

Hands: What Story Do They Tell?

Goal or objective of the lesson plan:

Students will interpret the message and meaning of hands in the four images and compare them to contemporary images and recollections of women's hands in their personal lives.

If it is part of a larger unit, please describe briefly:

The unit might include a close study of the way women's "body parts" are represented in the media and cultural artifacts. After a study of women's arms, students might choose another "part," e.g. legs, hair, lips, to explore how women are frequently dissected rather than seen as a whole.

Projected length of time needed to complete it:

One class period is needed to reflect on the juxtaposition and another class period for students to present their research.

Materials needed:

The images might be projected or reproduced. It would also be helpful to have a collection of magazines and newspapers to start students on their own choice of body parts.

If your school or district requires the listing of standards in your lesson plans, please include:

Suggested pre-lesson activities:

Have students draw a picture of a woman. It can be of someone they know or not. The emphasis is not on artistic ability. Stick figures are fine. Ask students to retain them for a discussion after they are shown the juxtaposition.

Please outline the lesson:

Show the students the four images. Ask the students to jot down their answers to the following questions?

- What do you see?
- What do you notice?
- What's missing from these images?
- Who's missing?



Discuss the students' observations. Then ask students to write about or discuss:

- How can a woman's hands convey her social class?
- What are some different activities that women engage in with their hands that are not included in the four images?
- If you substituted men's hands in the juxtapositions, how would you react?



Ask them to compare what they saw in the juxtaposition with their own drawings. Why are they so different/similar? (We anticipate that students will have drawn a complete picture of a woman.)

Therefore, we would expect that the conversation would focus on how the students' drawings are so different from the juxtaposition.)

Saucy Wench.

Your knowing wink and brazen stare,
Are just the signs that do declare,
(Howe'er, you think conceal'd by art,)
An empty head and callous heart.

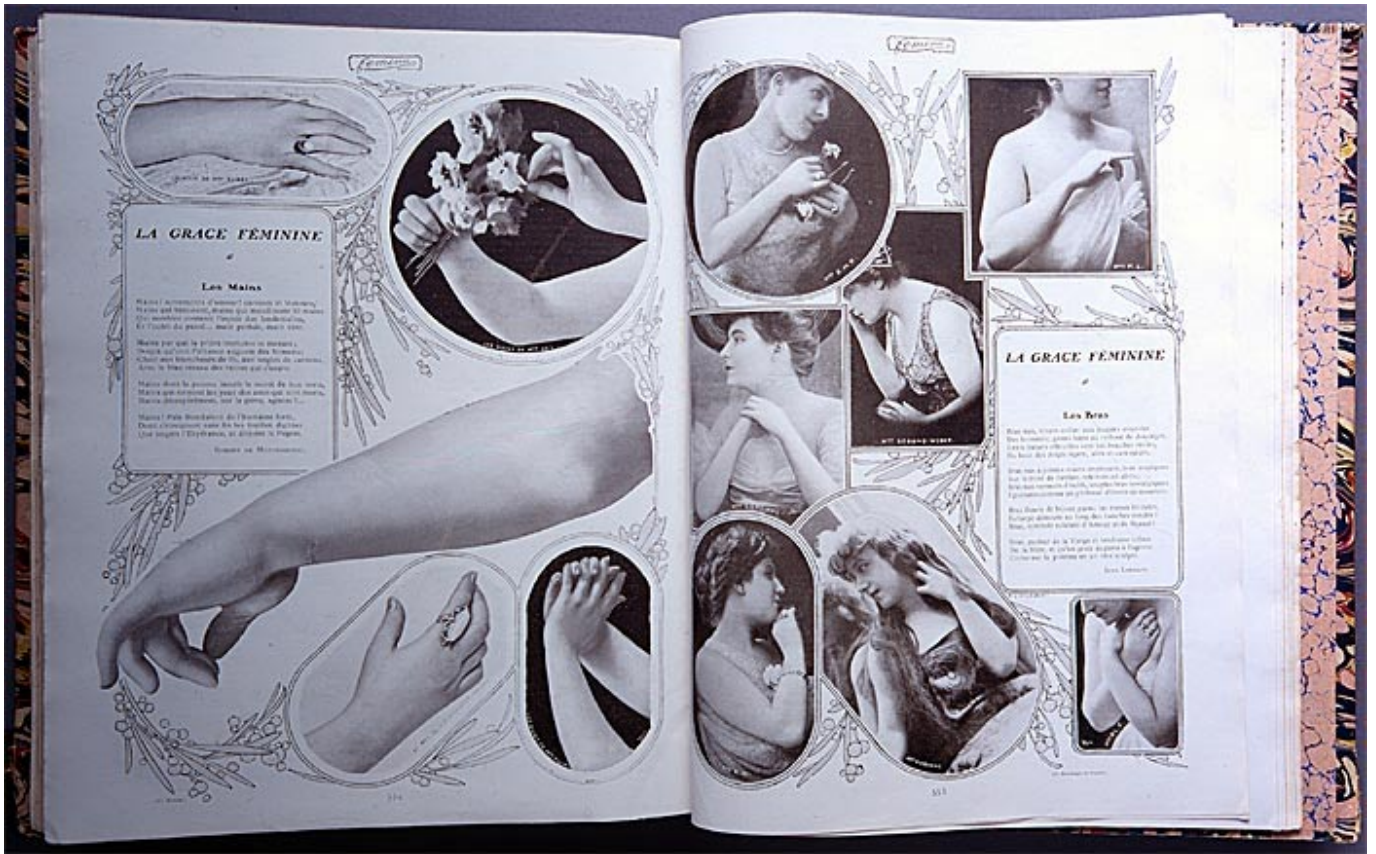


Assessment:

The follow-up assignment should be evaluated for then students' understanding of how advertising and commercial representations objectify women through body parts.

Suggestions for follow-up lessons:

Ask students to collect four images of women around a theme that is similar to the four in this lesson. They are to prepare a written report of the meaning of their juxtaposition. Each student could also give an oral presentation on her/his project.



Wishing you a Merry
Christmas and a Happy
New Year.



E. BURTHEY,
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IMPORTATION DE FRUITS.



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