



Google Arts & Culture

Women Campaigning for Equality and Change

Introduction

Women Campaigning for Equality and Change

Join us and discover how inspirational women and women's political movements have progressed women's rights. Then explore the stories of women who have been leaders within their countries and the impact they have had.

This lesson is suitable for anyone but is recommended for students aged 14-16 years and is designed to support you as you explore Google Arts & Culture stories related to the lesson topic.

You can complete the lesson on your own working at home, with a group of friends, or in your classroom. They are designed so that you can work through them at a pace that suits you

If you get stuck, you can talk to a teacher or parent.

Throughout the lesson you will find tasks to complete and questions to answer, so when you reach the end, you will have used a range of skills to create something of your own that demonstrates your knowledge and understanding of the subject.

All you need to get started is any device with internet access.

Are you ready to learn more about women who helped change the world and demonstrated the power of women's voices?

Things you'll need to complete this lesson.



Tablet, laptop or computer with access to the internet.



Paper or a notebook and pen to make notes as you go.



Drawing materials such as coloring pens and pencils, paper etc.



Scissors, glue, scrap paper and general stationary items.



Art materials, specifically paints and brushes.



A printer would be beneficial but not necessary – why not draw instead?

Explore & Discover

Women Campaigning for Equality and Change

In this Explore & Discover lesson, you will learn about three women's political movements at different points in time. You will see the effect they had on the progress of women's civil rights and how they addressed inequality and discrimination, such as the right to vote.

You will also explore the stories of four women leaders and learn about how their leadership made an impact in their respective countries.

Activities to complete

1. Create imaginary social media profiles for women featured, bringing ideas together to show how this would look if they were active in their roles today.
2. Design a poster to spread the word about a subject you care about.
3. What new terms have you learned? Test this out with a puzzle.
4. Use an art form to describe one of the three women's movements you have studied and its impact on society.

Outcomes you will achieve

- Understand the journey and sacrifices made by women to achieve political freedoms.
- Be able to identify the progress women have made and the impact they have had in leading their countries in different ways.
- See how small actions can lead to large-scale positive change.

Look out for the following tips which tell you what to do when during the lesson.



Key information to remember and help guide you through the lesson.



Estimated time to complete a section or activity within the lesson.



Optional headphones to listen to videos and audio recordings.



Explore online content. Discover videos, stories, and zoom into pictures.



Activity - time to design, make or write something of your own.



Vocabulary

Aborigine, act, administration, advocate, campaign, cause, champion, chapter, character, citizenship, Civil Rights, colonial, Congress, constitution, deputy, domestic, election, First Australians, federal, governor, grassroots, heckle, House of Representatives, imagery, independence, keynote address, legislation, lobbyist, lobbied, marginalized, Minister, moral, movement, municipal, negotiator, political system, polls, President, public relations, rebellion, revolution, segregation, Senate, suffrage, suffragette, suffragist, Sultan, US Senate, vote, White House.



What is this Lesson About?

Explore three women's movements and discover how women were able to change civil rights using various methods of activism. You will then take a closer look at four women leaders who have used their position to help shape a better world.



This lesson will take around 120 minutes.

Women in Politics

Elements of the Lesson

Before the 20th Century, the only women who were able to lead their nations were those born into the role of a monarch, like a queen or empress.

During the 19th and 20th centuries, women began to take collective action in campaigning for their civil rights. Some chose subtle means to achieve their aims. Others, impatient with the lack of support, decided that more direct action was needed. You will learn more about this in the first part of this lesson.

For the second part, you will look at how four individuals used their voices and actions to affect change in their countries, including the first woman in American Congress, the first and only Sultana of Delhi, an influential activist and a warrior priestess who defended her land and people from colonization.



Please note, as this lesson uses sources from history, some of the terms you may hear or see are likely to be considered offensive today. However, at the periods in time in which they were used, no matter how distasteful today, they were classed as 'normal'. They are a part of the stories and the journeys of the people you are learning about.



Portrait of Queen Elizabeth I, Nicholas Hilliard, About 1573, Walker Art Gallery, Liverpool



Official program - Woman suffrage procession, Washington, D.C. March 3, 1913/Library of Congress, Walter Benjamin, 1913-03-03, National Women's History Museum

The Impact of Women's Collective Voices

In this chapter we will focus on influential women's movements, looking at the collective voices of women in the United States, the United Kingdom and Australia.



This chapter will take around 60 minutes.



Aboriginal and Torres Strait Islander people should be aware that this resource may contain images or names of people who have passed away.

Women Standing up for Change



[Leonard McCombe, 1963-06,](#)
[LIFE Photo Collection](#)

Standing up for Change

As far back as the 19th century, African American women fought for civil rights. They resisted the enslavement of Black people and spoke out against racism and inequality. They established women's clubs whose aim was to improve conditions for African American citizens.



[Mrs Emmeline Pankhurst, 1914-05-21,](#)
[British Film Institute](#)

The Suffragette Movement

A suffragette was a member of an activist women's organisations in the early 20th century who, under the banner "Votes for Women", fought for the right to vote in public elections.



[Trukanini, Charles A. Woolley, dry plate negative \(1890s\) copy of original wet plate negative \(1866\),](#)
[National Portrait Gallery, Australia](#)

Aboriginal & Torres Strait Islander Activists

As Europeans colonized Australia, it disrupted and forever changed the lives of Indigenous people. Women have been at the forefront in defending the rights of First Australians.



Standing up for Change

African American women have fought for civil rights for over 200 years. Using their voices against racism and the enslavement of Black people, as well as lobbying for social and political reforms. A key vehicle for this was the establishment of women's clubs, which campaigned against issues like lynching and women's voting rights. The clubs also raised money for causes affecting their communities and demonstrated the power of a collective voice.

The clubs for Black women were often formed as a result of the exclusion and lack of voice they faced, both from clubs formed by Black men and those by white communities. The clubs they created gave women a platform to challenge stereotypes and make a difference.

From these important grassroots, African American women founded key local and national organisations to affect social change. In the 20th century, black women's clubs were a vital part of the modern Civil Rights Movement.



Explore the story of women in the Civil Right's Movement, and the impact they had on issues like suffrage and racial equality.



Make notes on how the women featured lobbied for change and what actions they took to make their voices heard.

Compare then and now – what has changed? Can you see the impact of their work in society now?



Explore

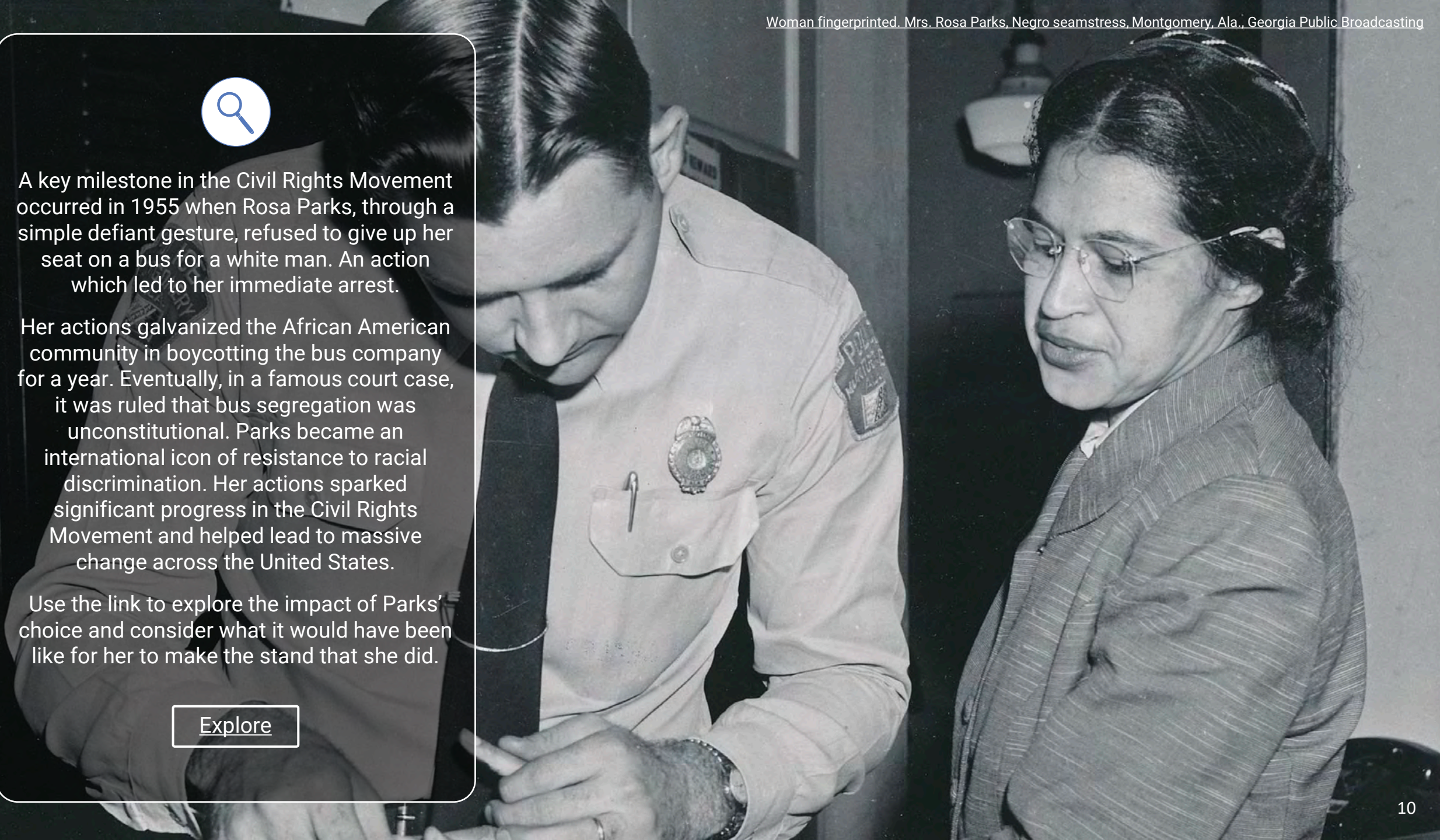


A key milestone in the Civil Rights Movement occurred in 1955 when Rosa Parks, through a simple defiant gesture, refused to give up her seat on a bus for a white man. An action which led to her immediate arrest.

Her actions galvanized the African American community in boycotting the bus company for a year. Eventually, in a famous court case, it was ruled that bus segregation was unconstitutional. Parks became an international icon of resistance to racial discrimination. Her actions sparked significant progress in the Civil Rights Movement and helped lead to massive change across the United States.

Use the link to explore the impact of Parks' choice and consider what it would have been like for her to make the stand that she did.

[Explore](#)





Activity 1

Create a Cartoon



Create a cartoon strip to explain what happened with Rosa Parks on the bus. Further details of her story can be found on [this link](#).



Imagine you were explaining the incident to someone younger than you. How could you tell the story in 6-8 frames with speech bubbles and cartoon drawings?



Extra Challenge

Using the [link](#) on how print media was used in the Civil Rights movement, create a short cartoon which depicts some of the posters and banners being used by activists.



[Naacp Convention, N R Farbman, LIFE Photo Collection](#)



[Adventures in Electricity Number Three - America's Vital Network of Power - Distribution of Electricity General Electric, 1946/1946, Museum of Innovation & Science](#)



20-minute activity

The Suffragette Movement

The term 'suffragette' refers to a particular member of the British Women's Social and Political Union (WSPU), a women-only movement founded in 1903 by Emmeline Pankhurst, which engaged in direct action and civil disobedience to lobby for change.

Women had won the right to vote in several countries by the end of the 19th century; in 1893, New Zealand became the first self-governing country to grant the vote to all women over the age of 21. When, by 1903, women in Britain had still not been given voting rights, Pankhurst decided that women had to "do the work ourselves" and formed the Women's Social and Political Union.

After unsuccessful attempts by different organisations to introduce a bill for women's suffrage, the WSPU turned to militant actions to make their voices heard. This included marches, rallies, chaining themselves to fences, breaking windows of prominent buildings, going on hunger strike when imprisoned and a campaign of bombing and arson of unused buildings and post boxes.

The suffragette campaign was suspended in 1914 when World War I broke out. After the war, the '*Representation of the People Act 1918*' gave the vote to women over the age of 30 who met certain property qualifications. Ten years later, women gained electoral equality with men when the '*Representation of the People (Equal Franchise) Act 1928*' made voting accessible to all women over the age of 21.



Explore



Activity 2

Political Language



Print out a copy, or recreate the crossword puzzle yourself, then use the clues and the vocabulary section to solve the puzzle.



Extra Challenge

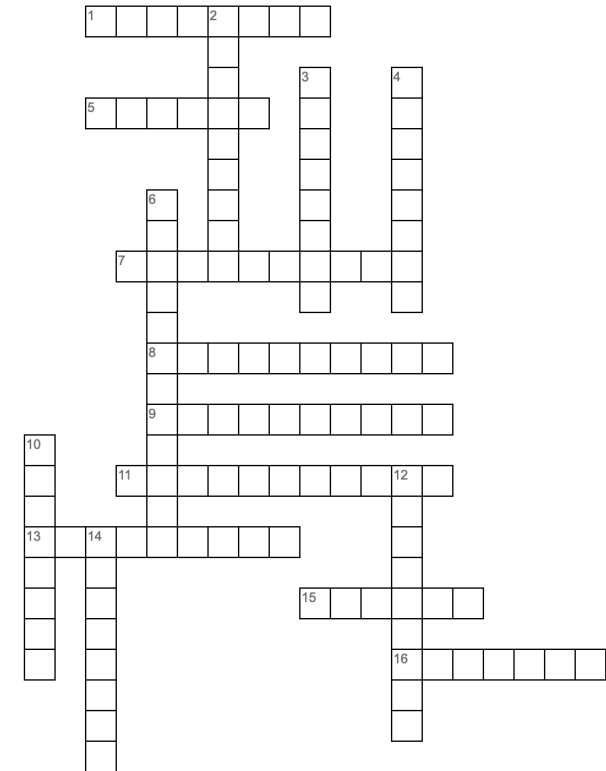
Someone who took a different approach in fighting for women's rights in the UK is pictured here. Follow this [link](#) to find out more about her and what she achieved?

Who is she? Why is she special?



[Frances Balfour, Millicent Fawcett, Ethel Snowden, Emily Davies and Sophie Bryant, c. 1910, LSE Library](#)

Complete the crossword puzzle below



Across

- 1 The right to vote in public elections.
- 5 A Muslim king or queen.
- 7 Lowest level of a movement.
- 8 Where the President of the US lives.
- 9 First country to grant the vote to all women.
- 11 Movement to end racial segregation.
- 13 The head of State in the USA.
- 15 The upper chamber in the US Congress.
- 16 Visual symbolism.

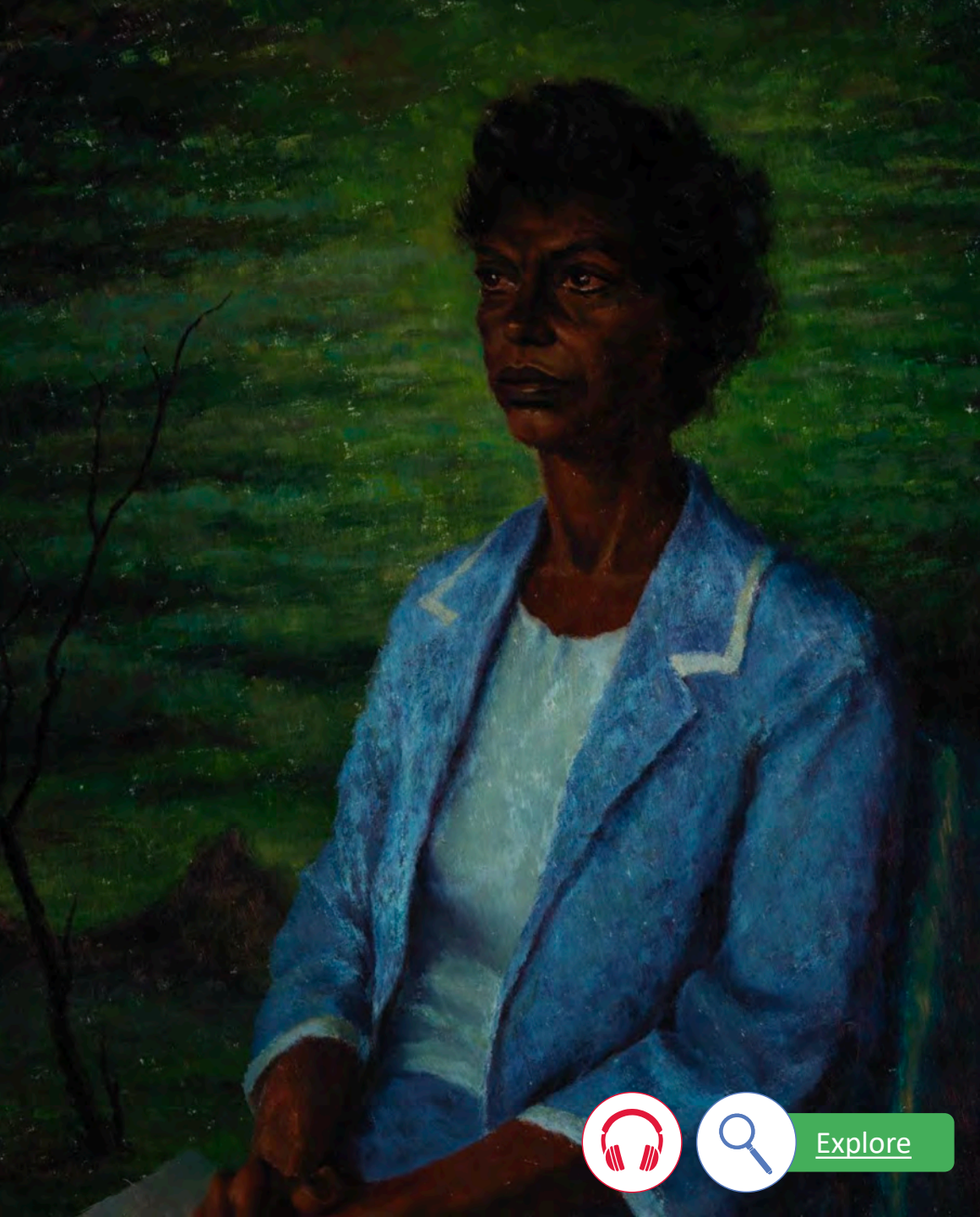
Down

- 2 Refused to give up her seat on a bus.
- 3 When someone in power actively supports a cause.
- 4 US national legislative body.
- 6 The magical Kissi warrior.
- 10 To for election.
- 12 Aboriginal leader in 19th century Tasmania.
- 14 How a population chooses their leader.

Solutions can be found on page 29.



10 to 15-minute activity



Kath Walker, Aboriginal Poet, Cliff Peir, 1965, National Portrait Gallery, Australia

First Australian Women Activists

Women have played an integral role in defending the rights of First Australians and highlighting the cultural and social impact of colonization on their communities. After the arrival of colonists in the late 1700s, the Aboriginal and Torres Strait Islander peoples have fought issues such as genocide, being forced to leave their homes and areas, segregation, and discrimination. Through different forms of activism, women have had a lasting impact.

One of the key figures to explore is Truganini, an Aboriginal leader in 19th century Tasmania. Having lost her family and future husband to colonial violence, she worked to protect her people and their customs and became a key figure in negotiating with the European settlers.

Other women like Oodgeroo Noonuccal (Kath Walker) and Lowita O'Donoghue have campaigned for recognition and support for Indigenous communities through education, poetry, research and welfare reforms and policies. Noonuccal was the first woman from a First Australian community to publish a collection of poetry and worked to educate people about Aboriginal culture. O'Donoghue worked in various government departments and initiatives for the improvement of the lives of Aboriginal and Torres Strait Islander people, something she was recognized for with national and international awards.



Explore



Activity 3

Get your message across!



Political posters were once the most common way to spread the word. Consider something that you really care about in the world around you, then design a poster to share your opinions or feelings. How will you convince someone to join your cause? What language and images will you use?



Extra Challenge

Research how imagery, print and posters have been used by women to highlight their causes. Explore the links on the right and make notes on your findings.

[Art & Women's Suffrage](#)

[Sisterhood is Powerful: UK Posters](#)

[The suffrage banners of Mary Lowndes](#)



[Past and Future | Eyes on Romania | GDT edition 04, Andrei Turenici, Graphic Days Torino](#)





Focus on Leaders

In this chapter we will focus on four women who became leaders, initiated change and defended their communities.



This chapter will take around 60 minutes.

Focus on Leaders



Jeannette Rankin

[Jeannette Rankin, Sharon Sprung, 2004, U.S. Capitol](#)



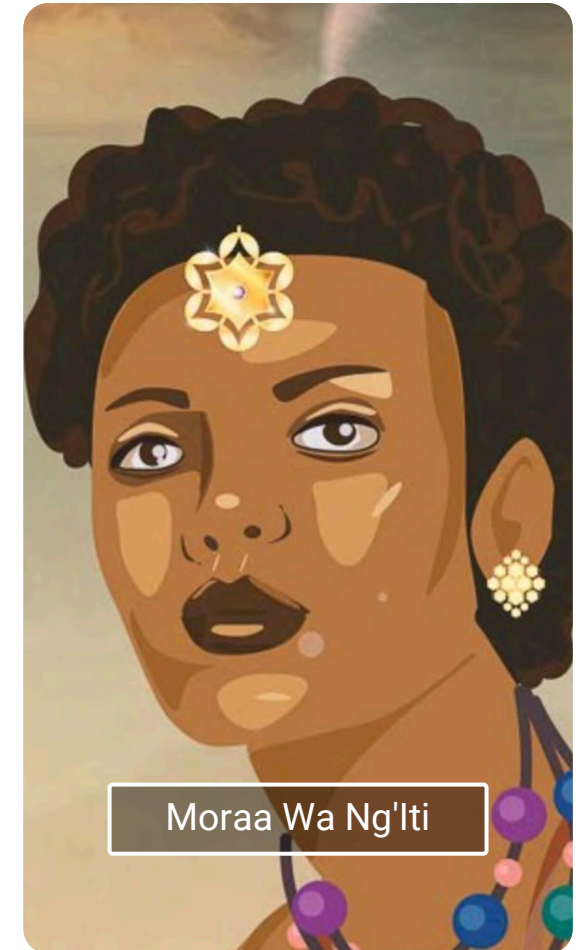
Razia Sultana

[Razia Sultana Being Encouraged by Her Father Sultan Iltutmish, Avani Kamal, Zubaan](#)



Dolores Huerta

[Dolores Huerta, Barbara Carrasco, 1999, Smithsonian's National Portrait Gallery](#)



Moraa Wa Ng'iti

[Moraa Wa Ng'iti: The Magical Warrior \(Kisii community\), Shujaa Stories, 2019, National Museums of Kenya](#)



Jeannette Rankin

11 Jun 1880 – 18 May 1973

Jeannette Pickering Rankin was a pioneering American politician, women's rights activist and pacifist. She was the first woman to be elected to Congress in the United States, where she represented Montana as a Republican for two terms, in 1916 and in 1940.

Having become involved in the movement for women's suffrage whilst studying at university, Rankin went on to become driving influence for change. During the Progressive Era, a key time of activism and reform in the US, Rankin lobbied to grant women the right to vote in her home state of Montana, as well as other states like New York and North Dakota.

Having successfully lobbied for the right to vote in Montana, she was subsequently elected to government. This gave her the platform to introduce legislation that would go on to become the 19th Amendment, granting unrestricted voting rights to women nationwide.

Rankin was a steadfast pacifist who advocated for peace through different organisations, such as the National Council for the Prevention of War. Her terms in government coincided with the conflicts of World War One and Two, where she opposed US military intervention in both wars. After the attack on Pearl Harbor, she was the only member of the House of Representatives to vote against war with Japan.



Consider how a woman being elected to Congress would have affected women at this significant time of change.



In your view, what message did this send to women of the time?



Learn more about
Jeanette Rankin's historic
election: A Centennial
Celebration

[Explore](#)

RANKIN, JEANETTE. REP. FROM MONTANA, 1917-1919. RIGHT, Harris & Ewing, photographer, 1917, U.S. Capitol

Razia Sultana

1205 –1240

Razia Sultana was a pioneering woman leader, ruling as the first and only woman Sultan of Delhi. She was the fifth Mamluk Sultan and ruled for a short, but successful, term of four years. She was eventually overthrown by her half-brother and then killed.

Razia was the daughter of the Sultan and shadowed him in his work, showing great potential, intelligence, and drive. He nominated her as his successor, which was controversial as there had never been a female sultan. His decision received mixed responses from the nobles of the area and before she could take the position after her father's death, her half-brother assumed the role of sultan as the preferred choice of the Muslim nobles. He was assassinated shortly after for his incompetence and Razia became Sultan.

During her reign, Razia made significant progress with administration, creating schools and infrastructure like roads. She also showed strength and leadership in battles, protecting her region, as well as taking possession of new territories. Her reign proved unpopular with some nobles and she was overthrown in favour of her half-brother and then killed.



To discover more about Razia Sultana, [watch this video](#). Make notes and answer the following questions:



What qualities did Razia have as a young girl which led to the Sultan Iltutmish making her his rightful heir?



What did she achieve in her time as Sultan?





Razia Sultana Being Encouraged by Her Father Sultan Iltutmish, Avani Kamal, Zubaan



Razia Sultana proclaimed herself as “Queen of the Times” and ruled her realm with efficiency.

Find out more below.

Explore



Activity 4

Create a Social Media Profile



Choose one of the two women that you have studied so far and create an imaginary social media profile on paper for that person, it can be in the style for any type of social media profile that you know (e.g. Facebook).

Consider the following elements to include in your social media profile:

- Their display name
- Their username/handle
- Their profile pic - which you can sketch
- Their links to other social media platforms (feel free to create usernames for your famous person for these).
- Their bio – write two sentences about them and their lives. Consider keywords that describe them and how you will highlight their actions and achievements. It should be concise.
- What could you use for the background? Try sketching an image that helps bring the profile to life.

Extra Challenge

When you have completed reading through this chapter. Create an imaginary social media profile for the other three women. Carefully consider their **username**, **profile pic** and their **bios**. Try to bring it into a modern context, as if they are creating their profile today.



[Dolores Huerta, Barbara Carrasco, 1999, Smithsonian's National Portrait Gallery](#)





Dolores Huerta, Huelga, Delano CA Grape Strikes, September 24, 1965, Harvey Wilson Richards, 1965-09-24, Smithsonian's National Portrait Gallery

Dolores Huerta

Born 10 Apr 1930

Dolores Huerta is an American activist and human rights campaigner, who is famous for mobilizing a strike.

Having grown up in a farm community in California, she experienced the issues faced by Latinx agricultural workers. As a result, she has fought for reform and social justice for over five decades and continues to be an active campaigner for change for workers and for other causes, including women's rights.

Huerta is a skilled campaigner, focusing on organizing and mobilizing workers to lobby for change. Having originally started in a career in teaching, she sought to support her community and moved into activism in order to improve the lives of Latinx workers.

She co-founded the National Farm Worker's Association (NFWA) and was instrumental in the NFWA's involvement in a grape strike aimed at improving the conditions of farm workers, which took place in 1965.

As well as her work in lobbying and organizing grass-roots protests, Huerta has been involved in numerous non-violent protests. This included a protest of George H.W. Bush's presidential campaign policies in 1988, where she was seriously injured by a police officer and had to have emergency surgery.



Learn more about this Latina American leader and her part in the farm workers' movement in the 1960s and 1970s.

[Explore](#)

Date Harvest Negotiations and Lettuce Renewal, Unidentified Photographer, 1972, Smithsonian's National Portrait Gallery

Moraa Wa Ng'iti: The Magical Warrior (Kisii community),
Shujaa Stories, 2019, National Museums of Kenya



Moraa Wa Ng'iti

Mid 1800s - 1929

Moraa Wa Ng'iti was a member of the Abagusii tribe in Kenya, who lived in the late 19th and early 20th centuries. She was famed for being wise, for her forewarning of the impact of colonization and for leading her people in rebellion against the invasion.

In her culture, it was expected that Moraa would take on the role of homemaker and to not speak out in front of men. However, she refused to be limited by those expectations and became an outspoken and active voice in her community.

Moraa was regarded as a prophet and the people of her clan listened to her. She rallied the people to fight against colonial invaders, refusing to submit to their rule.



Learn more about a Kenyan leader who defended her lands and people against colonial invaders.

Explore



Activity 5

Create a Timeline

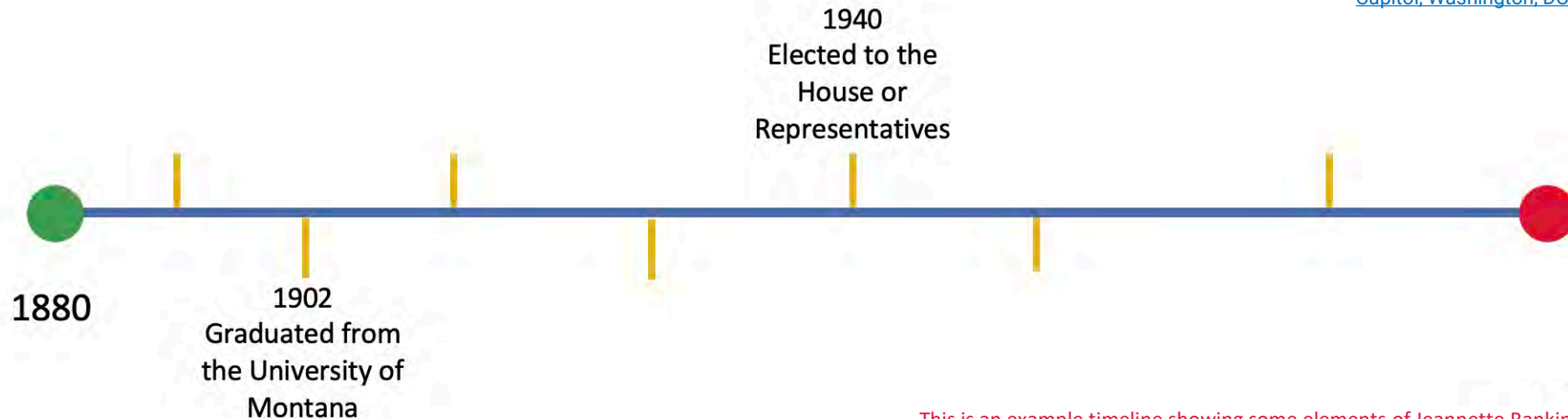


Using the information you have learned about these four women, choose one and design a suitable timeline that highlights significant years in their lives. List the major events including roles, policies, awards, controversies, as well as her private life.

In the example below, we have started to create a timeline for Jeannette Rankin. What else would you include?



[RANKIN, JANETTE \[JEANETTE\], MISS Harris & Ewing, photographer, 1905/1945, U.S. Capitol, Washington, DC, United States](#)



This is an example timeline showing some elements of Jeannette Rankin's life as a demonstration of how it could look.



BLACKPOOL
AND
FYLDE
NON
PARTY **MILITANT**
NON
WOMENS SUFFRAGE SOCIETY

[Blackpool And Fylde suffrage banner, 1908, LSE Library](#)

Want to Learn More?



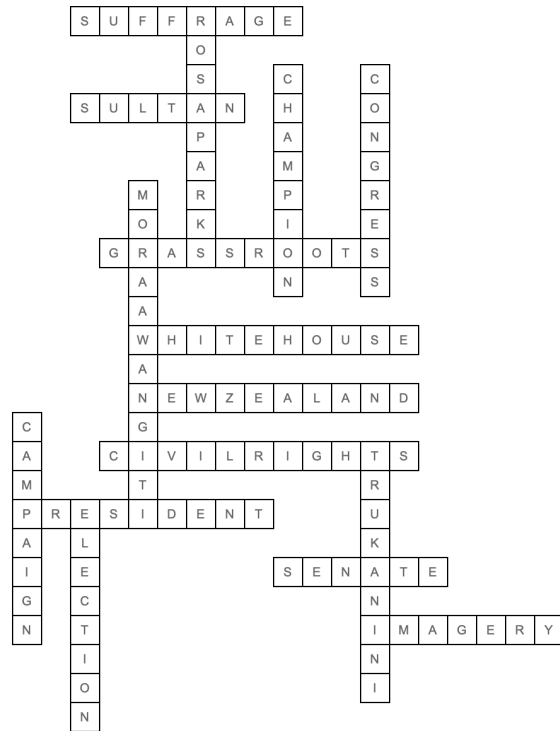
Now you have completed this lesson, you may want to continue to find out more about the fight for women's rights. [This](#) is a good starting point to find out more and [this](#) has information about unheard stories from India.



Activity 2 - Answers

Can you work it out?

Here are the answers to the crossword. How did you do?



Across

- 1 The right to vote in public elections.
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