

The background of the entire page is a painting by Prudence Heward. It depicts two women. In the upper right, a woman with dark hair and a serious expression looks slightly to the left. In the lower left, a younger woman with short, light brown hair and blue eyes looks directly at the viewer. She is wearing a light blue dress with a white collar. The painting style is realistic with visible brushstrokes.

INDEPENDENT STUDENT LEARNING ACTIVITY
FOR GRADES 9–12

Early 20th Century Women

through the art of

Prudence Heward

**DESIGN A SOCIAL MEDIA
CAMPAIGN FOR THE
INTERWAR ERA**

TEACHER INTRODUCTION

Using Prudence Heward's art as a starting point, this independent activity will encourage students to think critically and creatively about women's activism in the interwar period, in the 1920s and 1930s. This activity has been written to complement the Art Canada Institute online art book [Prudence Heward: Life & Work](#) by Julia Skelly and adapted from the Teacher Resource Guide titled "Learn about Early Twentieth-century Women through the art of Prudence Heward." For additional learning materials, please see the Art Canada Institute collection of [Teacher Resource Guides](#).

Students will create a historically inspired social media campaign that promotes changing roles for women in the 1920s and 1930s. Emphasize that students are creating these campaigns for a different time period. As part of the creative process, students should receive feedback as they create their final products.

Before beginning the project, students should be familiar with using the internet to conduct research and with women's suffrage, protesting for equal rights, and women in the labour force during the 1920s and 1930s in Canada.

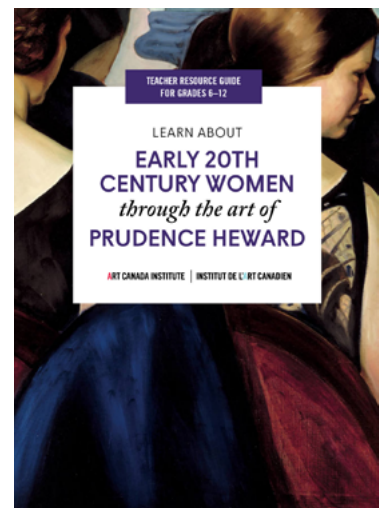
This activity asks students to consider the #MeToo movement and other social media campaigns around women's rights and empowerment. As there is potential for students to be triggered by sensitive topics such as sexual assault and gender-based violence, it is important to treat this subject carefully. In addition, although social media can be an immensely positive influencer, it can also be a source of cyberbullying. It is important to ensure that students are respectful of others.

Within this activity, students will have the opportunity to engage in critical discussion. Several platforms, such as Jamboard, Parlay, and Flipgrid, may be used to help foster rich dialogue between students throughout this activity.

Students will also be given the opportunity to share their work with their peers at the end of this activity. Applications for creating a communal gallery space include CoSpaces Edu, Google Classroom, and Seesaw.

Curriculum Connections

- Grades 9–12 English
- Grades 9–12 Social Studies
- Grades 9–12 Visual Arts
- Grades 11–12 Media Studies
- Grades 11–12 The Writer's Craft



DOWNLOAD GUIDE

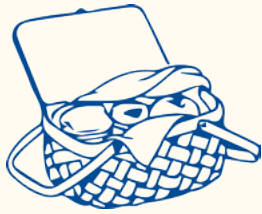
ADAPTED FROM

**Learn about Early
20th Century Women
through the art of
Prudence Heward**

Grades 9 to 12

THEMES

- Activism and change
- Feminism
- Gender equity
- Identity and the self
- Personal empowerment



Heward often organized picnics where she invited her artist friends to make sketches.



EDUCATION:
Art Association
of Montreal



In her family she was the sixth of eight children.

GET TO KNOW THE ARTIST



“I think that of all the arts in Canada painting shows more vitality and has a stronger Canadian feeling.”

BEST KNOWN FOR:
Modern figure paintings
representing women



Heward went to Paris to study art, and later travelled in France and Italy with a friend.



PRUDENCE HEWARD

Heward had a studio space on the top floor of her house.



BORN: July 2, 1896
DIED: March 19, 1947

PLACE OF BIRTH: Montreal, Quebec
PLACE OF DEATH: Los Angeles, California



INDEPENDENT STUDENT LEARNING ACTIVITY

DESIGN A SOCIAL MEDIA CAMPAIGN FOR THE INTERWAR ERA

Montreal-born painter Prudence Heward (1896–1947) is best known for her provocative representations of female subjects in the 1920s and 1930s. Many things changed for Canadian women during this period. Before the First World War, women were normally expected to marry and stay at home with their children, and until 1916, no Canadian women were permitted to vote. After the war, Canadian women had more of a presence in public and political life, and they protested inequalities. Heward often made pictures of independent women in defiant poses or socializing in the public sphere.

By exploring Heward's paintings, you will learn about the changing expectations for women in the early twentieth century and be able to draw connections to the challenges facing women today. You will use this knowledge and understanding to create a social media campaign, grounded in research, that could be used by women living in the 1920s or 1930s to create social change.

Materials Needed

- Computer, iPad, etc.
- Construction paper or bristol board OR digital tools to create an online poster if art materials are not readily available
- Glue
- Pencils, markers, pencil crayons, pastels, or paints
- Scissors



Prudence Heward, *Sisters of Rural Quebec*, 1930, oil on canvas, 157 x 107 cm, Art Gallery of Windsor.

Learning Goals

1. I can research and provide examples that support my learning and views.
2. I can identify the expectations of women in society in the early twentieth century.
3. I can describe and empathize with women's struggles for equality in the early twentieth century.
4. I can relate historical movements for equality with the experience of people in current society.
5. I can compare the tools and methods historically used to effect social change with those available to us today.
6. I can work cooperatively and collaboratively with my peers.

Success Criteria

1. My poster uses images, hashtags, slogans, symbols, and/or phrases to effectively communicate meaning.
2. My slogans or hashtags directly relate to a specific issue relevant to the struggle for women's equality and Heward's work.
3. My poster is carefully considered to present historical issues in ways that are historically accurate and relevant to current viewers.
4. My poster shows empathy, care, and respect and is creative and carefully produced using available tools.
5. My written responses are clear and well edited and show a strong understanding of women's struggle for equality as experienced in the early twentieth century.
6. I can show respect and cultural sensitivity when discussing Prudence Heward's career and art.
7. I am respectful and use appropriate language in my responses on the discussion board.

LEARNING PLAN

Step 1: 5 min

Watch the Art Canada Institute learning video on Prudence Heward. <https://vimeo.com/486482040>

Think about what you found interesting about artist Prudence Heward. Post your thoughts on the collaborative discussion board or share them directly with your teacher using the preferred method of communication. Treat this space as you would a class discussion. Write clearly, structuring your thoughts carefully and paying attention to proper writing conventions.

Step 2: 10 min

A variety of social media campaigns have been created to change expectations of femininity and beauty and to create a place where all women have a voice. Some examples of hashtags include the following: #MeToo, #BlackGirlMagic, #GirlsLikeUs, #Fem2, #EqualPayDay, #CloseTheGap, #ImWithHer, #AllMenCan, #HeforShe, #BecauseIAmAGirl.

Reflect on the power of a hashtag and social media campaign by answering the following questions:

- What are the hashtags trying to encourage and promote?
- What are the current issues that these hashtags are addressing?
- How is the hashtag used to promote public knowledge of these events/issues?
- What power do Twitter, Snapchat, Facebook, Instagram, and similar platforms have to create social change? What makes you say that?

These observations may be shared with your teacher if requested or posted to a collaborative discussion board.

Step 3: 10 min

Look at the image *At the Theatre*, 1928, and read the [corresponding text](#) in the Art Canada Institute online art book.

Step 4: 10 min

Look at the image *At the Café (Miss Mabel Lockerby)*, c.1929, and read the [corresponding text](#) in the Art Canada Institute online art book.



Prudence Heward, *At the Café (Miss Mabel Lockerby)*, c.1929, oil on canvas, 68.5 x 58.4 cm, Montreal Museum of Fine Arts, 1950.1036.



Prudence Heward, *At the Theatre*, 1928, oil on canvas, 101.6 x 101.6 cm, Montreal Museum of Fine Arts, 1964.1479.

Step 5: 20 min

Reflect on what you learned by answering the following questions:

- What were the expectations for women in the 1920s that these images were trying to change?
- How do these expectations and Heward's images relate to the challenges that women still face today?
- Before social media, how might women have made their concerns heard?
- Could any of the hashtags previously discussed be applied to these images? Which ones? Why?

Step 6: 5 min

Go over the following instructions carefully: you will be creating a social media campaign, grounded in research, that could be used by women living in the 1920s or 1930s to create social change. Your campaign should include the following:

- A strong focus on a historically accurate issue/topic facing women of that time.
- Five to ten catchy and relevant hashtags that would be appropriate to encourage others to speak up and advocate for positive social change and to empower women (e.g. #ditchthedishes, #5forthevote, #findyourscene).
- A poster of your own design, inspired by a painting or paintings by Prudence Heward, that is historically appropriate and supports the issue/topic.

Step 7: 5 min

Following your teacher's guidance, research and decide on a historically accurate issue/topic facing women in the 1920s and 1930s and submit your topic to your teacher for approval.

Step 8: 5 min

Look at the examples of effective posters below (and on page 4). Examine closely how the elements of visual design are used to grab your attention. Think about how these examples might inspire your visual design.



Feminist poster designed by a group in Poland to support women's rights with the slogan #RaiseltUpPoland and #RaiseltUpforWomen. <https://mydonate.bt.com/fundraisers/raiseitup/>.



Poster designed to support the #TimesUp movement. Published by the Cincinnati Mom's Blog, <https://cincinnati.citymomsblog.com/timesup/>.

Step 9: 10 min

Create a rough sketch of your poster design and submit it to your teacher for feedback.

Step 10: 40 min

Following your teacher's guidance, create your visual design using a large piece of bristol board or construction paper. Alternatively, you can create the image using digital tools.

Step 11: 40 min

Prepare a written summary of the historically accurate issue/topic that includes the following:

- An explanation of its historical significance within the time when Heward lived and painted.
- A detailed description of why and how women were trying to create change.
- A description of how the components of the social media campaign you imagined and created support the movement.
- A bibliography for any sources used.

Write clearly, structuring your thoughts carefully and paying attention to proper writing conventions. Be sure to edit your work before you submit it.

Step 12: 15 min

Post an image of your poster design and written summary to the collaborative gallery space that your teacher has created for this assignment. Take time to explore the collaborative gallery space. Review at least two other social media campaigns and provide your peers with two stars (something they have captured well) and a wish (something you wish you had seen in their work) as feedback.



Shepard Fairey poster for #TimesUp, published in *Harper's Bazaar*, Aug 6, 2018. <https://www.harpersbazaar.com/culture/features/a22726841/times-up-amandla-stenberg-andie-macdowell-shepard-fairey-freida-pinto/>.



Cover of the UN Women Annual Report 2017–18, <http://www.unwomen.org/en/digital-library/publications/2018/6/annual-report-2017-2018>.