SEAT AT THE TABLE
Exhibition Educator’s Guide

Activities for students in grades 6-12 based on state education standards
Vision 2020’s “Seat at the Table” exhibition is a once-in-a-lifetime learning opportunity for teachers and students.

Part of *Women 100: A National Celebration of American Women*, the exhibition commemorates the 19th Amendment to the U.S. Constitution, which granted women the right to vote. It also presents a snapshot of gender equality in the United States today and asks the compelling question, “Where are we now?” 100 years after the amendment was passed.

At every turn, the interactive exhibition gives students an opportunity to connect with history in a fresh way, learn the importance of civic engagement and explore contemporary issues.

**How to Use This Guide**

This Educator’s Guide gives teachers a framework for making the most of field trips to the exhibition. Based on state education standards, it provides guidance for the experience through activities to be completed Before You Visit, When You Visit and After You Visit.

The guide is divided into themed units reflecting the topics addressed in the exhibition. Activities are designed to promote discussion and insight through a variety of oral and written tasks that can be done as a class or individually. They are geared to the interests and reading levels of grades 6-12. Each activity is coded to indicate the Pennsylvania and New Jersey education standards that support it in English Language Arts and Social Studies. The standards are listed at the end of the guide.

To increase interactivity and access for students, the “When You Visit” activities may be viewed by smart phones at Women100.org/Student-Activities.

Educators may use this guide for a general introduction to the exhibition or for a more robust and in-depth investigation of the topics explored. Teachers may choose which activities to do as a class, and which to assign to individual students or groups.

“Seat at the Table” is free and open daily, March 1 – September 30, 2020 in the lobby of the Kimmel Center for the Performing Arts, 300 S. Broad Street, Philadelphia, PA 19102

**To Schedule a Class Trip to the Exhibition**

Please contact Kathie Cronk at the Kimmel Center:
KCronk@KimmelCenter.org or 215.790.5819
With passage of the 19th Amendment to the U.S. Constitution, women won the right to vote, and with it a seat at the table in politics and government. Empowered by this victory, they soon gained rights and opportunities in other fields as well.

One hundred years later, Americans are celebrating the gains women have achieved throughout society. Yet much remains to be done. Women are half the American population, yet there are still many tables at which they have too few seats. The remaining challenge in the quest for true gender equality is achieving an equal number of seats for women and men at the tables where important decisions are made.

Who gets a seat at the table where important decisions are made? Cabinet members (pictured meeting at the White House) are chosen by the President. Photo credit: Whitehouse.gov

Before You Visit

In the 100 years since passage of the 19th Amendment, women have made gains in countless career fields beyond politics and government. Yet they often have faced challenges and obstacles not experienced by men in those fields. And they continue to face challenges. As a class, discuss women you know or have read about who have achieved success. Or use the internet and other resources to read about successful women. Discuss the skills and character traits these women needed to become successful. Then discuss challenges or obstacles they needed to overcome to achieve success. Were these obstacles different from those faced by men in the same careers? When you visit the “Seat at the Table” exhibition, look for evidence of obstacles women have faced in careers, and how they overcame them. Point out obstacles to classmates and discuss.

When You Visit

This activity may be accessed by smart phone at Women100.org/Student-Activities

The “Seat at the Table” exhibition explores the gains women have made over the last 100 years and the challenges they have overcome while achieving success. It looks at the lives of pioneering women who became successful leaders and explores data that shows challenges women still face in the world of work. When you visit, look for evidence that shows the gains women have achieved and challenges they have faced now and in the past.

Find a pioneering woman who has achieved success as a leader. What did she achieve?

What obstacles did she overcome?

Find the table graphics showing the percentage of women who hold positions in different career fields. Pick a career field in which women represent a small percentage of positions.

What obstacles have women faced in that field that have limited their opportunities?

Find one or two career fields in which women hold a high percentage of positions.

What factors made more of these positions available to women?


After You Visit

The “Seat at the Table” exhibition offers a wealth of information about the 19th Amendment, women’s right to vote and the status of gender equality in the United States. Some of the information may be familiar to visitors, but much may be new. What were the most surprising things you learned by visiting the exhibition? As a class, discuss things that surprised you, gave you better understanding or made you think in new ways about women’s rights and gender equality. Finish by writing a letter to exhibition organizer Vision 2020, outlining the importance of what you learned. The address is Vision 2020, 2900 W. Queen Lane, Philadelphia, PA 19101.

With passage of the 19th Amendment to the U.S. Constitution, women won the right to vote and a new voice in government and politics. Half the U.S. population was empowered to express their views on matters of national policy and participate in choosing the leaders who set that policy. Now, 100 years later, there are more women in Congress than ever before. There are more women governors and mayors of major cities. Yet Americans have never elected a woman as president – even though 75 other countries have had a female head of state. And fewer than one-quarter of U.S. senators and representatives are women today. “We’re half the people,” declared Jeannette Rankin, the first woman elected to the U.S. Congress. “We should be half the Congress.”

Before You Visit
At all levels of government, women play a more prominent role today than ever before. A record 102 women were elected to the U.S. House of Representatives in 2018, and 25 women now hold seats in the 100-member U.S. Senate. A record six women entered the race for the Democratic nomination for president in 2020, and the Democrats’ nominee for president in 2016 was a woman for the first time. Hundreds of women are expected to run for the U.S. House, U.S. Senate and statewide offices in 2020. As a class, discuss the influence women candidates have had on politics and government. What attitudes and issues do female candidates bring to the table that are different from those men bring? How does including both women and men broaden discussion of important issues? Why is it important to have women’s voices in the mix when voters choose national and state leaders? Before you visit the “Seat at the Table” exhibition, follow news about women who are influencing government and politics today. Discuss their contributions with classmates.

After You Visit

The “Seat at the Table” exhibition emphatically demonstrates why women felt gaining the right to vote was the essential first step for achieving gender equality. “I saw clearly that the power to make laws was the right through which all other rights could be secured,” declared early activist Elizabeth Cady Stanton. Politics also gave women a way to make their voices heard. “If they don’t give you a seat at the table, bring a folding chair,” said Shirley Chisholm, the first African American woman elected to the U.S. House and the first to run for president as a major party candidate. One hundred years after passage of the 19th Amendment, politics and government are still at the center of the struggle for gender equality. As a class, discuss how the exhibition illustrated the connections between politics and other career fields in women’s quest for gender equality and equal opportunity. Use points from the discussion to write a paragraph or short paper analyzing the influence of politics on women’s efforts to achieve gender equality.

It’s often said that if you want to understand politics or business you need to “follow the money.” The same can be said if you want to understand obstacles women face, and have faced, in their quest for gender equality. Women cannot achieve full equality without achieving financial equality, or attain personal independence without economic independence. To achieve those goals, they need a seat at the tables where leaders make decisions that shape the worlds of business and finance. Gaining equal financial standing gives women control over their daily lives and their prospects for the future. It corrects a long history of financial inequality and lays a foundation for equal opportunity going forward.

Before You Visit

Economic equality is a cornerstone for gender equality. American women knew that from the early days of the nation, when they were prevented from making a living independently, signing contracts, attending college or running for office. Even 50 years ago, women could not get mortgages to buy property, sign leases or get a credit card in their own name. As a class, discuss how such restrictions limited the opportunities women had and how that kept them from reaching their full potential. Then discuss how limiting women limited the nation as a whole from reaching its full potential. When you visit the “Seat at the Table” exhibition, look for stories about pioneering women who achieved success in business. How has their success helped other women overcome the challenges of economic inequality? What actions have they taken to reduce economic inequality?


The Fortune 500, an annual list of America’s largest companies, showed 6.6% of them were led by women in 2019. Among women CEOs of Fortune 500 companies, Mary T. Barra (far left) leads the largest company: General Motors. Photo credit: General Motors. Joey Wat (center) is the only current Fortune 500 CEO who is a woman of color. Photo credit: Wikipedia. The only black woman to lead a Fortune 500 company was Ursula Burns (right), who was CEO of Xerox from 2009-2016. Photo credit: Xerox.
When You Visit

🌟 This activity may be accessed by smart phone at Women100.org/Student-Activities

The “Seat at the Table” exhibition documents the gains women have made in business and finance, and examines the obstacles that still keep women from rising to the highest levels of leadership. With classmates, find and study statistics on the status of women in business leadership positions. Discuss what challenges the statistics reveal for working women today, especially women of color.

Find statistics on the success of women as business leaders. What gains have women made in rising to the job of CEO (chief executive officer)?

________________________________________________________________________

________________________________________________________________________

What percentage of CEO jobs do women hold?

________________________________________________________________________

________________________________________________________________________

Find information on women of color in the workplace. What percentage of senior-level and manager jobs are held by women of color?

________________________________________________________________________

________________________________________________________________________

Among women of color who hold those jobs, which racial or ethnic group holds the largest share?”

________________________________________________________________________

________________________________________________________________________


After You Visit

The “Seat at the Table” exhibition documents the challenges that women still face in business and finance. When you return from the exhibition, discuss statistics and other evidence you saw that documented these challenges most dramatically. Then pick a career field in which women still face challenges. Use the internet, news sources and other resources to research why women have limited opportunity in that field and what would have to change for women to gain entry and advance. Share your findings with the class.

When the national U.S. women’s soccer team won its second straight World Cup last year, fans didn’t break into the traditional cheer of “USA! USA!” Instead, crowds chanted “Equal pay! Equal pay!” The fans were supporting the team’s lawsuit to be paid and supported at the same level as the U.S. men’s national soccer team.

Most women don’t get the attention of a championship soccer team, but they share the workplace experience of being paid less for doing the same work as men. In almost every occupation, men are paid more than women, even when women hold more academic degrees or have more on-the-job experience.

This gender income gap begins as soon as women enter the workforce and widens over time. It even affects fields in which women traditionally have held the majority of jobs, because these career fields pay less than fields dominated by men that require comparable training and education. Closing the gender income gap remains a major goal for women.

Before You Visit

The gender income gap affects women in all career fields. Often they don’t know they are being paid less than men performing the same jobs. Lilly Ledbetter was one of those women, learning just before retirement that she had been paid far less than men throughout a 19-year career as a supervisor for Goodyear Tire and Rubber in Alabama. Ledbetter sued, and her case led to passage of the Lilly Ledbetter Fair Pay Act of 2009. “Unequal pay hurts women,” Ledbetter said. “It hurts their families. And it hurts us all.” Before visiting the “Seat at the Table” exhibition, discuss how you think the gender income gap came to exist. What social factors and social roles contributed to it? What factors have allowed it to continue? What steps will need to be taken to end it? Will those steps include government action or legislation? Make posters or graphic organizers to illustrate the factors that have contributed to the gender income gap.

When You Visit

This activity may be accessed by smart phone at Women100.org/Student-Activities

One of the most powerful displays in the “Seat at the Table” exhibition details the gender income gap by highlighting what different groups of women are paid compared to the salaries of white men. When you visit, find the statistical comparison from the U.S. Census Bureau showing what these groups of women working full time are paid for every $1.00 paid to white men working full-time.

How much are Latina women paid?

How much are American Indian and Alaska Native women paid?

How much are African American women paid?

How much are Native Hawaiian and Pacific Islander women paid?

How much are white women paid?

How much are Asian women paid?


After You Visit

The “Seat at the Table” exhibition dramatically documents the impact of the gender income gap on American women. When you return from the exhibition, discuss what evidence most surprised you or had the greatest impact on your understanding of the issue. Then break into teams or pairs and research the latest information on the income gap and what could be done to address it. You may start with such sources as the American Association of University Women — www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap — or the Institute for Women’s Policy Research — www.iwpr.org/issue/employment-education-economic-change/pay-equity-discrimination — and then expand your search with other resources. Finish by creating a PowerPoint presentation titled “Update on the Gender Income Gap.” Discuss the presentations as a class and use them to draft a proposal for dealing with the income gap locally or nationally. Share your proposals with local, state or national legislative leaders.

For American women, the quest for gender equality has been a journey of struggle and perseverance, aspiration and inspiration. At every stage, women of courage have risen up to lead with the power of their convictions and the example of their character.

From the early suffragettes seeking the right to vote to women breaking the glass ceilings of business, these women have persisted, persevered and led by example. They have refused to be discouraged by obstacles or thwarted by setbacks. By seeking to do great things — and inspiring others to greatness — they have raised gender equality to an issue of national priority over the last 100 years, and advanced women closer to equal treatment and opportunity. They have been agents of change not only for women, but for all America.

Before You Visit

In the history of America, women have become agents of change again and again. They have done it in career fields as varied as politics, communications, business, sports and the sciences. And they have done it in the face of obstacles, resistance and outright discrimination. The crusaders for women’s right to vote were certainly agents of change, winning passage of the 19th Amendment to the U.S. Constitution. One hundred years later, women are still striving to bring change to America, to specific career fields and to society as a whole. In both big and small ways, they are working to make the world more open, more fair and more rewarding for women. Before you visit the “Seat at the Table” exhibition, discuss women you know or have read about who are seeking to bring change to neighborhoods, communities and the nation. Talk about what motivates them to work for change and the obstacles they have faced. Discuss how their efforts can inspire both women and men to be agents of change in their own ways. Finish by writing the words “Agents of Change” down the side of a sheet of paper. Use each letter of the words to begin a phrase or sentence describing the impact agents of change have on society. Share ideas and discuss.

When You Visit

★ This activity may be accessed by smart phone at Women100.org/Student-Activities

The “Seat at the Table” exhibition introduces visitors to women who have been agents of change or pioneers in their fields throughout American history. There are leaders in politics and government, of course, but also pioneers in business and finance, communications and media, sports, the STEM fields (science, technology, engineering and mathematics) and social change and activism. Some are historical figures from the past, while some are very much alive and active today. Some have made their mark over long careers and some are young adults having an impact early in life. When you visit the exhibition, find the wall of interactive touch screens profiling these pioneering women and read their life stories.

Find and read about agents of change or career pioneers from the past. Select one and answer the following questions:
Who is this woman?
What did she accomplish?
What obstacles did she face?
What did she say about her efforts?

Find and read about agents of change or career pioneers who are active today. Select one and answer the following questions:
Who is this woman?
What has she accomplished?
What obstacles has she faced?
What has she said about her efforts?

Compare your choices with those of classmates and discuss.


After You Visit

The “Seat at the Table” exhibition showcases a variety of women who have been agents of change or pioneers in their career fields. Their stories illustrate the challenges women have faced and the obstacles they have overcome to achieve success or bring change to the nation. When you return from the exhibition, discuss women you learned about whose efforts continue to inspire women today. Think about one from the exhibition and search the internet and news sources for another woman who could be inspired by her. Write a paragraph or a letter to a friend, explaining how the selected woman from the exhibition could inspire the woman in the news or other women. Include one way the selected woman inspires you.

The “Seat at the Table” exhibition chronicles how far American women have come since winning the right to vote with passage of the 19th Amendment 100 years ago. It examines gains women have made in politics, government, business and other fields, and obstacles that still prevent women from attaining equality with men. As a nation, where do we go from here? What are the next steps that need to be taken to move women closer to full equality? First, people who support women’s equality must work to maintain the gains women have made in politics, government, business and the other institutions that shape policy and control opportunity.

On top of that, supporters of women’s equality must:

• register more women voters, encourage more women to enter public service, and support women candidates so that they win more elections to positions of influence
• continue to push for women’s promotion to the top leadership positions in businesses and institutions that make financial decisions that shape society
• continue to educate the public and raise awareness about the importance of gender equality to American society

In short, supporters of equality must push again and again for women to have a Seat at the Table in every aspect of society until women and men are equally represented.

Before You Visit

The celebration of the 100th anniversary of the 19th Amendment is not a one-day event. It is a yearlong commemoration organized by Vision 2020 called Women 100: A National Celebration of American Women. It includes the “Seat at the Table” exhibition, public forums, a national gathering of college students, a National Congress of women thought leaders and a nonpartisan nationwide voter registration drive to get more women involved in the electoral process. Before you visit the exhibition, visit the Women 100 website at www.women100.org to learn more about events and activities designed to help determine where we go from here to achieve women’s economic, political and social equality. As a class, discuss the various programs, including which you think will be most effective in advancing the goal of gender equality. Write a letter to Vision 2020 leaders offering feedback and suggesting ways that communities, schools and neighborhoods could get involved in the discussion. The address is Vision 2020, 2900 W. Queen Lane, Philadelphia, PA 19101.


On the website of Women 100, visitors can find information on women-themed exhibits and events going on throughout 2020 and keep up to date on women making news. Those 18 and older can participate in Vision 2020’s nationwide, nonpartisan voter mobilization campaign.
When You Visit

This activity may be accessed by smart phone at Women100.org/Student-Activities

One of the most engaging — and important — features of the “Seat at the Table” exhibition is the display that directly asks visitors “What’s Your Vision?” for achieving equality between women and men. This interactive call to action asks visitors to vote on the number one goal they would support in the year 2020. Choices are the four pillars of the Vision 2020 celebration of the 19th Amendment:

- Women and men sharing leadership 50-50
- Equal pay for equal work
- More women voting and in public service jobs
- Education inclusive of women’s history

Before you vote, use the space below to predict which of the four choices you think will be favored by visitors. Write why you think visitors will vote this way.

________________________________________

________________________________________

________________________________________

After you vote, check out the overall results for voting by exhibition visitors. Discuss the outcome with classmates, why you think visitors voted as they did and why you voted as you did.


After You Visit

One of the most significant initiatives of the yearlong celebration of the 19th Amendment is a nationwide, nonpartisan voter registration drive to get more women involved in the electoral process. In the United States today, more women vote than men, but one out of every three women does not exercise her right. In the 1920 presidential election weeks after the 19th Amendment took effect, 15 percent of women voted. By 1972 that percentage was four times greater, with 62 percent of eligible woman voting. That number remains virtually unchanged today. In the 2016 presidential election, 63 percent of eligible women voted. About 28 percent of eligible women that year did not even register to vote. As a class, discuss reasons why some people do not register to vote. Are the reasons men and women don’t register the same or different? How could more people be persuaded to register and take part in elections? In teams, research nonpartisan organizations that help register people to vote, and which accept volunteers to help with their efforts. Brainstorm to generate an idea for a public service TV ad that would encourage people to register to vote or encourage volunteers to join nonpartisan voter registration efforts.

The activities in this Educator’s Guide are supported by the following Pennsylvania and New Jersey education standards in English Language Arts and Social Studies. Each activity is coded to allow easy reference to this list.

**Pennsylvania English Language Arts**

**GRADE 8**

CC.1.2: Students read, understand, and respond to informational text — with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.2.8.B. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.4: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.C. Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.H. Introduce and state an opinion on a topic.

CC.1.4.8.M. Write narratives to develop real or imagined experiences or events.

CC.1.4.8.V. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.8.W. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.5.8.A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CC.1.5.8.F. Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

**Pennsylvania Social Studies**

**GRADE 8-9**

5.1.9.C. Analyze the principles and ideals that shape United States government — Liberty/Freedom, Democracy, Justice, Equality.

5.2.9.C. Examine political leadership and public service in a republican form of government.

5.2.9.D. Analyze citizens’ roles in the political process toward the attainment of goals for individual and public good.

5.3.9.G. Analyze the influence of interest groups in the political process.

6.1.8.C. Compare choices to determine the best action.

6.4.8.B. Compare the standard of living in different times and places.

6.5.8.A. Examine the compensation of workers who produce different goods and provide different services.

8.1.8.A. Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.C. Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.3.8.D. Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S., vis a vis ethnicity and race; working conditions; immigration; military conflict; economic stability.

8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
New Jersey English Language Arts
GRADE 8

RI.8.1. Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

New Jersey Social Studies
GRADES 8-12

6.1.4.A.3. Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.9. Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.A.11. Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12. Explain the process of creating change at the local, state, or national level.


6.1.12.A.6.b. Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.


6.1.12.D.2.b. Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.


6.1.12.D.6.c. Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.D.14.d. Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.3.B.A.1. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
Vision 2020 is a national, nonpartisan women’s equality coalition taking action to achieve economic, political and social equality for women.

Headquartered at Drexel University’s Institute for Women’s Health and Leadership in Philadelphia, the coalition includes hundreds of Delegates and Allied Organizations with millions of members nationwide. They have aligned with Vision 2020 to accelerate the pace of progress to complete the unfinished business of women’s equality.

**Vision 2020’s Four Pillars of Equality**

**SHARED LEADERSHIP**
Achieve 50-50 shared leadership among women and men in business and government

**ECONOMIC PARITY**
Advance women’s economic security by closing the gender gap in pay and retirement income

**YOUTH EDUCATION**
Educate young people to value gender equality and shared leadership

**CIVIC ENGAGEMENT**
Increase the number of women who participate in the political process by voting and through public service

Since its inception in 2010, Vision 2020 has been hosting programs and events to elevate these pillars.

In the year 2020, Vision 2020 is presenting **Women 100: A National Celebration of American Women**, a series of programs and events marking a century of progress since women won the right to vote, and setting the agenda for the future.

**To learn more about Vision 2020’s Women 100, please visit women100.org.**
About Women 100

Vision 2020’s Women 100: A National Celebration of American Women is the largest 19th Amendment centennial celebration in America.

While commemorating the 100th anniversary of women’s right to vote, Women 100 is also a celebration of pioneering American women past and present whose achievements have led to progress in fields from government to science to sports.

Yet even more important, Women 100 is an effort to shape the future by creating a bold new agenda to complete the unfinished business of women’s equality.

Women 100 is among a great many women-themed events and exhibits across the country this year calling attention to the continuing challenge of achieving equality. If they are successful, together they will create a tipping point in the quest for women’s economic, social and political equality with men.

Key Messages of Women 100

The programs and events of Women 100 are designed to honor the past, enrich the present and shape the future. Participants will take away three key messages:

**PAST**

*Securing the right to vote was the first step toward women’s equality.*

American women campaigned for suffrage — the right to vote — in order to participate in our democracy. Opponents called them unpatriotic and radical. For more than 70 years, they organized, held conventions, wrote letters, signed petitions, lobbied Congress, marched in streets, and picketed the White House. Some were arrested and jailed. Their determination and persistence achieved the goal. The 19th Amendment to the U.S. Constitution guaranteed women the right to vote in 1920, although barriers continued to exist for women of color.

**PRESENT**

*Despite progress, women’s equality is unfinished business.*

Over the past 100 years, the status of American women has improved in countless ways. The women’s movement of the 1960s increased momentum, leading to decades of legislation that expanded women’s rights. But progress remains glacially slow. Discrimination and other barriers endure. Men still hold 75 to 80 percent of top leadership jobs in business and government.

**FUTURE**

*The pace of progress must be accelerated to achieve women’s equality*

At the current rate, it will be decades before women achieve economic, political or social equality. That is why Vision 2020 created Women 100: A National Celebration of American Women. With Delegates and Allied Organizations across the United States, Vision 2020 is developing an agenda to move quickly toward 50–50 shared leadership among women and men.