

Women Who Made History

NIVEL DE EDUCACIÓN SECUNDARIA / 1.º, 2.º Y 3.º AÑO
INGLÉS

Palabras clave: Listening comprehension / Events in the past /
Biographies / Women / Reading activities



Women Who Made History



EDUCACIÓN SECUNDARIA / CICLO BÁSICO

Curso: 1.º, 2.º y 3.º año

Inglés

Introduction

“Women Who Made History” is a didactic sequence designed to teach English in the early years of secondary school. This proposal aims to enhance the understanding of topics previously covered in the classroom through a gradual approach. In this sequence, we will explore the life, achievements, and legacy of Cecilia Grierson, a prominent figure in our country’s history. The sequence is divided into three sections, each comprising activities that provide practical exercises and contextualized examples of used common past tense verbs to narrate the biographies of significant figures.

At the end of these activities, the correct answers are provided alongside additional freely available resources for reference. This section also includes information on how these materials align with the topics included in the *Secondary School Curriculum Design*.



Outline of the Proposal

Stop 1. Cecilia Grierson, First Female Doctor in Argentina

Activating vocabulary related to significant life events.

Revising past forms (both regular and irregular forms) to narrate life events.

Stop 2. Events in Her Life

Listening and sequencing the events in Grierson's life, the challenges she faced in her journey to gain admission to the School of Medicine and pursue a degree in pharmacy.

Retelling Cecilia's biography using visual aids and dates to guide the oral practice.

Stop 3. An Important Woman in Your Life

Embarking on activities to create and present a biography of a remarkable and influential woman who holds significance in the students' lives.

Exchanging information about the lives of the women in the biographies the students wrote.



Stop 1. Presentation of the Topic

In the upcoming activities, we will explore the life of Cecilia Grierson, her accomplishments, and the importance of her legacy for women in our country. If you've never heard of her before, we invite you to complete these activities and, if you're interested, search for more information. Cecilia's life was very interesting, and by getting to know her and practicing the English language, you'll review the meaning and usage of some words that you already know or can discover with the help of a dictionary, a classmate, a family member, or your teacher.



Fuente: [Wikipedia](#)

In these activities, your students will delve into the life and significant events of Cecilia Grierson, who holds the distinction of being the first woman to receive a medical degree in Argentina.

Below, you will find a concise biography of Grierson's life that you can read to familiarize yourself with additional details in case your students ask for more information. Additionally, you will discover some suggestions designed to help you organize your class.



Cecilia Grierson: A Trailblazing Medical Pioneer

Cecilia Grierson was a remarkable woman who broke barriers and achieved great milestones in Argentina's history. Born on November 22nd, 1859, in Buenos Aires, she grew up in a time when women faced limited opportunities for education and professional pursuits

Against all odds, Cecilia pursued her passion for medicine. In 1889, she became the first woman to receive a medical degree in Argentina, an achievement that revolutionized the field of medicine for women in the country.

Throughout her career, Cecilia dedicated herself to improving healthcare access and

advocating for women's rights. She co-founded the first nursing school in Argentina, recognizing the importance of training qualified nurses to provide quality care to patients.

Moreover, Cecilia was a trailblazer in promoting hygiene and preventative medicine. She believed in the power of education and traveled extensively to teach people about health and wellness.

During her retirement, Cecilia Grierson lived in Los Cocos, Córdoba. She generously donated land for the construction of the first public school, which was completed in 1924. In her cherished house, "El Espinillo", in Los Cocos, visitors can find a framed photograph of Grierson alongside the feminists who attended the historic International Congress of Women in London in 1899.

Furthermore, the Museum of Motorcycles and Bicycles in La Cumbre preserves the American Oakland 1929 Phaeton car she brought from Buenos Aires in 1927. Cecilia used this car for her outings and had kindly donated it to serve as an ambulance and medical service in the region.

Cecilia Grierson's impact on medicine and women's rights in Argentina is celebrated and admired to this day. Her courage and vision remain an inspiration for generations to come.



This set of activities allows an exploration of Cecilia Grierson's life, while also addressing language development and encouraging historical understanding. As you guide your students through this valuable experience, consider integrating the following strategies to enhance their learning:

Drawing from Previous Knowledge

Given that your students may have encountered the recently released 2000 pesos note featuring Cecilia Grierson and Ramón Carrillo, consider tapping into their previous knowledge of these historical figures. This may serve as a valuable entry point for discussions about historical significance and can set the stage for a deeper exploration of Cecilia Grierson's achievements.

Reinforcing Language Structures

Simultaneously, you can provide your students with the opportunity to reinforce their understanding of the Simple Past tense and adverbial phrases of time. These language structures are essential for accurately narrating historical events. By building upon previous lessons, students can develop their language skills within a meaningful context.

Interactive Listening Activity

Engage your students in an interactive listening activity where they listen to a short text about Cecilia Grierson's life. Encourage them to actively listen for key events and details. Prompt them to mentally note instances of the Simple Past tense used to describe past actions. This activity not only hones their listening skills but also reinforces their grasp of grammatical structures.

Engaging Visual Context

To introduce the topic, it is recommended to present visuals such as pictures of Cecilia Grierson and the places she studied, fostering a visual and historical connection that can spark students' interest. By providing a context for the language practice, students will have a better understanding of when and how to use the Simple Past tense in real-life situations.

Activity 1

Let's revise the Simple Past tense of some verbs. Copy down the verbs in your notebooks. Now match the past form with its corresponding infinitive form.

was born	to introduce
lived	to participate
was/were	to live
had	to be
worked	to have
studied	to create
graduated	to be born
got	to organise
organised	to found
introduced	to study
founded	to work
participated	to die
died	to get
created	to graduate

Activity 2

Below, you will find a list of words along with corresponding images. Please write down the words in your notebooks and then match each word to the correct image by writing the corresponding image number next to the word.

degree
child
nurse
women
first aid
teenager

1.



Fuente: [Pixabay](#)

2.



Fuente: [Pixabay](#)

3.



Fuente: [Pxfuel](#)

4.



Fuente: [Pixabay](#)

5.



Fuente: [Pixabay](#)

6.



Fuente: [Pixabay](#)

Stop 2. Events in Her Life

Now that you know some verbs and vocabulary to talk about biographies, let's see some of the events in Cecilia's life and her achievements. Remember that it is not necessary to understand all the words in the biography, but if you need to, you can find the definitions in the dictionary.

In this activity, students will have the opportunity to listen to an audio file that narrates the life of Cecilia Grierson, and their task will be to arrange key events from her biography in chronological order.

- o As a follow-up exercise, it is suggested that students work in pairs or groups of three and retell the story. They will retell the story without referring to the written biography (they can read it once before retelling). Each student takes turns sharing their version of the biography while their peers keep track of any mistakes and note positive aspects of their oral delivery.*
- o You will provide guidance and monitor the students' oral production, offering constructive feedback.*
- o Afterwards, you can encourage your students to write questions related to Cecilia Grierson's biography. To conclude the activity, you may select one or two students to retell the story to the entire class, followed by each pair or group posing their prepared questions to the rest of the class.*
- o You can correct mistakes, emphasize proper intonation patterns in questions, and provide further clarification as needed. Keep in mind that proper intonation patterns in English questions involve a rising pitch at the end. This helps indicate that a question is being asked. The pitch rises even if the question begins with a question word; for example, "what," "where," "how" or with an auxiliary verb such as "do," "have".*

Activity 1



Fuente: [Jeni Kirby History](#)

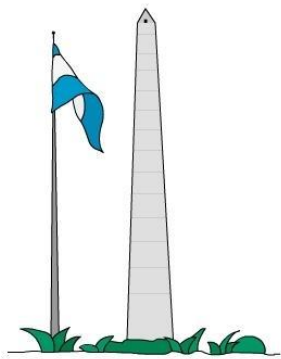
Listen to [the narration](#) of Cecilia Grierson's life. Pay attention to the chronological order of the events in her life. Next, read the sentences provided below. Finally, in your notebooks, write down the sentences in the correct order as presented in the recording. Remember, you can listen to the recording as many times as necessary.

- She founded the first nursing school in Argentina in 1886.
- In 1878, she graduated as a teacher.
- In 1899, she participated in the International Women Congress in London and in 1910 she organized the First International Feminist Congress of the Republic of Argentina.
- Finally, she created the Argentine First Aid Society.
- Cecilia was born in Buenos Aires on 22 November 1859.
- In 1889 she got her degree as a doctor.
- In 1882 she went to Buenos Aires and started to study medicine.
- She died in Buenos Aires in 1934.
- First, she studied to be a teacher.
- She founded a little rural school with her mother, but she liked medicine more than teaching.
- She lived in Entre Ríos when she was a child and a teenager.

Activity 2

Oral practice: in pairs, take turns to retell the biography of Grierson. Try to remember the events without reading the text, relying on your memory. Use the pictures below as visual aids to guide your storytelling.

1859



Fuente: [Wikipedia](#)

childhood and adolescence



Fuente: [Wikipedia](#)

1878



Fuente: [Humanidad](#)

rural school



Fuente: [Mirador Provincial](#)

1882



Fuente: [Revista Argentina de Radiología](#)

1886



Fuente: [Universidad de San Andrés, Biblioteca Max von Buch](#)

1889



Fuente: [Archivo General de la Nación](#)

1899



Fuente: [The Jane Addams Papers Project](#)

first aid



Fuente: [Wikipedia](#)

1934



Fuente: [Wikipedia](#)

Stop 3. An Important Woman in Your Life

Now that you have learned about one prestigious woman who made history, focus your attention on women who are significant in your lives.

The main objective of this activity is for students to apply and review the language skills students have previously learned.

- o They will have the opportunity to write the biography of a significant woman in their lives, whether it be a friend, a family member, or a woman they admire and is no longer alive so that they can use the simple past indicating completely past time.*
- o To help students get started, provide prompts, and elicit key vocabulary they may need to complete the activity successfully.*
- o As a follow-up activity, students can engage in a question-and-answer session, where they ask each other questions about the biographies they have written.*
- o The teacher's role is to monitor and assist students as needed to ensure their understanding and engagement.*
- o Next, students create a visual presentation, such as a poster or slideshow, to accompany their biographies. This can include pictures, important events, and key facts about the women they have written about.*
- o Students can then show their visual presentations to the class, sharing interesting details and answering questions from their classmates. This additional activity encourages creativity and basic public speaking skills while reinforcing the knowledge gained from writing the biographies.*

Activity 1

- A. Think of a woman who was important to you. It could be a family member, a friend, a neighbor, someone from a club, or a person at school. Use the past tense verbs that you have learned in our activities to describe or narrate at least 5 events in her life. For example:

She was born in...

She lived in...

She studied...

She worked in...

She was...

She created/organized/participated in...

If you want to use verbs that you don't know, you can look them up in the dictionary.

Feel free to ask your teacher or classmates for assistance if you need any help.

- B. Now, let's get creative! Create a poster to accompany your biography. Use pictures, important events, and key facts to bring your woman's story to life. Feel free to add colorful illustrations, headings, or any other visual elements that you think will make your poster engaging and informative.
- C. Write some questions that you would like to ask your classmates about their stories. Think about what you would like to know about the women they have written about and what interests you the most.

Answer Key

Let's revise the Simple Past tense of some verbs. Copy down the verbs in your notebooks. Now match the past form with its corresponding infinitive form.

Stop 1. Activity 1

was born	to be born
lived	to live
was/were	to be
had	to have
worked	to work
studied	to study
graduated	to graduate
got	to get
organised	to organise
introduced	to introduce
founded	to found
participated	to participate
died	to die
created	to create

Stop 1. Activity 2

Below, you will find a list of words along with corresponding images. Please write down the words in your notebooks and then match each word to the correct image by writing the corresponding image number next to the word.

child
nurse
women
first aid
degree
teenager

1.



Fuente: [Pixabay](#)

child

2.



Fuente: [Pixabay](#)

teenager

3.



Fuente: [Pxfuel](#)

women

4.



Fuente: [Pixabay](#)

degree

5.



Fuente: [Pixabay](#)

nurse

6.



Fuente: [Pixabay](#)

first aid

Stop 2. Activity 1

Listen to the narration of Cecilia Grierson's life. Pay attention to the chronological order of events in her life. Next, read the sentences provided below.

Script.

Cecilia was born in Buenos Aires on 22 November 1859. She lived in Entre Ríos when she was a child and a teenager. First, she studied to be a teacher. In 1878, she graduated as a teacher. She founded a little rural school with her mother, but she liked medicine more than teaching. In 1882, she went to Buenos Aires and started to study medicine. She founded the first nursing school in Argentina in 1886. In 1889, she got her degree as a doctor. In 1899, she participated in the International Women Congress in London and in 1910, she organised the First International Feminist Congress of the Republic of Argentina. Finally, she created the Argentine First Aid Society. She died in Buenos Aires in 1934.

Referencias

Biblioteca de la Academia Nacional de Medicina. (s.f.). Cecilia Grierson. Recuperado de <https://bit.ly/3raaP9z>

El Historiador. (s.f.). Cecilia Grierson, la primera médica argentina. Recuperado de <https://bit.ly/3PqeLuC>

Pigna, F. (2018). *Mujeres Insolentes de la Historia*. Ciudad Autónoma de Buenos Aires: Emecé.

FICHA TÉCNICA

Secuencia: Women Who Made History

Nivel: Secundario

Años sugeridos: 1.º, 2.º y 3.º año

Espacio curricular: Lengua Extranjera: Inglés

Lengua Extranjera: Inglés

Eje/s curricular/es:

- Escucha y lectura comprensiva y producción escrita.
- Reflexión sobre el lenguaje, la lengua (sistema, norma y uso) y los textos.

Objetivos:

- Enriquecer el bagaje lingüístico y cultural de los estudiantes y propiciar el reconocimiento y la revalorización de la diversidad lingüística.
- Generar confianza en los estudiantes para abrirse al aprendizaje y uso de una lengua extranjera a partir de un abanico de oportunidades para participar activamente en temáticas relacionadas con su edad e intereses.
- Activar el conocimiento previo y reciclar aprendizajes de años anteriores respecto de expresiones útiles para comprender y expresar cuestiones personales.
- Ampliar y fortalecer su capacidad de expresar y compartir emociones, ideas, conocimientos y opiniones por medio de la lengua extranjera.
- Utilizar el lenguaje de manera cada vez más libre, personal y autónoma para reconstruir y comunicar experiencias propias.
- Sustener y generar una continuidad en el desarrollo de micro- y macrohabilidades para el abordaje de textos escritos y orales.

Aprendizajes y contenidos:

- Revisión de un repertorio léxico que posibilite la comprensión, la práctica y el uso respecto de eventos y logros en una vida.
- Utilización de las estructuras en contexto para expresar cuestiones inherentes a la vida personal y social y a nuestros orígenes a través de la biografía de una mujer argentina.
- Exposición a un texto secuenciado en tiempo pasado simple sobre la vida de una persona.
- Desarrollo de habilidades de lectura y escucha comprensiva a partir del uso de textos y audios (*reading for details and specific information*).
- Desarrollo de habilidades de escritura y producción oral de textos propios del nivel, con estructuras simples y foco situado en la expresión personal.
- Desarrollo cada vez más autónomo de operaciones y estrategias inherentes a los subprocesos de planificación de la escritura, textualización, revisión, corrección y edición.

Sobre la producción de este material

Los materiales de *Hacemos Escuela* se producen de manera colaborativa e interdisciplinaria entre los distintos equipos de trabajo.

Autoría: Melania Pereyra, Nora Sapag y María José Morchio

Didactización: María José Morchio

Corrección literaria: Facundo Casas Caro

Diseño: Carolina Cena

Coordinación de *Hacemos Escuela*: Fabián Iglesias

Coordinación de producción: María Florencia Scidá

Citación:

Pereyra, M.; Sapag, N.; Morchio, M. J. y equipos de producción del ISEP. (2023). Women Who Made History. *Hacemos Escuela*. Para el Ministerio de Educación de la Provincia de Córdoba.

*Este material está bajo una licencia Creative Commons
Atribución-NoComercial 4.0 Internacional.*



COMUNIDAD DE PRÁCTICAS: **La clase en plural**

La Comunidad de prácticas es un espacio de generación de ideas y reinención de prácticas de enseñanza, donde se intercambian experiencias para hacer escuela juntos/as. Las/os invitamos a compartir las producciones que resulten de la implementación de esta propuesta en sus instituciones y aulas, pueden enviarlas a hacemosescuela@isep-cba.edu.ar



Los contenidos que se ponen a disposición en este material son creados y curados por el Instituto Superior de Estudios Pedagógicos (ISEP), con el aporte en la producción de los equipos técnicos de las diferentes Direcciones Generales del Ministerio de Educación de la provincia de Córdoba.

Ministerio de
EDUCACIÓN

