



WOMEN  
LEADING  
THE WAY



100 A CENTENNIAL OF  
WOMEN'S SUFFRAGE

Join *Women Leading the Way*, a national research, art and storytelling project celebrating the Centennial of Women's Suffrage.

NATIONAL  
RESEARCH  
PROJECT





# JOIN THE PROJECT



## CALL OUT TO TEACHERS

### JOIN WOMEN LEADING THE WAY, A NATIONAL RESEARCH, ART AND STORYTELLING PROJECT AND EXHIBITION CELEBRATING THE CENTENNIAL OF THE SUFFRAGE MOVEMENT

High school teachers nationwide are invited to join *Women Leading the Way*, a national research, art and storytelling project celebrating the Centennial of Women's Suffrage.

Based on the painting *Women Leading the Way: Suffragists & Suffragettes* by Mireille Miller, the Project challenges students to explore the fundamental human right to vote by connecting their family history to the Suffrage Movement — and by reflecting on their experience both personally and within the larger context of our democracy.

**Participation is free and open to all high schools in the U.S. and its territories, and will run through the 2018-2019 school year.** Each student will write three short essays and create two portraits that will be featured on a poster designed by their school. The project will culminate in an online exhibition of all entries, and 100 entries will be selected to appear in a National Poster Exhibition to be held in New York City in 2020.

The project is sponsored by the Lycée Français de New York and led by Mireille Miller — artist, Lycée faculty member and creator of the painting *Women Leading the Way: Suffragists & Suffragettes*.

To register or learn more about the Project, visit [www.suffragettes2020.com](http://www.suffragettes2020.com).



# PROJECT GUIDELINES



## PROJECT GUIDELINES

### OVERVIEW, HISTORY, ART, AND PERSONAL HISTORY

*Women Leading the Way* is a class project geared to encourage the interdisciplinary collaboration among history, English or ELA, and art teachers. Students will explore the history of the Women's Suffrage Movement through the struggles and achievements of the extraordinary pioneers who made significant and lasting contributions to Human Rights in United States and around the globe.

In it, students will learn the difference between suffragists and their radical sisters, the suffragettes. They will connect their own family stories to history, study the art of portraiture and reflect personally on the project. They will design the poster on which their work will be displayed at the end of the project.

### STEP 1: HISTORY

#### RESEARCH AND BIOGRAPHY WRITING OF HISTORICAL SUFFRAGE CAMPAIGNER

Students will research one of the women depicted in the painting *Women Leading the Way: Suffragists & Suffragettes*; alternatively, they may choose to research a female suffrage campaigner from their own state who is not represented in the painting. They will be challenged to think critically in order to write a revealing biographical essay of that person's life and her contribution to the advancement of women's voting rights or human rights. They will cross-reference primary source material carefully, to do so.

Three areas of biographical research should be considered: Biography, Context and Contribution. All content, to be organically meshed, will run from 500 to 750 words in length.





# PROJECT GUIDELINES



## PROJECT GUIDELINES (CONTINUED)

As an option, content can be equally divided into columns under each of these headings.

**BIOGRAPHY** – An overview of each woman's life based on the students' own interpretation and analysis of the basic facts, events, influences and anecdotes that shaped that individual. This should be a compelling story.

**CONTEXT** – Define the period in which the woman lived and worked. Consider all aspects: historical, political, cultural, intellectual, and socio-economic. "Context" will inform both the women's biographies and their contributions. For example, in the U.S., the ratification of the 19th Amendment met with strong opposition. Why? How did racism and Jim Crow laws adversely affect the enfranchisement of women?

**CONTRIBUTION** – Define the women's impact and legacy of their accomplishments. Questions to think about: What impact did society have on these particular women? How did their historical, cultural, economic and political backgrounds inform their development and their actions? How did they advance various issues / causes in their own field, time, and for future generations? What motivated them to take risks, to challenge the status quo, and to contribute to their time? How did these women impact the lives of their contemporaries? Were they aware of being role models, of paving the way for generations to come? What did they sacrifice to achieve their goals? How did their contributions help change the course of the lives of people today?



# PROJECT GUIDELINES



## PROJECT GUIDELINES (CONTINUED)

### STEP 2: ART

#### CREATE A PORTRAIT OF YOUR SUFFRAGE CAMPAIGNER

Using drawing techniques, collage, photomontage, sculpture, painting or digital media, each student will create a portrait of the suffrage campaigner they research.

The final poster dimensions must be 29 inches tall by 23 inches wide, and feature the artwork and three essays.

### STEP 3: ENGLISH / ELA

#### CREATE A PERSONAL HISTORY

Through personal interviews and documentation – such as photographs, letters, journals, oral history and artifacts – students will research the first woman who was granted or denied the right to vote within their own family, and write her life story, along with her sentiments at the time. If it is not possible to find the first woman who was granted or denied the right to vote in their own family, students may choose a subject outside of their family.

**WRITE HER STORY:** Connect family stories to history. In telling her story, students should consider the historical context of that family member's experience, and try to compare it with theirs. Essays should run 300 to 400 words in length.

**REFLECT:** Each student will write a personal, reflective essay on their experience of having researched these extraordinary women, and the value of connecting their own family experiences to history. Reflections should address why voting matters at all levels: local, state and federal. Essays should run 250 to 350 words in length.





# PROJECT GUIDELINES



## PROJECT GUIDELINES (CONTINUED)

### STEP 4: ART

#### CREATE A PORTRAIT OF THE FIRST WOMAN IN YOUR FAMILY TO VOTE

Using drawing techniques, collage, photomontage, sculpture, painting or digital media, each student will create a portrait of the woman in their family they choose to write about.

All artwork must be sized to fit on a poster with the three essays. The final poster dimensions must be 29 inches tall by 23 inches wide.

### STEP 5: ART / HISTORY / ENGLISH

#### DESIGN A POSTER

Poster requirements for the 2020 National Poster Exhibition are as follows: All artwork must be sized to fit on a poster with the three essays. The final poster dimensions must be 29 inches tall by 23 inches wide.

A poster template will be provided through the website. Using the template, each school will personalize it by creating a design that best represents the values of their institution. The layout of the essays, the artwork and school logo on that poster will be the responsibility of the students and leaders of the project within the school.

Schools may use the provided poster template for the local exhibition of their students' work. Alternatively, each participating school should feel free to create their own entirely or to display their students' work as they think best.





# THE PAINTING



## THE PAINTING

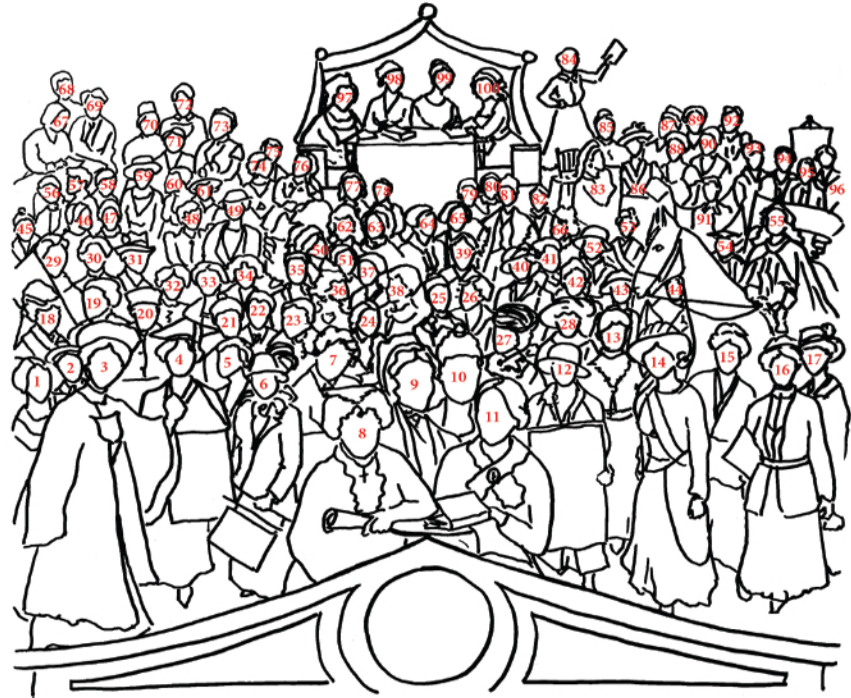
### WOMEN LEADING THE WAY: SUFFRAGETTES & SUFFRAGISTS

Artist and Lycée Français faculty member Mireille Miller developed the plan for *Women Leading the Way*, her painting series, after realizing that the long roster of women who had made important contributions to our world was largely omitted from the public mind.





# THE PAINTING



- |                               |  |                                |
|-------------------------------|--|--------------------------------|
| 1. Sylvia Pankhurst           | 35. Louise Weiss                         | 68. Alexandra Van Grippenbergh |
| 2. Dame Ethel Smyth           | 36. Lida Gustava Heymann                 | 69. Frigga Carlberg            |
| 3. Emmeline Pankhurst         | 37. Rosa Luxemburg                       | 70. Line Luplau                |
| 4. Christabel Pankhurst       | 38. Anita Augspurg                       | 71. Rosa Manus                 |
| 5. Annie Kenney               | 39. Harriet Tubman                       | 72. Aletta Jacobs              |
| 6. Emily Wilding Davison      | 40. Jane Addams                          | 73. Matilde Bajer              |
| 7. Harriot Stanton Blatch     | 41. Amelia Bloomer                       | 74. Maria Deraismes            |
| 8. Elizabeth Cady Stanton     | 42. Emma Smith DeVoe                     | 75. Jeanne Mélin               |
| 9. Lucretia Mott              | 43. Maud Wood Park                       | 76. Louise Michel              |
| 10. Ida Husted Harper         | 44. Alice Stone Blackwell                | 77. Marianne Hainisch          |
| 11. Susan B. Anthony          | 45. Jessie Boucherett                    | 78. Luise Kautsky              |
| 12. Crystal Eastman           | 46. Barbara Bodichon                     | 79. Sarah Grimke               |
| 13. Ida Wells-Barnett         | 47. Emily Davies                         | 80. Angelina Grimke            |
| 14. Alice Paul                | 48. Caroline Rémy de Guebhard (Séverine) | 81. Sojourner Truth            |
| 15. Lucy Burns                | 49. Marguerite Durand                    | 82. Frances Harper             |
| 16. Carrie Chapman Catt       | 50. Minna Cauer                          | 83. Mary Ann Müller            |
| 17. Jeannette Rankin          | 51. Clara Zetkin                         | 84. Adela Pankhurst            |
| 18. Lydia Becker              | 52. Emily Greene Balch                   | 85. Catherine Helen Spence     |
| 19. Millicent Garrett Fawcett | 53. Kimura Komako                        | 86. Vida Goldstein             |
| 20. Hanna Sheehy-Skeffington  | 54. Anna Howard Shaw                     | 87. Rose Scott                 |
| 21. Lady Constance Lytton     | 55. Inez Milholland Boissevain           | 88. Kate Sheppard              |
| 22. Eleanor Rathbone          | 56. Anna Maria Mozzoni                   | 89. Alice Henry                |
| 23. Frances Power Cobbe       | 57. Olive Schreiner                      | 90. Louisa Lawson              |
| 24. Dorothy Thompson          | 58. Bertha Lutz                          | 91. Meri Te Tai Mangakahia     |
| 25. Belva Ann Lockwood        | 59. Emilie Gourd                         | 92. Lady Mary Windeyer         |
| 26. Frances Willard           | 60. Františka Plamínková                 | 93. Emily Howard Stowe         |
| 27. Victoria Woodhull         | 61. Hubertine Auclert                    | 94. Louise McKinney            |
| 28. Alva Belmont              | 62. Hedwig Dohm                          | 95. Agnes Macphail             |
| 29. Charlotte Despard         | 63. Louise Otto-Peters                   | 96. Emily Murphy               |
| 30. Teresa Billington-Greig   | 64. Julia Ward Howe                      | 97. Abigail Adams              |
| 31. Elsie Inglis              | 65. Lucy Stone                           | 98. Mary Wollstonecraft        |
| 32. Chrystal Macmillan        | 66. Mary Church Terrell                  | 99. Harriet Taylor Mill        |
| 33. Margaret Llewelyn Davies  | 67. Ellen Key                            | 100. Olympe De Gouges          |



# PROJECT TIMELINE



## SUGGESTED PROJECT TIMELINE

### SUMMARY OF KEY PROJECT MILESTONES

#### 2018 - 2019 School Year

Sept 2018	Project Start / Kickoff / Launch
Sept 2018 / Jun 2019	Step 1 through Step 5 (as detailed in Guidelines) Including rewrites and review of all material.
June 30, 2019	Poster submission deadline. Project completed.

#### 2019 - 2020 School Year

July - Sept 2019	Review poster submissions
Sept - Nov 2019	Poster selection for National Exhibition
Dec 2019 - Feb 2020	Poster printing and Framing
Mar 2020	Poster exhibitions nationwide and online
Mar 8, 2020	Opening of National Poster Exhibition of 100 selected posters at a venue TBA in New York City







## ELIGIBILITY & REGISTRATION

### ELIGIBILITY AND REGISTRATION / SUBMISSION PROCESS

This **project is free to join**, and open to all students and their teachers in the United States and its territories, who are in grades 9-12 during the 2018-2019 school year.

**SUBMISSION DEADLINE: JUNE 30, 2019** (at completion of the project)

### FROM REGISTRATION TO SUBMISSION: A PROCESS IN 3 PHASES

Whether two or three teachers are teaming up on the project with their class of students, one designated "Team Leader" teacher must act as the referring coordinator for the entirety of the project. The Team Leader will complete the online registration form on behalf of his/her team at the beginning of the project. S/He will also be responsible for both registering the student selected to represent his/her school and submitting that student's work for the national poster exhibit at the end of the project.

**Phase 1:** Register online TODAY – Team Leader to fill out the online registration form on behalf of the team.

**Phase 2:** Register the student selected to represent your school in the exhibition. Team Leader to register name of selected student to represent his/her school in an exhibition. **Deadline: March 8, 2019.**





## ELIGIBILITY & REGISTRATION (CONTINUED)

### ELIGIBILITY AND REGISTRATION / SUBMISSION PROCESS

**Phase 3:** Team Leader to submit the selected student's work electronically. Remember: One single entry per school to be submitted for the National Poster Exhibition, following guidelines.

### DELIVERY CONFIRMATION

An email confirmation will be sent to each school's Team Leader within 2 days of completed submission delivery. A follow-up email will be sent after review of the submissions. Please note: it is the project leaders' responsibility to ensure that entry rules are adhered to.

### EXHIBITING THE WORK IN MARCH 2020

- Because this is meant as a national community project, it is strongly encouraged that all participating schools find a way to display their students' work locally in their school or local community, as a show of unity.
- An Online Exhibition will showcase all participating schools' entries
- A National Poster Exhibition featuring 100 posters will be held in New York City.

### VERNISSAGE / RECEPTION

There will be an opening reception for the National Poster Exhibition on March 8, 2020.





# PROJECT RESOURCES



## PROJECT RESOURCES

### GET A HEAD START ON THE PROJECT

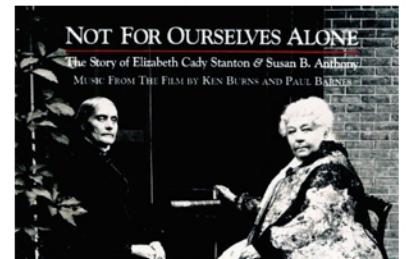
Need a head start researching the history portion of this project? Check out our resources on the Suffragettes 2020 website:

<http://www.suffragettes2020.com/resources>



Experience the challenges faced by women in turn-of-the-century England through Film Archives NYC's video on YouTube. View domestic and public life, suffrage advocacy, war relief efforts — and more.

Watch Ken Burns' *Not For Ourselves Alone: The Story Of Elizabeth Cady Stanton And Susan B. Anthony*, the story of the Movement told through the friendship of Elizabeth Cady Stanton and Susan B. Anthony.



In addition, you'll find brief bios of the 100 leading figures of the Suffrage Movement, taken from the painting *Women Leading the Way: Suffragists & Suffragettes*. View their biographies and follow the helpful links to additional resources.







# WHAT'S IN IT FOR MY SCHOOL?



## DO YOU LIKE THIS PROJECT?

### SHARE IT WITH YOUR FELLOW TEACHERS AND FRIENDS

Challenge your fellow teachers and friends to help students explore the fundamental human right to vote by participating in *Women Leading the Way*.

## WHAT'S IN IT FOR MY SCHOOL?

### VOTING RIGHTS ARE THE FOUNDATION OF DEMOCRACY

With rights come civic responsibility and duty. In a democracy, it is incumbent upon each and every citizen to share in the collective responsibility of upholding its founding values by taking an active role in the process of self-governance.

Voting rights are the foundation of democracy. *Women Leading the Way* aims to support a fundamental aspect of the mission of any institution of learning: the responsibility to help shape young minds into budding citizens. 2020 will be an important election year; the project offers a valuable tool and a unique opportunity to engage and connect students to the issues of their own time in a safe environment through open discussions, thoughtful reflections and critical thinking.

*Women Leading the Way* speaks to unity and seeks to foster a greater sense of community and appreciation of humanity's shared experience. Enhancing the visibility of your school through a national exhibition will not only unite schools, but individual work within the schools themselves.

[www.suffragettes2020.com](http://www.suffragettes2020.com)





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Français de New York

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