**TABLE 1** | Participants

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Age** | **Studies** | **Socioeconomic Level** | **Experience** | **Gender** |
| Karla | 25 | History and Social Sciences Teacher | UpperClass | One Year | Woman |
| Maya | 25 | History and Social Sciences Teacher | Middle Class | One Year | Woman |
| Vale | 26 | History and Social Sciences Teacher | Middle Class | One Year | Woman |
| Diana | 27 | History and Social Sciences Teacher | UpperClass | One Year | Woman |
| Richard | 27 | History and Social Sciences Teacher | Middle Class | One Year | Man |

Source: Own elaboration.

**TABLE 2** | Inclusion of women in teaching

|  |  |  |
| --- | --- | --- |
| **Lerner (1979)** | **McIntosh (1983)** | **Pagès and Sant (2012)** |
| Male-defined history | Womanless, all-white history. | History without women  |
| Compensatory history: missing and notable women are added | Corrective history, also known as the exceptional other history. | History and women |
| Contribution history; women’s contributions to male-defined society are highlighted | Issues history; sexism and patriarchy serve as interpretive frameworks to women’s history. | Women’s history |
| Oppression framework; women’s history told through terms of oppression. Women on their own terms history | Alternative starting point history; women’s lives as history there’s nothing too humble to study. | The story for women |
| Female oriented consciousness in history; experiences of women in the past are valued and become the interpretive framework | History redefined and reconstructed to include women’s ways of being. Knowing, living and loving.  | History from women |
| Male-defined history | Womanless, all-white history. | History without women  |
| Compensatory history: missing and notable women are added | Corrective history, also known as the exceptional other history. | History and women |
| Contribution history; women’s contributions to male-defined society are highlighted | Issues history; sexism and patriarchy serve as interpretive frameworks to women’s history. | Women’s history |
| Oppression framework; women’s history told through terms of oppression. Women on their own terms history | Alternative starting point history; women’s lives as history there’s nothing too humble to study. | The story for women |
| Female oriented consciousness in history; experiences of women in the past are valued and become the interpretive framework | History redefined and reconstructed to include women’s ways of being. Knowing, living and loving.  | History from women |

Font: Lerner, 1981, pp. 145-153; McIntosh, 1983, 2005, pp. 32-34; Woyshner, 2002 p. 359; Pagès and Sant, 2012, p. 102.