



WOMEN'S SUFFRAGE MOVEMENT

ESCOLA PIA . Granollers

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Generació Plurilingüe (GEP)

Year 1

2018-2019

Plantilla creada pel grup de formadors del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019





GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	Women's suffrage movement.
Course / year / age	1st Batxillerat. 16 years old students. 2018-19 school year.
Timing	From the 4th to the 8th of March.
Collaboration with	Nobody
Short description of the session/s	An historical approach to the suffrage movement in GB, its spread around the world and the important civic duty of voting.
<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"><i>1. type of input,</i><i>2. questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i><i>3. dynamic instructions with collaborative and cooperative activities,</i>	



4. *materials used.*

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Activity 1

PRESENTATION OF THE TOPIC

using the trailer of the film "[Suffragettes](#)" (2.31')

In pairs.

Input: Audiovisual / written / spoken

Instructions:

1. **Watch the trailer and take notes about words and quotes you catch.**

Students have to take notes related to the topic on a piece of paper. Some of them appear in the video but others should be taken from their background.

1. **Think about it individually:**

- a. Who are the main characters of the trailer?
- b. What are they asking for? Why?
- c. Are they free? Are they as equal as the men? Do they feel respected?
- d. How would you feel if you were in their position?

2. **Use the collaborative technique "think-pair-share".**

Compare and share your notes with your partner to complete the list taking care of the grammar mistakes. Use the wordreference if you need to.

Discuss the questions together.

1. **Share your ideas with the rest of the class.**



	Material: piece of paper, pen and mobile phone.
Activity 2	CHECKING PREVIOUS KNOWLEDGE Brainstorm about the topic. All together Input: spoken Instructions: 1. The teacher will ask some questions to introduce the content of the next activity <ol style="list-style-type: none">1. What is the meaning of the word suffrage?2. Who were the suffragists and suffragettes?3. What is the difference between a suffragist and a suffragette?4. When did the women in GB get the right to vote? Material : not applicable.
Activity 3	VOTE FOR WOMEN IN BRITAIN Answer and summarize the information of a video Votes for Women - Timelines.tv History of Britain B16 (8.26') Collaborative activity in groups of 4.



Input: Audiovisual / written / spoken

Instructions

1. Sit in groups of 4 (the teacher decides the members of the group)
2. Read the [list of questions](#) about the video with the group. If you don't understand any word ask your partners or the teacher.
3. Watch the video.
4. Answer the questions sharing your ideas with the rest of the group every time that the teachers stops. She is going to stop six times. Only one person of the group write the answers every time.
5. Write a summary of the main ideas of the video all the group together in your group.
6. Choose a speaker who will explain your main ideas in front of the class.

Material: piece of paper with a [list of questions](#), pen, mobile phone.

Activity 4

CLOSING THE SESSION

**Rally-Robin to revise the vocabulary and create a mindmap with the words learnt.
cooperative activity in pairs and collaborative activity**

Input: Spoken / hands-on.

Instructions

1. In turns one student says a word or a quote and the other says another. The idea is to check what



		<p>vocabulary they have learnt.</p> <ol style="list-style-type: none">Using the ICT tool AnswerGarden in pairs all the class together create a mindmap with clue words learnt in the session. <p>Material: mobile phone or laptop</p>
S E S S I O N 2	Activity 5	<p>SUFFRAGIST AND SUFFRAGETTES. Text adapted from "Facts about suffragettes"</p> <p>Reading a text and filling in the gaps.</p> <p>Cooperative activity in groups of 4.</p> <p>Input: visual / written / spoken / hands-on</p> <p>Instructions.</p> <ol style="list-style-type: none">Sit in groups of four .Take the text and the list of the missing vocabulary..Decide an order to read aloud the text and read it (The first student reads the first paragraph aloud and the rest try to find out the missing words. Then the second does the same and after him/her, the third and fourth).Fill in the gaps <p>Material: Activity 5. Gap fill students, Activity 5. Gap fill teacher, Activity 5. Missing vocabulary</p>
	Activity 6	<p>REVISING THE CONTENTS</p> <p>Round-Robin.</p>



Collaborative activity in groups of 4.

Input: spoken

Instructions:

1. Remain in groups.
2. Talk for 1' about suffragism in front of your group.

Material: not applicable

Activity 7

TIMELINE OF THE WOMEN'S SUFFRAGE WORLDWIDE

Dictogloss with a video [Women's Suffrage Around the World](#) (4.30')

Activity in pairs.

Input: audiovisual / hands on.

Instructions:

1. Sit in pairs.
2. Take an envelope with the [cards](#) and leave them on the desk. There are two kinds of cards: dates and information.
3. Put the cards in order to make a timeline.
4. Check.

Material: [Video](#) and [Activity 7. Cards](#)



Activity 8

WOMEN WHO FOUGHT FOR THE VOTE

Collaborative activity.

Input: Written / spoken / hands on.

Instructions:

1. Sit in groups of 4.
2. Choose one key woman who worked for suffrage in United States, Great Britain or Spain and complete the [chart](#) filling in the information about her.
 1. Susan B. Anthony
 2. Elizabeth Cady Stanton
 3. Alice Paul
 4. Millicent Garrett Fawcett
 5. Emmeline Pankhurst
 6. Clara Campoamor
3. Divide the information taking into account the level and difficulty of every one of the parts between the members of the group, read individually your part and explain to the group to practise it.
4. Explain to the rest of the class the information about every one of the activists in order.

Material: computer or laptop



<p>Activity 9</p>	<p>THINKING ABOUT WHAT WE HAVE LEARNT think-pair-share to discuss the questions and leave your message.</p> <p>Input: written / spoken / hands on</p> <p>Instructions:</p> <ol style="list-style-type: none">1. Sit in pairs.2. Read the questions and answer them on your own.<ol style="list-style-type: none">1. What have you been surprised by or discovered about the suffrage worldwide?2. Why do you think the process to get the right to women's vote has been so slow?3. What is the responsibility of your generation after studying the fight to get the vote in the past? Have you got any duty?4. Why is it important for young people to vote?5. What do you hope to accomplish with your first vote?6. What is the word, idea, thought you will keep after finishing the project?3. Share your answers with your partner.4. Take a card and write a message you would like to share. <p>Material: cards, colouring pencils, pen and a piece of paper.</p>
<p><i>In terms of academic content, what are the students learning and what are they learning</i></p>	<p>They are going to make contact with the activists who fought for the right to vote, the suffragist and suffragettes, to realise how some of them sacrifice their lives for the cause; to learn the way the suffrage arrives to different parts of the world and to be conscious of the importance of voting in order to protect our democracy and the future.</p>



to do?	They are going to learn to work cooperatively with others, to use their background to understand new contents in English, to put into practice their English skills in another context and to realise that they can learn and think in another language.
In terms of language, what are the students practicing or learning to do?	In terms of language they are going to learn new vocabulary and to put into practice all their background (grammar and vocabulary). They are going to read, speak and write on their own and with others. And if they are really good at English, they could internalize the new knowledge by helping their classmates.
In what way is this lesson plan a good example of what we learnt in the GEP course session?	<p>The lesson plan lets students learn by doing. It provides:</p> <ol style="list-style-type: none"> 1. Activities taking into account different intelligences. 2. Different types of input to learn and understand the content and vocabulary. 3. Explicit, implicit and referential questions. 4. Cooperative and collaborative activities to help all kinds of levels. 5. Time to interact students-students and teacher-students.
Other important information	<p>I will probably spend more than 2 lessons because there are many activities and I would like to give the students enough time to do the them properly. I will create a classroom with the instructions and material to implement the lesson plan.</p>
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<p><u>Materials</u></p> <p>Activity 3. Video questions Activity 5. Fil gaps teacher</p>



Activity 5. Fill gaps students
Activity 5. Missing vocabulary
Activity 7. Cards
Activity 8. Women's suffrage activists

Activities pasted.

Activity 3. Women's suffrage movement.

Watch the video about women's suffrage in GB and answer the questions.

0.00

1. What did Mary Richardson do in the National Gallery? And why?

1.15

1. When did the struggle for women's suffrage start?
2. Why were the women held back in Victorian Britain?
3. What was the role the society decided for men and women in the Liberalism?
4. What were the reasons to only let men vote ?
5. What was the reaction of the Parliament when in 1901 a delegation of unmarried women presented a petition calling for the vote?

3.30

1. How did the campaign for women's suffrage begin?
2. What was the tactic of the suffragist to win the right to vote?



4.01

- What was the motto for the new women's suffrage movement in 1903? And their name?
- What were their tactics?

4.49

- What was the position of the Prime Minister with the suffragettes?
- Why were the suffragettes on hunger strike in prison?
- What was "cat and mouse"?

6.25

1. What happen in August 1914?
2. How many British people died in the war?
3. Did the suffragist and suffragette continue with their fight?
4. What did the women of all social classes do during the war?

7.48

1. What did the women prove during the war?
2. Did all women get the right to vote in 1918?
3. When did the rest of women in GB get the right to vote?

Activity 5. Women's suffrage movement.

Read through this text and guess what the missing words are. Take them from the vocabulary given. Use the cooperative technique *share*



reading.

Suffrage

(1) '**Suffrage**' means the right to vote in political elections.

During the late **19th** and early **20th (2) centuries**, men in the UK had the right to vote but women did not. Many people, including women, didn't believe that women should be able to vote.

Suffragist movement

In the late 19th and early 20th centuries, many women started to campaign for women's rights. They focused (3) **on the right to vote**.

During this time, two main political groups formed, the (4) **National Union of Women's Suffrage Societies** (NUWSS) and the (5) **Women's Social and Political Union**.(WSPU)

These groups came to be known by two different nicknames, invented by some newspapers who searched for ridiculing them; the (6)**Suffragists** and the(7) **Suffragettes** .

The two groups used very different tactics to draw attention to their cause but their message was very much the same. They wore the (8) **colours purple, white and green** and made banners, badges and sashes with the words (9) '**Votes for Women**' displayed on them.

The Suffragists

The suffragists were members of the National Union of Women's Suffrage Societies (NUWSS) and were lead by **Millicent Garrett Fawcett** during the height of the suffrage movement, **1890 – 1919**.

They campaigned for votes for (10) **middle-class, property-owning women** and believed in (11) **peaceful protest**. Their methods included petitions, demonstrations and public meetings.

The Suffragettes



Emmeline Pankhurst was a former member of the NUWSS and a supporter of women's suffrage. After becoming frustrated with the Suffragists' approach, she broke off and formed her own society, the Women's Social and Political Union, the WSPU. The society was more inclusive and welcomed women from all different (12) **walks of life**.

From **1905** onwards the Suffragettes' campaign became more (13) **violent**. Their (14) **motto** was (15) '**Deeds Not Words**' and they began using more aggressive tactics to get people to listen. This included breaking windows, planting bombs, handcuffing themselves to railings and going on hunger strikes.

Many protesting Suffragettes were arrested for (16) **law-breaking** and many went to (17) **prison**. While in prison, they often went on (18) **hunger strike** (stop eating) to gain publicity for the cause and as a result were (19) **force-fed**.

To prevent any Suffragettes on hunger strike from dying in prison, Parliament introduced the (20) "**Cat and Mouse**" Act. This meant that hunger-strikers were temporarily released from prison until they recovered, before being re-arrested and locked up again.

In **1913**, Suffragette **Emily Wilding Davison** stepped out in front of the King's racehorse during a race at **Epsom**, and died a tragic death. No one knows for sure what Emily was hoping to do exactly, it's believed she was trying to pin a banner of (21) **suffragette colours** to the King's horse.

Emily's death and the cruel police treatment of the Suffragettes sparked public anger and gathered sympathy and support to the women's cause.

The suffragist movement during WWI

The outbreak of **World War 1** changed life and priorities. Both Emmeline Pankhurst and Millicent Fawcett temporarily stopped campaigning and instead encouraged women to join the (22) **war effort** in the spirit of national unity.

World War 1 also drastically (23) **changed women's role in society**. Before the war, a woman's place had been in the home, cooking, washing, cleaning and raising her children. But when the war began, millions of men had been sent away to fight, leaving vacant jobs that were essential to keeping the country running. Many women went to work for the first time in lots of different industries, even in dangerous (24) **munitions factories making weapons** for the war.

The Representation of the People Act



In **1918**, the efforts of the women's suffrage movement finally had a breakthrough. A Bill was passed through Parliament that granted (25) **some women** the right to vote. They had to be (26) **over the age of 30** and (27) **own property**, or be married to someone who owned property.

However, there was still a long way to go until (28) **all women** had the same voting rights as men, who could vote from the age of 21 regardless of property. In fact, it took another (29) **ten years** until women received (30) **equal suffrage** with men, in **1928**.

How are the Suffragettes remembered?

There is some (31) **divided opinion** over the violent tactics the Suffragettes used to spread their message. But there is no doubt that they are remembered as incredibly courageous, forward-thinking women who stood up for what they believed in .

They paved the way for future generations of women. Without them, your grandmothers, mums, aunties, friends and sisters ,even you, might have had considerably (32) **fewer rights today**.

That's not to say that the fight for women's rights is over. Around the world, including in the UK, men are still likely to be (33) **paid more** than a woman for doing exactly the same job. And there are many countries today where women still lack basic rights that we take for granted.

Material adapted from "[Facts about suffragettes](#)". National Geographic kids.

Activity 5. Women's suffrage movement.

Read through this text and guess what the missing words are. Take them from the vocabulary given. Use the cooperative technique *share reading*.

Suffrage



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Suffragist movement

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During this time, two main political groups formed, the (4) _____ (NUWSS) and the (5) _____ (WSPU).

These groups came to be known by two different nicknames, invented by some newspapers who searched for ridiculing them; the (6) _____ and the (7) _____.

The two groups used very different tactics to draw attention to their cause but their message was very much the same. They wore the colours (8) _____ and made banners, badges and sashes with the words (9) _____ displayed on them.

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Activity 5. Women's suffrage movement.

Missing vocabulary for filling in the gaps

1. **equal suffrage**
2. **war effort**
3. **middle-class, property-owning women**
4. **walks of life.**
5. **hunger strike**



6. centuries
7. National Union of Women's Suffrage Societies
8. Women's Social and Political Union.
9. on the right to vote
10. suffragette colours
11. Suffragists
12. Suffragettes
13. peaceful protest.
14. violent
15. Votes for Women'
16. own property
17. fewer rights today
18. divided opinion
19. ten years
20. Cat and Mouse
21. over the age of 30
22. paid more
23. violent
24. motto
- 25. Suffrage**
26. some women
27. force-fed



28. munitions factories making weapons

29. law-breaking

30. colours purple, white and green

31. prison

32. changed women's role in society

33. *Deeds Not Words*

Activity 7. Women's suffrage movement.

1800s

Women began fighting for the right to vote, petitioning their governments and rallying to the cause.

In 1893

New Zealand became the first country to allow women to vote. All the New Zealand women including Maori women.

In 1902

Australia followed suit but the enfranchisement did not extend to all Australian women. Aboriginal women and men could not vote for another sixty years.

In 1918

Women in the United Kingdom, Germany, Poland, and Canada, among other countries gained the right to vote.

In Canada first Nations women and men had to wait more than another forty years until they could vote..

In 1920

Women in the United States won their battle.

Native Americans were barred from voting for more years.

In 1929

Ecuador became the first South American country to enfranchise women, granting full voting rights to all women.

In 1930



South Africa began enfranchisement of women but only those of European descent. this was due to apartheid, the white government's policy of segregation and discrimination against the country's non white majority.
Voting rights did not extend to all South Africans until 1994.

In 1931
Women in Spain gained the right to vote but this lasted only five years until Francisco came to power in 1936.

In 1945
The end of World War II brought liberation to many European and Asian Countries and with that, enfranchisement of women..

In 1947
Indian and Pakistan gained independence from Britain and both of their constitutions granted women the right to vote.

In 1949
chinese women gained voting rights after a new government took power following a civil war.

Late 1940s and 1959s
Women across Latin America gained the right to vote.

By the end of the 1960s
The end of World War II brought decolonization in Africa. As African countries gained independence, voting rights for women followed.
Women across most of Africa could participate in elections.

The early 1970s
There were still a few European countries that did not allow women to vote.
Over the course of the decade Switzerland, Portugal, Spain and Mondoca all enfranchised women

In 1984
Liechtenstein followed.

Until twenty-first century
Conservative Middle Eastern countries did not enfranchise women.

In 2002
In Bahrain women won the right to vote.

In 2003
In Qatar



In 2005
 In kuwait
 In 2011
 Saudi Arabia was the last country, besides Vatican City, that still denied women the right to vote because of their sex.
 The Saudi King announced that women would be allowed to vote in later elections.

Activity 8. Women's suffrage movement.

Complete the chart filling the information about your activist

Name Picture	Date of birth/ Country <i>Short biography</i>	Activity Contribution	Famous quotes
Elizabeth Cady Stanton			
Susan B. Anthony			
Alice Paul			
Millicent Garrett Fawcett			
Emmeline Pankhurst			
Clara Campoamor			



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Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	yes
2. The input presented is used to help learners understand ideas and construct meaning	yes
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	yes
4. Students are helped in some way to understand , i.e. input is made comprehensible	yes
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	yes



6. The input and activities presented cater to multiple intelligences	yes
7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	yes
8. A variety of collaborative learning strategies are used throughout the session.	yes
9. At least one of the activities presented requires cooperation among students.	yes
10. Students are explicitly taught how to work in groups (or pairs).	yes
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	yes
12. At least one ICT tool is used to promote digital collaborative learning .	yes

GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	Clara Campoamor and Victoria Kent, Women's suffrage in Spain
Author	Elisabet Ibáñez Feliu



Course / year / age	1st Batxillerat. 16 years old students. 2018-19 school year.
Number of sessions	2 sessions
Collaboration with...	Nobody
Main objectives of the sessions	Learning about the female vote in Spain by reading and writing biographies. The biographies should follow the writing guide given and use the key phrases and the vocabulary worked.
Short description of the sessions	Reading some information about two of the key figures of women's vote in Spain

The descriptions of the activities below should contain:

7. *collaborative and cooperative activities instructions (including the timing and the language support)*
8. *type of support,*
9. *readings and writings planned,*



10. assessment tools 11. materials used		Timing	
S E S S I O N	Activity 1	<p>PRE_READING ACTIVITY: LEARNING NEW WORDS RELATED to THE TOPIC All class. Reading and writing Individual activity. Type of support: visual / witten. QUIZLET using the mobile phone</p> <p>Instructions:</p> <ol style="list-style-type: none"> 3. Send the students by email the link of the "Quizlet set" 4. Explain how to get and use the program. 5. Everybody work individually 10' focusing on learning some new vocabulary. <p>Assessment tool: Quizlet results. Teacher assessment</p> <p>Material used: mobile phone</p>	15'
	Activity 2	<p>TAKING NOTES TO GET INFORMATION ABOUT VICTORIA KENT AND CLARA CAMPOAMOR</p> <p>Collaborative activity. In pairs.</p> <p>Type of support: Complementary texts: Clara Campoamor 1, Clara campoamor 2, Victoria Kent 1, Victoria Kent 2, Clara Campoamor, Victoria Kent.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 2. Divide the members of the class into two groups. One half is going to read and write about Victoria Kent 	15'



	<p>and the other about Clara Campoamor.</p> <ol style="list-style-type: none">3. Explain the students they are going to do an activity in order to get information about one of the women. The information will be necessary to write a biography.4. Put two complementary texts of every one of the activists in four different places. Each partner in the couple should go where the text is, read the text and take notes.5. Students Share orally the information with the partner and keep the notes. <p>Material used:</p> <p>Complementary written texts, a piece of paper, pen.</p>	
Activity 3	<p>WRITING A BIOGRAPHY.</p> <p>Collaborative and cooperative activity In pairs.</p> <p>Type of support: writing guide. Rubric.</p> <p>Instructions:</p> <ol style="list-style-type: none">5. Give and explain the writing guide and some key phrases in order to help them to write the biography.6. Show the rubrics and explain the assessment criteria.7. Students put their mobiles away and every couple write down a biography using the contents of the two complementary texts and following the steps given without any other help.8. Students self-assess the biography and write down the mark.9. Students hand in the final writing before to leave the class. <p>Assessment tools: rubric . self-assessment</p>	30'



		Material Used: students' notes, a piece of paper, pen, a template with a assessment sheet.	
S E S S I O N 2	Activity 4	<p>CHECKING THE BIOGRAPHIES</p> <p>Collaborative and cooperative activity in groups of four.</p> <p>Type of support: rubrics and assessment sheet.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 2. Give the writings back to their owners. One part of the class has got the biography of Clara Campoamor and the other of Victoria Kent 3. Join the couples in groups of four ensuring there are the two different activists in every one of the teams 4. The team check the two biographies and co- assess them using the rubric provided last lesson. 5. They compare and fill in the table trying to be honest. <p>Assessment tools: rubrics and assessment sheet.</p> <p>Materials used: pen , rubrics and assessment sheet, improving my writing and reading table</p>	15'
	Activity 5	<p>MIND MAP about CLARA CAMPOAMOR AND VICTORIA KENT</p> <p>Collaborative and cooperative activity in groups of four.</p> <p>Type of support: computer, POPPLET</p> <p>Instructions</p> <ol style="list-style-type: none"> 5. Explain how to get and use the program POPPLET. 6. The student have to create a mind map about Clara Campoamor and Victoria Kent using the biographies done and extra information from internet. They can add some quotes by them, picture, videos. 7. Students share their research and every one of the teams choose and explain something interesting or new that they have discovered. 	45'



	<p>8. Every one of the groups prepare two question about the two activist using the information from the biographies and the explanations to create a Kahoot.</p> <p>9. Create a kahoot with all the students suggestions.</p> <p>Assessment tools. the Kahoot make by all the students. Teacher assessment with the results.</p> <p>Material used. the biographies.</p>	
<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>they are going to go in depth in the study of the two most important women who fought for the women suffrage and the equal opportunities for men and women in our country.</p> <p>They are going to improve to work cooperatively with others, to use their background to read, write and speak in English and to realise that they can learn and think in another language</p> <p>they are going to learn how to write a biography and how to organise the information in mind maps.</p>	
<p>In terms of language, what are the students practicing or learning to do?</p>	<p>In terms of language they are going to improve their vocabulary, to learn and practise key phrases and useful language to write biographies.</p>	



<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>The lesson plan lets students learn by doing and it provides different type of activities to learn contents using English as a communication language, giving tools to organise the information and assess their knowledge.</p>	
<p>Other important information</p>	<p>These activities are connected with the task 1.</p>	
<p>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</p>	<p>2. Clara Campoamor 1</p> <hr/> <p style="text-align: center;">Clara Campoamor Rodríguez</p> <p style="text-align: center;">* 1888 (Madrid) † 1972 (Lausanne) Spain</p> <p style="text-align: center;">Fields of activity: politician and women's rights</p> <p>Clara Campoamor began working at 13. She was a seamstress, a shop attendant, a telegraph assistant, a teacher for adults, a newspaper secretary and a translator.</p> <p>She gained recognition in feminist circles in 1916 when she joined the Ateneo in Madrid, a Spanish cultural institution, home to the most intellectual and progressive people of that period.</p>	



When she was 33, she returned to her secondary studies and at the age of 36 became a lawyer.

In 1924 she became one of the few Spanish female lawyers. Her ideas on women's equality brought her closer to the PSOE (Spanish Socialist Workers' Party). However, she never joined the party and didn't accept its collaboration with the dictatorship of Primo de Rivera (who had granted women the right to vote, but excluded prostitutes and married women).

She remained very active as a lecturer in the Women's University Association and in the Academy of Jurisprudence, always defending equal rights for women and political freedom during 1929.

When he attempted republican revolt in Jaca took place in 1930. Campoamor defended some of the people involved, one of them was her brother Ignacio.

In the debate and passing of universal suffrage, her own party and a considerable group from the left-wing parties opposed women's suffrage because, in their opinion, women would give their vote to the right-wing parties since they were controlled by their fathers, husbands or confessors. Campoamor had to debate with another member of parliament, Victoria Kent, who opposed women's voting. Campoamor was considered to be the winner. Finally, women's suffrage was passed.

The Spanish Civil War broke out in 1936 and she went into exile in Lausanne (Switzerland).

In 1938 she moved to Buenos Aires and supported herself translating articles and books, giving talks and writing biographies.

In April 1972 she died of cancer. Her remains were moved some years after her death to the Polloe cemetery in San Sebastian (Gipuzkoa).



Her political ideology was: “republican, liberal, secular and democratic” and she worked for women all her life.

Adapted from an article made by Elisa Chilet Rosell

Sources of information:

<http://www.unless-women.eu/biography-details/items/campoamor-rodriguez.ht>

2. Clara Campoamor 2

Clara Campoamor Rodríguez

* 1888 (Madrid) † 1972 (Lausanne) Spain

Fields of activity: politician and women's rights

She was a Spanish politician, a defender of women's rights, and one of the main driving forces behind women's suffrage in Spain, which was achieved in 1931, and exercised by women for the first time in the 1933 elections.

She started to take an interest in politics in 1913 when she was working as a secretary for the La Tribuna newspaper and met many people.

She gained recognition in feminist circles in 1916 when she joined the Ateneo in Madrid, a Spanish cultural institution, home to the most intellectual and progressive people of that period.

She remained very active as a lecturer in the Women's University Association and in the Academy of



Jurisprudence, always defending equal rights for women and political freedom during 1929.

in 1931, when the Second Republic was proclaimed, Clara Campoamor was elected a member of parliament — women could be elected, but could not vote— .

During the Second Republic She fought to establish non-discrimination on the grounds of gender, legal equality for sons and daughters born in and out of marriage, divorce and universal suffrage. She achieved it all, except the women's vote , which had to be debated in Parliament.

In 1933 new legislative elections were held, the first in which women could vote. Clara Campoamor lost her seat.

The Spanish Civil War broke out in 1936 and she went into exile in Lausanne (Switzerland).

During the decade of the 1940s, she tried to return to Spain but she was to be tried so she didn't go back to.

In 1955 she left Argentina and moved back to Lausanne (Switzerland), working in a lawyer's office until she lost her sight. She would never return to Spain.

Her political ideology was: "republican, liberal, secular and democratic"and she worked for women all her life.

Adapted from an article made by Elisa Chilet Rosell

Sources of information:

<http://www.unless-women.eu/biography-details/items/campoamor-rodriquez.ht>



3. Victoria Kent 1

Victoria Kent Siano

* 1889 (Málaga) † 1987 (New York) Spain
Fields of activity: lawyer and politician

She was born in a well-to-do and liberal family, she had private tuition.

She graduated as a lawyer, being the first woman admitted into the Bar Association during Primo de Rivera's dictatorship In 1924 .

She achieved fame as the first women worldwide to take part in a war council and get the absolution of her defendant, Álvaro de Albornoz, a member of the Republican Revolutionary Committee, for his involvement in the republican revolt in Jaca. She had her defendant absolution, which brought her public recognition.

She had intense debates about women's voting with the Member of Parliament Clara Campoamor. Kent opposed the idea, arguing that it was an inappropriate measure, because women of her time were not yet autonomous enough to vote freely by themselves, and that they would let themselves be guided by their fathers, husbands or confessors, in such a way that if they voted en masse it would threaten the Republic and conservatism would win again.

She was not elected in the elections (the first in which women could vote) In 1933.

In the middle of the Spanish Civil War (1937), she travelled to France as Secretary of the Spanish Embassy in



Paris. In this position, she gave refuge to Spanish boys and girls who were leaving the country as the nationalist army was occupying the territory and sending them to refugee camps. She helped Spanish refugees to go to America too.

She went into exile in Mexico in 1948 .

After 40 years spent in exile, Victoria Kent returned to Spain in 1977 for the first time since 1937 but she decided to come back to New York.

She dedicated her life and work to improve the living conditions, not only of women, but also of anyone living in conditions of inferiority: prisoners, orphans and people in exile.

She never defined herself as a feminist, although she supported equal opportunities for men and women.

Adapted from an article made by Elisa Chilet Rosell

Sources of information

<http://www.unless-women.eu/biography-details/items/kent-siano.html>

4. Victoria Kent 2

Victoria Kent Siano

* 1889 (Málaga) † 1987 (New York) Spain

Fields of activity: lawyer and politician



She was a Spanish lawyer and republican politician.

She moved to Madrid to enter into the Central University (*Universidad Central*) where she studied Law in 1917

She was elected as a Member of Parliament by the Radical Socialist Party (women could be elected but could not vote). In 1931. She was one of the first three female Members of Parliament in the Spanish Courts with Clara Campoamor and Margarita Nelken.

She was General Director of Prisons from 1931 to 1934. She worked to improve prisons, with the criteria of rehabilitating the prisoners. She removed chains and punishment cells and created the Women's Prison Department for the Women's Prison and the Institute of Penal Studies (*Instituto de Estudios Penales*). She left the prison after a misunderstanding with Álvaro Albornoz (whom she had defended) who believed that the reforms proposed by Kent were too humanitarian.

In 1936, she was elected a Member of Parliament again, this time as part of the Republican Left

In the middle of the Spanish Civil War (1937), she travelled to France as Secretary of the Spanish Embassy in Paris. In this position, she gave refuge to Spanish boys and girls who were leaving the country as the nationalist army was occupying the territory and sending them to refugee camps. She helped Spanish refugees to go to America too.

From 1940 to 1944, during the Nazi invasion of Paris, Kent decided not to flee France and to live under a false identity, Madame Duval, working and writing in support of Spanish exiles.

She travelled to New York as a UN official in 1950.

She died in New York in 1987.



She never defined herself as a feminist, although she supported equal opportunities for men and women.

Adapted from an article made by Elisa Chilet Rosell

Sources of information

<http://www.unless-women.eu/biography-details/items/kent-siano.html>

5. Writing guide

WRITING GUIDE : A BIOGRAPHY

TASK:

Write a biography of **CLARA CAMPOAMOR / VICTORIA KENT** using the information from the complementary texts.

THINK AND PLAN

- **Introduction** of the person. Date and place of birth and death. Note an accomplishment she achieved.
- **Body paragraphs.** Education, professional career, facts of her life...
- **Conclusion.** Summing up. Explain what kind of contribution she made, why her work was relevant, how she is remembered and if she had influence on the future events. Add a final thought, a personal comment; give reasons for your personal opinion.



KEY PHRASES

As a child/ a lawyer..
At the age of .../ By the age of...
In her early twenties / thirties / 40s....
In her late twenties....
When she was....
In her younger.. / late years...
In the early / later part of her life / career..

WRITE AND CHECK

Read the key phrases again. Write a rough draft version of your biography using the notes and your plan. Then check these points and write a neat version.

- Have you planned your writing?
- Have you checked the capital letters and spelling mistakes?
- Is the punctuation correct?
- Have you used key phrases?
- Have you used specific and new vocabulary learnt?
- Have you used adverbs of manner, frequency and intensity from your background?
- Have you used relative clauses correctly?
- Have you included a good introduction and a memorable conclusion?

6. Template biography



TEMPLATE BIOGRAPHY	
Date	
Names	
Topic	
7. Rubric and assessment sheet.	
BIOGRAPHY RUBRIC	
Date	



	Names			
	Topic			
		Excellent	Satisfactory	Emerging
	Shows evidence of having understood all the information	Evidence of having good notes of the reading.	Evidence of having some notes of the reading	little evidence of having appropriate notes of the reading.
	Presents important facts, events and contributions in a person's life in a manner that holds reader's attention	Includes significant facts, events and contribution from all stages of person's life in a lively manner	Includes significant facts, events and contribution but omits others; information is explained clearly	The events and facts included are not significant in the person's life. It is difficult to see her contribution. Information is presented in a simple manner
Organizes information well using chronological sequence	There is a good order to the information. Evidence of paragraphs and topic sentences: Attention getting introduction and memorable conclusion.	Information is organized in a logical manner, though paragraphs could be structured more clearly with topic sentences in the introduction and conclusion. they may not be memorable.	Information appears disjointed with no particular order and little evidence of paragraphs. No real introduction or conclusion	
Demonstrates attention to writing conventions and sentences structure.	Few or no errors in spelling and punctuation. writing flows well with good sentence structure and sentences that begin un different ways and are different lengths	Some errors in spelling and punctuation, but errors don't generally disrupt meaning.	many errors in spelling and punctuation. Difficult to understand the content	





Uses key phrases and specific vocabulary	Many key phrases and specific vocabulary are used.	Some key phrases are used but there is a overuse of some vocabulary	A few use of key phrases and poor vocabulary
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ASSESSMENT SHEET

Date	
Names	
Topic	

	Excellent	Satisfactory	Emerging
Shows evidence of having all the information			
Presents important facts, events and contributions in a person's life in a manner that holds reader's attention			
Organizes information well using chronological sequence			





	Demonstrates attention to writing conventions and sentences structure.			
	Uses key phrases and specific vocabulary			
<p>8. Improving my writing and reading.</p>				
<p>Improving my writing and reading</p>				
<p>Complete the table. Think about the things you did well and the things that you found difficult. What could you do to improve your writing and reading skills and do better next time?</p>				
	Name and mark	My strength(s)	Things I found difficult:	Things I could do to improve:



Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	yes
2. Before-, during- and after- reading activities are prepared.	not always
3. The materials use visuals to support comprehension.	yes
4. The writing process takes place in joint collaboration with the teacher (modelling)	yes
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	yes
6. The teacher uses different strategies to help students throughout the process of reading and writing	yes



7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	yes
8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	yes
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	yes