

InsideART, Spring 2021— *Still Here and Marking Monuments*

# InsideART

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## Title

*The Quest for Equality: Human Rights & Women's Civil Rights through Art*

## Estimated Time for Completion of Lesson

2 class periods for lesson, plus class time for project

## Concept/Main Idea of Lesson

In this lesson, students will gain a deeper understanding of human rights and women's civil rights, specifically, the women's suffrage movement in the United States while learning about the art of Hank Willis Thomas.

## Intended Grade Levels

Grades 6-12

## Infusion/Subject Areas

Visual Arts  
Social Studies

## Curriculum Standards

### Next Generation Sunshine State Standards

- Visual Arts:

Grades 6-8

- **VA.68.C.3.3:** Use analytical skills to understand meaning and explain connections with other contexts.
- **VA.68.H.1.1:** Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

Grades 9-12

- **VA.912.C.3.3:** Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
- **VA.912.H.1.1:** Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

- Social Studies:

Grades 6-8:

- **SS.7.C.2.4:** Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- **SS.8.A.1.7:** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

- **SS.8.C.1.6:** Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

Grades 9-12:

- **SS.912.W.6.4** Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- **SS.912.A.5.7:** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- **SS.912.S.6.7:** Distinguish major differences between social movements
- **SS.912.S.6.8:** Investigate the consequences in society as a result of changes.

#### National Standards for Arts Education

- **Anchor Standard #8:** Interpret intent and meaning in artistic work.
- **Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art.
- **Anchor Standard #11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

#### National Council for the Social Studies

- Civic Ideals and Practices
- Power, Authority, and Governance
- Individuals, Groups, and Institutions
- Time, Continuity, and Change

#### Instructional Objectives

The student will:

Day 1 Objective:

- Critique how well the U.S. is currently upholding human rights;

Day 2 Objectives:

- Determine the individual's role in supporting human rights and women's civil rights;
- Analyze artwork and corresponding advertisements to determine meaning and possible social, political, other conditions reflected in the artwork;
- Discuss how artwork addresses and can be used as a medium of awareness and change;
- Discuss the roles U.S. women played during WWII;
- Examine the woman's suffrage movement in the U.S. and the 19<sup>th</sup> amendment giving women the right to vote;
- Analyze the current state of women's civil rights in the U.S. and gender inequalities in the 21<sup>st</sup> century;
- Discuss ways to redefine and provide liberty and justice for all;
- Discuss the consequences of the women's civil rights movement;
- Create a work (e.g., speech, song, dance, poetry, sculpture, drawing, cartoon, video, photograph) that represents the current state of human rights and/or women's civil rights in the U.S. today.

## **Learning Activities Sequence**

### **Day 1**

Prior to class on Day 1, activate the PowerPoint lesson and have slide 1 displayed prior to the inception of class.

#### **Attention-Getter:**

*Advance to slide 2.* Independently, without talking, have each student think about the question and take turns writing their responses on the classroom white board (or other board). Once all responses are recorded, engage students in a discussion based on their responses.

#### **Learning Activities:**

*Advance to slide 3.* Have students watch a 9:51 minute video from “Youth for Human Rights” about Human Rights, writing down any terms they need explained as well as any thoughts or ideas that occur to them as they view.

*Advance to slide 4.* As the video explained, the quest for human rights has a long history. Take a few minutes to review the following key events and the role each event played in advancing human rights:

1. The Cyrus Cylinder (539 B.C.)
2. The Spread of Human Rights
3. The Magna Carta (1215)
4. Petition of Right (1628)
5. United States Declaration of Independence (1776)
6. The Constitution of the United States of America (1787) and Bill of Rights (1791)
7. Declaration of the Rights of Man and of the Citizen (1789)
8. The First Geneva Convention (1864)
9. The United Nations (1945)
10. The Universal Declaration of Human Rights (1948)

*Advance to slide 5.* Explain to students that in 1948, the United Nations adopted the *Universal Declaration of Human Rights*. This declaration is often known as the “International Magna Carta.”

*Advance to slide 6.* Pass out the Universal Declaration of Human Rights (UDHR) handout to each student. Explain that this is an abridged copy of the UDHR. The 30 universal human rights are listed on the handout and also on the PowerPoint slide. Have students take turns reading each of the 30 rights one at a time and engage the class in a discussion on each right.

*Advance to slide 7.* Using the PowerPoint slide image displayed on the wall/screen, have students place a sticky note on the wall/screen where they believe the U.S. is faring on upholding the following human rights:

- Don't Discriminate
- Food and Shelter for All
- Right to an Education
- Student Choice (ask the class which Human Right they would like to poll)

If you are a BYOD school, consider creating a poll using Polleverywhere (<https://www.polleverywhere.com>) in lieu of the PowerPoint slide.

*Advance to slide 8.* Have students watch the 1:02 minute video on the 30<sup>th</sup> human right and ask students to share their thoughts on this right.

*Advance to slide 9.* Have a volunteer read the quote aloud to the class:

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”-Eleanor Roosevelt

Ask students the following questions as an exit slip activity:

- “What point is Eleanor Roosevelt trying to make?”
- “What role can you play in upholding human rights?”

Have students write their responses down. Collect the responses.

## **Day 2**

### **Learning Activities:**

Prior to class on Day 2, activate the PowerPoint lesson and have slide 11 on displayed prior to the inception of class. Students are to analyze the image displayed and respond to the following questions:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can you find?

*Advance to slide 12.* Explain that this is the original image from 1945. Ask students to independently analyze this image. Then ask a volunteer to read the caption under the image. Ask the class if the caption alters their perception of the image? If so, in what ways?

*Advance to slide 13.*

Explain that the advertisement was altered to reflect the present image by artist Hank Willis Thomas, a conceptual artist. Conceptual art is when the idea behind the work is often more important than the aesthetic, technical, and material concerns and/or the work itself. Point out to students the title of the picture and original date and Hank Willis Thomas’ date. Explain that this altered image of an advertisement is part of his larger exhibition titled, “Unbranded: A Century of White Women, 1915-2015.”

Information about this series by Hank Willis Thomas can be found at:

<https://www.wmagazine.com/gallery/hank-willis-thomas-white-women-advertising/>

*Advance to slide 14.* Provide students with a brief history of women in WWII. Detailed information on WWII & Women in the Workforce can be found at:

- <https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/women-wwii>

- <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/us-wwii/a/american-women-and-world-war-ii>

*Advance to slide 15.* As students to look closely at the picture and write down their responses to the following:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can we find?

*Advance to slide 16.* Explain that this is the original image from 1973. Ask students to independently analyze this image. Then ask a volunteer to read the caption under the image. Ask the class if the caption alters their perception of the image? If so, in what ways?

*Advance to slide 17.* Explain that the advertisement was altered to reflect the present image by artist Hank Willis Thomas. Point out to students the title of the picture and original date and Hank Willis Thomas' date. Explain that this altered image of an advertisement is part of his larger exhibition titled, "Unbranded: A Century of White Women, 1915-2015." Then engage students in a conversation about the history of Mount Rushmore, including the push for Susan B. Anthony, a US women's suffrage activist, to be included on Mt. Rushmore.

Ask students the following question:

- What do these modified ads have in common?

Based on student responses, engage students in a conversation about women's civil rights and how artwork addresses and can be used as a medium of awareness and change. The following website provides detailed information:

<https://www.npca.org/articles/1755-a-woman-on-mount-rushmore>

*Advance to slide 18.* Let the students know that for the remainder of the lesson, we will focus primarily on one of women's civil rights—suffrage.

*Advance to slide 19.* Take a few minutes to talk with students about Susan B. Anthony. Talking points:

- Leader of the woman's suffrage movement & abolition activist
- In 1869 founded the National Woman Suffrage Association with Elizabeth Cady Stanton
- In 1872 she was arrested and fined for voting
- 1890 merged the National Woman Suffrage Association and the American Woman Suffrage Association

Detailed information on Susan B. Anthony's life can be found at:

<https://www.womenshistory.org/education-resources/biographies/susan-b-anthony>

<http://www.crusadeforthevote.org/nwsa-organize/>

Detailed information on the National American Woman Suffrage Association:

<http://www.crusadeforthevote.org/nawsa-united/>

*Advance to slide 20.* Ask for a volunteer to read the 19<sup>th</sup> amendment aloud to the class. Engage the class in a conversation on the history of the 19<sup>th</sup> amendment.

Detailed information on the history of the 19<sup>th</sup> amendment can be found at:

<https://www.nps.gov/articles/2020-crash-course.htm>

*Advance to slide 21.* Pass out the handout, “On Women’s Right to Vote.” Explain to students that this is a very important speech made by Susan B. Anthony after her arrest for casting an illegal vote in the presidential election of 1872. She was tried and then fined \$100 but refused to pay. Once students have all independently read the speech, ask them to reread the second paragraph. Ask all students to think about what emotions this paragraph evokes in them. Once they have determined their emotion, ask them to stand or raise one hand. Once all students are standing or raising a hand, have a volunteer share and then sit down/lower hand. If anyone else has the same or similar response, they should also sit down/lower hand. Repeat until all are sitting/hands down. As students are sharing, you are to record their responses on the board. Have students look over the list generated and engage in a discussion on whether or not the statement is still relevant today for women. For all people.

*Advance to slide 22.* Have students watch this 6:04 minute video on the 19<sup>th</sup> amendment. Prior to starting the video, remind students that 2020 marks the 100 year of the 19<sup>th</sup> Amendment.

*Advance to slide 23.* Share with students that Hank Willis Thomas is a conceptual artist whose work centers on perspective, identity, commodity, media, and popular culture. His work has been shown throughout the U.S. and abroad. He earned a B.F.A. from New York University and an M.A./M.F.A. from the California College of the Arts. He was honored with honorary doctorates from the Maryland Institute of Art and the Institute for Doctoral Studies in the Visual Arts, Portland, ME in 2017.

*Advance to slide 24.* Organize students into two circles of equal numbers for an Inside-Outside Circle Activity. Each student in the outside circle should be facing a student in the inside circle so that students are broken up into pairs (one outside circle student with one inside circle student). Explain to students that they will engage in an inside-outside circle activity. Directions include 30 seconds of silent thinking after given a quote from the artists and corresponding question followed by 30 seconds of uninterrupted sharing from the outside member of the pair, 30 seconds of uninterrupted sharing from the inside member of the pair, and one minutes of collaborative talk. Students in the outside circle will then rotate clockwise one student and repeat the process.

#### Inside-Outside Circles Round 1

Tell students that in an article where Hank Willis Thomas spoke about the Black Lives Matter movement and his sculpture called, “All Power to All People” he made the following statement:

“I am looking forward to the moment where a lot of things I’m talking about are the norm. How do we continue to redefine and open new doors for other people to get more access to liberty and justice?” Ask students to discuss their thoughts on this question. While directly referring to the Black Lives Matter movement, ask students in what ways may his question pertain to human rights? Women’s rights?

*Advance to slide 25.*

### Inside-Outside Circles Round 2

In an interview, Hank Willis Thomas states, “It’s all about framing and context, that whoever’s framing gets to tell the story. The truth is a contentious space.” Discuss your thoughts on this statement. Who is framing the story of women’s civil rights? Human rights? What is the message?

*Advance to slide 26.* Explain that Emmeline Pankurst was part of the Woman’s Suffrage movement in England who came to the Hartford, Connecticut on November 13, 1913 to deliver a speech about the movement. This video includes parts of this famous speech titled, *Freedom or Death*. Have student watch the 3:55 minutes video and engage them in a conversation about equal rights, the women’s suffrage movement, and who “frames” the story of the women’s suffrage movement. Possible conversation starters include:

- “How powerful is the vote?”
- “Throughout history there seems to always have been a people of power and a people who are suppressed. Why do you think this is so?”
- “Who frames the story of the women’s suffrage movement?”
- “In what ways is Emmeline Pankurst’s speech relevant to today’s society?”

*Advance to slide 27.* Engage the class in a conversation on the following:

- What are the consequences (effect of the action) of the women’s civil rights movement?
- Where is their room for opportunity and growth?

### **Closure:**

*Advance to slide 28.* Close the lesson by talking about gender inequalities that still exist today. Detailed information can be found at: <https://today.tamu.edu/2020/08/18/what-modern-social-justice-activists-can-learn-from-the-womens-suffrage-movement/>

Ask students to do a quick think-write-pair-share centered on the following prompt:

- Three takeaways or things you learned from this lesson
- Two interesting facts you learned from this lesson.
- One question you still have after engaging in this lesson.

### **Evaluation**

*Advance to slide 29.* Have students critically analyze the present state of human rights and/or women’s civil rights in the U.S. Have students creatively express their analysis using a desired medium (speech, song, dance, poetry, sculpture, drawing, cartoon, video, photograph).

### **Optional Extension Activities**

- Watch the 2015 movie, “Suffragette.” Trailer can be found at <https://www.youtube.com/watch?v=056FI2Pq9RY> Then, create a work (artwork, poem, infographic, speech, song, etc) that distinguishes the similarities and differences between US-based women’s rights movement and the women’s rights movement in England.

- Learn about Women’s Equality Day (August 26<sup>th</sup>). Read: <https://constitutioncenter.org/interactive-constitution/blog/why-august-26-is-known-as-womans-equality-day>

### **Materials and Resources**

- PowerPoint Presentation
- Projector and speakers
- Internet access for videos
- Paper and pens/pencils (for notetaking)
- HO1 Universal Declaration of Human Rights (Abridged for Youth) handout
- HO2 On Women’s Right to Vote handout

### **Special Learner Accommodations**

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Small group discussions/Cooperative learning
- Differentiated assessment

### **Internet Links**

- Brulliard, N. (2018, Feb. 28). A woman on Mount Rushmore? <https://www.npca.org/articles/1755-a-woman-on-mount-rushmore>
- National Constitution Center. (2020, Aug. 26). Why is August 26<sup>th</sup> known as women’s equality day? <https://constitutioncenter.org/interactive-constitution/blog/why-august-26-is-known-as-womans-equality-day>
- Hank Willis Thomas. Bio. <https://www.hankwillisthomas.com/BIO/1>
- Henton, L. (2020, Aug. 18). What modern social justice activists can learn from the women’s suffrage movement. Texan A&M Today. <https://today.tamu.edu/2020/08/18/what-modern-social-justice-activists-can-learn-from-the-womens-suffrage-movement/>
- Khan Academy. American women and World War II. <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/us-wwii/a/american-women-and-world-war-ii>
- National Park Service. (2019, Dec. 4). The 19<sup>th</sup> amendment: A crash course. <https://www.nps.gov/articles/2020-crash-course.htm>
- Picard, C. (2019, Nov. 1). ‘Public art is propaganda, frankly’: Hank Willis Thomas discusses gun violence and the urgent need for alternative memorials. <https://www.theartnewspaper.com/interview/hank-willis-thomas-public-art-is-propaganda-frankly>
- Sargent, A. (2015). Photos: Hank Willis Thomas recalls the past century. <https://www.wmagazine.com/gallery/hank-willis-thomas-white-women-advertising>
- The Guardian. Great speeches of the 20<sup>th</sup> century: Emmeline Pankurst’s freedom or death. <https://www.theguardian.com/theguardian/2007/apr/27/greatspeeches>
- The Guardian. Hank Willis Thomas: ‘The work will not be complete in our lifetime.’

<https://www.theguardian.com/artanddesign/2020/jul/30/hank-willis-thomas-afro-pick-sculpture-activism>

- The History Place. Susan B. Anthony: On women's right to vote. <http://www.historyplace.com/speeches/anthony.htm>
- The National WWII Museum. History at a glance: Women in World War II. <https://www.nationalww2museum.org/students-teachers/student-resources/research-starters/women-wwii>
- United for Human Rights (2021). Brief history of human rights. <https://www.humanrights.com/what-are-human-rights/brief-history/>
- Youth for Human Rights International. (2009). Universal declaration of human rights abridged for youth. <https://www.youthforhumanrights.org/download/>