



Universidad de Valladolid

Facultad de Filosofía y Letras

Máster en Formación del Profesorado de Educación
Secundaria Obligatoria y Bachillerato, Formación Profesional y
Enseñanzas de Idiomas

“Women’s Rights in the US”: Lesson Plan to Teach EFL Students about Gender Equality in the US during Women’s History Month.

Alexis Julia Sáez Lutz

Tutora: Inés Gallego Olmedo

Departamento de Didáctica de la Lengua y la Literatura

Valladolid, junio 2024

Abstract:

Culture and language are directly related, leading to the importance of incorporating cultural content into the English as a Foreign Language (EFL) curriculum. Because of this, gender equality in the United States was chosen as the main topic of the lesson plan proposed in this paper, as it provides students with knowledge on social and cultural aspects occurring in a country in which the foreign language is spoken. The lesson plan designed is intended to be implemented during Women's History Month in March, to raise awareness on the topic of gender issues. Therefore, in this paper, the benefits and strategies of including culture in the EFL classroom are explored, as well as developing a lesson plan aiming to form students in tolerance and respect when dealing with gender issues.

Key Words: English as a Foreign Language (EFL), Gender Equality, Culture, United States, Women's History Month.

Resumen:

La cultura y el lenguaje están estrechamente relacionados, derivando en la importancia que tiene incorporar contenidos culturales en currículo de inglés como lengua extranjera (ILE). Por esto, la igualdad de género en Estados Unidos fue elegida como el tema principal de la unidad didáctica propuesta en este trabajo, ya que aporta a los estudiantes conocimientos sociales y culturales de un país en el que se habla la lengua extranjera. La unidad didáctica diseñada está planeada para llevarse a cabo durante el mes de la historia de la mujer en marzo para así concienciar sobre desigualdades de género. Por tanto, en este trabajo se explorarán los beneficios y estrategias de incluir la cultura en las clases de ILE, además de desarrollar la unidad didáctica que pretende formar a alumnos en respeto y tolerancia lidiando con cuestiones de género.

Palabras Clave: Inglés como lengua extranjera (ILE), Igualdad de género, Cultura, Estados Unidos, Mes de la historia de la mujer.

Index

1. Introduction.....	1
1.1. <u>Justification</u>	2
1.2. <u>Objectives</u>	2
2. Theoretical Framework.....	4
2.1. <u>Culture in the EFL Classroom</u>	4
2.1.1. The Importance of Teaching Culture.....	4
2.1.2. Advantages and Disadvantages.....	7
2.1.3. Strategies and Techniques	9
2.2. <u>Teaching about Women’s Rights</u>	12
2.2.1. Women’s Rights in the US: an overview.....	13
2.2.2. Learning about Women’s Rights in the EFL Classroom.....	16
3. Lesson Plan Proposal.....	19
3.1. <u>Context</u>	19
3.2. <u>Objectives</u>	20
3.3. <u>Curricular Aspects</u>	22
3.4. <u>Methodology</u>	23
3.5. <u>Lesson Plan</u>	24
3.5.1. Lesson 1.....	25
3.5.2. Lesson 2.....	28
3.5.3. Lesson 3.....	30
3.5.4. Lesson 4.....	32
3.5.5. Lesson 5.....	34
3.5.6. Lesson 6.....	36
3.5.7. Lesson 7.....	38
3.5.8. Lesson 8.....	39
3.6. <u>Assessment</u>	41
4. Conclusion.....	44
5. References.....	46
6. Annexes.....	49

1. Introduction

Culture and language are directly related, making both aspects necessary in the English as a Foreign Language (EFL) curriculum. When teaching students to acquire a language, it is also beneficial for them to receive knowledge on the cultural and social background of the countries in which the foreign language is spoken. Therefore, the importance of culture teaching, as well as its advantages, disadvantages, and strategies to implement it, will be discussed in this paper to explain not only why teaching culture is necessary, but to also focus on the many benefits it entails for the learners.

Taking the importance of culture into account, gender equality in the United States was chosen as the main topic of the lesson plan presented, considering it includes cultural aspects that are not taught as often in an EFL context, this being gender issues. Therefore, before presenting the lesson plan, an overview of the historical background of women's rights in the US will be given, providing reasons as to why it is important to teach about such issues in the classroom, focusing primarily on the EFL environment.

In relation to the lesson plan, titled "Gender Equality in the US", eight sessions have been designed aimed at a bilingual 4th of Secondary Education (ESO) group, to teach students at that age about gender issues in the nation. Moreover, it has been designed to be carried out during the month of March, known as Women's History Month, to raise awareness on gender injustices and women's rights. When describing the lesson plan, the context, methodology, and assessment will be explained, as well as indicating what curricular aspects have been taken into consideration when designing the lesson plan. Regarding the curriculum, both the *Royal Decree 217/2022* and the *Decree 39/2022* have been used, as these documents provide information about the contents and competences that must be acquired during each grade according to the LOMLOE (Ley Orgánica 3/2020, 2020) which dictates the educational laws in Spain. The latter also refers to the laws in Castile and Leon, the region in which the school is located. The lesson plan was designed following the task-based approach, leading students to have to work on tasks related to the topic in discussion to then present a final project using the contents seen in the lessons.

Lastly, a series of annexes can be found which compromise many of the activities designed in the lesson plan. These activities have been created and inserted to provide an example of the

tasks intended for the students to do. Moreover, an assessment rubric has also been included to represent the way students would be evaluated for their final project.

Concerning the purpose and objectives of this lesson plan, the justification and aims will now be explored, to provide reasoning as to why the topic has been chosen, as well as the objectives that are expected to be achieved with the development of both the dissertation and the lesson plan.

1.1. Justification

Including contents that revolve around cultural and social aspects is necessary to be able to educate students in the reality of both foreign countries and their own. Because of this, gender equality was chosen as the main topic of the lesson plan to provide students with knowledge regarding social situations in other countries. Being this lesson plan for an EFL context, United States was chosen as the focus of the lesson plan. The reasoning behind this is that the US is a country that is often included in the foreign language curriculum, however, learners are hardly ever taught about social injustices that occur in the nation nor about its historical background. Therefore, creating a lesson plan that solely focuses on the women's rights movement and their reality in the country can allow students to be more aware and tolerant when discussing said matters. Moreover, the country in question has a very rich and eventful history regarding women's rights, providing students with consciousness related to women of many different backgrounds and generations, as the activities deal with the situation of women in the country during many different decades.

Furthermore, the lesson plan designed serves as a tool to incorporate both language skills and intercultural knowledge in the classroom, as students are not only learning about gender issues, but they are also acquiring the foreign language by completing the activities and tasks designed. In relation to the suggested activities in the lesson plan, these can be adapted to meet the needs of other language levels, meaning that it can be used for future years to come, as the topic itself can be relevant for all high school grades.

1.2. Objectives

The main aim of the lesson plan proposed is for students to learn about gender equality in the United States while being exposed to the foreign language and indirectly acquiring

communicative skills. Nonetheless, apart from the main objective described, the following specific objectives are also presented throughout this paper:

- To explore the benefits that teaching culture in the English as a Foreign Language context entails.
- To provide students with knowledge on the situation of American women throughout history.
- To form individuals that are both culturally and socially aware, respecting other cultures and rejecting discrimination of any form.
- To guide students in their foreign language acquisition by completing activities that promote communication and interaction.

The objectives described are included both in the development of the paper and the lesson plan, as the different sections presented explore the importance of culture and incorporating gender issues in the classroom.

2. Theoretical Framework

2.1.Culture in the EFL Classroom

Whether to include culture in the EFL classroom or not is a widespread debate. What cannot be denied is that culture is constantly present in a language, as it reflects the words and way of communicating of a specific group of people. Because of this, it is necessary to reflect on the importance of incorporating culture into lessons and the consequences this might have on the students' acquisition of a language, as well as discovering different strategies to efficiently introduce it in the EFL context.

2.1.1. The Importance of Teaching Culture

As mentioned, culture and language are always intertwined, which is why culture should always be present in the English classroom. When students are learning the language, teaching the culture of the English-speaking countries should be a given, as it helps students acquire a better understanding on these countries' way of life, allowing them to also reflect on their own country and background indirectly.

When thinking about the word "culture", what probably comes to mind for most people is the art, food, festivities, and literature of a specific place or group of people. Of course, these are all essential aspects that might represent a culture, but there are often other concepts that are overlooked despite being just as, or even more, important. These include the values, beliefs, historical background, and even social problems of the group in question.

Nonetheless, it is important to first define what the word "culture" truly means and what it entails. According to Kramsch (1998), culture is a "membership in a discourse community that shares a common social space and history, and common imaginings" (p.10). Lee (2009), however, differentiates the term culture into two subtypes: big "C" and small "c" culture. In relation to the big "C" culture, he defines it as the visible factors that belong to a country's culture, such as its festivities and geographical features. On the other hand, small "c" culture is known, as stated by Lee, as the "invisible and deeper sense of a culture", referring to its underlying traditions and social values (p. 78).

Regarding Lee's definition of this term, it can be seen how culture does not just revolve around what has been typically taught in schools, which has always often been related to the most common holidays of a country, the geography and scenery, as well as some traditions. As Lee stated, it should also include the underlying values and social norms that belong to a culture,

allowing students to truly discover another side of the country they are being told about, to truly learn about its society. Paige et al. (1999) also support the notion of the distinction between big “C” and small “c” culture, as well as providing a definition to the process of culture learning:

Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively. (p. 4)

Therefore, according to Paige et al., learning culture is something essential when acquiring a language, as it helps the speaker communicate effectively with the target group, bearing in mind they will have a better understanding of the way certain groups of people interact. Not only is the learner gaining knowledge on the language, but they are also developing social and interaction skills, as learning about the culture, they also get to understand the group’s behavior and mannerisms. The importance of learning a country’s culture when learning their language is also defended by Gonen and Saglam (2012) who explain the role of a foreign language (FL) teacher, which they defend should be the one of a medium between the language and the culture itself.

Learning a language without culture is a recipe for becoming what Bennett (1993) calls a “fluent fool”. A fluent fool is someone who speaks a foreign language well, but does not understand the social and philosophical content of that language. Hence, the role of foreign language teachers has gained importance since they serve as a medium to teach both the language and the culture of the foreign language. (Gonen & Saglam, 2012)

As stated by Gonen and Saglam, to prevent students from becoming “fluent fools”, it is essential that culture teaching is included in the FL curriculum, as if not, learners would only have knowledge of the language, but not what it socially entails, leading them to not be socially aware of how to use the language correctly and appropriately.

All of these authors concur with the fact that culture is a fundamental part of the EFL curriculum, and should, therefore, always be included, as it helps students acquire the language in a more authentic way. Discussing culture broadens their mind, making students culturally aware of certain situations, such as of the social problems happening in the country that is being taught in the classroom. It is the teacher’s responsibility to include these aspects in their lessons, and to make sure that all of the possible discussions regarding culture are authentic and respectful.

Hence, as also stated by the previous authors, the contents of the culture covered in class should not solely revolve around facts such as the most famous celebrations of the country, typical meals, the main events, or even around the possible differences there are with the native culture, but it should also focus on the possible social inequalities and problems too, which is known as the small “c” culture that Lee (2009) defined.

Therefore, when including culture in the classroom, it can be of great importance for students to acquire knowledge on these sensitive topics, as it is often harder for them to learn about it on their own and need guidance from the EFL teacher to access this information. Topics such as women’s rights in the English-speaking country, racial equality, LGBT+ rights, and the reality of the minorities in the country are all topics that should be included when teaching about culture in EFL lessons. Because of this, this paper will focus on women’s rights in the US providing an example of a lesson plan that could be used in an EFL lesson.

Moreover, to conclude on why it is important to incorporate culture in EFL lessons, apart from the previous points made, EFL teachers in Spain must bear in mind that teaching interculturality is also included in the current educational law LOMLOE. According to the *Royal Decree 217/2022*, which includes what aspects have to be taught in secondary education in Spain, the interculturality that should be included in the foreign language curriculum needs to allow students to experience the diverse aspects of a culture (Real Decreto 217/2022, p. 135). It also mentions that in secondary education, interculturality should promote respecting other cultures, and includes that their education should stray away from stereotypes and discrimination (p. 135). Finally, it should also “allow students to act in a sympathetic, respectful and responsible way in intercultural situations.” (p. 135). Similar instances mentioning interculturality can also be found in the legal document titled *Decree 39/2022* that includes the secondary education curriculum in Castile and Leon (Decreto 39/2022).

Bearing this in mind, it can be said that including culture in the EFL classroom is of great importance, as it promotes students to have a better understanding of the countries in which the language they are learning is spoken, as well as creating a group of people that respect and tolerate said culture. Lim and Griffith (2016) promote this idea with the following statement: “Language carries meaning beyond the words themselves. It also communicates information about the culture of the individuals involved in any communication act because language is inextricably linked with culture” (p. 1034). As language and culture always come hand-in-hand,

an EFL teacher cannot expect to provide learners with an understanding of the English language without also dealing with cultural topics.

2.1.2. Advantages and Disadvantages

Though it has been previously stated that introducing culture in the classroom is very important, when doing so, teachers can come across a series of drawbacks that might make it harder to teach it or it can even cause teachers to be discouraged from incorporating it in their lessons.

For starters, if not done correctly, teaching about a country's culture can lead to stereotypes and an overall simplification of a country's traditions and history, making students have even less cultural awareness about a country than they did before. If a student's cultural knowledge is solely based on what is seen on movies and TV shows, no matter how authentic they are, there will always be some hints of cultural simplification. This is an idea that has been included in Choudhury's (2013) paper, which focuses on the challenges one might encounter when trying to teach culture in their EFL lessons, and mentions the fact that often times, when the content of a culture that is learned comes from a TV show, the values and qualities acquired can fall into stereotypes of the specific country's culture, leading to it not being accurate and not truly benefitting the recipients of said contents (p. 22).

Of course, there are always instances in which watching TV shows and movies from the target language are helpful for students both for language acquisition and gaining cultural knowledge, but the problem comes when the media watched revolve around stereotypes or paint an unreal picture of the reality of these given countries. In the case of American culture, when students solely watch shows that center on the American dream and the portrayal of a perfect lifestyle, they are not gaining any cultural awareness on the possible injustices or history of the country, which should also be learned about. It is often typical to just include festivities such as Thanksgiving and the 4th of July when teaching about American culture, and, though it is important for students to also learn about them, there are many more non-traditional but still very important celebrations that happen in the US that should also be seen in the classroom. An example of this is Juneteenth, which falls on June 19th and focuses on the commemoration of the day slaves started to be freed after the American Civil War. Though holidays such as this one are not often talked about in the EFL classroom, they provide an opportunity for teachers to incorporate other holidays that also give students the chance to learn about the American culture as well as the social and historical background they entail.

Therefore, the culture students receive in the EFL classroom should try to stray away from stereotypes, or the portrayal of a utopic society, and should also include knowledge of possible social problems in the country that is being seen in class, as well as including knowledge on the country's minorities or women's rights.

Another setback that can be found when trying to incorporate culture in the classroom is the fact that authentic materials that provide said contents are sometimes hard to find. Nonetheless, today's reality is presented at a time in which technology is constantly advancing and the world is more globalized than ever before. Because of this, it is much easier to find authentic materials and gain access to media or texts in the target language than it used to be, allowing students to learn about a country's culture from a more direct viewpoint. Online materials such as news articles or podcasts can be introduced in the classroom, not only to bring light to culturally significant issues occurring in an English-speaking country, but also to expose students to authentic materials and language.

Despite some of the possible drawbacks of introducing culture in the EFL classroom presented, it is important to highlight the many advantages that come with it, as explained in the following section.

To begin with, teaching about culture in the classroom means creating a group of people that are culturally aware of other countries' way of life. What this means, according to Tran (2010), is when "people from various cultural backgrounds are brought together to create a culture of shared meanings. People at this level repeatedly dialogue with others, and create new meanings and rules to meet the needs of a specific situation" (p. 8). Therefore, people that are at the highest level of cultural awareness do not view their own culture as better than others, but rather find an understanding and middle ground with them. This, consequently, creates a society that promotes tolerance and acceptance, another advantage derived from promoting culture teaching in the classroom. Because of this idea, it is important to not include activities or lessons that solely revolve around comparing the students' native country to the English-speaking country discussed, but rather promote the students' understanding of said country, allowing them to indirectly reflect on their own and find similarities and differences between both cultures themselves.

In relation to more advantages including culture in the classroom has, Damen (1987), mentions that it is important to include cultural teaching in the classroom as it is often the students' only opportunity to be in contact with that given culture, making it essential for their

learning process to be taught about the countries from which they are learning a language, in this case, English (p. 7). Moreover, Damen (1987) also mentions two specific advantages that teaching culture in the EFL context brings:

1. As an artificial community, it draws culturally protective walls around those within, bestowing less severe punishment for the commission of linguistic and cultural errors that might be met outside its walls.

2. The classroom community is managed, unreal, forgiving, and protective, but it is also an environment that offers unique opportunities for experimental intercultural communication. If administered well, this community can provide the first step on a long voyage of cultural discovery that will end in the world outside the classroom. (p. 8)

Therefore, what Damen suggests as an advantage, is the fact that students are protected in the classroom, meaning that they are going through a learning process about a country's culture and mannerisms without actually being in contact with it, giving them the opportunity to make mistakes and learn about it. This does not mean that they are allowed to disrespect the culture in question, but rather they can learn about social concepts that they might need to know before facing the culture in real life. With this, it is also important for learners to have some knowledge of a culture before witnessing, to not experience culture shock and to have a basis on the culture to be able to learn more about it outside of the classroom.

Furthermore, another advantage that teaching culture brings is promoting the students' interest. EFL students often find learning about the country in which the foreign language is spoken quite interesting and including such contents in the classroom also helps their language acquisition, as many times they become more involved in the lessons. When talking about culture, activities such as debates, role-plays, and group projects are often more present, leading to more student participation.

Therefore, it can be seen that the advantages of included cultural contents in the EFL classroom outweigh the disadvantages, leading to the conclusion that incorporating such contents are highly beneficial for EFL students and can bring many benefits to their learning process.

2.1.3. Strategies and techniques

As presented so far, it has been proven that it is essential to include culture in the English as a Foreign Language curriculum, nonetheless, it is also important to know how to do this in a way that will be efficient for the learners' acquisition.

It is first important to consider what cultural aspects should be taught in the EFL classroom, as previous evidence portrays the fact that EFL teachers must focus on other topics apart from teaching the superficial aspects of a culture. When dealing with culture, it is fundamental for students to understand the social situation and cultural background of a country, to be socially aware of certain circumstances, such as the rights women have in the English-speaking nation dealt in class, leading teachers to form individuals that are conscious about such problems. This is a notion also defended by Frank (2013) in his work, in which teachers are challenged to incorporate concepts that go past the idea of basic cultural concepts such as the common meals and festivities that have traditionally been the focal point of most EFL classes when including culture as it is also beneficial for students to know the other side of culture, this being the country's social background (p. 11).

Moreover, what many authors insist on is the fact that, during the learning process of being taught a foreign culture, it is important for students to also have knowledge of their own culture to be able to understand the target-culture better, therefore, the ideas that are presented in the classroom should allow students to reflect on their own. An example of this defense is the following: "Kramersch (1993) claims that learning a culture can only be pursued when there is a development in the understanding of one's own culture" (Kramersch, 1993, as cited in Kim, 2002, p. 30). Another author that supports this idea is Choudhury (2013), who also adds the problem of possibly creating individuals that are more focused on the target-culture than their own, as he suggests that students might be too influenced by the culture they are learning about, leading them to not be in touch with their own culture anymore (p. 22). To solve this, Choudhury proposes that both the source culture and the target culture could be incorporated into the classroom as a way to help students be in contact with both (p. 22).

Because of this, it is important to teach culture in a way that allows students to also keep in touch with their own culture, but, at the same time, being able to communicate efficiently and appropriately in the foreign language given the circumstances of the target-culture. A strategy that supports this teaching method is the Intercultural Communicative Competence (ICC). Hence, the Common European Framework of Reference for Languages (CEFR), suggests that being able to reflect on one's own country while learning about the culture of the target-language creates intercultural awareness.

Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course, important to note that intercultural awareness

includes an awareness of regional and social diversity in both worlds. (Council of Europe, n.d., p. 103)

Therefore, being able to view social diversity in both one's own culture and the target-culture, as well as acknowledging the differences between them, is a key factor in ICC.

Following this notion, the idea of ICC was first suggested by Byram (1997) when merging the Intercultural Competence and the Communicative Competence, leading to the Intercultural Communicative Competence (ICC), which comprises both competences creating one that leads foreign language speakers to communicate in a way that makes them aware of the social implications speaking with someone in this language entails. To describe what a person should be able to accomplish once developing ICC, López-Rocha (2016) included Byram's (1997) explanation in her work:

In Byram's (1997) view, a person who has developed ICC is able to build relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other person's viewpoint and needs; mediates interactions between people of different backgrounds, and strives to continue developing communicative skills. (Byram, 1997, as cited in López-Rocha, 2016, p. 107)

When taking into account Byram's definition of a person who has fully developed ICC, it can be seen that the aim of teaching culture is not for students to precisely and accurately use the grammatical skills provided by language acquisition, but rather to be able to get the message across and communicate with people of other cultures using the language.

Some ways to incorporate ICC in EFL lessons are by creating activities that promote students to communicate with one another in the foreign language, with cultural topics being of main focus. A good example of this type of activity is doing role-plays. Role-plays have many benefits, some of which are mentioned by Frank (2013), who explores the fact that when using role-plays, students are able to make mistakes without actually affecting other people, as they are in the classroom. This can allow them to prevent misinterpretations when actually speaking in the foreign language about these cultural elements (p. 8).

Typical ways that role-plays are used to promote culture are by acting as if the students are ordering in a restaurant in an English-speaking country, or by asking for directions in a city. Nonetheless, there are many more ways that role-plays can be used that promote culture in a more serious manner, such as giving a news broadcast on news currently happening in the US, for example, or by creating and acting out a script explaining what they are doing to celebrate

Women's Day in the United States, or Canada Day in Canada. These are examples of holidays that are not often seen in class, but that bring a lot of cultural knowledge to the lesson. When doing these role-plays, students could be asked to pretend they are explaining these facts to a person that has never heard of such celebrations, promoting students to have to find a way to get the message across so they are understood, which is the key point of ICC. As Frank mentions, doing role-plays in class is a good way for students to learn about a culture without "serious consequences", as they are not directly involved with the culture in real life (p. 8).

Another way to teach about ICC, according to Reid (2015) is by teaching "cultural assimilation" (p. 941), which focuses on preventing cultural mistakes one can make because of the differences between one's culture and the target one.

With the technique of cultural assimilation the learners are presented with a critical incident, which would probably be misunderstood. Learners are given several possibilities, from which they choose the one which they think is correct. (Reid, 2015, p. 941)

With this example provided by Reid, it is clear that teaching cultural differences can sometimes be essential, especially when they can be misunderstood in the foreign country. Moreover, other examples of ICC methods provided by Reid (2015) are "cultural capsule", in which students are presented with a custom that is different in both cultures and they are presented with questions to reflect on both (p. 941), and "reformulation", which leads students to explain a cultural topic with their own words, ensuring they understood it and promoting mediation (p. 942).

There are many more ways to teach culture that do not have to focus on ICC, such as solely teaching students cultural facts, or by focusing more on communication rather than on interculturality, some of which will be included in the lesson plan presented. Nonetheless, it is still important to present culture in different ways and not merely explain it to students, as this does not promote communication or engagement, nor does it ensure they understand what they are being taught.

2.2. Teaching about Women's Rights

Taking the importance of teaching culture into account, this paper will now focus on the cultural aspect of women's rights in the United States. Considering the topic of the lesson plan proposed, it is of relevance to first understand the context of women's position throughout

American history, as well as exploring the pertinence of teaching this in the EFL classroom, both of which will be discussed in the following sections.

2.2.1. Women's Rights in the US: an overview

In relation to women's history in the United States, women have always fought for their beliefs and rights, but it was not until the late 19th century that a new period in feminism emerged, when, in 1848, the Seneca Falls Convention took place, marking a new era for women in the nation. "Before 1848, the nation's laws, traditions, and religious doctrines sustained women's subordinate status and codified their lack of legal and political rights" (McMillen, 2008, p. 4). Elizabeth Cady Stanton was the main organizer behind the Seneca Falls Convention, the first one addressing women's rights in American history, in which women and men got together to discuss gender equality. During this event, the Declaration of Sentiments was signed, demanding changes in the rights women had in the United States.

For years to come, the Declaration would serve as the basic text for the women's rights movement and be reintroduced at future meetings. Most important, this Convention was the first time so many Americans met in a public setting to discuss the radical idea of female equality. (McMillen, 2008, p. 72)

This Declaration and, hence, the Convention itself, was crucial in the forming of the women's rights movement in America. After the Seneca Falls Convention, a series of events started to shape the movement, including the fight for women's suffrage. One of the key factors that resulted in the emergence of the suffrage movement in America was the outrage caused by the passing of the Fifteenth Amendment in 1869, granting African American men the right to vote. The reason this received backlash was because this came at a time when women had never been able to vote in the US, leading to the creation of the National Women Suffrage Association (NWSA) that same year. It was led by Elizabeth Cady Stanton and Susan B. Anthony, two notable women who were of great significance in women's activism in the country from the very beginning. Another important association led by Lucy Stone was created under the name of the American Woman Suffrage Association (AWSA), which also fought for the female right to vote. Both of these were later merged into one in 1890, creating the National American Woman Suffrage Association (NAWSA). Regarding these women's fight for suffrage, one of the most notable events that occurred during this time was Susan B. Anthony's arrest for illegal voting. On November 1st, 1872, Anthony demanded to be registered to vote, defending she was an American citizen and had the right to do so.

Anthony had taken the position-- and argued it wherever she could--that the recently adopted Fourteenth Amendment gave women the constitutional right to vote in federal elections. The Amendment said that "all persons born and naturalized in the United States...are citizens of the United States," and as citizens were entitled to the "privileges" of citizens of the United States. To Anthony's way of thinking, those privileges certainly included the right to vote. (Linder, 2007, p. 1)

This action was first refused by the registrants and voting inspectors, however, after Anthony's defense, persistence, and threats to sue them if they did not allow her to vote, it was admitted. On November 5th, Anthony cast her ballot, alongside a few other women who followed her same actions, voting for the first time. Nonetheless, regardless of whether it was allowed by the inspectors or not, this was still a crime at the time, and led to Susan B. Anthony's arrest a few days later. During the many months that lasted her trial, she took the time to give speeches and lectures about women's suffrage around the country. At the end of her trial, she was declared guilty and was sentenced to a fine of one-hundred dollars as well as the price of the prosecution. However, Susan B. Anthony refused to pay. "True to her word, Anthony never paid a penny of her fine. Her petition to Congress to remit the fine was never acted upon, but no serious effort was ever made by the government to collect" (Linder, 2007, p. 11).

After many years of protests, speeches, and advocacy for the female vote since the first Convention in 1848, it was not until 1920 that the Nineteenth Amendment was passed, finally granting women the right to vote nation-wide. "Only two women who participated in the Seneca Falls convention were still alive when the Nineteenth Amendment went into effect" (Mintz, 2007, p. 47) proving just how long it took for the amendment to be approved. Susan B. Anthony, as well as most of the other women that first formed the NAWSA, never got the chance to legally cast their vote, as they had passed away before the Nineteenth Amendment was put in place. Some states allowed women to vote before this date, most of them only doing so under certain circumstances, such as if the woman was widowed. However, Wyoming was the first official state to let women vote following the same conditions as men in 1869. Once the Nineteenth Amendment was installed, the impact of women voters' beliefs was soon portrayed in political matters. The reason for this is that in general, women opted to vote towards peace and making progress in education and healthcare (Mintz, 2007, p. 48).

Moreover, the women's rights movement in the US also dealt with other important matters apart from the suffrage movement, and the following years focused on other topics such as marriage, reproductive rights, and working rights. In the 1960s, after World War II, American

feminisms experienced an important change, leading to what we know as the Second Wave in American feminism. During this decade, the nation went through serious progress regarding gender equality including instances such as “the Equal Pay Act of 1963; the publication of *American Women*, the report of President Kennedy's Commission on the Status of Women (also in 1963); the unexpected inclusion of gender protection in Title VII of the Civil Rights Act of 1964 ...” (Graham, 1988, p. 24). With this, it is safe to say that the 1960s played a pivotal role in gender equality and feminism in American history.

Furthermore, in the 1970s, came more major and controversial advances in women’s rights. For instance, “in 1973 came the Supreme Court's abortion decision in *Roe v. Wade*” (Graham, 1988, p. 25). With this decision, abortion became legal nationwide, with limited restrictions in each state, a decision heavily criticized by many. Nonetheless, it was a key factor in the women’s rights movement and women’s own autonomy. In this same decade, more important steps were taken towards achieving gender equality, including “... the Equal Credit Opportunity Act, which forbade lending institutions from discriminating against women; and congressional approval of the Equal Rights Amendment” (Zeit, 2008, p. 677). It was not until 1974, when the Equal Credit Opportunity Act was approved, that women could no longer be refused to create their own bank account, an action that was not even possible until the 1960s. Furthermore, women continued to gain political and social rights for the decades to come, with acts such as the Violence Against Women Act of 1994, supported by the Third Wave feminism of the 1990s.

Nonetheless, the progresses previously mentioned did not always include all women, as African Americans women had to fight not only for their rights related to gender, but also against discrimination for their race and even slavery. Because of this, it is essential to mention that, for instance, African American women were not included in the Nineteenth Amendment and did not have the right to vote until the Voting Rights Act of 1965, making their fight for equality even longer.

Moreover, women played an important role in American history in matters apart from the women’s rights movement, such is the case of Harriet Tubman, an African American woman who helped free over seventy slaves in the mid-19th century, as she made thirteen trips to the South using the Underground Railroad, which was a “strategic line of farms running zigzag northward from the slave states to the Canadian border” (Buckmaster, 1938). The journey was extremely difficult, nonetheless, when Tubman made use of this railroad herself to escape to Pennsylvania from Maryland, she returned many times to rescue other slaves and family

members, including her aged parents. Because of this, Tubman became an honorable figure in America. With this, it is important to highlight how women have always played a crucial role in history, with examples such as Tubman or Rosa Parks, an African American woman who influenced the Civil Rights Movement by refusing to give her seat to a white man on the bus, leading to her arrest.

All of this proves just how important of a part women have in American history, both to acquire women's rights and in the nation's history in general, portraying the long and hard battle women of all races had to fight in order to gain rights in the US. However, it is important to point out that this battle is still continued nowadays, as, for example, the American Supreme Court overturned *Roe v. Wade* in June 2022, allowing states to freely decide on their own abortion laws, leading to the prohibition of it in many states and, therefore, taking rights away from women.

Because of this and other prevalent issues, the topic of gender equality in the US is still relevant today, making it an essential matter to be discussed and spoken on, as it helps bring awareness to future generations on the importance of gender equality and human rights.

2.2.2. Learning about Women's Rights in the EFL Classroom

As previously mentioned, it is of great importance to understand the role of American women throughout the nation's history to be able to grasp just how necessary it is to incorporate topics about women's rights in the classroom.

With the previous overview presented, it can be said that not only is it important to deal with topics related to women's rights in the classroom, but also to incorporate content related to notable women in American history. It is essential to learn about women regardless of whether they played an important role in the women's rights movement or not, as it is fundamental for students to see how women also helped shaped a nation's history. Consequently, including gender-based contents in EFL curriculum should be a given, as it ensures creating a space where students are taught to respect individuals regardless of their gender.

Moreover, in relation to incorporating this topic in the classroom, according to Spanish educational laws, gender issues must be present in the EFL curriculum in Spain, as well as in other subjects. This can be seen in the educational law LOMLOE for secondary education (Real Decreto 217/2022), which states that there are certain transversal contents that should also be

present in every subject in its article 6.5, one of them being gender equality (p. 8). In this same legal document, there are a series of objectives marked by the Spanish educational law that should be achieved in the classroom presented in article 7. Regarding gender, objective “c” states that education should allow students to respect gender differences, but, at the same time, be aware of the possible discrimination there could be between men and women and reject it (Real Decreto 217/2022, p. 8) while objective “d” also mentions that it should help them stay away from any form of sexist behaviors or even violence (p. 8). These objectives dictated by the Spanish Ministry of Education establish the fact that gender equality must be present in the secondary education classroom, promoting respect and rejecting stereotypes as well as sexist attitudes.

In addition, the secondary education law of Castile and Leon, *Decree 39/2022*, also includes that the foreign language curriculum should “develop positive attitudes in students to be able to reject stereotypes leading to discrimination between men and women” (Decreto 39/2022, p. 49246). This cannot be achieved without teaching about gender equality, in order to raise awareness on the topic. All of this proves just how crucial it is to include gender issues in the EFL classroom.

As previously stated, when dealing with gender, it is of high importance to include women of all races and backgrounds, to further promote equality and different cultures in the classroom. This is a notion supported by Norton and Pavlenko:

... gender, as one of many important facets of social identity, interacts with race, ethnicity, class, sexuality, (dis)ability, age, and social status in framing students' language learning experiences, trajectories, and outcomes. (2004, p. 504)

Therefore, when including gender in EFL lessons, the contents are indirectly interlaced with other aspects regarding culture, such as race and social status, forming even further culturally aware students and individuals.

As previously stated by the Spanish educational laws, aspects regarding gender equality should always be present in the classroom, rejecting all sorts of possible stereotypes and discrimination. However, apart from doing this in every EFL lesson, gender-based activities should also be incorporated in some classes, such as to teach students about the rights of women in the English-speaking countries discussed, as well as notable female figures in those places, including the US, Canada, India, and New Zealand, among others. As English-speaking

countries comprise such diverse nations, it is essential for teachers to include women from these different places to truly encompass all cultures.

Moreover, though rejecting gender-based stereotypes and discrimination should be the reality of every lesson, to truly be able to present gender-related topics in the classroom, entire sessions should be dedicated to them. Following this idea, this is the case of the lesson plan presented in this paper, which deals with gender issues in the United States comprising several lessons during International Women's History Month celebrated in March, which will be developed in the following sections, to not only help students expand their English-language acquisition, but to also explore the topic of gender equality in the EFL classroom.

3. Lesson Plan Proposal

The lesson plan proposed in this paper follows the ideas previously developed, which revolve around gender equality and its importance in the classroom. Therefore, the activities and aims of these lessons focus on incorporating said topics in the EFL context, so students have the opportunity to learn about women's history and role in the US.

3.1. Context

Regarding the context, the lesson plan presented, titled "Gender Equality in the US", is designed to be carried out in a public high school in Castile and Leon, aimed at a bilingual 4th of Secondary Education (ESO) classroom. The activities and input included in the proposal focus on the contents included in the *Decree 39/2022* for 4th of ESO, which explains the subject matters that should be included in the English language classroom according to the educational curriculum of the region the school is in. Nonetheless, this lesson plan can also be adapted for both higher and lower grades, as the topic in question deals with many issues that can be of interest for all teachers to discuss gender equality in all classes.

Furthermore, the high school is located on the outskirts of the city of Valladolid, in a big neighborhood that is close to downtown. It is an average-sized school, with around 450 students in all, and includes all the grades between 1st of ESO and 2nd of Bachillerato. Most of the students that attend the school come from middle-class families, although the sociocultural background can be considered heterogenous, as it is quite diverse, given that there are many immigrant families, or families with less resources. Nonetheless, there is only one bilingual group per grade, making this lesson plan able to be implemented in one particular class.

Moreover, the classroom itself for which this proposal is designed consists of 25 students, whose age range is between 15 and 16 years old, as they are in 4th of ESO. All of the students in the classroom have taken part in the bilingual program of either this school or schools they have transferred from since 1st of ESO. This group is questions does not require any measures for treating diversity, however, the activities can easily be adapted to meet the needs of students that do require these changes. Nonetheless, the activities presented are created in a way that students must work together and negotiate meanings, providing help to students that might have a lower linguistic language level or demand more help.

In terms of the materials the school has, there are digital whiteboards in every classroom, as well as a cart with laptops per grade that can be used by the students when the teacher asks to do so. The mobile phone policy is quite strict, but students are allowed to use their phones to complete certain activities the teacher assigns in the classroom. All of these materials will be used during the implementation of the designed lesson plan. Being a bilingual 4th of ESO class, the number of English classes is three times a week according to Anex V of *Decree 39/2022* (Decreto 39/2022, p. 49542), which, for this specific group, fall on Monday, Thursday, and Friday.

In relation to the lesson plan, it revolves around the topic of gender equality and women's rights in the United States. Because of this, it is planned to be put into practice during Women's History Month in March. Moreover, it consists of eight fifty-minute lessons and would therefore last almost three weeks. The five first lessons revolve around different topics related to gender issues in the US. The first class is designed to discuss women's issues in American history, while the second and third focus on specific American women, these being Susan B. Anthony and Rosa Parks respectively. Nonetheless, apart from learning about these specific women, the students get to reflect on the suffrage movement and notable African American women in the nation. The following two sessions deal with gender equality as a whole, as they are expected to find information on many other women and deliberate on the topics discussed in the previous days. Meanwhile, the last three sessions are dedicated to creating a digital poster in groups, which would later be presented and printed to hang around the school.

3.2. Objectives

Concerning the objectives present in the lesson plan, there are a series of aims that are intended to be achieved when implementing the lesson plan. For starters, it is important to consider that the main and fundamental goal of this lesson plan is to teach students about gender equality and women's rights, to ensure a space that rejects any form of sexist attitudes and disrespect towards women, as well as doing this in a way that further improves their language proficiency and acquisition. Bearing this in mind, all of the activities revolve around this topic, eliciting student to truly reflect on the role women have had during American history, and to gain knowledge on the different stages the women's rights movement has had in the country. As this lesson plan also includes African American women, it is important to consider that these activities aim to incorporate different backgrounds and cultures. Keeping into account that this lesson plan is designed for an EFL setting, the women's rights movement that will be discussed

will be the one that took place in the United States. This will ensure students also gain information on the social background and aspects of the country, known as the small “c” culture previously discussed, instead of only learning about the main traditional topics often included in the curriculum. Nonetheless, not only do the learners gain knowledge on gender issues in the United States, but the goal is for them to indirectly reflect on the situation and background of their own country while doing so. It is also important to mention that most of the activities planned for these lessons are to be done in groups or pairs, making collaborative work another essential aim of the proposal. Therefore, it can be said that the overall goal of this lesson plan is for students to work cooperatively learning about women’s rights in an EFL context.

Moreover, in relation to the Spanish educational law, the *Royal Decree 217/2022* also includes a series of objectives that should be completed in Secondary Education. These are presented below and have been taken and translated from article 7 of the *Royal Decree 217/2022* (Real Decreto 217/2022, p. 8-9):

- a) To responsibly assume their obligations, know and exercise their rights in showing respect towards other people, practice tolerance, cooperation and solidarity among individuals and groups, exercise in dialogue reinforcing human rights as common values of a plural society and prepare themselves to exert democratic citizenship.
- b) To develop and consolidate habits of discipline, study and both individual and teamwork as a necessary condition for an effective fulfillment of the learning tasks and as a means of personal development.
- c) To value and respect gender differences and equality of rights and opportunities among them. To reject stereotypes that discriminate between men and women.
- d) To strengthen their affective capacities in all areas of their personality and relationships with other people, as well as rejecting violence, any prejudices, sexist behaviors and to peacefully resolve conflicts.
- i) To understand and express themselves in one or more foreign languages in an appropriate manner.
- j) To know, value, and respect the basic aspects of their own culture and history as well as others, alongside the artistic and cultural heritage.

Therefore, these presented objectives would include the aims that the lesson plan has. As it can be observed, the main intention of the proposal is for learners to be taught about women’s

rights while doing group activities and practicing tolerance and respect, using the foreign language at the same time.

3.3. Curricular Aspects

To define how this lesson plan will be implemented in the EFL classroom, it is necessary to mention the curricular aspects that are included in the activities presented. To do this, both the *Royal Decree 217/2022* and the *Decree 39/2022* will be used to discuss the key and specific competences, the subject and transversal contents, and syntactic-discursive structures that have been taken into account when designing the lesson plan.

In first place, the key competences, taken from article 11.1 of the *Royal Decree 217/2022*, present in this lesson plan are the following: linguistic communication competence (LCC); digital competence (DC); personal, social, and learn to learn competence (PSLLC); citizenship competence (CC); conscience and cultural expression competence (CCEC); entrepreneurial competence (EC); and plurilingual competence (PC) (Real Decreto 217/2022, p. 11).

In relation to the specific competences, on the other hand, these focus more on the English curriculum and what should be expected from students during the lessons. These have been taken from the *Decree 39/2022* (Decreto 39/2022, p. 49252-49255) which states which specific competences shall be taught for each subject, in this case, English as a foreign language. The ones included in the presented plan are: (1) Comprehension and interpretation of the general sense of oral and written texts, (2) Oral and written expression of creative, adequate and coherent texts, (3) Interaction with others using cooperative strategies, (4) Mediating in situations to explain and simplify messages, and (6) Critically value the cultural diversity of the foreign language. These five specific competences are present throughout the activities designed.

Finally, the subject and transversal contents as well as the syntactic-discursive structures can be seen in the tables below. The syntactic-discursive structures and subject contents have been taken from the 4th of ESO section included in the *Decree 39/2022* (Decreto 39/2022, p. 49289-49296), while the transversal contents have been selected from article 6.5 of the *Royal Decree 217/2022* (Real Decreto 217/2022, p. 8). All of these have been classified in the tables below:

<u>Subject Contents</u>		
A:	B:	C:
<p>1: Strategies of everyday use to plan and produce written and oral texts.</p> <p>2: Contents, skills and attitudes that allow carrying out mediation activities.</p> <p>3: Communicative functions of everyday use adapted to the communicative environment and context: narrating past events, explaining and summarizing.</p> <p>13: Conversational strategies of everyday use to summarize, collaborate and debate.</p> <p>15: Strategies of everyday use to find information: digital tools.</p> <p>18: Graded readings of literary texts appropriate to the students age as a source of linguistic enrichment.</p>	<p>3: Strategies and tools of everyday use for self- and co-evaluation.</p>	<p>3: Sociocultural and sociolinguistic aspects of everyday use, living conditions and culture of the country in which the foreign language is spoken.</p> <p>4: Specific graded readings to learn about the culture of the country in which the foreign language is spoken.</p>

Figure 1 – Subject Contents

<u>Transversal Contents</u>	<u>Syntactic-discursive structures</u>
<p>Gender Equality.</p> <p>Mutual respect and cooperation among equals.</p>	<p>4. Situating events in time: past simple, present perfect, expressions of time.</p> <p>11. Narrating past events: past simple, past continuous, past perfect.</p>

Figure 2 – Transversal Contents and Syntactic-discursive structures

3.4. Methodology

The main methodology used throughout the lesson plan is the task-based approach, as the students are asked to complete different activities during the lessons that prepare them to create the final project related to the same topic dealt with in the classroom. All of the tasks have to do with gender equality, this being the main aim of the proposal, and provide students with

knowledge they will need to use when creating the final project. Moreover, most of the activities designed require students to work in pairs or groups, making this lesson plan student-oriented and focused on communicative skills. There are also several group discussions that further promote their communicative and interaction skills. Students are expected to work collaboratively and autonomously in the completion of the different tasks proposed. Nonetheless, when students are working independently, it is important to mention that the teacher still guides the students and passes through each group to answer any possible questions.

Regarding the input, the teacher always provides the contents of the lesson completely in English, ensuring that students are receiving constant input in the foreign language. In relation to the contents of the language they are expected to acquire during the lesson plan, these are indirectly given to the students through the input of the activities, both on the written texts and the explanations of the teacher. Therefore, the contents related to the English grammar are taught inductively, allowing students to acquire them on their own from what is seen in the activities. Moreover, when a student does not understand a concept, these are still reformulated and explained in the target language. Students are also encouraged to speak in English during the discussions and completion of group tasks. Moreover, there are also activities that center on mediation, so students have the opportunity to not only understand what is being discussed in class, but to also be able to explain it to their classmates in their own words, allowing them to form their perspective on the contents that they are receiving.

Finally, when creating the groups for the final project, these are organized by the teacher to ensure that all the students are able to work with one another. This is an important quality that must be developed in teenagers as it helps them be able to work with different people. Consequently, it allows them to gain perspective on how others work, making it possible for them to be able to learn from each other.

3.5. Lesson Plan

In the following section the activities designed for the lesson plan “Gender Equality in the US” will be developed and explained, including the resources, temporalization, and classroom management necessary for each.

As previously stated, the lesson plan takes up eight fifty-minute lessons during the month of March. The last three revolve around creating and presenting the final project. The lesson plan itself is divided into two learning situations: “American women of the past” and “Women’s

Day”. The first three lessons belong to the first learning situation, while the next two take part in the second learning situation. The last three, as stated, focus on the final project.

For the next part of the section, each individual lesson will be briefly put into context, and each activity will then be explained and developed, including the time and resources needed to put the activity into practice, as well as the classroom distribution.

The overall distribution of the lessons and their respective activities can be visualized in the table below:

<u>Session 1</u>	Women’s History Introduction	<u>Session 5</u>	Let’s Review
	Video Comprehension		Dear Diary
	Women’s Rights Timeline		Getting in their shoes
	The Decades		Feedback
	Closing		
<u>Session 2</u>	Historical American Women	<u>Session 6</u>	Project Explanation
	Susan B. Anthony Jigsaw		Project Creation
	Comprehension Writing		Closing
	Group Discussion		
	Closing		
<u>Session 3</u>	Revision	<u>Session 7</u>	Project Explanation
	African American women		Project Creation
	Poetry Reading		Closing
	Poetry Discussion		
	Closing		
<u>Session 4</u>	Every woman is important	<u>Session 8</u>	Ready to present
	Fact sheet		Presentations
	News articles		Evaluation
	Closing		Closing

Figure 3 – Lesson Plan Distribution

3.5.1. Lesson 1 (50 minutes):

This initial lesson focuses on putting the class into context on what the following classes are going to be about, as well as allowing students to reflect on how much information they already have about Women’s History Month. This lesson would take place the first day they have English class in March.

- “Women’s History Introduction”

Resources: None

Type: Introductory

Temporalization: 8 minutes

Classroom management: Individual

Development: The students will first be asked if they know what month it is and what it is known for. The teacher will elicit them to try to brainstorm some ideas on what it could be. They will then be told that it is Women's History Month and will be asked if they know when Women's History Day is. After, they will be informed about the fact that the following lessons are going to revolve around the topic of Women's Rights, specifically in the United States. As these lessons follow the task-based approach, the students are told about the final project they will have to elaborate at the end of these sessions, this being a digital poster they will have to create on *Canva* and present to the rest of the class.

- "Video Comprehension"

Resources: Digital whiteboard and YouTube video about Women's History Month (USA TODAY, 2022).

Type: Reinforcement

Temporalization: 10 minutes

Classroom management: Pairs and one group of three

Development: The class is then told to get in pairs to watch a YouTube video about the events that lead to Women's History Month and answer some specific questions. The questions are the following: (1) "In what year was International Women's Day approved? Answer: 1910", (2) "Where was Women's History Week first celebrated? Answer: Santa Rosa, California", and (3) "What president made National Women's Day official? Answer: President Carter". To allow students to properly answer these questions, the video will be viewed twice with subtitles on. After viewing the video twice, the students will be asked to summarize what they have learned from the video as well as answering the initial questions asked to check them.

- "Women's Rights Timeline"

Resources: Pieces of paper with dates, events, and images. (Annex 1)

Type: Reinforcement

Temporalization: 12 minutes

Classroom management: Groups of four

Development: The teacher then asks each pair to join another pair or the group of three to form groups of 4/5 students. They are then told that for this next activity, they will be given different pieces of paper, some with dates and other with events related to the Women's Rights Movement in the US. The aim of this activity is for each group to try to match the dates to when they think an important event occurred in the country, for example, when women could vote for the first time. They are given some time to do this with their groups, and it is then briefly corrected as a class. The purpose of this activity being that they communicate with each other as well as learning important events in regard to women's rights.

- "The Decades"

Resources: Laptop

Type: Reinforcement

Temporalization: 17 minutes

Classroom management: Groups of four

Development: For the final activity, each group will be assigned a range of decades to find information on how the situation was for American women at that time, as well as some rights they achieved during the time period. One laptop would be given per group to look for information for about 8 minutes. After that time, each group will be asked to share and explain what they found to the rest of the class, for everyone to acquire knowledge on this topic. Only two examples would be needed per decade. Decades included in the activity: (1) 1920s, (2) 1960s, (3) 1970s, (4) 1980s, (5) 1990s, and (6) 2000s.

- "Closing"

Resources: None

Type: Closing

Temporalization: 3 minutes

Classroom management: Individual

Development: To finish off the lesson, a quick revision will be given of what was seen in the first session, for students to be able to organize their ideas and all of the knowledge provided on the first day.

3.5.2. Lesson 2 (50 minutes):

The second session of the lesson plan will focus on the suffrage movement in the United States, allowing students to cooperatively and inductively learn about the topic. The activities are designed so that learners can acquire information dynamically.

- “Historical American Women”

Resources: Board

Type: Introductory

Temporalization: 7 minutes

Classroom management: Individual

Development: To introduce the second lesson about the suffrage movement in the United States, students will first be asked if they know any notable historical women from the US. They are elicited to orally provide examples of historical women they know, and these are then written on the board by the teacher and discussed by the class. They are then asked if they know what the suffrage movement is, and if not, the teacher will explain that it is the fight for women to be able to vote, introducing the following activity.

- “Susan B. Anthony Jigsaw”

Resources: Jigsaw text (Annex 2)

Type: Reinforcement

Temporalization: 20 minutes

Classroom management: Groups of five

Development: After the initial brainstorming of notable American women, the teacher will then explain that this class will focus on one woman in particular: Susan B. Anthony. To learn about what she did, the students will do a jigsaw activity to incorporate mediation in the lesson. Therefore, to do the activity, the class is divided into five groups of five. Each group is first given a paragraph containing part of Susan B. Anthony’s life story, and they are given around 8 minutes to read and try to remember their part. After this, they are reorganized so each group has a student that read a different part, and they will have to tell their story and try to put the overall text in order without looking at the paper. Once each student is able to explain what their paragraph was about and each group put the story in order, it will be corrected out loud.

- “Comprehension writing”

Resources: Mobile phone, digital whiteboard, and *Padlet*

Type: Reinforcement

Temporalization: 10 minutes

Classroom management: Individual

Development: To ensure students have comprehended what Susan B. Anthony did and achieved in American history, they will be asked to write two or three sentences summarizing an important event in her life, such as when she was arrested for attempting to vote. This paragraph will be written and uploaded on *Padlet* and will be projected on the digital whiteboard. They will be given around 8 minutes to write this, and the teacher will then comment on some answers or summarize the story themselves, so every student has the chance to review and understand what was previously read and what Susan B. Anthony did and achieved.

- “Group Discussion”

Resources: Digital whiteboard

Type: Reinforcement

Temporalization: 10 minutes

Classroom management: Individual

Development: As a final review of the text read and Susan B. Anthony’s historical achievement, there will be a class discussion regarding several questions related to the topic. These questions will be projected on the digital whiteboard one by one and asked by the teacher, giving students an opportunity to freely participate in the ongoing discussion. Some questions are completely related to the text while others are questions students probably do not know the answer to. The purpose of these latter questions is for them to try to guess or brainstorm ideas of what the answer could be. The questions are as follows: (1) “What did Susan B. Anthony do?”, (2) “The text read mentioned that different states allowed women to vote first, which state do you think allowed this first? Answer: Wyoming”, (3) “Do you think African American women also got to vote in 1920? If not, what year do you think it was? Answer: No, in 1965”, (4) “Imagine you are not allowed to vote, would you protest to be able to?”, and (5) “What age do you think people should be allowed to vote for the first time?”. As previously mentioned, these questions are asked to the entire class and briefly commented on as a group. The purpose of this is for students to express their thoughts and opinions in the foreign language on cultural matters regarding the suffrage movement and the right to vote.

- “Closing”

Resources: None

Type: Closing

Temporalization: 3 minutes

Classroom management: Individual

Development: To reflect on today's lesson students are openly asked to give an example of one thing they learned during the class, either about Susan B. Anthony, the suffrage movement in America, or even the initial brainstorming of notable American women.

3.5.3. Lesson 3 (50 minutes):

The third lesson revolves around the role of African American in the United States, most of the activities in the session being about Rosa Parks, an influential figure in American history, especially for the Civil Rights movement. The aim of this lesson is for students to discover how important women from other cultural backgrounds are also.

- "Revision"

Resources: None

Type: Introductory

Temporalization: 5 minutes

Classroom management: Individual

Development: To put students into context for the third lesson, they are first asked what woman was being discussed in the previous lesson and what she achieved, the answer to this being Susan B. Anthony and that she was an important figure in getting the female vote in the US. Then, they will be asked a question from the discussion on the previous day: "Could African American women also get the right to vote in 1920?" Since these women were not able to vote at the same time, the teacher will then explain that this lesson will focus on African American women in American history and their important role in historical events.

- "African American women"

Resources: Digital whiteboard and presentation (Annex 3)

Type: Reinforcement

Temporalization: 14 minutes

Classroom management: Individual

Development: To learn about African American women inductively, students will be presented with a digital presentation on the whiteboard. On the first slide, three images will be pictured: one of Harriet Tubman with her name below, one of the Underground Railroad, and one of the map of the US with arrows pointing from what states slaves traveled from. Learners would then be asked to brainstorm on what they think this woman did for around 5 minutes. As it is hard for them to truly guess what happened, the teacher would then explain what she did, this being that she helped free lots of slaves using the Underground Railroad shown, as the northern states abolished slavery while it was still allowed in the southern ones. This same concept would be repeated with the second slide picturing Ruby Bridges, the first African American child to attend a school that had previously been for only white citizens, after racial segregation was in the process of being abolished. The three images pictured would be a current one of her with her name below, one of her as a child at school, and one of her entering the school. Once again, students would then have to brainstorm on some ideas for a few minutes, and the teacher would then provide them with the correct answer. Finally, the third slide would show an image of Rosa Parks with her name below, but with no other pictures, as a preview for the following activity.

- “Poetry reading”

Resources: Worksheet including poem “The Many and the Few” (Annex 4)

Type: Reinforcement

Temporalization: 18 minutes

Classroom management: Individual

Development: For the students to find out and learn about what Rosa Parks did, a poem will be read titled “The Many and the Few” by J. Patrick Lewis. However, before doing this, it is important to first give the students context on the situation of African American citizens in the US, explaining that during the 1900s, African American people were still separated from white citizens, such as at schools like in Ruby Bridges’ case, in bathrooms, and they even had to sit at the back of the bus while white citizens sat at the front. Then, after this brief explanation, to read the poem, the teacher will ask different students to read two verses each. After reading each stanza, the teacher ensures that the plot is understood by asking them to explain what it is about in their own words. The poem is short, including six stanzas, and describes the day in which Rosa Parks refused to give up her seat to a white man. The teacher also ensures that the words and concepts in the poem are understood, by explaining them in English if they are not.

- “Poetry discussion”

Resources: None

Type: Reinforcement

Temporalization: 10 minutes

Classroom management: Individual

Development: The following activity's purpose is to check that every student understood what the poem was about and why Rosa Parks is so influential. To do this, a group discussion will be carried out, asking several questions to the entire class to be answered as a group. The questions: (1) "Who do you think the Many and the Few are that are mentioned in the poem? Answer: The Many refer to the white American citizens the Few refer to the African American citizens.", (2) "What was Rosa Park's job? Answer: Seamstress", (3) "What did Rosa Parks do? Answer: She refused to give up her seat to a white citizen.", and (4) "Why was what she did so brave? Answer: Because African American citizens were not allowed to sit in front of white Americans, it was illegal."

- "Closing"

Resources: None

Type: Closing

Temporalization: 3 minutes

Classroom management: Individual

Development: To end the lesson, students would be asked to try to reflect on how important and brave Rosa Parks was in refusing to give up her seat. They will then be told that for the next class they will not be focusing on a specific woman as they did today and in the previous lesson, but rather they will learn about many others. This will be done to put them in context for the next lesson.

3.5.4. Lesson 4 (50 minutes):

The fourth lesson of the proposal is designed to fall either on or around Women's Day on March 8th. Therefore, the class will focus on American women as a whole and on gender equality. The laptops will also be used for all of the presented activities in this session, ensuring the development of the learners' digital skills and competence.

- "Every woman is important"

Resources: Laptop, digital whiteboard, and *Mentimeter* website

Type: Introductory

Temporalization: 7 minutes

Classroom management: Individual

Development: Remind students that as it has been seen in the previous classes, gender equality and women's rights include women of all races and generations. Therefore, to celebrate Women's Day, students will first be asked to brainstorm on different American women they know, either current or historic, and upload an example to the *Mentimeter* website using the code projected on the whiteboard. These women can either be athletes, historic figures, musicians, etc. The answers are then commented by the teacher once the mind map is created with all of the examples.

- "Fact Sheet"

Resources: Fact sheet (Annex 5) and laptops

Type: Reinforcement

Temporalization: 20 minutes

Classroom management: Seven groups of three and one group of four

Development: To learn about many different American women, each group is assigned a specific woman that has not been discussed in class yet and an empty fact sheet to fill in. Each group would then have to find information on the woman they have been assigned for about 10 minutes to fill in their sheet, including her profession, what she does/did, etc. For the remaining 10 minutes, each group would have to talk about the woman they were assigned to the rest of the class for about one minute. The eight women selected for the task are: (1) Amelia Earhart, the first woman to try to fly around the World; (2) Simone Biles, one of the most famous gymnasts in the World; (3) Sally Ride, the first American woman who went to space; (4) Kamala Harris, the first female and African American vice-president of the United States; (5) Taylor Swift, a notable American singer; (6) Susan La Flesche Picotte, the first Native American woman to earn a medical degree and become a doctor; (7) Vera Wang, a famous fashion designer; and (8) Clara Barton, an American nurse and American Red Cross founder. These women would be randomly assigned to each group to create the fact sheet and then present what they learned to the rest of the class for about one minute.

- "News Articles"

Resources: Laptops

Type: Reinforcement

Temporalization: 20 minutes

Classroom management: Seven groups of three and one group of four

Development: For the next activity the students will be organized in the same groups they were in for the previous activity. They will be told that for the next task, they will have to look for a news article per group about gender issues in the United States from the last three years. This can be anything from protests for gender equality, statistics about gender inequality, positive news for rights that have been gained, etc. Each group will have around 15 minutes to browse the web and read an article in relation to this topic. They will be told at the beginning that these need to be found in reliable sources, such as The New York Times, BBC News, etc. For the remaining 5 minutes, a couple of groups can then share what they found with the rest of the class. All of the groups will have to upload a screenshot of the news article found to a task created on the subject's website (TEAMS) to then be checked by the teacher.

- "Closing"

Resources: None

Type: Closing

Temporalization: 3 minutes

Classroom management: Individual

Development: To review and reflect what was seen in this lesson, the students will finally be asked to tell the teacher examples of women they have learned during the session. These can be from the initial brainstorming or from the fact sheet activity. The teacher will then tell the students that the next class will be the final one before creating and focusing on the final project.

3.5.5. Lesson 5 (50 minutes):

The fifth session of this lesson plan focuses on reviewing what was seen in the previous activities and organizing all of the content previously acquired. It is also the last lesson before focusing on the final project, so it is important for students to understand everything that has been learned so far.

- "Let's Review"

Resources: None

Type: Introductory

Temporalization: 7 minutes

Classroom management: Individual

Development: To put the students into context, the teacher will start by reminding the students that in the next class they are going to start creating their final project. They are reminded that it consists of creating a digital poster on *Canva* in groups that the teacher will put together, in order to explain a topic related to women's rights that has been seen in class. Then, to start the class, the teacher then will ask the students to brainstorm on different ideas that have been discussed in class in the previous four days, to briefly review everything seen.

- "Dear Diary"

Resources: Writing tools and cards with situations (Annex 6)

Type: Reinforcement

Temporalization: 20 minutes

Classroom management: Individual

Development: For the first reinforcement activity of the lesson, students will be told that they are going to write a diary entry as if they experienced a specific situation regarding women's rights in America themselves. Before presenting the prompts, the teacher will ask the students if they know how a diary entry needs to be written, to which the teacher will explain that it needs to start with "Dear Diary" and be written in the first person, explaining what they lived that day and how they felt. Then, the five different writing prompts will be passed out randomly, and the students will have around 20 minutes to complete the task. The writing prompts are the following: (1) "You are an African American citizen in 1952. You were sitting on the bus when a white passenger told you to move to the back", (2) "You are an American woman attending a women's rights convention. A group of men and women are protesting against the convention as they don't agree with you.", (3) "You are a female factory worker in 1958 California and are very hard-working. You just found out your male colleague makes double your salary but works the same number of hours as you.", (4) "You are a high school girl in the US. Your dream is to become an engineer, but your teacher told you that is a job for men only.", and (5) "You are a baseball player for a female team at an American university. Your team is the best in the country, but the boys' team is given more money from the university for sponsors." These prompts allow students to truly imagine how they would feel if they lived a situation like this, which was and still is the reality of many women. While the students execute the composition, the teacher will walk around the classroom to facilitate help when needed. After 20 minutes, the teacher will collect the writing pieces and will lead into the following activity.

- “Getting in their shoes”

Resources: None

Type: Reinforcement

Temporalization: 20 minutes

Classroom management: Five groups of five

Development: For the next task, each student will have to get together with the other students that had the same prompt as them. There will be a group discussion for each experience in which they will have to explain what they wrote in their diary, this being how they felt during the presented event. They will also have to brainstorm on possible solutions or ideas that could help the person experiencing this. Each group discussion will last around four minutes, so that every group has the chance to share their thoughts with the rest of the class. The teacher will also give insight on different ideas that can help students understand how negative and hurtful these situations are for women and citizens around the World.

- “Feedback”

Resources: None

Type: Closing

Temporalization: 3 minutes

Classroom management: Individual

Development: To close this lesson, students will be asked how they felt during both this lesson and the previous ones related to the topic. The teacher will also ask them what activities they enjoyed the most from the previous days, to take it into consideration for future groups. Finally, they will be reminded that everything they have learned will be put to use for the final project starting the next day.

3.5.6. Lesson 6 (50 minutes):

The sixth lesson focuses on creating the final project. To do this, the teacher will organize the groups so that students have the possibility to work with other classmates they might not collaborate with normally. The laptops are also needed for both this lesson and the following, considering the final project is a digital poster.

- “Project explanation”

Resources: Digital whiteboard

Type: Introductory

Temporalization: 8 minutes

Classroom management: Five groups of five students

Development: At the start of the class, the teacher will explain that this lesson will consist of creating the final projects they will present after two sessions. To do this, the teacher states that they created groups that will work together on elaborating it. After organizing and rearranging the classroom into these five groups of five students, the teacher will then explain the topic of the project in detail. For starters, the final project will be done on the laptops, one per student, so that they can all work together on creating a poster on *Canva* at the same time. Each group will have a different topic which has been discussed in class in the previous days. To choose what topic each group gets, the topics will be projected on the digital whiteboard, and the group numbers will be randomly chosen by a wheel on Google, such as *Wheel of Names*. The topics are the following: (1) Women's Rights in the US overview, (2) Susan B. Anthony, (3) Rosa Parks, (4) Important women in American history, and (5) Important women in current United States. These presented topics relate to everything seen in the previous classes implemented during the lesson plan. The teacher then explains that the presentation of the poster should last around 3 minutes, and that there will be 2 minutes after to answer four questions asked by the other groups, this will be explained more in detail in the following lesson.

- "Project Creation"

Resources: Laptops

Type: Reinforcement

Temporalization: 40 minutes

Classroom management: Five groups of five students

Development: To carry out this activity, the teacher first distributes the laptops to all students. They are then told that they will have to find information online about their topic, as well as take into account everything they learned about it in class. They will also be told that the poster has to be horizontal and size A1, to later be printed by the school and hung around the center to raise awareness during Women's History Month. The posters must include different images, a big title, and boxes with some main facts or ideas. While the students create the poster, the teacher will walk around the classroom to make sure that they are doing it properly, that all students are participating, and to answer any questions they might have.

- "Closing"

Resources: None

Type: Closing

Temporalization: 2 minutes

Classroom management: Five groups of five students

Development: For the last two minutes of the class, the teacher tells the students that they need to start turning off their laptops. They are then asked about the state of their poster, as it should either be done or close to it. The teacher will then mention that the groups will still have some time in the next lesson to finish their poster if necessary, and to do some other tasks that will be explained in the next lesson also.

3.5.7. Lesson 7 (50 minutes):

The seventh session is the last day the groups will be able to work on their projects. They will also have time to practice their presentations, and they will also be told that they will have to think of one question for every group related to their topic.

- “Project explanation”

Resources: None

Type: Introductory

Temporalization: 5 minutes

Classroom management: Five groups of five students

Development: At the start of the class, the teacher will remind them that this is the last day they have to finish their poster. The students will also be told that each group will need to think of four questions, one for each group they will see presenting, related to their topic. After that, if they have time remaining, they will be able to plan and prepare their oral presentation for the next class. The teacher will also explain that one student per group must send them a copy of the poster so that it can be printed for the next lesson.

- “Project creation”

Resources: Laptops

Type: Reinforcement

Temporalization: 42 minutes

Classroom management: Five groups of five students

Development: The teacher will then pass out the laptops to all of the students so that they can start working on their poster. While the students do this, the teacher will walk around the classroom asking each group how their poster is coming along, as well as asking them if they need any help. After twenty-five minutes, the teacher will mention that they should be finishing their poster to have time to think of the questions.

- “Closing”

Resources: None

Type: Closing

Temporalization: 3 minutes

Classroom management: Five groups of five students

Development: To conclude the seventh lesson, the teacher will ask the students to turn off the laptops and to put them in the cart. They will be reminded that one person per group must send the teacher the poster, so that it can be printed for the next class. The teacher will also congratulate the students on their work these past few days and will ask them if they feel prepared and confident for their presentation the next day.

3.5.8. Lesson 8 (50 minutes):

The final session of the lesson plan focuses on presenting the poster the students have been working on. This lesson will be the one taken mostly into account when assessing their work, as it shows the information included in the posters, as well as their answering and comprehension skills. During this lesson, each student will also have to evaluate both themselves and their classmates.

- “Ready to present”

Resources: None

Type: Introductory

Temporalization: 5 minutes

Classroom management: Individual

Development: At the start of the class, the teacher will first ask the students how they are feeling in regard to presenting. Then, they will be told that apart from doing the presentation and answering their classmates’ questions, they will also have to complete a self- and co-evaluation

form, giving their classmates a mark as well as one for themselves. They will also have to reflect on what aspects they think they could improve, to help students truly reflect on their own work.

- “Presentations”

Resources: Posters

Type: Reinforcement

Temporalization: 32 minutes

Classroom management: Five groups of five students

Development: The teacher will then explain that they are going to start their presentations and will randomly pick a group using the *Wheel of Names*. After the first group is chosen, the teacher will give them the printed copy of their poster and the students will give their presentation. The main goal is for the students to summarize the main ideas of their presentation to the rest of the class in around three or four minutes. After the presentation is given, each group will ask them one question they have prepared the previous day related to the topic of their poster. This will then be repeated for the other four groups. After that, the teacher would congratulate the entire class on their effort and work.

- “Evaluation”

Resources: Evaluation form (Annex 7)

Type: Reinforcement

Temporalization: 10 minutes

Classroom management: Individual

Development: For the next part of the lesson, the teacher will remind the class that they are now going to complete an evaluation form. The teacher will explain that no groups will know what each student wrote, and the grades given will not affect anybody’s mark. However, they will be told that they must be honest, and that completing the evaluation form does count towards their own individual assessment. The teacher will also explain that they have to give a grade to each group as a whole, focusing on whether they stuck to their topic during the presentation, and if they answered the questions presented correctly. Nonetheless, they must not grade the groups on their English language proficiency, but rather on the previous aspects mentioned. In relation to the self-evaluation, they will also have to give themselves a mark, and state what they think they could improve in. The teacher will then pass out the forms to each student for them to complete. After they are done, these will be collected so the teacher can check whether they filled them in or not.

- “Closing”

Resources: None

Type: Closing

Temporalization: 3 minutes

Classroom management: Individual

Development: For the final part of the lesson plan, the students will be asked to reflect on and share how much they think they learned about women’s rights in the US and Women’s History Month. They are also reminded that these posters they have designed and presented will be hung around the school for some weeks to come, as a way to raise awareness on the topic and enlighten the rest of the school students and faculty on this very important topic. They are finally congratulated, once again, on their hard work and dedication, putting an end to the presented lesson plan.

3.6. Assessment

Concerning the assessment intended for the lesson plan, a distinction has been made between the activities during the first five lessons and the final project. For the activities carried out in the sessions, a number of can-do statements have been executed to evaluate the students’ performance. These have been derived from the grading criteria selected from the specific competences developed in the lesson. The following grading criteria have been specified, taken from the *Decree 39/2022* (p. 49287-49289) which dictate which should be assessed in 4th of ESO in Castile and Leon: 1.1, 1.2, 2.2, 2.4, 3.1, 3.4, 4.2, and 6.3. These grading criteria were then turned into can-do statements that describe what each student is expected to achieve during the tasks. To grade each student during the lessons, a checklist would be used by the teacher to demonstrate whether these achievements have been accomplished or not. In the table below, each can-do statement has been included with its corresponding specific competence and grading criteria it belongs to:

Specific Competence	Grading Criteria	Can-do Statements
1 (Comprehension)	1.1	1.1.1. The student extracts and analyzes the main ideas presented in a video about women’s history in the United States.
	1.2	1.2.1. The student interprets and considers the content of a literary poem in written form about an African American woman.

2 (Expression)	2.2	2.2.1. The student produces a clear and coherent written text related to the prompt presented in the classroom on the topic of gender issues in the United States.
	2.4	2.4.1. The student orally expresses at least one idea during the initial brainstorming about gender equality in the United States. 2.4.2. The student orally describes the images about African American women expressing their own interpretation.
3 (Interaction)	3.1	3.1.1. The student orally participates and collaborates in the group discussion and respects their classmates' speaking turn.
	3.4	3.4.1. The student uses digital tools responsibly and collaboratively to complete the task about gender issues in the United States.
4 (Mediation)	4.2	4.2.1. The student applies strategies that help them explain and simplify the information regarding women's rights to the rest of the class.
6 (Interculturality)	6.3	6.3.1. The student respects the principles of equality when talking about gender issues in the United States.

Figure 4 – Can-do statements

Furthermore, the final project is also assessed, and a series of can-do statements have been used when creating the main assessment method to evaluate the final project: an evaluation rubric. Some of the can-do statements have been reused from the activities, and others have been created solely for the final project. These can be seen in the table below:

Specific Competence	Grading Criteria	Can-do Statements
2 (Expression)	2.4	2.4.3. The student expresses their opinion in written form on the other groups' work as well as their own when completing the evaluation form. 2.4.4. The student orally describes and explains the ideas included in their group's poster regarding the topic selected about gender equality in the United States.
	3.1	3.1.2. The student orally asks and answers questions to the rest of the groups about queries related to their presentation's topic.
3 (Interaction)	3.4	3.4.1. The student uses digital tools responsibly and collaboratively to complete the task about gender issues in the United States.

6 (Interculturality)	6.3	6.3.1. The student respects the principles of equality when talking about gender issues in the United States.
-------------------------	-----	---

Figure 5 – Final project can-do statements

As previously stated, these can-do statements have been used to create an evaluation rubric, which can be found in annex 8, to assess each student’s work and progress. Each statement has been graded into 4 levels in the rubric, the total of each being worth two points towards the final mark. The sum of the rubric is out of ten, and the final mark is intended to take up 20% of the students’ grade for the second trimester.

Nonetheless, it is important to point out that during the classes, not only will students be evaluated through the can-do statements, but students would receive constant feedback and formative assessment, this meaning that apart from checking if the can-do statements are achieved, students are also told how to improve or receive help when needed.

Concluding the assessment methodology, a key factor in their evaluation is the fact that students would not be corrected for every grammatical mistake they make, as it can interrupt their communicative skills. The focus would be put on whether they are able to express themselves properly, rather than the focal point being their form in the target language, as it is more beneficial for students to be able to make themselves understood in the foreign language and to communicate with each other.

4. Conclusion

As seen throughout this paper, including cultural activities and contents is essential in the EFL curriculum, as it helps students gain a better understanding of the country in which the target language is spoken. Many scholars previously mentioned have explored the idea of incorporating contents that stray away from the typical cultural aspects often taught and focus more on the social and cultural background of the country itself. It is important to consider the differentiation mentioned by Lee (2009) between the two types of culture as to what cultural contents should be included in the classroom: big “C” and small “c” culture. The latter concept includes the social injustices and cultural background of a country, which are both just as necessary in an EFL classroom as the typical big “C” culture, as it provides students with a better understanding on the country’s lifestyle and background.

Because of this, gender equality in the United States was the main focus of the lesson plan designed, as it is important that foreign language students learn other characteristics about the English-speaking countries apart from their typical meals and festivities. The United States was chosen for the lesson plan as it is often one of the main focuses of the EFL curriculum, however, hardly ever are the students taught about real issues happening in the nation. For this reason, the lesson plan was designed to teach about gender issues in the United States during Women’s History month. To do this, a 4th of ESO class was chosen to receive content on this matter, following the *Royal Decree 217/2022* and *Decree 39/2022* to meet the needs regarding content and competences these students must receive in Castile and Leon. The lesson plan promotes a cultural understanding on the history of women’s rights in the United States, as well as knowledge on specific women who have played an important role in the shaping of the country’s history, such as Susan B. Anthony and Rosa Parks. Moreover, the activities designed foster communication among students and language acquisition, as, apart from learning about gender equality, students also acquire the English language by completing tasks that further enhance their expression and comprehension in the foreign language. Being required to complete a final task in groups, the plan also enhances interaction between classmates.

Having seen all of the advantages that incorporating cultural contents into the EFL classroom brings, it can be said that the lesson plan previously explained meets the needs of both these benefits for the students as well as what is expected by the Spanish educational law to be taught. It is important for students to learn from their teacher to reject stereotypes and inequality, as well as to respect other cultures and people, regardless of gender, ethnicity, etc.

Therefore, by implementing lesson plans that revolve around these aspects, teachers form students that are both socially and culturally aware.

To conclude, bearing this in mind, the contents of this paper have focused on both culture and gender issues, as they are both intertwined considering they take part in a country's background, in this case, in the United States. The lesson plan also revolved around gender issues and the small "c" culture, providing students content they might not acquire outside of the EFL classroom. Because of this, it is essential that foreign language teachers include cultural contents in the classroom, as it might be the learners' only opportunity to learn about these necessary topics directly. Incorporating activities like the ones in the lesson plan make students both reflect on these cultural aspects as well as acquire the foreign language they are learning in a more natural and indirect way, since they promote constant communication and interaction between them. Therefore, they prove that culture and language are directly related, and one cannot be taught without the other.

5. References

- Buckmaster, H. (1938). The underground railroad. *The North American Review*, 246(1), 142–149. <http://www.jstor.org/stable/25115012>
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Choudhury, M. (2013). Teaching culture in EF: Implications, Challenges and Strategies. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. <https://www.iosrjournals.org/iosr-jhss/papers/Vol13-issue1/D01312024.pdf>
- Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Council of Europe Publishing. <http://www.coe.int/lang-cefr>
- CommonLit™. (n.d.). *CommonLit | The Many and the Few by J. Patrick Lewis | CommonLit*. <https://www.commonlit.org/en/texts/the-many-and-the-few?ref=commonlit.org>
- Damen, L. (1987). *Culture learning: the fifth dimension in the language classroom*. Cambridge University Press.
- Decreto 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León. (2022) *Boletín Oficial de Castilla y León*, 190, de 29 de septiembre de 2022, 48850-49542. <https://bocyl.jcyl.es/boletines/2022/09/30/pdf/BOCYL-D-30092022-3.pdf>
- Frank, J. (2013). Raising cultural awareness in the English language classroom. *English Teaching Forum*, 4. https://americanenglish.state.gov/files/ae/resource_files/51_4_2_frank.pdf
- Gonen, S., & Saglam, S. (2012). Teaching culture in the FL classroom: Teacher's perspectives. *IJGE: International Journal of Global Education*, 1(3). <http://ijge.net/index.php/ijge/article/view/60/61>
- Graham, H. D. (1988). American Women's History during the 1970s. *OAH Magazine of History*, 3(3/4), 24–27. <http://www.jstor.org/stable/25162614>

- Kim, J. (2002). Teaching culture in the English as a foreign language classroom. *The Korea TESOL Journal*, 5(1), 27-36. https://koreatesol.org/sites/default/files/pdf_publications/KTJ5-2002web.pdf
- Kramersch, C. (1993). *Context in culture and language teaching*. Oxford University Press.
- Kramersch, C. (1998). *Language and Culture*. Oxford University Press.
- Lee, K. (2009). Treating Culture: What 11 High school EFL conversation textbooks in South Korea do. *English Teaching-practice and Critique*, 8(1), 76–96. <http://edlinked.soe.waikato.ac.nz/research/files/etpc/files/2009v8n1dial1.pdf>
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo de Educación. (2020) *Boletín Oficial del Estado*, 340, de 30 de diciembre de 2020. <https://www.boe.es/buscar/pdf/2020/BOE-A-2020-17264-consolidado.pdf>
- Lim, H., & Griffith, W. I. (2016). Developing intercultural communicative competence in foreign language learning. *Sociology and Anthropology*, 4(11), 1030–1035. <https://doi.org/10.13189/sa.2016.041110>
- Linder, D. (2007). The trial of Susan B. Anthony for illegal voting. *Social Science Research Network*. <https://doi.org/10.2139/ssrn.1022997>
- López-Rocha, S. (2016). Intercultural communicative competence: creating awareness and promoting skills in the language classroom. In C. Gorla, O. Speicher, & S. Stollhans (Eds), *Innovative Language Teaching and Learning at University: Enhancing Participation and Collaboration* (pp. 105-111). Research-publishing.net. <http://doi.org/10.14705/rpnet.2016.000411>
- McMillen, S. (2008). *Seneca Falls and the origins of the Women's Rights Movement*. Oxford University Press.
- Mintz, S. (2007). The passage of the Nineteenth Amendment. *OAH Magazine of History*, 21(3), 47–50. <http://www.jstor.org/stable/25162130>
- Norton, B., & Pavlenko, A. (2004). Addressing gender in the ESL/EFL classroom. *TESOL Quarterly*, 38(3), 504–514. <https://doi.org/10.2307/3588351>

- Paige, M. R., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange, & Y. A. Yeshova (Eds.), *Culture as the Core: Integrating Culture into the Language Curriculum* (pp. 47-113). University of Minnesota.
- Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. (2022) *Boletín Oficial del Estado*, 76, de 30 de marzo de 2022. <https://www.boe.es/eli/es/rd/2022/03/29/217/con>
- Reid, E. (2015). Techniques developing intercultural communicative competences in English language lessons. *Procedia: Social & Behavioral Sciences*, 186, 939–943. <https://doi.org/10.1016/j.sbspro.2015.04.011>
- Tran, T. H. (2010). *Teaching culture in the EFL/ESL classroom*. <https://eric.ed.gov/?id=ED511819>
- USA TODAY. (2022, March 18). *Women's History Month: How it was born and why it's observed in March | JUST THE FAQs* [Video]. YouTube. <https://www.youtube.com/watch?v=nzrFzuvvtv8>
- Zeitiz, J. (2008). Rejecting the Center: Radical Grassroots Politics in the 1970s — Second-Wave Feminism as a Case Study. *Journal of Contemporary History*, 43(4), 673–688. <http://www.jstor.org/stable/40543229>

6. Annexes

6.1. Annex 1: Women's Rights Timeline

Women's History in the US - Timeline

1848	The first women's rights convention in the US is organized.
1920	Women get the right to vote for the first time in the United States.
1963	The Equal Pay Act is signed, so women cannot be paid less money than men.
1973	Abortion is legalized around around the entire country.
1974	Women cannot be denied getting their own credit card.
1981	Sandra Day O'Connor becomes the first woman to work for the US Supreme Court.
1994	The Violence Against Women Act is passed to fight against domestic violence.
2016	Hillary Clinton is the first woman nominated for president in the US.

6.2. Annex 2: Susan B. Anthony Jigsaw



Susan B. Anthony - Jigsaw



<p>As a young woman, she fought for women's rights, and even formed the National Women Suffrage Association (NWSA) in 1869 with Elizabeth Cady Stanton. With this association, they wanted to achieve the right to vote for women in the United States.</p>	A
<p>Susan B. Anthony, born in February 1820 in Massachusetts, was a very influential woman during the fight for the female vote in the US. Ever since she was little, she was very passionate about fighting for gender equality and human rights. Her family also supported these movements.</p>	B
<p>In 1906, Susan B. Anthony passed away. It wasn't until 1920, 14 years after her death, that the 19th Amendment was approved in the US, allowing women to vote around the country. Susan B. Anthony never got to vote legally.</p>	C
<p>She gave many speeches and lectures about women's rights around the United States after her arrest. This caused more women to join the fight for women's suffrage. Some states started to allow women to vote.</p>	D
<p>After many years of fighting for the right to vote, in 1872, Susan B. Anthony decided to vote, despite it being illegal for women in the US still. She was arrested and put on trial. She was sentenced to pay a fine of \$100, but she never paid.</p>	E

Answer Key: B, A, E, D, C

6.3. Annex 3: African American Women Presentation

What did she do?



Harriet Tubman
1822 - 1913



Ruby Bridges
69 years old





Rosa Parks
1913 - 2005

What did she do?

6.4. Annex 4: “The Many and the Few” Poem

The Many and the Few

J. Patrick Lewis

[1] It was an Alabama day
For both the Many and the Few
There wasn't really much to do;
No one had very much to say.

[5] Until a bus, the 4:15,
Drove by. But no one chanced to see
It stop to pick up history.
The doors closed slowly on a scene.

The quiet seamstress paid her fare
[10] And took the one seat she could find,
And, as it happened, just behind
The Many People sitting there.

The Many People paid no mind
Until the driver, J.P. Blake,
[15] Told the Few of them to take
The deeper seats. But she declined.

Blake stopped the bus and called the police;
And Many a fire was set that night,
And Many a head turned ghostly white
[20] Because she dared disturb the peace.

To celebrate the ride that marks
The debt the many owe the Few,
That day of freedom grew into
The Century of Rosa Parks.



6.5. Annex 5: Fact Sheet

Fact Sheet



Women in the US



Name: _____

Main facts:

Fact Sheet



Women in the US



Name: _____

Main facts:

6.6. Annex 6: Dear Diary

You have to write in your diary about the following experience:

You are an African American citizen in 1952. You were sitting on the bus when a white passenger told you to move to the back.

You have to write in your diary about the following experience:

You are an American woman attending a women's rights convention. A group of men and women are protesting against the convention as they don't agree with you.

You have to write in your diary about the following experience:

You are a female factory worker in 1958 California and are very hard-working. You just found out your male colleague makes double your salary but works the same number of hours as you

You have to write in your diary about the following experience:

You are a high school girl in the US. Your dream is to become an engineer, but your teacher told you that is only a job for men.

You have to write in your diary about the following experience:

You are a baseball player for a female team at an American university. Your team is the best in the country, but the boys' team is given more money from the university.

6.7. Annex 7: Evaluation form

Evaluation Form

Name: _____

Please complete with a mark from 1-5:

	Group 1	Group 2	Group 3	Group 4	Group 5
Poster Design					
Topic Relevance					
Answering Questions					

Give yourself a mark from 1-5:



How could I improve?

Evaluation Form

Name: _____

Please complete with a mark from 1-5:

	Group 1	Group 2	Group 3	Group 4	Group 5
Poster Design					
Topic Relevance					
Answering Questions					

Give yourself a mark from 1-5:



How could I improve?

7.8 Annex 8: Final Project Evaluation Rubric

Can-do Statements	Level 1	Level 2	Level 3	Level 4
2.4.3. The student expresses their opinion in written form on the other groups' work as well as their own when completing the evaluation form.	The student does not express their opinion in written form on neither the other groups' work nor their own by not completing the evaluation form.	The student expresses their opinion in written form on their own work but does not evaluate the other group's work in the evaluation form.	The student expresses their opinion in written form on the other group's work but either does not complete their own or does so partially in the evaluation form.	The student expresses their opinion in written form on both the other groups' work as well as their own by completing the evaluation form.
2.4.4. The student orally describes and explains the ideas included in their group's poster regarding the topic selected about gender equality in the United States.	The student does not describe nor explain any of the ideas included in their group's poster about gender equality in the United States.	The student shows difficulties when orally describing some ideas included in their group's poster regarding gender equality in the United States or explains some that are not accurate.	The student orally describes and explains the ideas included in their group's poster regarding the topic selected about gender equality in the United States with some minimal errors.	The student barely presents any difficulties when explaining and describing the ideas included in their group's poster regarding the topic selected about gender equality in the United States.
3.1.2. The student orally asks and answers questions to the rest of the groups about queries related to their presentation's topic.	The student does not orally ask or answer any questions to any of the other groups about queries related to their presentation's topic.	The student either orally asks or answers questions to the rest of the groups that are not related to the topic of the presentation.	The student either orally asks or answers questions to the rest of the groups about queries related to their presentation's topic.	The student both orally asks and answers questions to the rest of the groups about queries related to their presentation's topic.
3.4.1. The student uses digital tools responsibly and collaboratively to complete the task about gender	The student does not use digital tools in a responsible and collaborative way to complete the task about	The student uses digital tools collaboratively but does not do so in a responsible way to complete the	The student uses digital tools responsibly but does not do so collaboratively to complete the task about gender	The student uses digital tools both in a responsible and collaborative way to complete the task about

issues in the United States.	gender issues in the United States.	task about gender issued in the United States.	issues in the United States.	gender issues in the United States.
6.3.1. The student respects the principles of equality when talking about gender issues in the United States.	The student disrespects the principles of equality both when talking about gender issues in the United States and in their poster.	The student verbally disrespects the principles of equality but does not do so in their group's poster.	The student respects the principles of equality when talking about gender issues in the United States but does not do so in their group's poster.	The student respects the principles of equality both when talking about gender issues in the United States and in their poster.