

Unit 13

Women's Rights

Learning Outcomes:

By the end of this unit students will:

- learn the importance and role of women in the society
- learn to write an essay
- know and learn about opposites
- learn to punctuate a paragraph
- learn about the syllabus
- learn about the use of verbs

Pre-reading:

- How many members are there in your family?
- How does your mother help you doing your daily chores?
- Do you help your mother in domestic work?

1. Islam is a religion which gives prime significance to justice. It lectures sympathy, resistance and sensitivity for all, regardless of gender, caste or belief.
2. Girls were covered alive on the grounds that they were viewed as a weight for the family and society. Islam let us know that a lady merits regard pretty much as a man does. She merits all the admiration for simply doing what she as a lady can do best. That is the reason as a mother she may must be regarded by her child three times more than he regards his father. A women's part as a girl, a sister, a wife is no less critical than a man's.
3. Family is the essential unit of any general public and this is a fact that without women this unit cannot be completed. Women are the vital part of the family. They not only play their role to create it but also make it sustainable. Women also contribute towards their families to make them more fruitful for the society.
4. Hazrat Muhammad (ﷺ) said: "The most perfect in faith amongst believers is he who is best in manners and kindest to his wife" (Abu Dawud). A woman is to be treated as Allah has endowed her, with rights, such as to be treated as an

individual, with the right to own and dispose of her own property and earnings. She has the right to inherit from her father, mother and husband. Women should be given all the "human right". The "human rights" refer to all those rights which are common to all human beings. All civilized societies are expected to protect and ensure these human rights.

Human rights include the following rights:

- a) the right to life
 - b) the right to food
 - c) the right to shelter and necessities
 - d) the right to health
 - e) the right to education
 - f) the right to dignity and liberty
5. All these rights are natural right that all human beings possess simply by virtue of being human. These are held by all persons equally and universally. Men and women should have equal opportunities in every field of life.
 6. Education plays a vital role in nation building. Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process. If this is ensured, Pakistan will progress by leaps and bounds.

Glossary:

prime	---	most important
significance	---	importance
sympathy	---	the ability to share in the feelings of others
sensitivity	---	a tendency to offend or emotionally upset
admiration	---	a feeling of respect
critical	---	of the greatest importance
essential	---	absolutely necessary
sustainable	---	that can be kept going on maintained
contribute	---	to give something
dispose of	---	to get rid of
civilized	---	having an advanced and organized state of human social development
protect	---	to keep somebody or something safe from harm
participate	---	to take part

Comprehension**A. Answer the following:**

1. How were girls treated before Islam? Why?
2. How much respect does Islam give to a mother than a father?
3. Which is the essential unit of general public?
4. Give a list of human rights with context to the lesson.
5. Who deserve human rights?

B. Fill in the blanks:

1. Islam is a _____ which gives prime significance to justice.
2. Islam lectures sympathy, resistance and sensitivity for _____, regardless of gender, caste or belief.
3. Girls were viewed as a _____ for the family and societies.
4. Family is the essential _____ of any general public.
5. _____ are the vital part of the family.
6. All _____ societies are expected to protect and ensure human rights.

C. Choose an appropriate word:

1. Girls were covered _____ on the ground.
(a) alive (b) dead (c) at the age of ten
2. Girls were viewed as a weight for the _____ and society.
(a) father (b) mother (c) family
3. Family is the _____ unit of any general public.
(a) essential (b) rich (c) fourth
4. The _____ refer to all those rights which are common to all human beings.
(a) duties (b) human rights (c) work
5. _____ plays a vital role in the nation building.
(a) Education (b) Farmer (c) Doctor

Vocabulary**A. Consult a thesaurus and find out the opposites of the following words.**

cover, alive, lady, best, girl, sister, wife, public, believer, rights, kind, civilized

B. Use the following words in the sentences.

significance, admiration, essential, create, vital, sustainable, perfect, manners, endowed, necessary

Grammar

A. Punctuate the following:

she merits all the admiration for simply doing what she as a lady can do the best that is the reason as a mother she may must be regarded by her child three times more than he regards his father a woman s part as a girl a sister a wife is no less critical than a man s

B. Put the correct verb in blanks:

- i. Girls were _____ alive on the grounds.
(a) covers (b) covered (c) cover
- ii. Girls were _____ as a weight for the family and society.
(a) viewed (b) view (c) views
- iii. All the civilized societies are _____ to protect and ensure these human rights.
(a) expected (b) expects (c) expect
- iv. These are _____ by all persons equally and universally.
(a) held (b) hold (c) holds
- v. Education _____ a vital role in nation building.
(a) plays (b) playing (c) play

C. How many syllables do the following words have?

significance, sympathy, regardless, critical, sustainable, contribute, individual, fruitful, civilized, empowering

Writing Skills

- A. Summarize paragraph-2 of the lesson.
- B. Write an essay on "Human Rights". (170 – 200 words)

Oral Communication Skills

Ask students to make groups and discuss the "Respect for Women" to make our society more civilized.

Sample rubric for marking paragraphs and essays at grade IX level

Content: convincing, pertinent, specific, perceptive	05	2.5
Point of View: clear, consistent, appropriate in approach	03	1.5
Paragraph/Essay Organization: logical, coherent, unified, suitable to purpose, orderly development to an effective or conclusion	05	2.5
Language Use and Style: Sentence Structure: skillful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation) Diction: vocabulary appropriate for grade level, vivid, precise. Style: interesting, original, expression suited to content, flow	05	2.5
Mechanics: correctness in punctuation, spelling, and grammar	02	01
Total	20	10

Sample rubric for assessment of marking letters at grade IX level

Format	03
Contents: clear, specific, appropriate in approach	05
Mechanics: punctuation, spelling, and grammar	02
Total	10

Sample rubric for assessment of students' oral presentation

Put a (✓) in the column when students demonstrate the skill	Student name/ Roll No.	Student name/ Roll No.	Student name/ Roll No.
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			
5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			

Note: This can be adapted as "agree/disagree/don't know" for peer evaluation.
Description and marks for criteria 1-9 for analytic marking.