Abstract
This article shows partial results of the research project "Ideology of textbooks and its influence on citizenship formation". These results deal with the role of women as presented in Social Sciences textbooks and in teachers’ discourse. Such role is studied from the discourse of eighth grade students. This article aims to analyze how ideology is expressed in both teachers’ and students’ textbooks, and how it influences citizenship formation. Data were obtained through class observations, ethnographic interviews, and text analysis by using the Functional Systemic Grammar approach.

Keywords
Gender equity, sexist discourse, discourse analysis, citizenship formation.