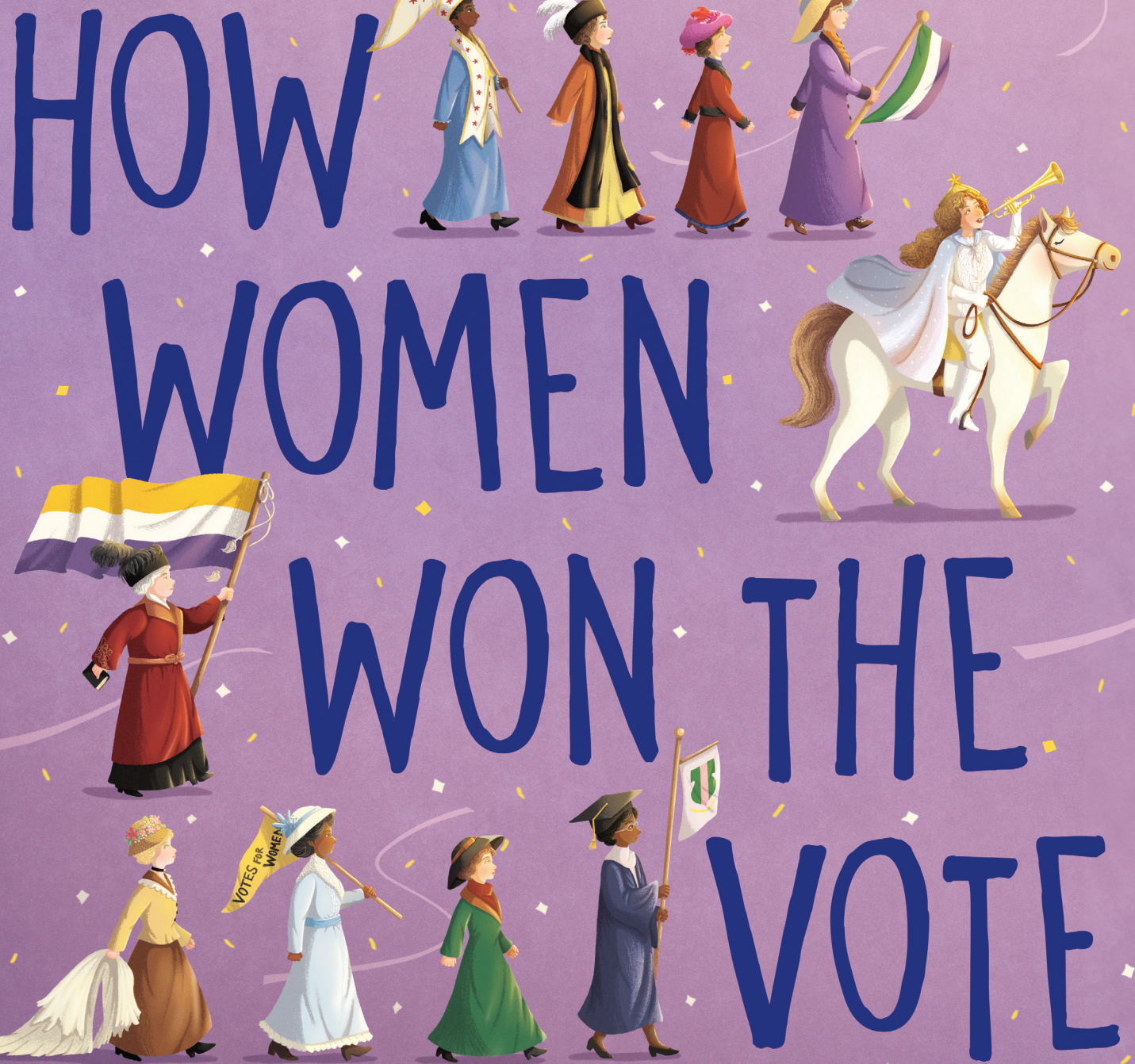


# HOW WOMEN WON THE VOTE



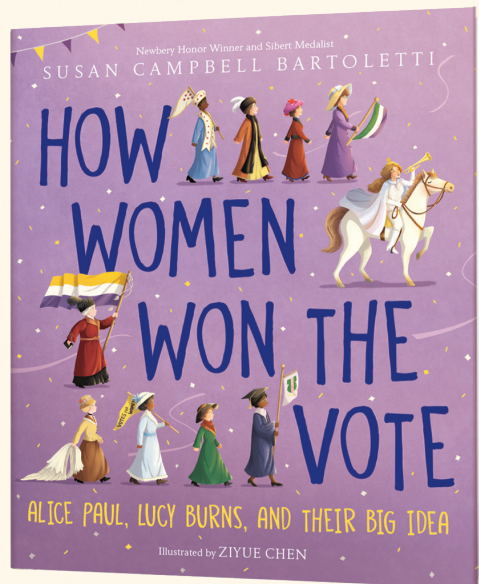
ALICE PAUL, LUCY BURNS, AND THEIR BIG IDEA

Written by SUSAN CAMPBELL BARTOLETTI Illustrated by ZIYUE CHEN

DISCUSSION GUIDE

## BOOKTALK

Do you know what right every American has when he or she turns 18? The right to vote! But did you know that women could not vote until 1920? The courage, power, and perseverance of thousands of suffragists finally resulted in the addition of the Nineteenth Amendment to the United States Constitution. Two strong, brave, and determined suffragists played a vital role in effecting this change: Alice Paul and Lucy Burns. How did these women help to win the right to vote? Read on to find out!



## QUESTIONS FOR GROUP DISCUSSION

- When and where does this story begin?
- Emmeline Parkhurst “had transformed suffragists—women who *asked* for the right to vote—into suffragettes who *demand*ed the right to vote.” (p. 11) What is the difference between asking and demanding?
- Why is suffrage important? Without the right to vote, what were women excluded from?
- What is meant by Emmeline Parkhurst’s motto, “Deeds, Not Words”? (p. 12)
- How and where did Alice Paul and Lucy Burns meet?
- Read the chart that chronicles many of Alice and Lucy’s experiences in Great Britain. Then read the quote from Alice’s mother: “I cannot understand how all this came about....Alice is such a mild-mannered girl.” (p. 16) What do you think about the quote? Why?
- Why were Alice and Lucy both in England?
- What character traits would you use to describe Alice and Lucy?
- Describe the women’s prison experiences.
- What modes of transportation were used during this time period?
- When Alice returned from England, she began to fight for women’s right to vote in America. How did she do this?
- In 1913, Alice and Lucy decided, “It’s time to take our fight to Washington. It’s time to demand a federal amendment to the Constitution. It’s time to guarantee and protect a woman’s right to vote, once and for all.” (p. 26) How did they plan to do this?
- Refer to pages 28–29. How did Alice and Lucy prepare for the suffrage parade? Why did they insist it must take place on March 3, the day before President Woodrow Wilson’s inauguration?
- Activists Nellie May Quander, Ida B. Wells-Barnett, Mary Church Terrell, and Carrie Williams Clifford were fighting for the women’s vote, but they also faced other challenges. Describe their experience regarding the suffrage parade.



## QUESTIONS FOR GROUP DISCUSSION *CONTINUED*

- What were anti-suffragists concerned about?
- What happened during the parade?
- What is a boycott and a picket? What roles did these both play in the fight for women's voting rights?
- When the war started in 1917, President Wilson said that it was being fought to make the world "safe for democracy." (p. 62) How did the suffragists respond to this proclamation?
- President Wilson eventually supported a constitutional amendment for women's suffrage. What brought about this change?
- Describe the process that preceded the Nineteenth Amendment becoming a law on August 26, 1920.
- On page 71, the author writes: "Here ends the story of Alice Paul and Lucy Burns, who met in a London police station. And yet in so many ways it is the beginning." What does she mean by this?
- The book is divided into five parts. What is the main idea of each section?
- Discuss the events that took place before Alice and Lucy met. What reasons led to Alice and Lucy championing the suffrage cause?

## EXTENSION ACTIVITIES

**WHO ARE YOU?** Many historic figures are discussed in this book, and several are shown on pages 28–29, 32–33, and 34–35. Ask the students to choose a person of interest from this book to research and write about in an informational report/biography. Their report should include a topic sentence, facts with supporting details, and a closing sentence. Have the students present their reports to the class to share their research.

**MAP IT OUT.** Alice and Lucy traveled across the Atlantic and all around the United States to win voting rights for women. As a whole group or an individual activity, have the students trace Alice and/or Lucy's journey as described throughout the story. Have them create a map which shows these travels.

**TIME WILL TELL.** Review the timeline featured on pages 74–75. It chronicles events that occurred before Alice and Lucy met. Ask the students to create a timeline of events that occurred after 1909, as described in this book. Students can work in pairs or small groups for this project.

**LET'S VOTE!** Discuss the significance of the right to vote. Then plan to hold a mock election for the class. It can be formal (e.g. actually choosing a class president) or informal (e.g. voting for which celebrity they would choose to visit the school). Determine what the process will be (e.g. if it will include debates, campaign signs, or speeches) and then hold the vote. Afterward, discuss the voting process. How did it feel? Why is having the right to vote so important? What did the students learn as they reflect upon the process?



## ABOUT THE AUTHOR



Photo by Preston Ehrler

**SUSAN CAMPBELL BARTOLETTI** is the acclaimed author of many nonfiction books, including the Newbery Honor winner *Hitler Youth: Growing Up in Hitler's Shadow*, the Sibert Medal winner *Black Potatoes: The Story of the Great Irish Famine*, and *Terrible Typhoid Mary: A True Story of the Deadliest Cook in America*; the novel *The Boy Who Dared*; and picture books such as *The Flag Maker* and *Naamah and the Ark at Night*.

## ABOUT THE ILLUSTRATOR



Photo courtesy of Ziyue Chen

**ZIYUE CHEN** has illustrated several picture books, including *When I Carried You in My Belly*, *Just Right Family: An Adoption Story*, *Enough!*, and *Mela and the Elephant*. Although she is not from the US, she believes that the United States' and Great Britain's fight for woman suffrage set a good example for the rest of the world to follow. When not illustrating, Ziyue enjoys reading, swimming, and spending time with her loved ones in her homeland, Singapore. Visit her online at [www.ziyuechen.com](http://www.ziyuechen.com).



ALICE PAUL



LUCY BURNS

Art © 2020 by Ziyue Chen; photos © The Library of Congress



**HARPER**

An Imprint of HarperCollins Publishers



[HarperStacks.com](http://HarperStacks.com)

Guide created by Sue Ornstein, a first-grade teacher in the Byram Hills School District in Armonk, New York.