange the students into new groups, and have them discuss the meaning of each word with their partners. Again, add the parts of speech after a few minutes to further clarify (<i>quack (n), misogyny (n), wipe out (phr.v), reside (v), eradicate (v), shackles (n)</i>).</p> <p>Teacher-led feedback: check understanding of the phrases. Ask the students which two are synonyms.</p>	S-S	
5 mins	Gist reading	Distribute the second reading (Appendix D) and give the students 3 minutes to read it. Afterwards, clarify any other lexis they may have questions about.	S T-SSS	Preparation for discussion.
20 mins	Open discussion	In their groups, have the students discuss the meaning of each quotation. Give them a few minutes to discuss each one, then move to a whole class	S-S-S	Open discussion

		discussion.	T-SSS	
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5 mins	Extension Activity	Ask the students to find out about events on International Women’s Day in their own countries. This could be a homework task, which they have to present in the next class, or (if in a two-hour lesson for example) they can research this in class, then present to the class – this could be grouped by nationality.	T-SSS	Closing topic
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## **A Brief History of International Women's Day**

The purpose of International Women's Day is to bring attention to the social, political, economic, and cultural issues that women face, and to advocate for the advance of women within all those areas. As the organizers of the celebration state, "Through purposeful collaboration, we can help women advance and unleash the limitless potential offered to economies the world over." The day is often also used to recognize women who have made significant contributions to the advancement of their gender.

International Women's Day was first celebrated on March 19 (not the later March 8), 1911. A million women and men rallied in support of women's rights on that first International Women's Day.

The idea of an International Women's Day was inspired by America's National Women's Day, February 28, 1909, declared by the Socialist Party of America.

The next year, the Socialist International met in Denmark and delegates approved the idea of an International Women's Day. And so the next year, the first International Women's Day — or as it was first called, International Working Women's Day — was celebrated with rallies in Denmark, Germany, Switzerland, and Austria. Celebrations often included marches and other demonstrations.

Not even a week after the first International Women's Day, the Triangle Shirtwaist Factory Fire killed 146, mostly young immigrant women, in New York City. That incident inspired many changes in industrial working conditions, and the memory of those who died has been often invoked as part of International Women's Days from that point on.

Especially in early years, International Women's Day was connected with working women's rights.

### **Beyond That First International Women's Day**

The first Russian observance of International Women's Day was in February 1913.

In 1914, with World War I erupting, March 8 was a day of rallies of women against war, or women expressing international solidarity at that time of war.

In 1917, on February 23 — March 8 on the Western calendar — Russian women organized a strike, a key beginning of events resulting in the czar being toppled.

The holiday was especially popular for many years in Eastern Europe and the Soviet Union. Gradually, it became more of a truly international celebration.

The United Nations celebrated International Women's Year in 1975, and in 1977, the United Nations officially got behind the annual honouring of women's rights known as International Women's Day, a day "to reflect on progress made, to call for change and to celebrate acts of courage and determination by ordinary women who have played an extraordinary role in the history of women's rights.(1)"

In 2011, the 100th anniversary of International Women's Day resulted in many celebrations around the world, and more than usual attention to International Women's Day.

In 2017 in the United States, many women celebrated International Women's Day by taking the day off, as a "Day Without Women." Entire school systems closed (women are still about 75% of public school teachers) in some cities. Those who were unable to take the day off wore red to honour the spirit of the strike.

**Appendix B:** Questions on Text 1

1. What is the purpose of International Women's Day?
2. When was it first celebrated?
3. What tragedy inspired many changes in working conditions?
4. Why do you think the event was especially popular in Eastern Europe and the Soviet Union?
5. Why did schools close in some cities in the United States on International Women's Day in 2017?

**Appendix C:** Lexis in context

Find and underline the following words/phrases in the text:

1. unleash
2. erupting
3. strike
4. toppled
5. got behind
6. played a role

Definitions:

i. \_\_\_\_\_  
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ii. \_\_\_\_\_  
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iii. \_\_\_\_\_  
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iv. \_\_\_\_\_  
—

v. \_\_\_\_\_  
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vi.

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## **Some Quotes for International Women's Day**

"Well behaved women rarely make history." — Various

"Feminism has never been about getting a job for one woman. It's about making life fairer for women everywhere. It's not about a piece of the existing pie; there are too many of us for that. It's about baking a new pie." — Gloria Steinem

"While Europe's eye is fix'd on mighty things,  
The fate of empires and the fall of kings;  
While quacks of State must each produce his plan,  
And even children lisp the Rights of Man;  
Amid this mighty fuss just let me mention,  
The Rights of Woman merit some attention." — Robert Burns

"Misogyny has not been completely wiped out anywhere. Rather, it resides on a spectrum, and our best hope for eradicating it globally is for each of us to expose and to fight against local versions of it, in the understanding that by doing so we advance the global struggle." — Mona Eltahawy

"I am not free while any woman is unfree, even when her shackles are very different from my own." — Audre Lorde