

# WOMEN AROUND THE WORLD

*Alice at a  
Glance  
Curriculum  
Packet*



**ALICE PAUL  
INSTITUTE**

*Education. Empowerment. Equality.*

# Women around the World

Grades: 6-8

Duration: 2-3 class periods

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## OBJECTIVES:

- Students will research and analyze successes and challenges faced by women and girls in two countries around the world.
  - Students will compare these issues to the historical movement of women's suffrage in the United States and contemporary issues facing young people today.
  - Students will discuss steps that they can take towards positive change in their own communities.
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## CURRICULUM STANDARDS:

State standards may include the following strands/topics:

Active Citizenship in the 21st Century; History, Culture, Perspectives; Civics, Government, and Human Rights; World History/Global Studies; U.S. History: America in the World; Literacy in Humanities/Social Studies

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## MATERIALS:

- Computers (for research & use of interactive map)
  - ["Best & Worst Places for Women": Interactive map](#)
  - Analyzing a Source handout (included)
  - Women around the World: Challenges handout (included)
  - Fact Sheet: 11 Facts about Women around the World (included, optional)
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## PROCEDURE:

After watching *Alice at a Glance*, discuss the changing state of women's rights in the US. Point out that this is not limited to America: for years, women have faced oppression across the globe. Some countries are considered to have made more improvements than others.

Ask students: if they were to list some of the “best” and “worst” countries for women based on what they know right now, what would they say? Briefly generate a list with the class.

Introduce to students the “Best and Worst Places for Women,” a rankings study by Newsweek and The Daily Beast released in September 2011. Explain the five basic categories by listing them on the board and summarizing what was considered for each. This is available [here](#). Then, using computers, allow students to explore the interactive map.

When students have had an opportunity to explore the interactive map, reconvene as a class. Consider the ranking of the U.S. as one of the “Best” places for women. If possible, project the photo gallery of the U.S. ranking, available [here](#). Briefly discuss as a class: what might have put the U.S. in this ranking?

Introduce the students’ task. Students are to pick one country from the “Worst” list. In small groups, students will research one of the five areas considered by the study: Justice, Health, Education, Economics, and Power. Students will prepare a basic summary of this country. The instructor may wish to use the “Women in the World: Challenges” and “Analyzing a Source” handouts to guide students’ research and analysis. Depending on the class time available, the instructor may choose to have students complete their research for homework.

Students should share their findings with class in an informal presentation.

In class discussion, emphasize the factors that have encouraged positive or negative change in countries. Do these issues affect all women equally? Encourage students to look for the differences in class, race, religion, and so on. Then, compare students’ findings to the U.S. ranking. What positive steps have been made for women in the U.S.? What steps does the U.S. have yet to take?

In discussion, encourage students to share issues that are relevant to them and ways that young people might come together to take steps towards solving them. Compare the students’ points to issues faced by women and girls around the world and the challenges faced by Alice Paul and other activists during the women’s suffrage movement.

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## EVALUATION:

Students will be evaluated based on their participation in class discussion, research and analysis of an issue facing women in a specific country, and their completion of the included analytical handouts.

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## ADAPTATIONS:

Consider posting students' summaries & analyses to a map on a bulletin board for other students and teachers to see. Pin the students' work to country they researched to create a hallway display of women's issues around the world.

For a more focus, instructors may choose to narrow the categories down to one specific area, such as Justice of Education. Consider introducing a background about this topic and asking students to research this area for both countries of their choice.

Instructors may wish to share the fact sheet "11 Facts about Women around the World" with their students, originally made available at [www.dosomething.org](http://www.dosomething.org).

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## ADDITIONAL RESOURCES:

Numerous resources related to The Daily Beast's feature are available:

[A breakdown of categories and how the study was completed](#)

[A photo gallery of the original feature](#)

[The Newsweek article related to the study](#)

[Full rankings list](#)

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## NOTES & ASSESSMENT:

Notes or modifications to remember when using this lesson again:

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Women around the World: Challenges

Country: \_\_\_\_\_

Area of Concern: \_\_\_\_\_

Basic Summary of the Country:

What challenges do women and girls face with the area of concern you researched? Are there women and girls in the country who don't typically face these issues? According to your research, what factors have come together to create these challenges?

What solutions have been attempted, and what solutions might help resolve some of these challenges? In your response, consider the obstacles that people face in enacting these solutions.





## 11 FACTS ABOUT WOMEN AROUND THE WORLD

1. Women perform 66% of the world's work, but receive only 11% of the world's income, and own only 1% of the world's land.
2. Women make up 66% of the world's illiterate adults.
3. Women head 83% of single-parent families. The number of families nurtured by women alone doubled from 1970 to 1995 (from 5.6 million to 12.2 million).
4. Women account for 55% of all college students, but even when women have equal years of education it does not translate into economic opportunities or political power.
5. There are six million more women than men in the world.
6. Two-thirds of the world's children who receive less than four years of education are girls. Girls represent nearly 60% of the children not in school.
7. Parents in countries such as China and India sometimes use sex determination tests to find out if their fetus is a girl. Of 8,000 fetuses aborted at a Bombay clinic, 7,999 were female.
8. Wars today affect civilians most, since they are civil wars, guerrilla actions and ethnic disputes over territory or government. 3 out of 4 fatalities of war are women and children.
9. Rape is consciously used as a tool of genocide and weapon of war. Tens of thousands of women and girls have been subjected to rape and other sexual violence since the crisis erupted in Darfur in 2003. There is no evidence of anyone being convicted in Darfur for these atrocities.
10. About 75% of the refugees and internally displaced in the world are women who have lost their families and their homes.
11. Gender-based violence kills one in three women across the world and is the biggest cause of injury and death to women worldwide, causing more deaths and disability among women aged 15 to 44 than cancer, malaria, traffic accident, and war.



This list is also available on the [dosomething.org website](http://dosomething.org).



