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FOREWORD

By natural inclination students turn toward models, not for definition but for direction; if no models are made available, students often unwittingly choose the first image encountered. Young people are preparing for a world full of difficult choices and impending crossroads. For these reasons we asked ourselves, how does a teacher present great minds and souls to a student and at the same time elicit the student's commitment to discover her or his own unique voice? How does a teacher offer an example of human potential that doesn't encourage mere mimicry? Where does the courage to discover, to realise our own destiny, come from?

These were some of the concerns that influenced this guide. Knowing childhood and adolescence to be critical times of challenge and identity-seeking, we have included herein profiles of some healthy, well-adjusted and self-actualised people. Prerequisites for selection depended on their rich personal and social lives, the availability of materials and their ability to speak to us across culture, space and time. These individuals, through their exemplary lives, gave us their message and incredible energy. The guide has been, therefore, more jointly written for the spirit of these people lie within these pages.

TO THE TEACHER

Reflections on Women is a learning centre within a book. The first part of the book gives you, the teacher, in-depth background information on the subject itself as well as on each of the women to be studied. A generous bibliography gives easy access to rich resources for your classroom. We hope you'll add to this list resources of your own: posters, music, videos and artefacts that will excite your students. Designate a special section of the classroom for the learning centre with chairs, tables, resources and bulletin boards; give ample time for browsing.

Several activities are included for each of the women. Reproduce the activities and cut each one out separately. Glue each assignment onto a piece of coloured cardboard that has been cut into a shape of your choice. Create a shape to fit the subject or have your students create the pattern shape.

Decide how many of the assignments each student should complete, then let the students select their own based on their interest and enthusiasm. A real value for the students is to

have the opportunity to read and consider all the assignments and then choose their own. They will learn as they read and perhaps find a new interest or direction to pursue.

Effective Use of *Reflections on Women*

This book contains a wealth of information that the teacher and the students can draw on as well as a variety of tasks that facilitate student learning. As with any method or the use of any tool, the end result or product depends on correct and careful use. This book is designed to help teachers enhance and encourage student interest. The following suggestions may be useful:

1. Review the tasks and check for skills that need to be reviewed before beginning the unit. For example, many students do not know how to evaluate according to criteria. In this case, the teacher's task is to provide information on how to develop and use criteria to evaluate ideas. Knowing how to rank order may be new to students; comparing and contrasting, which requires finding similarities *and* differences, may also need to be taught.
2. The goal of the tasks is to get students to process information using higher levels of thinking. A knowledge base is critical to higher level thinking, therefore, the teacher must establish that students have sufficient information on the topics before choosing the tasks.
3. The tasks in this book are based on Bloom's Taxonomy of Cognitive Objectives and Krathwohl's Taxonomy of Affective Objectives, which are hierarchical models. A hierarchical model of thinking requires a sequential movement through the steps, as each level builds on the preceding one. While disagreement exists regarding whether evaluation requires a higher level of thinking than synthesis, students must recall, understand and be able to apply and analyse information and concepts before they can engage in synthesis or evaluative thinking. Requiring students to complete a task at each level is not necessary if the teacher employs some means to ensure the existence of the necessary depth of understanding.

CATHERINE THE GREAT

Russia

Catherine the Great was born in Anhalt-Zerbst, Germany, on 2 May, 1729 as Princess Sophie. The princess was the only daughter of Christian Augustus, a German prince, and Johanna Elizabeth, a member of the Romanovs, the ruling family of Russia. By royal standards, Sophie's family was considered **impoverished**. Her father hoped that Sophie would devote her life to the Lutheran religion. However, when she was quite young, Prince Christian died. Sophie's ambitious mother, Johanna, proceeded to supervise her training.

When Sophie was 14 years old, Elizabeth Romanov, the **czarina** of Russia, invited Sophie and her mother to visit St. Petersburg, the capital of Russia. Johanna accepted the invitation with great eagerness. She hoped that the czarina had selected Sophie to become the wife of her nephew, Peter. Peter was to be the future **czar** of Russia. Sophie was excited by the invitation. Revealing the thirst for power that was to mould her life, she later admitted that at the time of the invitation the "title of queen caressed my ears".

The six-week journey to St. Petersburg from Germany was a difficult ordeal for Johanna and Sophie. Upon their arrival at the royal court, they were received with cold indifference. There were rumours that the 15-year-old Grand Duke Peter had expressed the desire to marry someone else.

From the time of their introduction, Sophie loathed the Grand Duke. He was a dull-witted, unpleasant youth. However, she remained unruffled, conducting herself with great dignity. She realised that the czarina, not Peter, would select the wife of the Grand Duke. Sophie devoted herself to winning the czarina's trust and admiration. Eventually, she won Elizabeth over by announcing that she was adopting Russia as her own country. With determination and laborious study, Sophie began to transform herself into a Russian noblewoman. She studied diligently to learn the complex history of the country. Months were spent studying the Greek Orthodox faith, the national religion of Russia. She was received into the Greek Orthodox Church and officially changed her name to Catherine Alexlivna. On the day that Sophie entered the Church, 29 June, 1744, she was **betroted** to Peter. Catherine's long-term plan had proved successful.

ACTIVITIES

CATHERINE THE GREAT

Knowledge

Make a 10-card fact file about Catherine's life.

CATHERINE THE GREAT

Knowledge

Identify the country where Catherine was born. Draw a map of this country naming at least five places that were significant in her life.

CATHERINE THE GREAT

Knowledge

What other historical events occurred around the time Catherine became the ruler of Russia? Make a 50-year time line that shows these events.

CATHERINE THE GREAT

Comprehension

Develop a crossword puzzle based on Catherine's acquisition of land for Russia.

CATHERINE THE GREAT

Comprehension

Make a "Catherine the Great Classic Comic". In cartoon-strip style tell the story of Catherine and how she changed Russian customs and culture.

CATHERINE THE GREAT

Comprehension

Although illiteracy was widespread in Russia, Catherine made contributions to education. Develop one or more skits that illustrate these contributions and their effects on the Russians of that time. Present the skits to the class.

CATHERINE THE GREAT

Application

Learn at least 20 Russian words, their pronunciation and their meaning. Make an illustrated mini-dictionary of the words.

CATHERINE THE GREAT

Application

Catherine supported the arts and sciences and transformed St. Petersburg into a beautiful city. Write a short story that explains how Catherine came to value art, science and aesthetics.

CATHERINE THE GREAT

Application

Catherine's instruction concluded with, "God forbid that any other nation shall enjoy greater justice and, therefore, greater well-being." Make a poster that illustrates the actions she took to ensure Russia's justice and well-being.