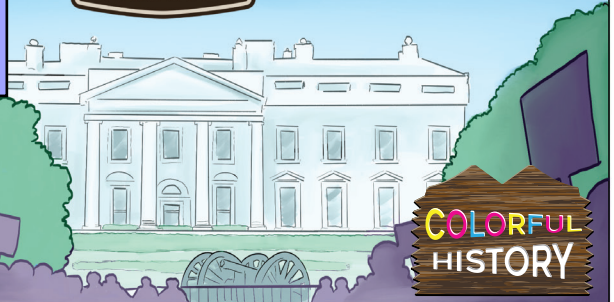


WOMEN'S SUFFRAGE AND THE 19TH AMENDMENT



WRITER ERIN KEEPERS
ARTIST ROBIN CHILDS
LETTERER R. ALAN BROOKS

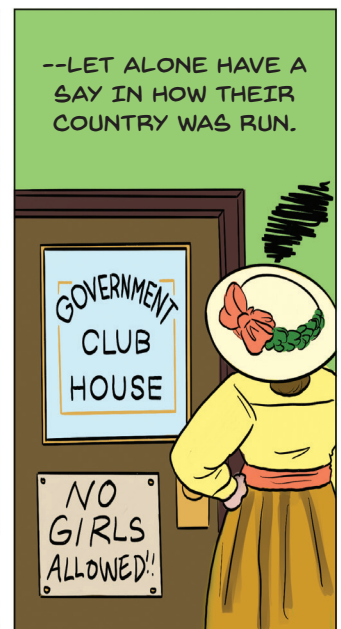
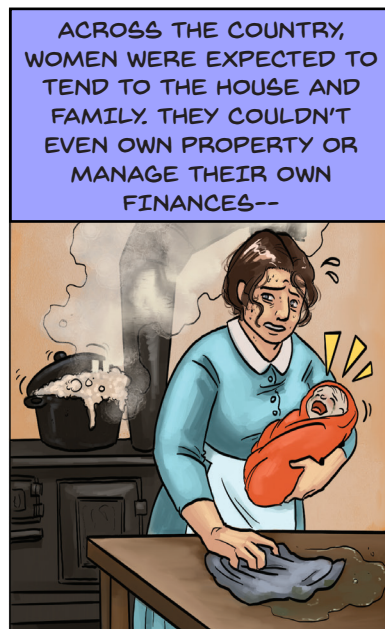
100 YEARS AGO, THE UNITED STATES RATIFIED THE **19TH AMENDMENT**, GIVING WOMEN THE RIGHT TO VOTE.



THIS CHANGE WAS THANKS TO THE EFFORTS OF WOMEN AND MEN WHO SOUGHT **EQUAL VOTING RIGHTS** FOR ALL.

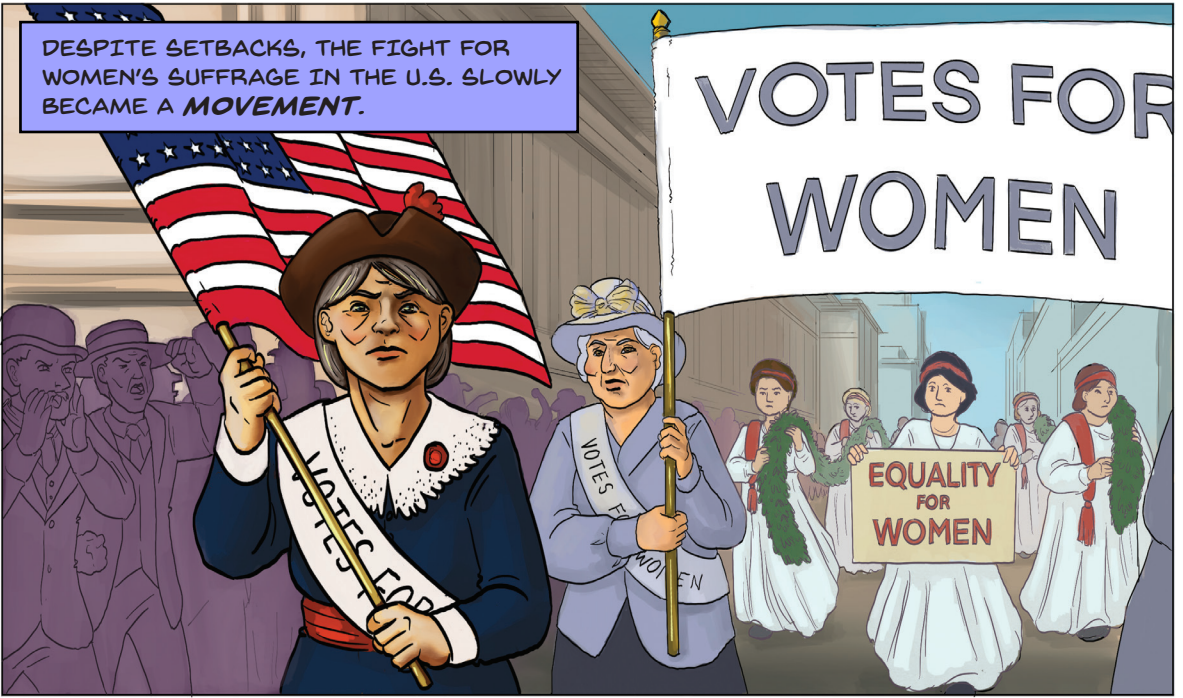


BUT THE STRUGGLE FOR EQUALITY HAD STARTED LONG BEFORE.



DESPITE SETBACKS, THE FIGHT FOR WOMEN'S SUFFRAGE IN THE U.S. SLOWLY BECAME A *MOVEMENT*.

VOTES FOR WOMEN

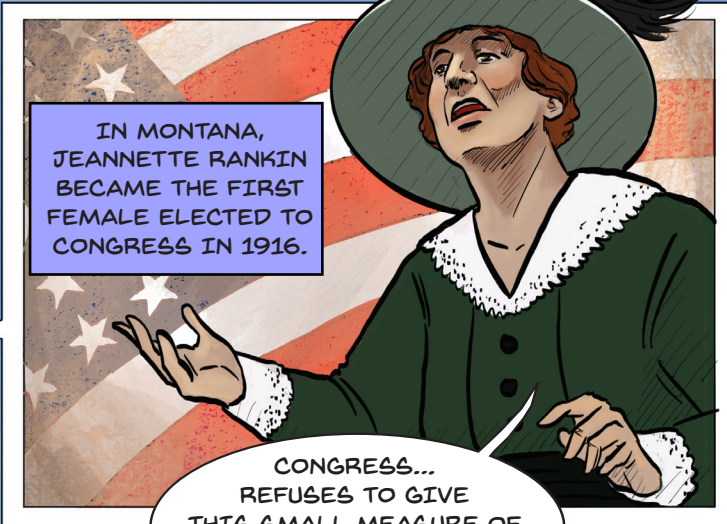


SOME PLACES, LIKE WYOMING, EVEN HAD

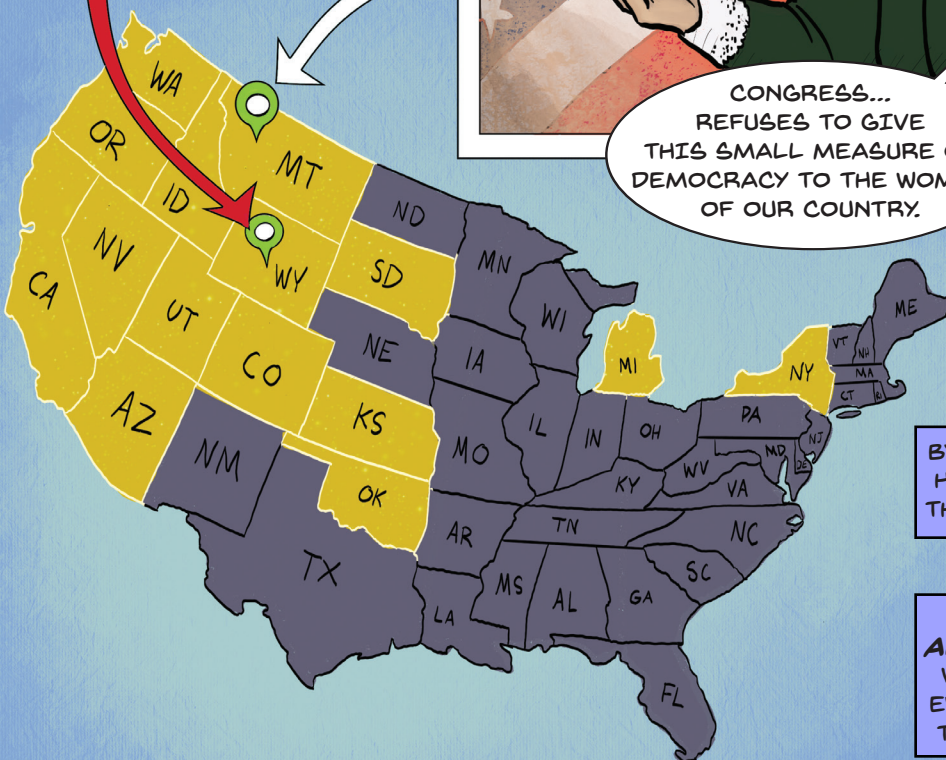


EQUAL VOTING LAWS AS EARLY AS 1869.

IN MONTANA, JEANNETTE RANKIN BECAME THE FIRST FEMALE ELECTED TO CONGRESS IN 1916.



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EVEN TODAY, WOMEN STILL HOLD FAR FEWER POLITICAL OFFICES THAN MEN IN THE U.S.-- **ONLY 23%**! BUT CHANGE IS COMING, AND POLITICIANS AND ORGANIZATIONS ACROSS THE WORLD CONTINUE TO FIGHT FOR EQUALITY FOR **ALL**.

DO NOT ALLOW SETBACKS TO SET YOU BACK.



Stacy Abrams

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BY WORKING TOGETHER AND SUPPORTING THEIR COMMUNITIES, THEY KNOW THEY CAN MAKE A DIFFERENCE. AND SO CAN **YOU**.



Teacher Guide



Overview

In celebration of the 100th anniversary of the ratification of the 19th Amendment (August 18, 1920), learn about the Suffragette Movement and the road to equal voting rights for all Americans. Using the suffragette movement as context, this comic provides students insights into issues around voting and the fight for equality that still impact us today. To learn about voting in your state, visit www.rockthevote.org and www.vote.gov.

Discussion Questions

1. On Page 1 of the comic, the author notes that “The U.S. National Convention of 1787 failed to address many crucial topics, including women’s right to vote.” Who took part in The U.S. National Convention of 1787? Why do you think women’s right to vote were not included? What other issues do you think may not have been included in the conversation, and why?
2. How do you feel the perception of women and women’s roles in society have changed over the past 100 years? What progress do you feel still needs to be made in the fight for equality?
3. Page 2 of the comic notes that “the fight for women’s suffrage in the U.S. slowly became a **movement**.” What other movements can you think of that have shaped the history of the United States? What current movements are part of the social conversation? How do you think these movements have changed over time?
4. On page 3, the comic features images of racial minorities who received citizenship and the right to vote throughout the 20th century. What influence do you think the Suffragette Movement and the ratification of the 19th amendment had in the struggle for equal voting rights across the United States?
5. Page 4 of the comic notes that only 23% of political offices within the United States are held by women. Why do you think that is? What do you think needs to change in order to achieve equal representation?
6. As demonstrated on page 4, one significant issue that still impacts women throughout the United States is income inequality, where on average women earned 20% less than their male counterparts. Why do you think this is? What steps do you think the U.S. should implement to correct this issue?
7. The United States has always attempted to balance federal laws and regulations with the state’s rights to create their own laws and regulations. How do you think this has impacted the political fabric of the United States and the way that laws are created? Based on the infographic on page 2, how do you think this impacted the Women’s Suffrage Movement? What are current examples of laws and regulations that differ between individual states and the federal government? What laws do you think should be regulated nationally, and what do you think should be left for individual states to decide?
8. All people living under U.S. law still do not have the right to vote. Who still does not, and why? Should this change or remain the same? Why?
9. Why do you think voting is such a controversial topic throughout U.S. history? What does voting mean to you?
10. What can you personally do to advance the fight for equality for all?



Teacher Guide



Project Ideas

- **Important Figures** – *Women’s Suffrage and the 19th Amendment* features many historical and contemporary figures. Pick one of them, then research their contributions to the fight for equality for all. Create a visual presentation that describes how they worked toward equality for all throughout their lifetime. Finally, give your presentation to your classmates. Peers should evaluate one another on the content and quality of their presentations.
- **Historical Fiction** – First, research the Women’s Suffrage movement and find details that are not mentioned in the comic. Begin with details such as:
 - Who are some important figures related to the movement?
 - What are some important events related to the movement?
 - How did participants in the movement communicate and organize?
 - What were some of the struggles that participants in the movement faced?
 - When and how did the movement gain traction?

Then, create a short story, comic, or film/tv/theatrical script that reflects what you learned. Your piece of historical fiction could focus on one person, or a group of people, but should follow fictional writing conventions such as plot structure, character development, etc.

- **Mock Debate** – 2020 is an election year, and one of the hallmarks of an election year is political debates! Because most American’s have the right to vote, it is incredibly important for all to take part in their civic duty to be informed about political candidates. First, watch current and past examples of presidential debates. Then, within your class, form 2-person teams of candidates for President and Vice President. As a pair, decide on an election platform that you feel will better the lives of as many people as possible, and declare your affiliation with an existing or new political party. Then, each pairing will debate another pairing in front of the rest of the class, who will act as an audience asking live questions.
- **The Anti-Suffragette Movement** – While many supported the suffragette movement, there were many U.S. citizens, including women, who opposed it. Using the link below or from another source, have students pick an anti-suffrage cartoon from the 19th and 20th century and analyze the message(s) it was meant to convey. Once they have, ask them to share with the class and note common themes from the anti-suffragette movement. Do they see any examples of these arguments and rhetoric still existing in media and pop culture today? If so, where? Then, have students create a political cartoon or short comic that works to counteract these biases.
 - <https://www.mentalfloss.com/article/52207/12-cruel-anti-suffragette-cartoons>
(Warning: Some images contain mature content)



Teacher Guide



Common Core Connections

The reading of this comic in combination with a thoughtful analysis through writing, presentation, or discussion (such as the projects within this guide), can promote the teaching or reinforcement of the following History/Social Studies Common Core Standards, as well as various Reading, Writing, and Speaking & Listening Common Core standards.

- CCSS.ELA-LITERACY.RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- CCSS.ELA-LITERACY.RH.9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- CCSS.ELA-LITERACY.RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CCSS.ELA-LITERACY.RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.

Further Reading & Links

- *Suffragette* (Film)
- *Sally Heathcote: Suffragette* (Graphic Novel)
- *Iron Jawed Angels* (TV Movie)
- *Votes for Women and Other Plays* (Collection of Plays)
- *Art, Theatre, and Women's Suffrage* (Book)
- *One Woman, One Vote* (PBS Documentary)

History of the 19th Amendment

- <https://www.history.com/topics/womens-history/19th-amendment-1>
- <https://www.archives.gov/exhibits/featured-documents/amendment-19>
- <https://www.britannica.com/topic/Nineteenth-Amendment>
- <https://www.pbs.org/newshour/arts/5-things-you-might-not-know-about-the-19th-amendment>
- <https://www.nps.gov/subjects/womenshistory/19th-amendment.htm>
- <https://theconversation.com/19-facts-about-the-19th-amendment-on-its-100th-anniversary-134517>

History of the Women's Suffragette Movement

- https://nationalwomenshistoryalliance.org/wp-content/uploads/gazette_How-Women-Won-Vote-.pdf
- <https://time.com/5833604/1918-flu-pandemic-women-suffrage-movement/>

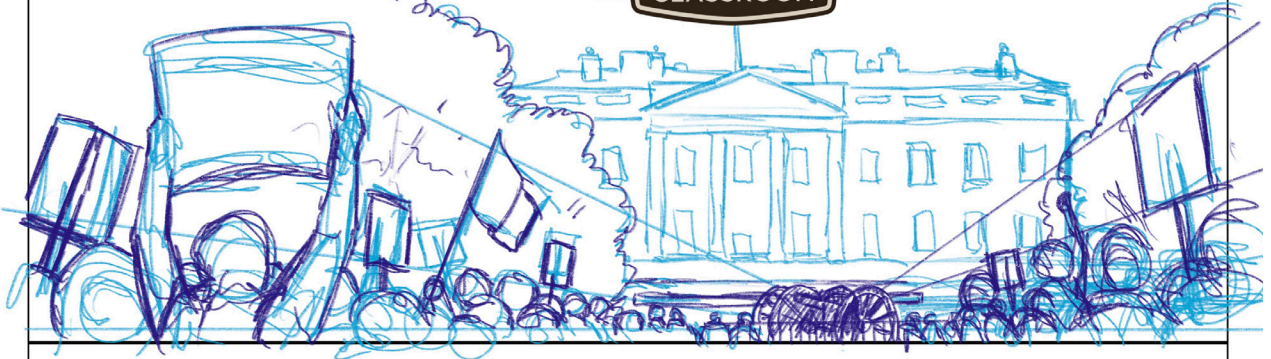
Art and the Suffragette Movement

- <https://www.radford.edu/rbarris/Women%20and%20art/amerwom05/suffrageart.html>
- [Photos, Prints, and Drawings related to Women's Suffrage](#) (Library of Congress Archive)

100 YEARS AGO, THE UNITED STATES RATIFIED THE 19TH AMENDMENT GIVING WOMEN THE RIGHT TO VOTE.



CREDITS WRITER
CREDITS ARTIST
CREDITS LETTERER



THIS CHANGE WAS THANKS TO THE EFFORTS WOMEN AND MEN WHO SOUGHT EQUAL VOTING RIGHTS FOR ALL.

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"RIGHT IS OF
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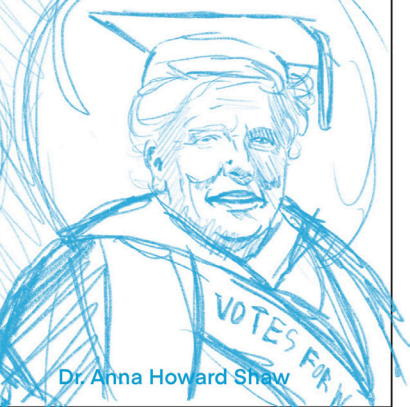
"IF WE EVER GET TO
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Adella Hunt Logan



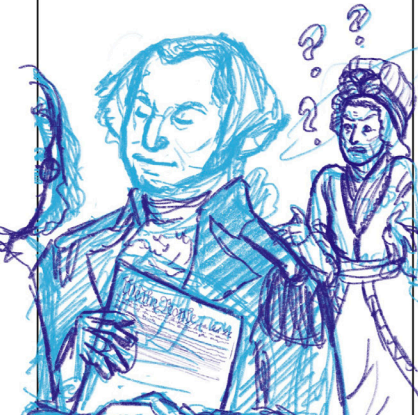
Frederick Douglass



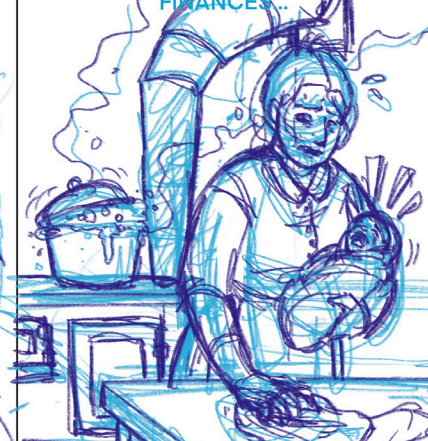
Dr. Anna Howard Shaw

BUT THE STRUGGLE FOR EQUALITY HAD STARTED LONG BEFORE.

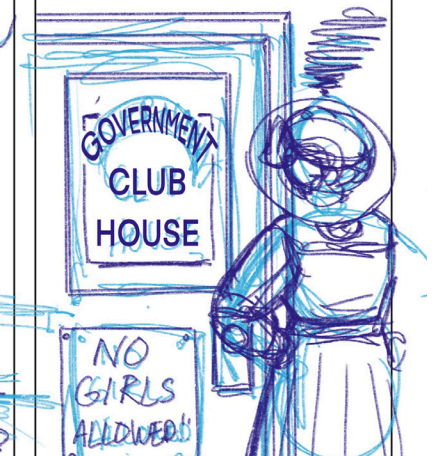
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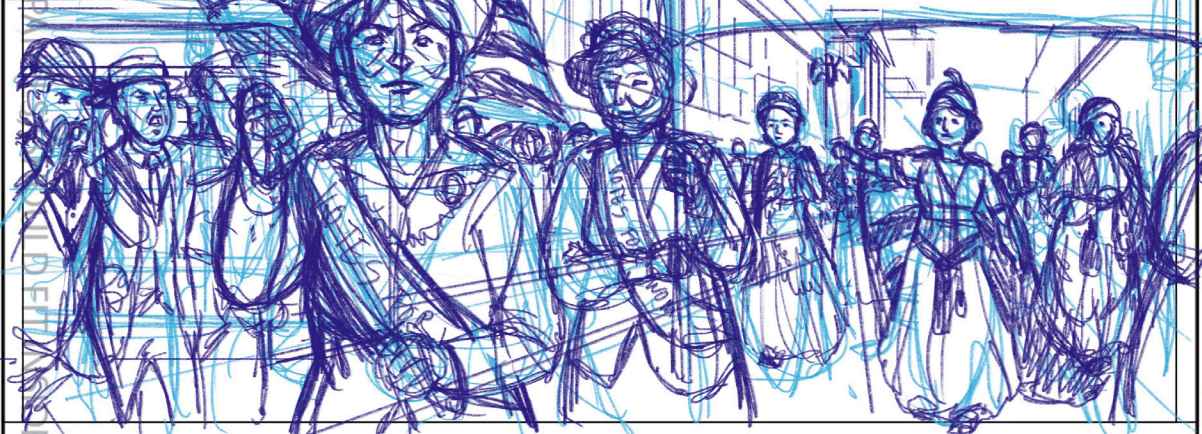
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ALL ARTWORK BY
JILL DEWITT

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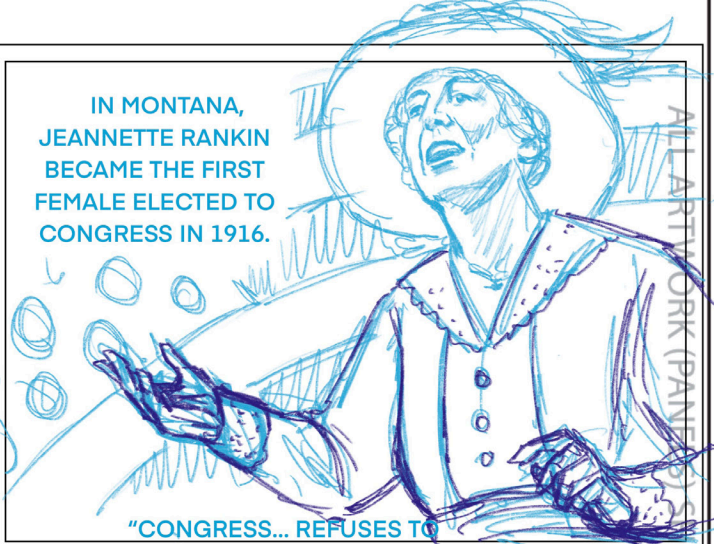
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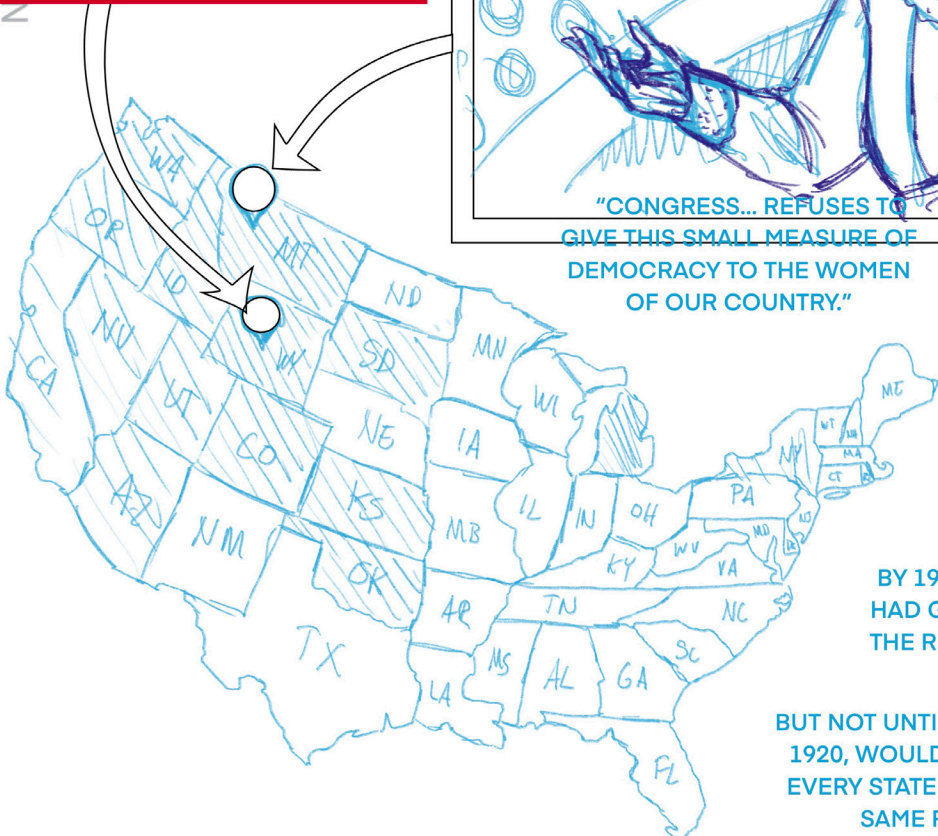
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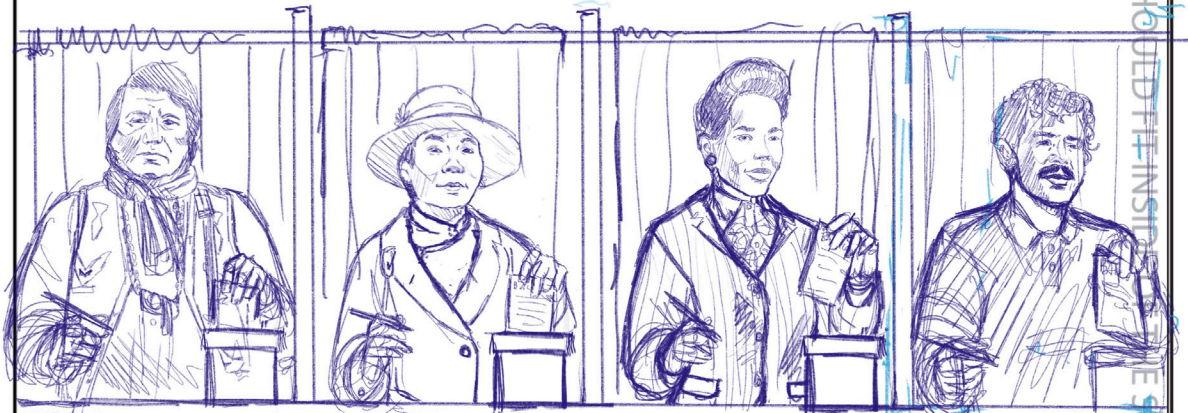


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"DO NOT ALLOW SETBACKS TO SET YOU BACK."

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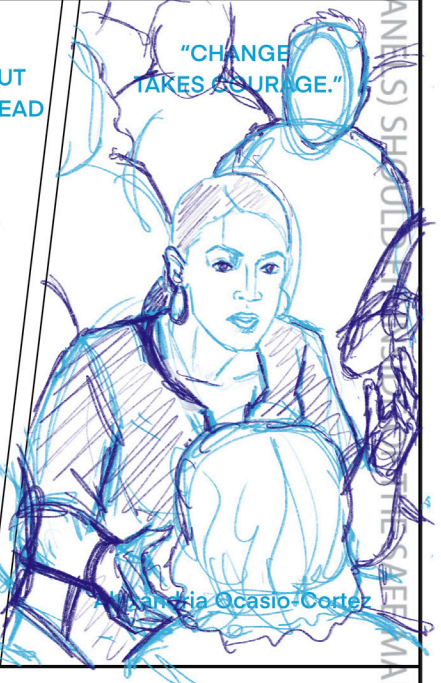
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Stacy Abrams



Ruth Bader Ginsburg



Alexandria Ocasio-Cortez

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COLORFUL HISTORY: THE 100TH ANNIVERSARY OF THE 19TH AMENDMENT
BY: ERIN KEEPERS
DRAFT: 6.22.20

PAGE 1

Panel 1 - In silhouette, a line of people hold signs in front of the White House, which is also seen in silhouette.

Caption: 100 YEARS AGO, **THE UNITED STATES** RATIFIED THE **19TH AMENDMENT** GIVING WOMEN THE RIGHT TO VOTE.

Panel 2 - Frederick Douglass¹, Adella Hunt Logan², and Dr. Anna Howard Shaw³ standing on stages and in front of podiums passionately speaking out. Each has their name displayed.

Caption: THIS CHANGE WAS THANKS TO THE EFFORTS OF WOMEN **AND** MEN WHO SOUGHT **EQUAL VOTING RIGHTS** FOR ALL.

A.H Logan: "WITHOUT A VOTE [THE BLACK MOTHER] HAS NO VOICE ...AND NO POWER."⁴

F. Douglass: "RIGHT IS OF NO SEX, TRUTH IS OF NO COLOR"

A. Shaw "IF WE EVER GET TO THE POLLS ONCE, YOU WILL NEVER GET US HOME!":

Caption: BUT THE STRUGGLE FOR EQUALITY HAD STARTED LONG BEFORE.

Panel 3 - Some of the founding fathers hold up the US constitution between them, patting each other on the back while two women stand to the side, arms to the sides and palms up with questioning looks on their faces, waiting to be recognized.⁵

Caption: THE U.S NATIONAL CONVENTION OF 1787 FAILED TO ADDRESS MANY CRUCIAL TOPICS, INCLUDING WOMEN'S RIGHT TO VOTE.

Panel 4 - A frustrated mother, balances a child on her hip while she tries to cook dinner and clean at the same time

¹ <https://www.nps.gov/wori/learn/historyculture/frederick-douglass.htm>

² <https://www.nps.gov/people/just-as-well-as-he-adella-hunt-logan.htm>

³ <https://www.womenofthehall.org/inductee/anna-howard-shaw/>

⁴ https://ehistory.osu.edu/exhibitions/1912/womens_suffrage/AdellaLogan

⁵ <https://www.britannica.com/place/United-States/The-Constitutional-Convention>

Caption: ACROSS THE COUNTRY, WOMEN WERE EXPECTED TO TEND TO THE HOUSE AND FAMILY. THEY COULDN'T EVEN OWN PROPERTY OR MANAGE THEIR OWN FINANCES...

Panel 5 - A woman stands outside a government clubhouse with a sign on the door reading [NO GIRLS ALLOWED].

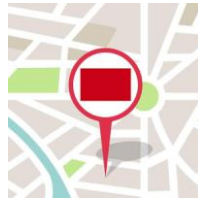
Caption: ...LET ALONE HAVE A SAY IN HOW THEIR COUNTRY WAS RUN.

Panel 1 - Women marching in the street, holding banners or wearing sashes and garlands⁶ while men BOO and SHOUT at them from the sides.

Caption: DESPITE SETBACKS, THE FIGHT FOR WOMEN'S SUFFRAGE IN THE U.S. SLOWLY BECAME A **MOVEMENT**.

Panel 2 – The bottom 2/3 of this page is a map of the United States. Each of the panels below lays on top of the map. The map highlights States where women were allowed to vote in 1918.⁷

Panel 2.1 - A pin points towards the state of Wyoming on the map in a style reminiscent of a dropped pin, leading readers to a panel that shows the Wyoming state flag⁸, framing the caption in the blue around the buffalo.



Caption: SOME PLACES, LIKE WYOMING, EVEN HAD EQUAL VOTING LAWS AS EARLY AS **1869**.

Panel 2.2 – Another pin points to Montana and expands to show Jeannette Rankin speaking over the United States flag.⁹

Caption: IN MONTANA, JEANNETTE RANKIN BECAME THE FIRST FEMALE ELECTED TO CONGRESS IN **1916**.¹⁰

Rankin: “CONGRESS... REFUSES TO GIVE THIS SMALL MEASURE OF DEMOCRACY TO THE WOMEN OF OUR COUNTRY.”

Panel 2.3 – These captions below should show up on the bottom-right of the map.

⁶ <https://genderpressing.wordpress.com/2014/02/10/historic-1913-suffrage-march-in-washington-d-c/>

⁷ https://constitutioncenter.org/timeline/html/cw08_12159.html

⁸ <https://www.thetreecenter.com/wp-content/uploads/2014/07/Wyoming-State-Flag.png>

⁹ https://www.huffpost.com/entry/despite-a-century-of-wome_b_11970308

¹⁰ <https://www.history.com/topics/womens-history/jeannette-rankin>

Caption: BY **1918**, 15 STATES HAD GIVEN WOMEN THE RIGHT TO VOTE.

Caption: BUT NOT UNTIL **AUGUST 18, 1920**, WOULD WOMEN IN EVERY STATE SHARE THIS SAME RIGHT.

Panel 1 - A white woman and a white man walk out of a 1920s polling place side by side, smiling proudly. To the side of the door, a sign reads [VOTE HERE TODAY]¹¹. Behind them in the distance, a group of men and women of racial minorities holding signs displaying slogans such as [VOTES FOR ALL]¹² [EQUAL RIGHTS FOR ALL]¹³ [UNION JUSTICE NOW]¹⁴.

Caption: ALTHOUGH THIS WAS A **VICTORY** FOR EQUAL RIGHTS, IT WAS ONLY **ONE STEP** ON THE ROAD TO TRUE EQUALITY.

Caption: BECAUSE DESPITE THEIR CRUCIAL CONTRIBUTIONS TO THE CAUSE, **WOMEN OF COLOR IN PARTICULAR** WERE STILL IGNORED AND EXCLUDED.

Panel 2 – Zoomed-in image of a woman standing at a podium, speaking to the rally seen in panel 1, but now in reverse. She is in the middle of an impassioned speech.

Woman: “WHAT ABOUT **US?!**”

Panel 3 - A Native American woman, a Chinese American man, a black woman, and a hispanic man, all dressed appropriately for the time when they were granted rights to vote, stand in side-by-side booths, voting.

Caption: WHILE PROGRESS WAS SLOW, THE SUFFRAGE MOVEMENT **SPURRED ON** FUTURE CIVIL AND POLITICAL RIGHTS LEGISLATION FOR MINORITIES.

Caption: 1924 - **NATIVE AMERICANS** GRANTED CITIZENSHIP AND THE RIGHT TO VOTE.

Caption: 1943 - **CHINESE IMMIGRANTS** GRANTED CITIZENSHIP AND THE RIGHT TO VOTE.

Caption: 1965 - **THE VOTING RIGHTS ACT** BANS DISCRIMINATORY PRACTICES AGAINST BLACK AMERICANS AND EVENTUALLY ALL RACIAL MINORITIES.¹⁵

¹¹ <https://www.history.com/topics/womens-history/19th-amendment-1> as seen in the video between 2:41-2:53.

¹² <https://i.pinimg.com/736x/6e/e3/85/6ee385ffa3d08315f96e791d8d3d44ca.jpg>

¹³ http://s3.amazonaws.com/s3.timetoast.com/public/uploads/photos/6267484/civil_rights.jpg?1423112004

¹⁴ <https://static01.nyt.com/images/2010/05/21/arts/21civilspan-1/21civilspan-1-articleLarge.jpg>

¹⁵ https://en.wikipedia.org/wiki/Voting_Rights_Act_of_1965

Panel 1 - The white couple who voted on the second page and the group who confronted them are now wearing modern clothes and standing together at a modern protest. They are surrounded by folks of many different colors in a callback to page 3. They hold signs with slogans like [BLACK LIVES MATTER], [KNOW FREEDOM, KNOW JUSTICE], and [TRANS RIGHTS ARE HUMAN RIGHTS].

Caption: BY WORKING TOGETHER, THE PEOPLE OF THE UNITED STATES HAVE ACCOMPLISHED **GREAT** THINGS...

Caption: ...BUT THE FIGHT FOR **EQUALITY** STILL IS FAR FROM OVER.

Panel 2 - A man and a woman, both dressed professionally, each stand on a stack of coins. The man's stack is taller, putting him above the glass ceiling, while the woman's has her well below, in a visual representation of the wage gap and unequal job opportunities.

Caption: LEGISLATION SUCH AS **THE EQUAL PAY ACT OF 1963**¹⁶ AND **EQUAL RIGHTS AMENDMENT**¹⁷ SERVE AS REMINDERS OF WHAT STILL NEEDS TO BE DONE TO ENSURE **TRUE JUSTICE FOR ALL**.

Panel 3 - Stacy Abrams sits at a desk working. Ruth Bader Ginsburg sits in her Supreme Court attire. AOC speaks passionately, listening to a group of people in her community. They all speak to the audience. Underneath each of their profiles is a caption listing their name.

Caption: EVEN TODAY, WOMEN STILL HOLD FAR FEWER POLITICAL OFFICES THAN MEN IN THE U.S--**ONLY 23%**¹⁸.

Caption: **BUT CHANGE IS COMING**, AND POLITICIANS AND ORGANIZATIONS ACROSS THE WORLD CONTINUE TO FIGHT FOR EQUALITY FOR **ALL**.

Abrams: "DO NOT ALLOW SETBACKS TO SET YOU BACK."¹⁹

Ginsberg: "FIGHT FOR THINGS THAT YOU CARE ABOUT. BUT DO IT IN A WAY THAT WILL LEAD OTHERS TO JOIN YOU."

AOC: "CHANGE TAKES COURAGE."²⁰

¹⁶ <https://www.eeoc.gov/statutes/equal-pay-act-1963>

¹⁷ <https://www.equalrightsamendment.org/why>

¹⁸ <https://www.cnbc.com/2019/03/04/the-us-ranks-75th-in-womens-representation-in-government.html>

¹⁹ <https://www.brainyquote.com/lists/authors/top-10-stacey-abrams-quotes>

²⁰ <https://couragetochangepac.org/>

Caption: BY WORKING TOGETHER AND SUPPORTING THEIR COMMUNITIES, THEY KNOW THEY CAN MAKE A DIFFERENCE. AND SO CAN **YOU**.

ADDITIONAL LINKS:

<https://www.history.com/topics/womens-history/19th-amendment-1>

<https://www.archives.gov/exhibits/featured-documents/amendment-19>

https://nationalwomenshistoryalliance.org/wp-content/uploads/gazette_How-Women-Won-Vote-.pdf

<https://www.britannica.com/topic/Nineteenth-Amendment>

<https://www.pbs.org/newshour/arts/5-things-you-might-not-know-about-the-19th-amendment>

<https://www.nps.gov/subjects/womenshistory/19th-amendment.htm>

<https://time.com/5833604/1918-flu-pandemic-women-suffrage-movement/>

<https://theconversation.com/19-facts-about-the-19th-amendment-on-its-100th-anniversary-134517>

<https://www.aarp.org/politics-society/history/info-2020/black-women-voting-rights.html#quest1>

<https://msa.maryland.gov/msa/educ/exhibits/womenshall/html/chissell.html>

Current Events

<https://www.history.com/topics/womens-history/feminism-womens-history>

https://www.huffpost.com/entry/despite-a-century-of-wome_b_11970308

<https://www.aarp.org/politics-society/history/info-2020/civil-rights-leaders.html>

<https://www.cnn.com/2020/01/17/global-wealth-inequality-is-founded-on-sexism-oxfam-international.html>