



Programming Ideas

[Create a Role Model Medal Lesson Plan](#)

Lesson plan from National Museum of American History to create a medal recognizing a female role model. Adapt “Think About” section for programming use, with English language learners.

[Objection and Answer Banner Lesson Plan](#)

Lesson plan from National Museum of American History to analyze banners from women’s suffrage movement. Adapt “Think About” section for programming use, with English language learners.

[Women Inventors and Their Inspirations Resource Guide](#)

Handout from National Museum of American History with profiles of notable women inventors and related questions for discussion and activities that could be replicated onsite.

Additional Resources

For Facebook, Twitter chats/posts

[Setting the Precedent: Four Women Who Excelled in Business](#)

Interactive online exhibition from National Museum of American History that profiles four women who excelled in business and set the precedent for women in the workplace.

[COBOL and Grace Hopper](#)

Webpage from National Museum of American History on the development of the COBOL computer programming code and the role of Grace Hopper in its development and use.

[Marion Donovan Life and Work](#)

Webpage from National Museum of American History profiling life and work of Marion O’Brien Donovan, inventor of the precursor to the disposable diaper.

[Clothing in Women’s Suffrage](#)

Blog post from the National Museum of American History on the role of clothing in the suffrage movement.

[Smithsonian Women Scientists: Katherine Ralls](#)

Profile of Smithsonian biologist Katherine Ralls, whose work focuses on the conservation of animals. Includes video content.





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[Smithsonian Women Scientists: Rachel Collin](#)

Profile of Smithsonian biologist Rachel Collin, whose work focuses on the evolution of marine invertebrates. Includes video content.

Podcasts

[Political Machines: Innovations in Campaigning and Advertising](#)

Podcast from National Museum of American History featuring Rachna Choudhry, who talks about how POPVOX.com bridges the gap between the input the public wants to provide & the information Congress needs to receive. MP3 can be downloaded from link.

[Lecture on Elizabeth Cady Stanton and Susan B. Anthony](#)

Podcast lecture by author Penny Coleman on the influence of suffragettes Elizabeth Cady Stanton and Susan B. Anthony.

Other

[Women's History Photos](#)

Smithsonian Flickr photostream featuring historic photographs of notable women in American history, can be downloaded at a range of dpi.

[Women of Our Time](#)

Exhibition website from National Portrait Gallery focused on photos of influential women in 20th century America. Includes podcasts that discuss particular photos in the exhibition.

[Lalla Essaydi: Revisions](#)

Exhibition website from National Museum of African Art on the work of artist Lalla Essaydi, whose photos challenge the role of women in society. Includes video of the artist speaking on a piece in the exhibition.

Image Guide

Use these images (found at americanspaces.state.gov) from Smithsonian Collections and associated discussion questions to facilitate dialogue online.

Image 1

Citation: Alice Paul's "Jailed For Freedom" Pin, metal, 1917, National Museum of American History, Smithsonian Institution.



In January 1917, discouraged by President Wilson’s continued opposition to the suffrage amendment, Alice Paul, the leader of the National Woman’s Party (NWP) posted pickets at the White House gates—the first people to ever picket the White House. These “silent sentinels” stayed on duty in all weather and in the face of threats, taunts, and physical violence. Using their banners and their quiet courage they asked, “Mr. President How Long Must Women Wait for their Liberty?” and “Mr. President What Will you do for Woman Suffrage?” Hoping to provoke a response, the language on the banners became more inflammatory. They used the president’s own words against him and pointed out the hypocrisy of his leading the country into the First World War to defend freedom while denying it to the women of his own country. Crowds who believed the pickets’ activities were disloyal in a time of war attacked the suffragists and destroyed their banners. In July the police began arresting the pickets for “obstruction of traffic.” When they refused to pay fines they were imprisoned. When they went on hunger strikes to demand the rights of political prisoners they were forcibly fed—a painful and invasive procedure. The pickets continued despite the risk. Paul had endured such treatment while she was in England. Although she knew what lay ahead and that she, as the organizer of the picketing, would receive a harsher sentence, she insisted on taking her place on the picket line. She was arrested in October. While in jail she was forcibly fed and threatened with commitment to an insane asylum. Reports of the long sentences, abuse, and the courage of the suffragists became public and all prisoners were released in November.

In a December ceremony the imprisoned suffragists were awarded with small silver pins in the shape of prison doors with heart-shaped locks. The “jailed for freedom” pins were designed by Nina Allender. This pin was awarded to Alice Paul. The Nineteenth Amendment to the Constitution enfranchising women was ratified in August 1920.

Discussion Questions:

- *What details do you observe in the pin?*
- *What message do you think the designer of this pin was trying to send?*
- *Are there social or political issues that are important to you? If you could design a pin to raise awareness of that issue, what would it look like?*

Image 2

Citation: Business Women’s Exhibit, 1937, Scurlock Studio Records, Archives Center, National Museum of American History, Smithsonian Institution.

A meeting of African-American women in business in 1937.

Discussion Questions:

- *What details do you observe in this photo?*
- *What kind of obstacles do you think the women in this photo may have faced?*
- *Are there organizations or groups for women interested in business in your community? What would it take to start one?*





Image 3

Citation: Suffragettes in the Cadillaqua Auto Parade, Detroit, 1912, Archives of American Art, Smithsonian Institution.

Women's suffrage section, decorated by Society of Arts and Crafts, without prejudice. Miss Dyar heads official car.

Discussion Questions:

- *What details do you observe in this photo?*
- *What kind of reaction do you imagine the women in this photo might have received from the crowd?*
- *What are some ways you can raise awareness on an issue that's important to you?*

Image 4

Citation: Smithsonian Institution Archives. Image SIA2008-1731.

Billington; National Organization for Women (NOW) founder and president Betty Naomi Goldstein Friedan (1921-2006); NOW co-chair and Washington, D.C., lobbyist Barbara Ireton (1932-1998); and feminist attorney Marguerite Rawalt (1895-1989). Rawalt was an attorney with the Internal Revenue Service, a former president of the Federal Bar Association, and a tireless advocate for women's rights.

Discussion Questions:

- *How would you describe the women in this photo?*
- *After reading the caption information about each woman's background, what kind of conversation do you imagine they might be having?*
- *What are some ways you can collaborate with other women in your community to achieve mutual goals?*

Image 5

Citation: Edith Mayo, Smithsonian Institution Archives. Image 77-11657-13.

National Museum of History and Technology's, now the National Museum of American History, Political History Division Assistant Curator Edith Mayo holding a banner from the 1913 Suffrage March, belonging to the archives of the National Woman's Party, on August 26, 1977.

Discussion Questions:

- *How would you describe the woman in this photo?*
- *What are some rights or abilities that you have that your mother or grandmother did not have?*





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- *By 1977, at the time of the photo, American women had gained many rights but there were still inequities between women and men in many aspects of life. What are some issues that you think are important for women to make progress on?*

Image 6

Citation: Minna P. Gill, Smithsonian Institution Archives, Image SIA2008-1951.

During the 1910s, as a young woman, Washington, D.C., native Minna P. Gill was active in the women's suffrage movement and participated in many demonstrations for women's rights. After earning her B.B.A. at the University of Texas, she worked as Science Service librarian during the 1920s and 1930s and later worked in the Smithsonian library, retiring in 1955. An accomplished amateur artist, Gill was active in the Washington Arts Club and the alumni association for Alpha Phi sorority

Discussion Questions:

- *How would you describe the woman in this photo?*
- *Who are some of your female role models from the past?*
- *Who are some female role models in your own community?*

Image 7

Citation: Alice Hamilton, Smithsonian Institution Archives, Image SIA2008-3287.

An expert in occupational health issues, Dr. Alice Hamilton (1869-1970) was Assistant Professor of Industrial Medicine, Harvard Medical School. After graduating from the University of Michigan, Hamilton did additional research in Germany and then began a lifelong effort to apply bacteriology, pharmacology, and toxicology to public health. She worked briefly at Hull House in Chicago and in 1919 became the first woman on the faculty of the Harvard Medical School, remaining at Harvard until her retirement in 1935.

Discussion Questions:

- *How would you describe the woman in this photo?*
- *Who are some of your female role models from the past?*
- *Who are some female role models in your own community?*

Image 8

Citation: Winifred Phillips Hathaway, Smithsonian Institution Archives, Image SIA2008-3553.

Winifred Phillips Hathaway (1870?-1954), Associate Director, National Society for the Prevention of Blindness, had just received the Leslie Dana Gold Medal at the June 1937 Association for Research in Ophthalmology meeting when this photograph was distributed. A Radcliffe College graduate, Hathaway had earned a master's from CUNY, worked as a teacher and public health researcher, and then during the 1920s began organizing sight-saving courses in schools.

Women's History Month





Discussion Questions:

- *How would you describe the woman in this photo?*
- *Who are some of your female role models from the past?*
- *Who are some female role models in your own community?*

Image 9

Citation: Elizabeth Lee Hazen and Rachel Brown, Smithsonian Institution Archives, Image SIA2008-3566.

In 1950, microbiologist Elizabeth Lee Hazen (1888-1975) and chemist Rachel Brown (1898-1980), Division of Laboratories and Research, New York State Department of Health, Albany, developed an effective antifungal agent (nystatin) for yeast infections. This photograph was distributed in 1955 when Hazen and Brown were given the first Squibb Award for achievements in chemotherapy

Discussion Questions:

- *What details can you observe in this photo?*
- *What kind of obstacles do you think the women in this photo may have faced?*
- *What are some ways you can collaborate with other women in your community to achieve mutual goals?*

Image 10

Citation: Mary Elizabeth Switzer, Smithsonian Institution Archives, SIA2009-0979.

Mary Elizabeth Switzer (1900-1971) was Director of the Office of Vocational Rehabilitation in the U.S. Department of Health, Education, and Welfare and co-winner of the Lasker Award in 1960 with Paul Wilson Brand (1914-2003), a missionary surgeon in Velore, and Gudmund Harlem, Norwegian Royal Minister of Health and Social Affairs. Switzer was known for her work on the 1954 Vocational Rehabilitation Act, which expanded services for people with disabilities

Discussion Questions:

- *How would you describe the woman in this photo?*
- *Who are some of your female role models from the past?*
- *Who are some female role models in your own community?*

Image 11

Citation: Smithsonian Institution Archives, Image SIA2009-2688.

Scientists at the U.S. Public Health Service's Communicable Disease Center in Montgomery, Alabama, had just discovered that the Brunhilde type of polio virus could be grown in mice. Shown, left to right, are:





Mrs. Anna Hall, C.P. Li, (Chief of the Special Projects Unit), Mrs. Auburn Hall, Morris Schaeffer (medical director in charge of the Virus & Rickettsia Laboratory) Mrs. Johnnie Johnson, and Miss Ann Beasley

Discussion Questions:

- *What details can you observe in this photo?*
- *What kind of obstacles do you think the women in this photo may have faced?*
- *Are there important issues on which men and women can work together to make change?*

Image 12

Citation: Elisabeth Schwarzhaupt, Smithsonian Institution Archives, Image SIA2009-2816.

Elisabeth Schwarzhaupt (1901-1986) was the Federal Minister of Health in West Germany, 1961-1966, and first woman in the Bonn cabinet. In an exclusive interview to Science Service writer Faye Marley ("West German Health Secretary Applauds U.S. Medicare," Science Service press release, January 19, 1966), Schwarzhaupt described the differences in health care in East and West Germany, such as the state of "freedom" with which drugs administered and how physicians are paid. Schwarzhaupt had studied law in Frankfurt and Berlin, 1920-1925, then worked in a municipal legal advice firm, and later as an assistant judge. As member of the German People's Party, she opposed the Nazis and was not allowed to continue as a judge, but, from 1936, worked as a legal expert for the Protestant Church in Germany. After the war, she joined the Christian Democratic Union and was elected to the Bundestag in 1953. As Minister of Health, she oversaw a wide range of issues, including air pollution, water and sanitation, consumer protection, food and drug sales, and health delivery.

Discussion Questions:

- *How would you describe the woman in this photo?*
- *Who are some of your female role models from the past?*
- *Who are some female role models in your own community?*

Image 13

Citation: The Suffrage Meeting, Theresa Bernstein, 1914, Smithsonian American Art Museum.

Discussion Questions:

- *What details can you observe in this painting?*
- *What kind of obstacles do you imagine the women in this painting may have faced?*
- *What are some ways you can collaborate with other women in your community to achieve mutual goals?*

