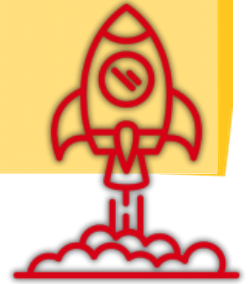


## **Title:** INVISIBLE WOMEN

**Educational level:** 6th grade. 3rd Cycle of Primary Education.

**Curricular areas:** Social Science.

**Timing:** in any term. 2 sessions of 45 minutes.



## **Summary**

In the development of the activity our students will learn about 5 women in history whose contributions were not taken into consideration in their time.

Once the challenges have been solved and they have learned about these women, they will have to match each woman to the historical period they belong to and, as a final task, they will have to put them in chronological order.



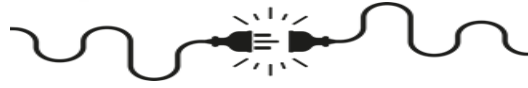
## **Aims**



- Recognise the historical time periods.
- Use historical sources to identify the historical period to which each character belongs.
- Recognise the crucial roles played by influential women during the women's right main movements.

**Key competences to be developed:** Mathematical competence and competence in science, technology and engineering. Citizenship competence.

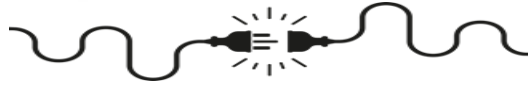




## How do we do it?

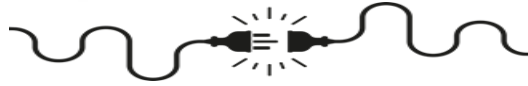


1. Context: For many centuries and in many cultures, women have been mere shadows of men, and their role was relegated to household chores, subsistence work and childcare. However, there were many women who managed to do other things, those "manly" things that they could not do. These women contributed a lot to their society and to the world, they were writers, doctors and even builders, but their lives are hardly studied in history books. That is why today we are going to get to know some of them.
2. Divide the class into work teams. Each team will have to solve the challenges that we will propose to them.
3. Give the challenges to the teams. They can be given randomly. The order in which the challenges are given is irrelevant.
4. "Identical Picture" Challenge. The students are given four pictures and only one is identical to the original. It is a more complicated activity than it seems, as you have to pay close attention to the small details that will help you to find the solution. In the printable resource there is a section with the solutions and information for each picture to discuss with the students so that they can identify which period in history each picture belongs to.
5. "Hieroglyphic" Challenge. The students have to use logic to be able to decode the hieroglyphic and discover the word. The printable resource explains what a hieroglyphic is and is sequenced in difficulty. The solutions are also provided on the last sheet. In case of spare time, you can ask each team to write a hieroglyphic for their classmates to solve.



6. "Maze" Challenge. As the name suggests, students have to find and colour the correct way out of the maze. In the printable material there is an image with the solution.
7. "Logical Riddle" Challenge. In this activity they are given a popular riddle to solve using logic. It is important to emphasise the importance of listening to each other and to let everyone give their ideas. In the printable material, everything is explained and the solution is provided.
8. "Sequences" Challenge. In this challenge there are some sequences that you have to continue. The most difficult one is the last one, which is the Fibonacci sequence. In the printable material there is a brief piece of information about the Fibonacci sequence's history, as well as the solutions.
9. After completing each challenge, give them a women's fact worksheet with the information about each woman they are going to learn about.
10. Once they finish solving all the challenges, we will talk about each of the women they have learned about in this lesson. You will ask them to tell you about aspects of their lives, to place each woman in a historical period and to resolve any curiosities or doubts they may have.
11. As a final task, each group will have to put these women in chronological order.





## Suggestions

This activity is an excellent way to commemorate Women's Day, as it highlights the crucial role of women throughout history. It also fosters a more inclusive understanding of humanity and its collective achievements.

To complement the activity, you can watch some Youtube videos about these popular women's lives.



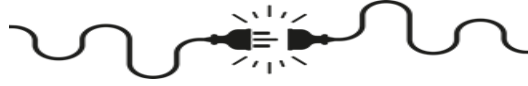
## Resources

- **Human:** teacher and students.
- **Material:** printable material available below. Challenge cards and women's fact worksheets.



**Space:** classroom.

**Type of activity:** in groups.



## Challenges:

### CHALLENGES



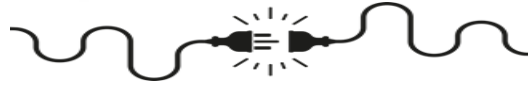
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## Fact sheets on women:

### INVISIBLE WOMEN

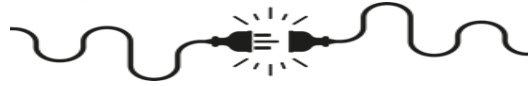




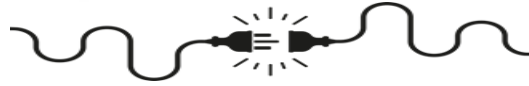
## What have we learned?

**Specific competence:** to recognise and value plurality, showing empathy and respect for other cultures in order to contribute to the improvement of a society in continuous transformation and to the achievement of the values of European integration.

Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
4.1 Analyse the geographical processes, historical and cultural that have made up today's society, valuing the union and freedom, showing empathy and respect for others cultures and maintaining referents of equality.	Analyses geographical, historical and cultural processes in depth; deeply values social togetherness and freedom; shows outstanding empathy and respect for other cultures and maintains references to equality.	Performs an adequate analysis of geographical, historical and cultural processes; values social togetherness and freedom with a clear understanding demonstrates empathy and respect for other cultures.	Analyses geographical, historical and cultural processes superficially; appreciates social togetherness and freedom in a basic way; shows some degree of empathy and respect for other cultures.	Shows limited understanding of geographical, historical and cultural processes; does not adequately value social togetherness and freedom; shows little empathy and respect for other cultures.



Assessment Criteria	4 Excellent	3 Very good	2 Satisfactory	1 Needs improvement
4.2 Promote attitudes of equality and behaviours that are not discriminatory, supported by the freedom, analysing and contrasting different models in our society.	Actively and prominently promotes attitudes of equality and non-discriminatory behaviour; carries out an exhaustive and contrasted analysis of the different models in our society.	Promotes attitudes of equality and non-discriminatory behaviour in a consistent manner; analyses and contrasts different models in our society with clarity and depth.	Promotes attitudes of equality and non-discriminatory behaviour in a basic way; has an initial understanding of the different models in our society.	Does not promote attitudes of equality and non-discriminatory behaviour; shows a limited understanding of the different models in our society.



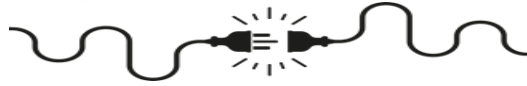
## Computational Thinking

**Logic (prediction and analysis):** thinking to make predictions, solve problems and make decisions based on available information.

**Decomposition (breaking down into smaller parts):** breaking down problems into smaller and more manageable parts, which are easier to understand and solve.

**Patterns (recognise and use similarities):** recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.

**Abstraction (delete unnecessary details):** simplifying things in a problem hiding unnecessary details or aspects to focus on those which are relevant and essential.



## More information

QR codes to the activity resources

Challenges:



Fact worksheets about popular women:

