

**GLOBAL FEMINISMS PROJECT PODCAST SERIES:  
CONTEXTUALIZING FEMINIST VOICES:  
THE LESSON PLANS**

**Topic: Women During Times of Political Transformation**

**Host: Andrea Huang  
Speakers: Eimeel Castillo**

**University of Michigan  
Institute for Research on Women and Gender  
1136 Lane Hall Ann Arbor, MI 48109-1290  
Tel: (734) 764-9537**

**E-mail: [um.gfp@umich.edu](mailto:um.gfp@umich.edu)  
Website: <http://www.umich.edu/~glblfem>**

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**Andrea Huang: Hi Eimeel, thank you for speaking with me today! Can you please provide a brief overview of the lesson plan and its learning goals?**

**Eimeel Castillo:** Certainly! This lesson plan teaches students about women's motivations to participate in major changes in their countries and to acknowledge how their positionality as women had certain consequences once they got politically involved. So this is a lesson plan about individual and collective historical change, so to speak, and uses the cases of some countries that have gone through major transformations through nationalist struggles, for example. It uses the cases of Nicaragua, Poland, and India. One of the issues that students will comprehend is how societal expectations and women's creative strategies interact and can explain how social change occurs. Some of the learning objectives were on the one hand that students compare and contrast how feminist activists, in their oral histories, evaluate continuities and changes in the situation of women in relation to state politics. And, on the other, it familiarizes them with tools for conducting an analysis of images as historical sources.

**AH: What are some of the proposed activities that instructors can find in the lesson plan?**

**EC:** This lesson plan contains two activities and one final assignment. The first activity provides the necessary background for each country to be used as a case study. Students think and categorize how social factors determine the ways people get involved in transforming their societies. Once they have done that, they work in groups and move around the classroom to discuss one particular country based on the interviews from activists. This way they are prepared to move to the second activity. So, in the second activity students work with a set of images. They practice how to look at these materials as historical sources. They do an initial interpretation and then they work with excerpts from the interviews to complement and expand that initial image analysis. Then, they gather in groups to compare their findings with others who worked with the same country but with a different image. So, it ends up being a comparative exercise. Lastly, for the final assignment students practice some basic research skills and continuing with the theme of visual sources, they create an infographic poster looking at whether these major changes brought up transformations in the condition of women in two different countries. It teaches them how to communicate ideas in a fun and creative way.

**AH: Now, why would you say that this lesson plan is a helpful resource for instructors? Why did you create this lesson plan? And are there any adaptations that instructors can make of this lesson plan?**

**EC:** This is perhaps my favorite lesson plan because I conceived it thinking that students are apprentices of historians. I wanted students to practice a skill, of what it is to work with a primary source and to do that work of interpreting a photograph or an image, and I had a lot of fun doing the research for its design. I feel that images presented in this lesson plan complement very well the oral histories and expand to a panoramic view of what it was to be a woman at that time in history. I think that instructors can adapt this lesson plan by changing countries or providing further images from the suggested external sources, for example, or if they decide to focus on comparing two countries that may seem completely disconnected but that can serve, for example, to think about global history events like the end of the Cold War, such as in Poland or in Nicaragua. Also, the final assignment that I mentioned, the posters, could end up with a poster contest in which students bring them to class, bring their work, and hang them in a gallery and they vote for the best ones!

**AH: Thanks, Eimeel. Is there anything else that you would like to share about this lesson?**

**EC:** Oh, yes, I would like to add that this lesson plan builds from the Lesson Plan on Interviews as Narrative, Data, and Sources since it helps students to do a close reading of the interviews as tools for their research and in this lesson plan, in particular, students explore how interviews can illuminate both life stories and historical events broadly.