



**Grade 6 Social
Studies**

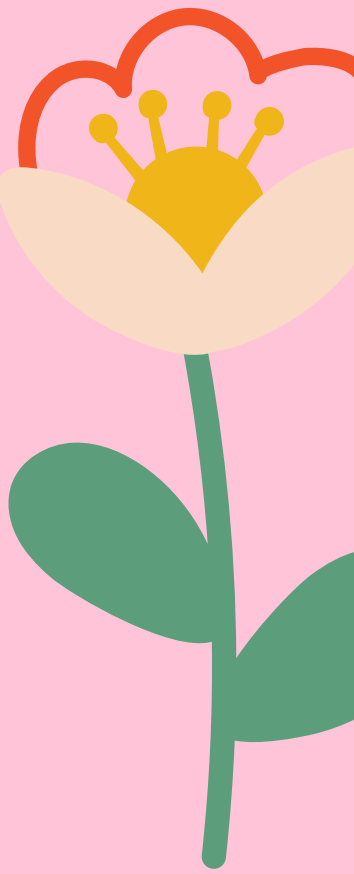
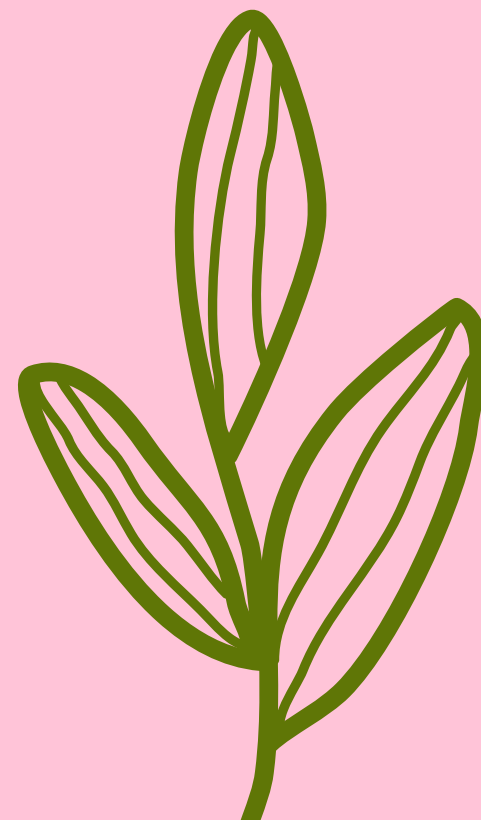
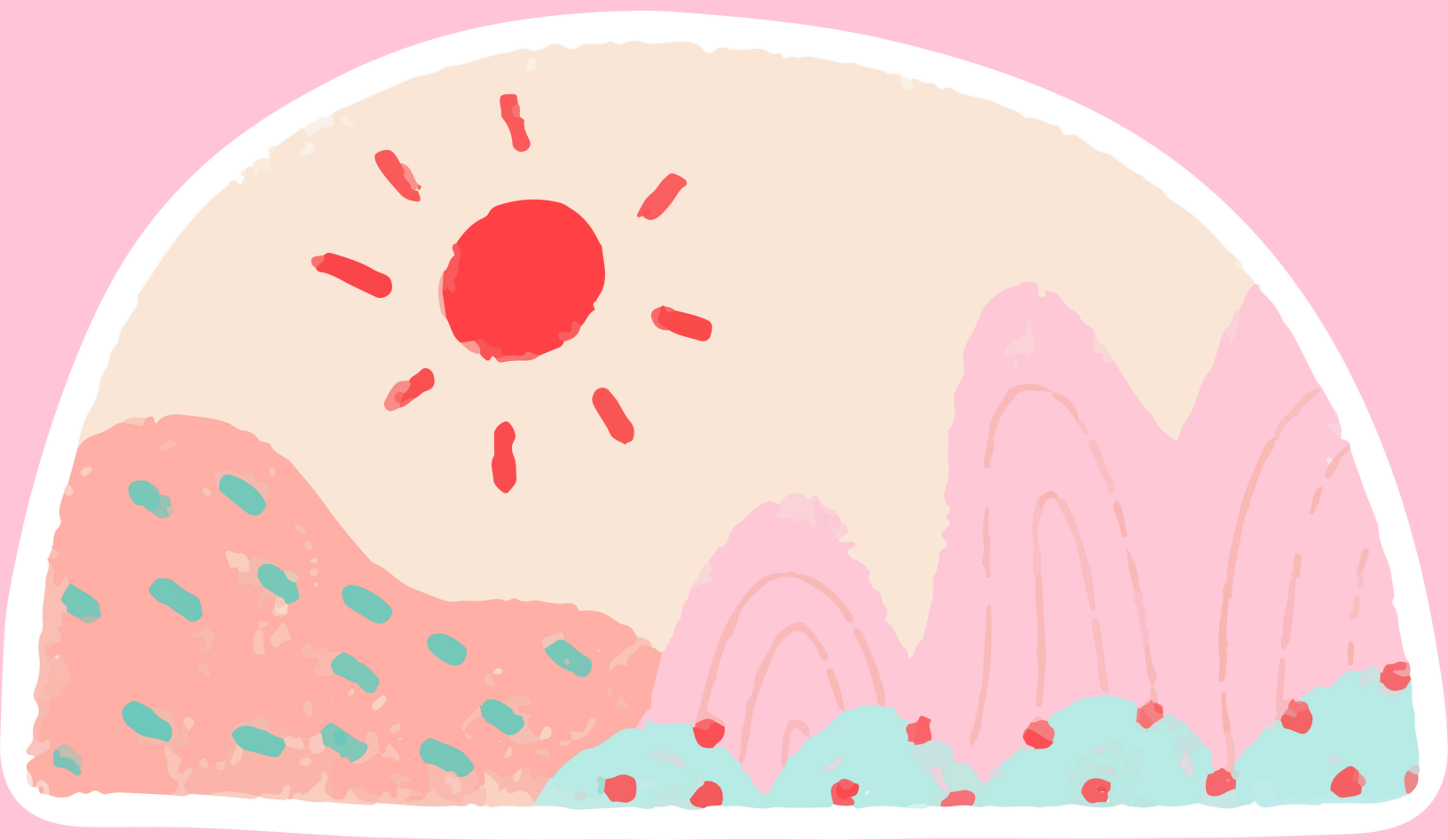
Social Justice: Women's Rights

Tanya Blackall



Land Acknowledgement

I would like to acknowledge that as a fourth generation settler of Scottish, Irish, & English heritage, I am a visitor on this unceded land of the Tk'emlups te Secwépemc within Secwépemc'ulucw. I am grateful to live on this land in which I live, play, work & learn.



Agenda



Basic Human Rights for Women

- Introduction
- Curricular Connections
- Big Ideas
- Learning Standards
- FPPL
- Background & History of Women.s Rights in Canada
- Contemporary Challenges of Women.s Rights Around the World
- Current Statistics in Canada
- Women.s Rights Around the World
- What schools are doing for women.s rights
- Classroom Initiative Plan
- Literature Review
- Indigenous Sources
- Conclusion



INTRODUCTION

Why are women's rights important to students?



Women's rights are important to all of us because it has been an ongoing issue throughout the world since time immemorial.



Students should be aware of current world social justice issues because it can affect Canada too if we are not vigilant. Women's rights are basic human rights of important people that are all around us: Our mothers, our grandmothers, our daughters, our aunts, etc.



Curricular Connections

Contemporary Challenges of Women's Rights Around the World
Subject: Social Studies Grade(s): 6

Rationale:

This social justice lesson is important because it effects women around the world and the challenges that women face in their fight for recognition to obtain the same rights & privileges as men.



Curricular Connections

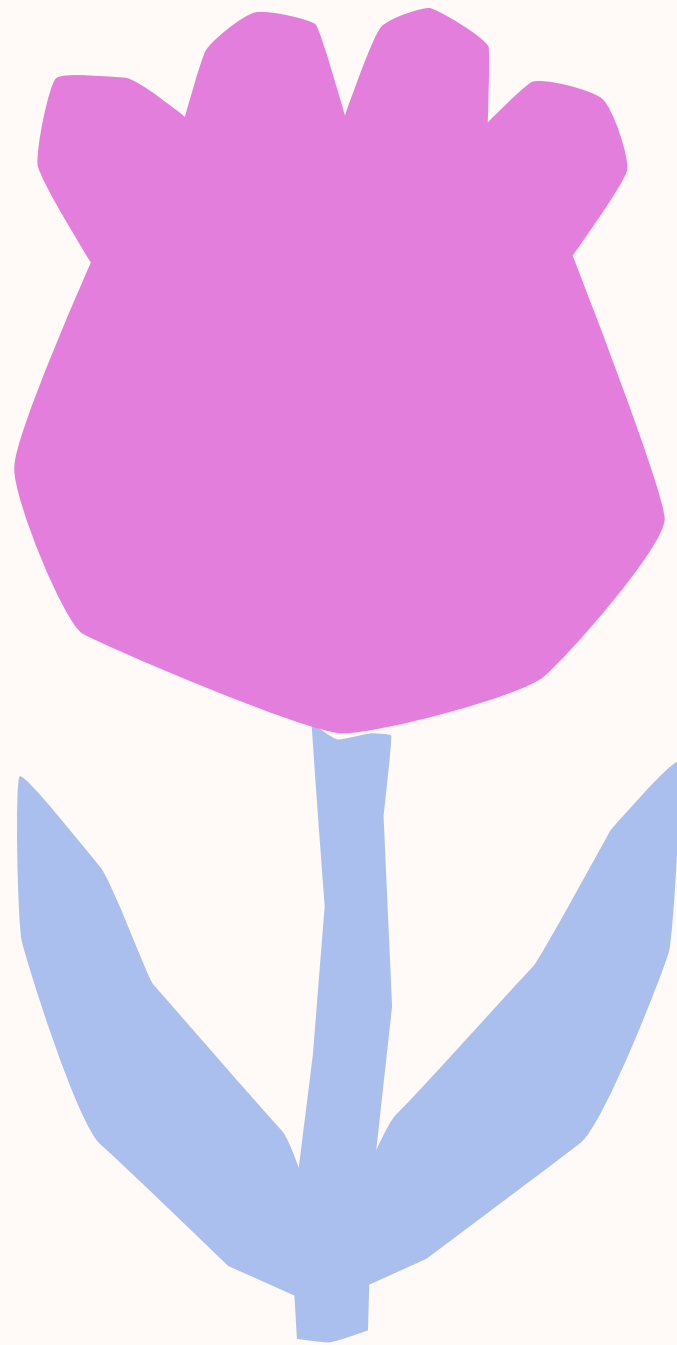
**Core
Competencies:
Communication**

Acquiring and presenting information: Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology.

Curricular Connections

Core Competencies: Thinking

Questioning and investigating: Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.



Curricular Connections



Core Competencies: Personal & Social

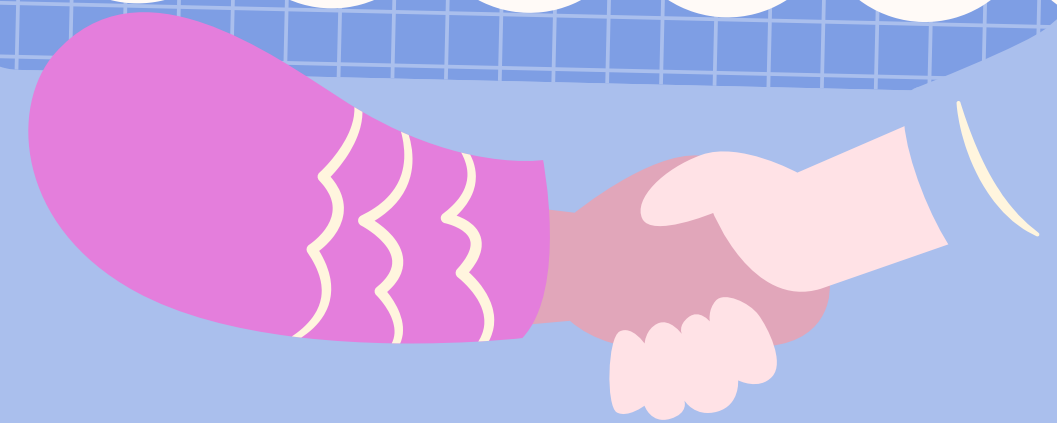
Valuing diversity: Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.

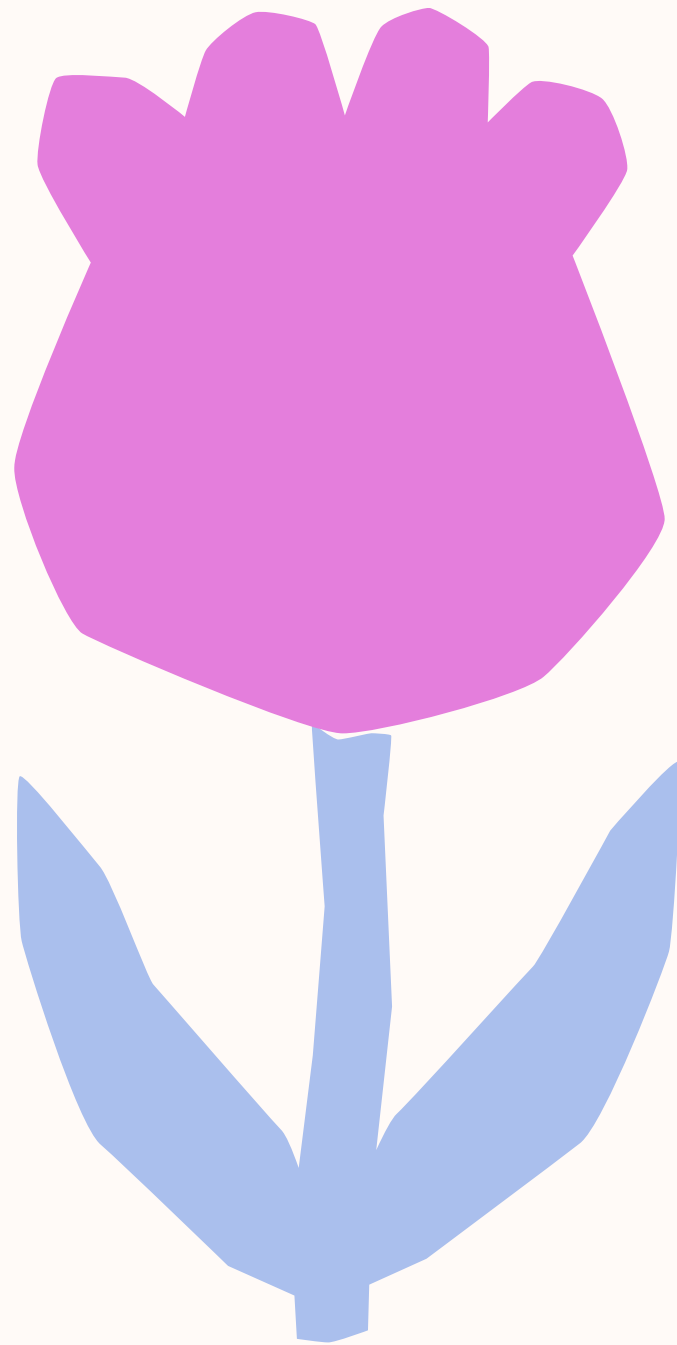


Big Idea

Women's Rights

Systems of government vary in their respect for human rights and freedoms.





Learning Standards

Social Studies Grade 6

Learning Standards – Curricular Competencies

Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond: What are the rights and responsibilities of a global citizen?

Learning Standards – Content

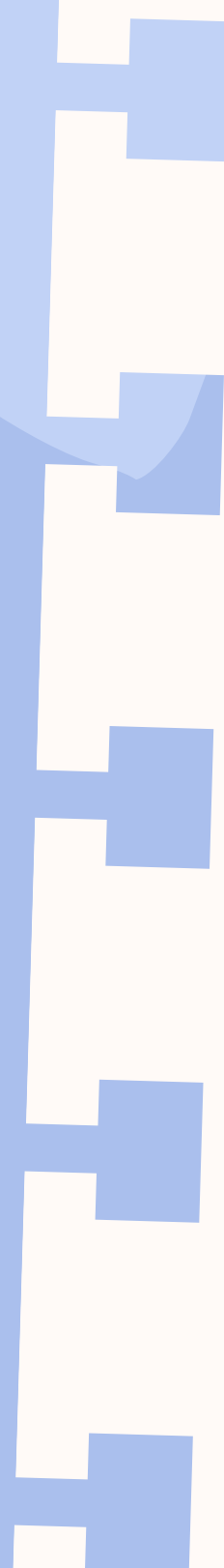
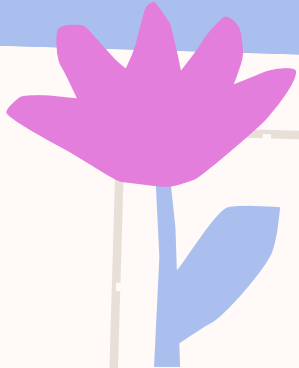
Global poverty and inequality issues, including class structure and gender: Women's rights



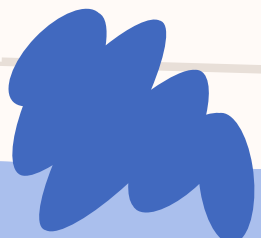
First Peoples Principles of Learning



Connecting Women's Rights Around the World




Learning involves generational roles and responsibilities – Women have fought for their human rights for centuries not only in Canada, but throughout the world. In many places, women have been very oppressed even to this day. As a nation that prides itself on the basis of freedom, it is our responsibility to help people that still have their basic human rights denied. This can start with educating our students about the topic.





Background & History of Women's Rights in Canada

- 1909** – An amendment to the Criminal Code criminalizes kidnapping of women (abduction of a woman over 16 was legal before then)
 - 1918** – The Women's Franchise Act is passed allowing women the right to vote in federal elections (married Caucasian women)
 - 1929** – Women are declared as „persons“
 - 1954** – 1st women elected Chief of a First Nation community
 - 1960** – All Canadian women were given the right to vote (finally includes Indigenous women)
 - 1981** – Women's rights were enshrined into the Charter of Rights and Freedoms
 - 2015** – National Inquiry into Missing & Murdered Indigenous Women and Girls was launched
 - 2017** – Canada took action against gender-based violence
- 

Some Current Statistics

- In 2019, 1.5 million women live in poverty in Canada
- In 2020, 10x more women than men have fallen out of the labour force
- In 2022, 184 women & girls were killed by violence in Canada (1 every 48 hours)
- In 2022, women on average make \$0.89 cents to every dollar a man makes



Contemporary Challenges


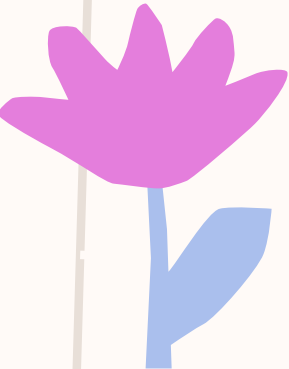


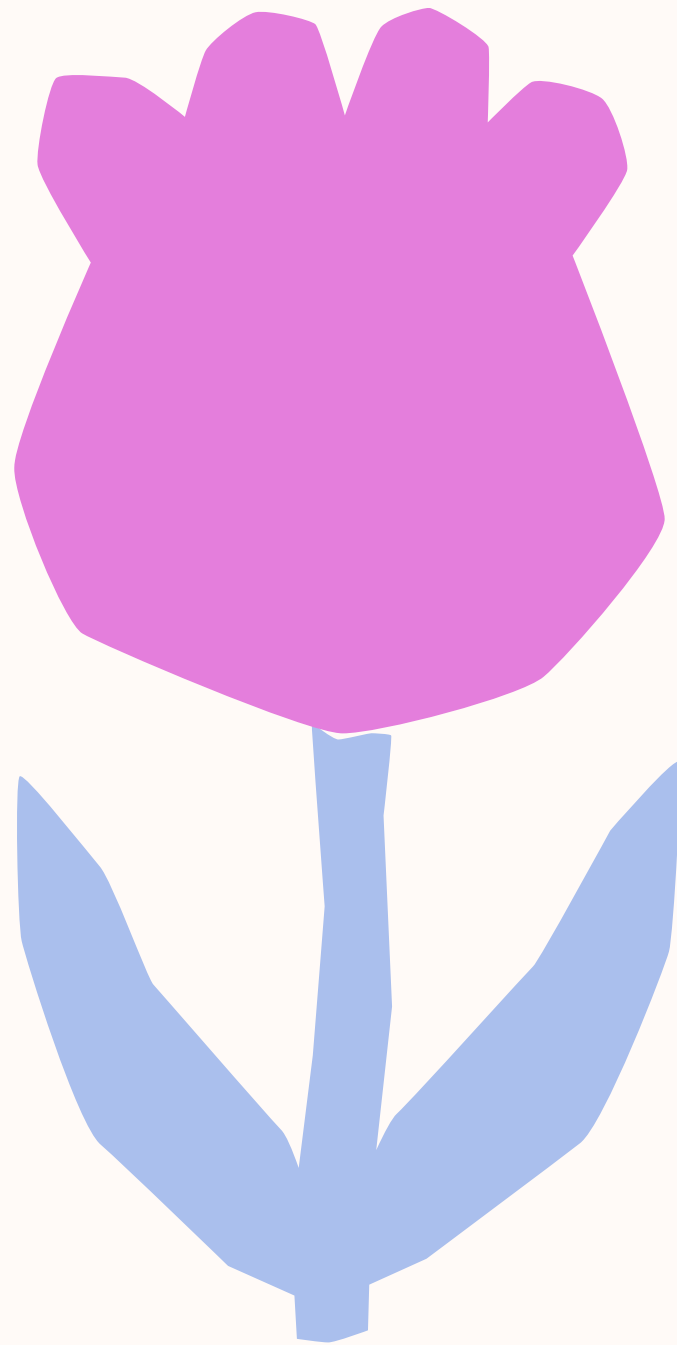
of Women's Rights Around the World



- Women's suffrage (right to vote)
- Sexual & reproductive rights
- Freedom of movement
- Gender-based violence
- Sexual violence & harassment
- Workplace discrimination

These are a few women's rights that Amnesty International is trying to currently bring awareness to & hold the powerful accountable for





What schools are doing about women's rights

Opportunities to adapt:

- Using gender inclusive language & perspectives into the classroom so all voices are heard in the classroom
- Promoting gender equality by teaching students about women's rights & the importance of challenging gender stereotypes
- Teaching curricula about the history of women's rights & including their voices/perspectives
- Addressing gender-based bullying by implementing policies & procedures
- Creating safe spaces where students feel valued & respected
- Inviting guest speakers & workshops

Classroom Initiative Plan

Plan a public service announcement

- Address a gender equality issue by creating a Public Service Announcement for International Women's Day on March 8th
- Students will brainstorm common gender stereotypes and suggest ideas for overcoming them, or to identify how the school can become more inclusive for people of all genders
- Students will create a visual, such as posters and digital media, to promote their messaging in print & online to share with the school & local media



Literature Review For Women's Rights

Amnesty International. (2024). Women's Rights. <https://www.amnesty.org/en/what-we-do/discrimination/womens-rights/>

Canadian Women's Foundation. (n.d.). The Facts: Gender Equality and Gender Justice. <https://canadianwomen.org/the-facts/>

Edwards, K. (2019). How a Secwepemc woman fought for equality for Indigenous women and is still helping others. Infotel News Ltd. <https://infotel.ca/newsitem/how-a-secwepemc-woman-fought-for-equality-for-indigenous-women-and-is-still-helping-others/it66528>

Elections Canada. (2025). Women's Right to Vote Case Study. <https://electionsanddemocracy.ca/voting-rights-through-time-0/case-study-2-womens-right-vote#:~:text=Their%20efforts%20saw%20success%20when,participation%20in%20the%20democratic%20process>

Government of Canada. (2025, March 05). International Women's Day learning toolkit. <https://www.canada.ca/en/women-gender-equality/commemorations-celebrations/international-womens-day/teacher-toolkit.html>

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Karr, A. (n.d.). 17 Key Moments in the Canadian History of Women's Rights. Canadian Living. <https://www.canadianliving.com/life-and-relationships/community-and-current-events/article/10-key-moments-in-the-canadian-history-of-women-s-rights>



Indigenous Sources

Success is not limited to traditional career paths or social expectations

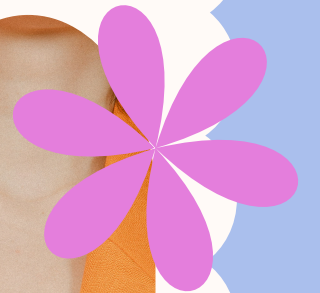
1968 – A local Secwepemc woman, Muriel Sasakamoose, was one of a group of women that formed the B.C. Native Women's Association which represented the political voice of Indigenous women & girls. Their goal was to change the Indian Act to help fight the barrier that discriminated against Indigenous women when marrying a non-Indigenous man. At the time, Indigenous women that married a non-Indigenous man lost their status & were removed from their band. This group of ladies finally got this changed in 1985. Muriel is an example of what dedication & perseverance can achieve.

Conclusion

Women's rights in Canada have come a long way but there is still work to be done so that women have the same rights & privileges of men. Women's rights in a lot of countries due to lack of education, religion, and other factors have not changed. In these situations, women are treated very poorly, maimed, & even killed.

We need to do better.

Students will work together & create a public announcement for International Women's Day on March 8th where they will produce a poster and digital media file to share around the school and the local media to increase awareness of this social justice issue.





**THE
END!**

