



**WOMEN
LEADING
THE WAY**



100 A CENTENNIAL OF
WOMEN'S SUFFRAGE

PRESS KIT

WOMEN LEADING THE WAY

A national research, art and storytelling project celebrating the Centennial of Women's Suffrage.

NATIONAL
RESEARCH
PROJECT



OUR STORY

WELCOME TO WOMEN LEADING THE WAY

Women Leading the Way, a national storytelling project that celebrates the centennial of the Women's Suffrage Movement, begins by challenging high school students to answer a simple question: **“Who was the first woman in your family to vote?”**

In their journey to explore this question through research, essays and portraits, students rediscover the pioneering suffragettes and suffragists who overcame tremendous adversity to win the vote, and along the way uncover their own hidden connections to the Movement.

Women Leading the Way provides a unique opportunity to engage students in the issues of their own time through guided discussions, thoughtful reflections and critical thinking. It shines a light on many issues facing us today—issues the suffragists faced in their quest for gender equality, including civic responsibility in a democracy; strengthening the social fabric; and the fundamental human right to vote.

The Project encourages students to form a much deeper connection to the lessons of the Movement by exploring their family stories, and to share these stories with the public through a national storytelling archive—one that we hope will inspire and empower future generations of storytellers.

First introduced at the Lycée Français de New York in 2008, *Women Leading the Way* is free and open to all high school students and their teachers in the U.S. and its territories—and international schools everywhere. There is still time to register; the Project is ongoing, and will culminate in a national poster exhibition to coincide with the centennial of the ratification of the 19th Amendment in 2020.

The Project website, www.suffragettes2020.com, features a storytelling archive; a lesson plan; a calendar of events; an illustrated timeline of the movement; student videos; vintage imagery; and an interactive painting of 100 leading figures of the Movement, each containing a concise bio and links to additional resources.



Mireille Miller's *Women Leading the Way: Suffragists & Suffragettes*, the painting that inspired the class Project.



MISSION STATEMENT

STRENGTH. SPIRIT. LEADERSHIP.

Women Leading the Way is a project with a mission: to instruct, inspire and bring greater awareness of the vital contribution made by women around the globe to advance the cause of Human Rights.

As we approach the centennial of the 19th Amendment, this inspiring national research and storytelling project uses the suffrage movement to connect students to their own family history, to address voting rights in real time and to reflect on their experience both personally and within the larger context of our democracy.

The project bears witness to the pioneering strength, the spirit, and the leadership of women all over the world. It seeks to foster a greater sense of community and appreciation of humanity's shared experience.



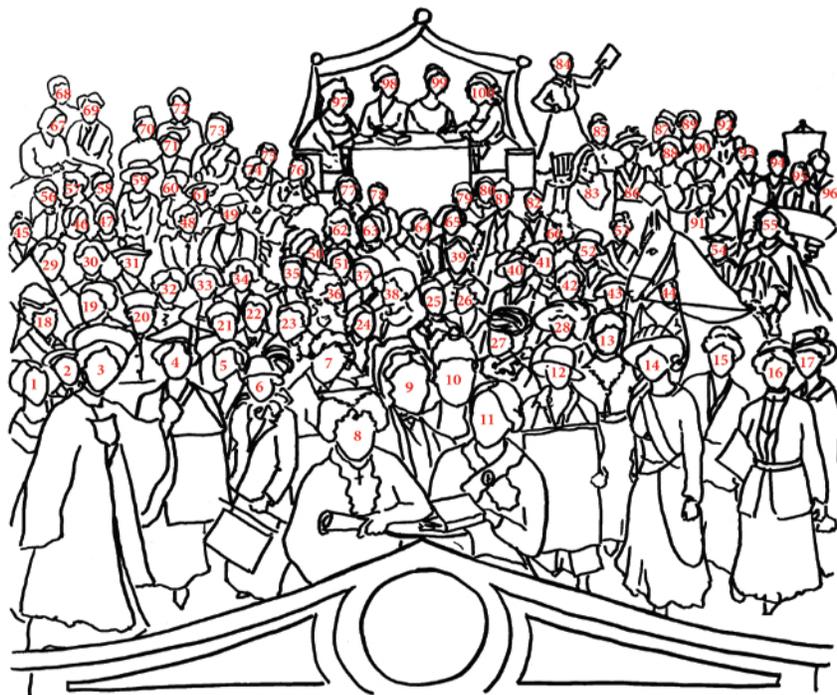
THE PAINTING

WOMEN LEADING THE WAY: SUFFRAGISTS & SUFFRAGETTES

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

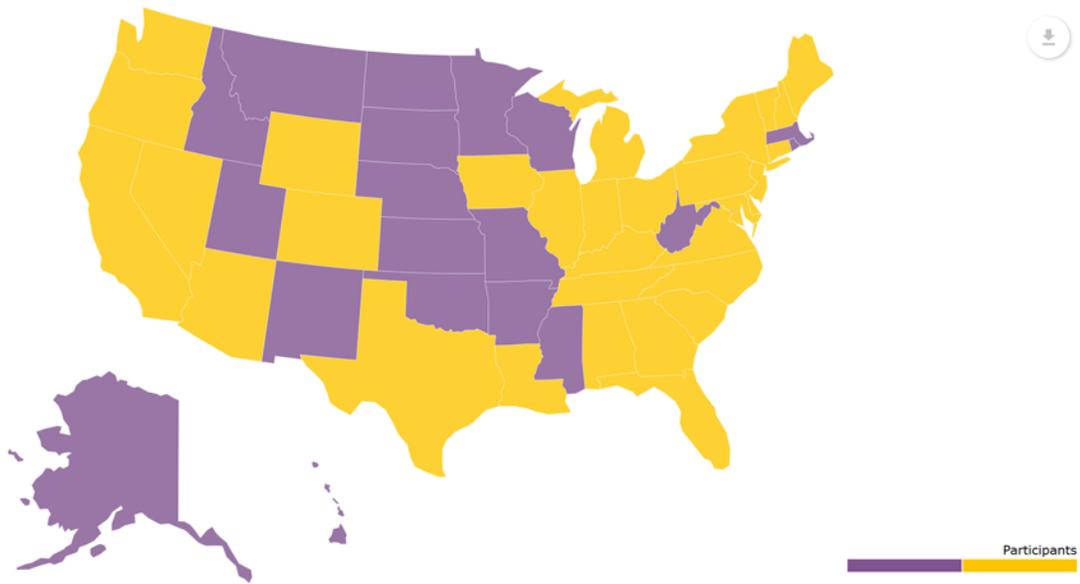


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|-------------------------------|--|--------------------------------|
| 1. Sylvia Pankhurst | 35. Louise Weiss | 68. Alexandra Van Grippenbergh |
| 2. Dame Ethel Smyth | 36. Lida Gustava Heymann | 69. Frigga Carlberg |
| 3. Emmeline Pankhurst | 37. 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 |



OUR COMMUNITY

MORE THAN 100 SCHOOLS FROM 32 STATES ARE PARTICIPATING



Adolfo Camarillo High School, CA
 Alexander Hamilton Preparatory Academy, NJ
 Ann Richards School for Young Women Leaders, TX
 Audubon Charter School, LA
 Bel Air High School, MD
 Ben Davis University High School, IN
 Bonny Eagle High School, ME
 Brackett High School, TX
 Brooklyn College Academy, NY
 Carver Early College High School, GA
 Castilleja School, CA
 Cedar Cliff High School, PA
 Centennial High School - Gresham, OR
 City Charter High School, PA
 Columbus High School, GA
 Creston Community High School, IA
 Dallas International School, TX
 Design Science Middle College High School, CA
 Dobbs Ferry High School, NY
 Dobbs Ferry School District, NY
 Duchesne Academy of the Sacred Heart, TX
 Early College High School, NC
 Essex County Newark Tech, NJ
 Fair Lawn High School, NJ
 Florida State University School, FL
 Fontbonne Hall Academy, NY
 Fort Lauderdale High School, FL
 Franklin Military Academy, VA
 Garcia Early College High School, TX
 Gilbert High School, SC
 Glen Burnie High School, MD
 Glens Falls High School, NY
 Grand River Preparatory High School, MI

Greer Middle College, SC
 Groves High School, MI
 Henry Clay High School, KY
 homeschool,
 IDEA High school, TX
 Immaculate Heart High School, CA
 Indian River Charter High School, FL
 Inspire School of Arts and Sciences, CA
 International Studies Charter School, FL
 Inwood Early College, NY
 John Burroughs High School, CA
 Jupiter Community High School, FL
 Kunsmiller Creative Arts Academy High School, CO
 Lakeland High School, NY
 Las Vegas Academy of the Arts, NV
 Los Amigos High School, CA
 Loyola School, NY
 Lycée Français de Chicago, IL
 Lycée Français de New York, NY
 Lycée international de Los Angeles, CA
 Matawan Regional High School, NJ
 Mercy High School, CT
 Middle College High School, CA
 Milwaukie High School, OR
 Mohawk High School, OH
 Moorestown Friends School, NJ
 Mount Madonna School, CA
 Mountain Lakes High School, NJ
 Muhlenberg County Career High School, KY
 Natrona County High School, WY
 Northmont High School, OH
 Northwest Early College High School, TX
 Northwestern High School, IN
 Northwestern High School, PA

Notre Dame School of Manhattan, NY
 Olney Friends School, OH
 Polk county High School, TN
 Poultney High School, VT
 Rainier Christian High School, WA
 Robert F. Kennedy High School, CA
 Rose and Alex Pilibos, CA
 Rutherford B. Hayes High School, OH
 Rye Country Day School, NY
 Sacred Heart Preparatory, CA
 Saint Mary's School, NC
 St. Cecilia Academy, TN
 Stockton Early College Academy, CA
 Technology High School, CA
 The Awty International School, TX
 The Darrow School, NY
 The Ellis School, PA
 The High School of Fashion Industries, NY
 The Stony Brook School, NY
 The Young Women's Leadership School of East Harlem, NY
 Thomas Mckean High School, DE
 Thompson High School, AL
 Townsend Harris High School, NY
 United Nations International School, NY
 Vista Unified School District, CA
 Wake STEM Early College High School, NC
 Walter Wellborn High School, AL
 Weaver Academy, NC
 Wellington Community High School, FL
 Western Guilford High School, NC
 Wilcox High School, CA
 Winnacunnet High School, NH
 Woodson Center For Excellence, TX
 Xavier College Preparatory, AZ



BUCK INSTITUTE
FOR EDUCATION

From the Buck Institute of Education's PBL Blog | Mireille Miller | February 2018

EXPLORING WOMEN'S RIGHTS THROUGH FAMILY HISTORY

"Gender rights are human rights," a sentiment first expressed by abolitionists in the 1830s, has become a rallying cry echoed by leaders around the world—a goal that should be recognized and embraced by everyone starting at an early age. Educating our students to understand and value the contributions of men and women on an equal footing is essential to achieving this goal.

But how do we engage students in the struggle for gender equality? And how does understanding its struggle inform and connect them to the issues of their own time?

Back in 2009, I began a painting entitled *Women Leading the Way: Suffragists & Suffragettes*, which brought together 100 leading figures from the Suffrage Movement. My aim was to bridge an existing gap in representation between the two halves of humanity. The research proved inspirational, and helped me to conceive of a project that would take students back in time to explore the lives of women who made significant and lasting contributions to societies around the world.

THE PROJECT

Students would be asked to research one of the women depicted in the painting, and then write a biographical essay of that person's life and her contribution to the advancement of women's voting rights or human rights.

Then, using drawing techniques, collage, photomontage, sculpture, painting or digital media, students would create a portrait of the suffrage campaigner they researched.

Next, through personal interviews and documentation—such as photographs, letters, journals, oral history and artifacts—each student would research the first woman who was granted or denied the right to vote within their own family, and summarize her life story and her sentiments.

Finally, to give our extended community a chance to share, reflect and connect, we would combine the portraits and essays into posters, which would be displayed both at a school exhibition and an outside public venue.

I proposed the idea to my colleagues, who responded enthusiastically to the material. We held preliminary meetings to discuss the project's general guidelines and its outcome, loosely determine responsibilities, and how the work might be divided. As we are a bilingual school, we decided that French teachers would handle the family story—English teachers the historical figure. Portraits would be created in my class. Throughout, we would encourage interdisciplinary collaboration.

ENTRY EVENT

To prepare students for the project, one of the team members suggested a provocative challenge. During a general assembly for their grade, we announced that in classes where the homeroom teacher was male, only boys would be allowed to vote for their class delegates; conversely, in classes where the homeroom teacher was female, only girls would be allowed to vote. Immediately, discontent could be heard as students started to question our pronouncement.

Furthermore, students were told that if they understood the information they had been given, there was nothing more to be said, and they could go to recess. They began to foment their own little revolution. Angry boys and girls banded together. They meant to take action and were ready to petition the head of school to ask for a meeting.

We piqued their curiosity. They felt the sting of injustice. They were ready to tackle the question of voting rights for women.

Following the uprising, I visited each class to introduce the project to the students, show the painting and outline the steps of the project. They were relieved that they hadn't lost their vote, and began to understand how the suffragettes felt.

Following my presentation, French teachers introduced their history lesson on voting rights, which they adapted to address specific themes of the project. They began with an affirmation that the right to vote seems unquestioned and evident to all of us today, but that women around the world had to fight really hard for it.

They focused primarily on the French Constitution, the rights of French women and the British Suffragettes movement. English students studied the Civil War, Abraham Lincoln, the Emancipation Proclamation and the anti-slavery movement. From there, they smoothly segued to the suffrage movement.

STUDENT OUTCOMES

The students took to the project immediately, and most found it to be a tremendous learning experience. They grew to understand the Movement, and the difference between suffragists and their radical sisters—the suffragettes. They recognized how voting rights are human rights, and embraced their civic responsibility in a democracy. More significantly, they formed a much deeper connection to history by connecting to their own family stories.

Teachers saw students who showed little interest in writing cheerfully engaged in their drafts, and sharing their family stories with great enthusiasm. “The connection to their own family made them embrace the project.” wrote a member of our team. “Without it, their research and writing of their suffrage campaigner would just have meant another ‘task.’ With the family connection, they took ownership of the project, and wrote with interest and pleasure.”

Feedback from families was equally enthusiastic. “The absolute joy was the story-telling between generations and the sharing of information from inside and outside the family,” one parent wrote, “and for my daughter to see herself as part of a tradition of women building lives.”

“The success of this project comes from its fundamental simplicity and boldness,” wrote another parent, “re-claiming histories of women whose cultural significance has a broad appeal and relating this to one’s own family.”

MOVING FORWARD: JOIN OUR NATIONAL PROJECT

Our next version of Women Leading the Way has been timed to coincide with the centennial of the Women’s Suffrage Movement and ratification of the 19th Amendment, both of which will take place in 2020. In celebration of these significant events, we are inviting high schools across the nation to participate in the project—and share their research, art and story-telling experiences.

We’ve created an online learning resource with an interactive version of the painting that features key biographical information and useful links to 100 of the leading figures of the Suffrage Movement, as well as vintage photographs, inspirational student videos, and a searchable archive of art and storytelling.

For more information and to register for the Project, please visit www.suffragettes2020.com.

Special thanks to John Larmer and the staff of the Buck Institute of Education.



FREQUENTLY ASKED QUESTIONS

MORE ABOUT WOMEN LEADING THE WAY

WHAT IS "WOMEN LEADING THE WAY"?

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

WHO IS ELIGIBLE TO PARTICIPATE?

This Project is open to all classes of high school students and their teachers in the United States and its territories—and international schools everywhere—who are in grades 9-12.

HOW DO I JOIN?

Teachers may register their classes at www.suffragettes2020.com.

WHY SHOULD HIGH SCHOOLS PARTICIPATE?

Women Leading the Way provides a unique opportunity to engage students in the issues of their own time in a safe environment through guided discussions, thoughtful reflections and critical thinking.

WHAT ARE THE REQUIREMENTS?

Each student will create three short essays and two portraits that will be featured on a poster they design.

DOES IT COST TO JOIN?

No, the project is **free to all participants**.

IS THERE AN AWARD FOR PARTICIPATING?

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.

WHO IS SPONSORING THE PROJECT?

The Lycée Français de New York and it is led by Mireille Miller — artist, Lycée Faculty Member and creator of both the painting "Women Leading the Way: Suffragists & Suffragettes" and the project.



FREQUENTLY ASKED QUESTIONS (CONTINUED)

MORE ABOUT WOMEN LEADING THE WAY

WHAT ARE THE GUIDELINES FOR CREATING THE POSTER?

Using the poster templates or an original design, each participating class will create an original poster that best represents the values of their institution. The layout of the essays, the artwork and school logo will be the responsibility of the students and leaders of the project within the school. The final poster dimensions must be 29 inches tall by 23 inches wide. To view sample poster layouts, please visit <http://www.suffragettes2020.com/guidelines> and scroll down to the bottom of the page.

WHAT ARE THE GUIDELINES FOR WRITTEN ENTRIES?

The project requires the creation of three short essays:

1. A biographical essay of a leading suffragette or suffragist, highlighting that person's life and her contribution to the advancement of women's voting rights or human rights. The essay should run from 500 to 750 words in length.
2. An essay on the first woman who was granted or denied the right to vote within each student's own family, summarizing the subject's life story and sentiments at the time. (If it is not possible to find the first woman who was granted or denied the right to vote within the family, the student may choose an outside subject.) The essay should run 300 to 400 words in length.
3. A personal, reflective essay on the experience of having researched these extraordinary women, and the value of connecting their own family experiences to history. The essay should address why voting matters at all levels—local, state and federal—and should run 250 to 350 words in length.

MUST ALL STUDENTS IN MY CLASS PARTICIPATE OR CAN THE PROJECT BE AN ELECTIVE?

The Project can be performed as an elective.



FRIENDS OF WOMEN LEADING THE WAY THANK YOU FOR YOUR SUPPORT!

Projects are only as strong as the friends willing to believe in them. Grateful thanks to all of you for that leap of faith and for so graciously lending support to this one.

 <p>Evelyne Estey, Elisabeth King & Jon Linn</p>	 <p>Mia Nagawiecki</p>	 <p>Molly MacGregor</p>	 <p>John Larmer and Theresa Siliezar</p>	 <p>Jennifer Krafchik and Danielle Gabriel</p>	 <p>Lori Ann Terjesen and Susan Scanlan</p>
 <p>Robert P. J. Cooney, Jr.</p>	 <p>Dr. Sally Roesch Wagner</p>	 <p>Sue Racanelli</p>	 <p>Janice Sands</p>	 <p>Stephanie Cassidy</p>	
 <p>Chris Concannon</p>	 <p>Andria Chin</p>	 <p>Marguerite Kearns</p>	 <p>Jill Zahniser</p>	 <p>Ségolène Merlet</p>	 <p>Robert P. J. Cooney, Jr.</p>
 <p>Ségolène Merlet</p>					

SPECIAL THANKS TO

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STEERING COMMITTEE

WOMEN LEADING THE WAY

MIREILLE MILLER, CO-CHAIR

Mireille Miller is a New York City-based artist and painter who leads the art program in the Primary School of the Lycée Français de New York. Early on, the need to contribute work relevant to the issues of her own lifetime determined her creative path. Her interest lies primarily in connecting with our common past and in sharing her vision of our collective history by integrating it into her paintings through storytelling. She has spent the last two decades chronicling women's achievements in pictorial form from the eighteenth century onward, set on bringing greater awareness of their contributions to our societies around the world.

MICHAEL SUTULA, CO-CHAIR

Michael Sutula has created interactive campaigns for clients in a wide range of industries, including TIAA, Bloomberg Businessweek, Equinix, AT&T, Hearst Publications, HarperCollins, and many others. He developed television marketing, tracking and operations systems for BBC Worldwide Americas, BBC Library Sales, BBC Worldwide Television, and Bell South, as well as Web and information systems for Court TV, Columbia University, the Jim Henson Company and Arbitron. A former ballet dancer, he studied at Harkness, Steps and David Howard, and performed with Colloquium, Jean Paul Comelin's Arizona Dance Theater, Harkness Youth Dancers and Maggie Black.

ALEJANDRA KLUGER, MEDIA OUTREACH

Born and raised in Mexico City, Mexico, Alejandra Kluger grew up within the walls of the famed Bellas Artes opera house, surrounded by artists (her own mother, Graciela Castillo, a pioneer set and costume designer) and technicians from the National Opera, National Ballet, and National Theatre of Mexico. Attracted to Theatre and the Arts, Alejandra immigrated to the United States as a college student, earning a BFA in Theatre Arts from Denison University, followed by Master of Arts in Theatre Directing from Wayne State University. She performed as actor and dancer in several university and regional theatre productions, but found her true calling as a director, and began a long time love affair with the works of William Shakespeare.

SHARI LISA PIRÉ, SPECIAL ADVISOR

Shari Lisa Piré is the Chief Legal Officer of Cognate BioServices, Inc., a contract manufacturing organization that provides cGMP services to third parties developing cell-based products. Ms. Piré leads all legal aspects of Cognate's business, including its M&A strategy and activity. She further provides the panoply of legal services to Cognate affiliates operating in the immune therapy and regenerative medicine industry. Prior to joining Cognate, Ms. Piré practiced at Skadden, Arps in New York City and in Paris, France. Passionate about using the power of education to change lives, Ms. Piré formerly taught negotiating strategies to students of HEC (Hautes Etudes Commerciales).



STEERING COMMITTEE (CONTINUED)

WOMEN LEADING THE WAY

PATRICK PACHECO, HONORARY MEMBER

Patrick Pacheco is a New York–based journalist and Emmy Award-winning commentator whose work has appeared in *The New York Times*, the *Los Angeles Times*, the *Wall Street Journal*, *Esquire*, and other periodicals. He wrote the 2009 Disney documentary, *Waking Sleeping Beauty*, and is the co-writer, with Maria Cassi, of the play, “My Life with Men...and Other Animals,” directed by Peter Schneider. He is the writer and editor of the new book, *The American Theatre Wing, an Oral History: 100 years, 100 Voices, 100 Million Miracles*.



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

WWW.SUFFRAGETTES2020.COM



Sponsored by Lycée
Français de New York

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