

Elizabeth Started All the TROUBLE



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ILLUSTRATED BY Matt Faulkner

DISCUSSION GUIDE

Disney • HYPERION BOOKS



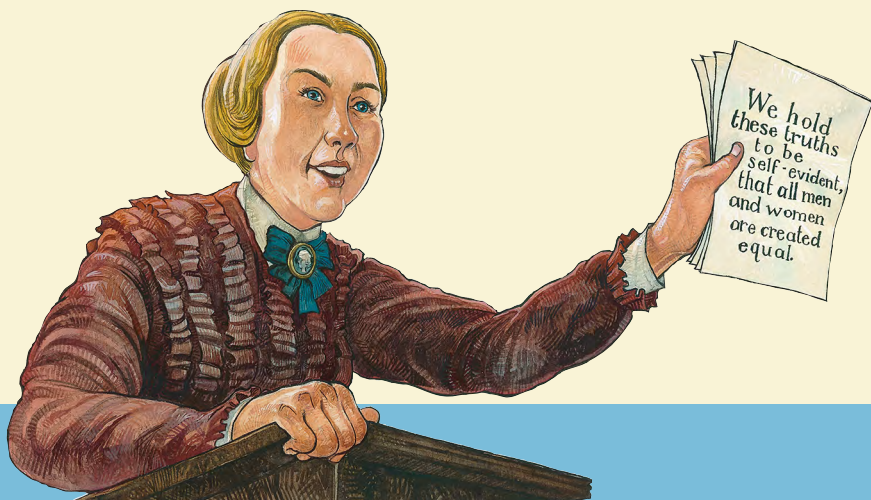
About the Book

Elizabeth Cady Stanton bravely advocated for women to gain equal rights in our nation. She lived during the 1800s, when women could not attend college, engage in politics, or vote. In response to this unfairness, Stanton collaborated with women throughout the country to ensure that lawmakers heard their voices. Through numerous gatherings, speeches, pickets, and a parade, the women's suffrage movement began to change policies in the nation. Thanks to the actions of Stanton and other trailblazers, women gained the right to vote when the Nineteenth Amendment became law in 1920.

Common Core Alignment

This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Reading (Informational Text), Writing, and Language. The broad CCR standards are the foundation for the grade level-specific Common Core State Standards. Each question and activity in this guide includes a reference for the CCR strand, domain, and standard that is addressed. To support instruction, also reference your grade level-specific Common Core State Standards to scaffold the questions for your students.

Instructional note: For each of the guiding questions, please encourage students to support their claims with textual evidence. Active student engagement and text interaction are critical to success with Common Core State Standards.



Pre-reading

Prediction

Elizabeth Cady Stanton recognized that women deserved the same rights as men. What types of rights do you believe she fought for women to obtain? Use the graphic organizer below to record your predictions. As you read, fill in the relevant details and the importance of each right that is described in the text. *(Reading: Key Ideas and Details: RI.CCR.1)*

Rights Women Fought to Obtain	Important Details from the Text

Vocabulary Connection

Key terms in the book are *suffrage* (the right to vote) and *suffragist* (a person who fights for the right to vote). Consider the definition of each term. Why is *women's suffrage* important to learn about? Take a look at the illustrations in the text. What do you think you will learn about women's suffrage? (*Reading: Craft and Structure: RI.CCR.4*)

You will learn about many suffragists in the book. As you read, record the names and actions of at least two suffragists. Choose the ones you find most interesting. (*Reading: Key Ideas and Details: RI.CCR.1*)

Suffragist's Name:	Suffragist's Name:
Actions Described in Text:	Actions Described in Text:

During Reading

- 1 The following terms are used in the story: *Emancipation Proclamation*, *Thirteenth Amendment*, *fined*, *parade*, *picketing*, *unconstitutional*, and *Nineteenth Amendment*. Locate the sentence where the vocabulary terms appear in the book and record a brief definition for each term. (*Reading: Craft and Structure: RI.CCR.4*)
- 2 As you read, pay close attention to the illustrations of women and men. How are men depicted in the illustrations? What message is conveyed about men and women by the author and illustrator? Support your response with evidence from the text. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 3 Which practices and/or laws did Elizabeth Cady Stanton believe were unfair? How did the Declaration of Sentiments address the unfair issues? Why do you believe only some of the participants at the meeting in Seneca Falls, New York, signed the document? Provide evidence from the text. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 4 Why did Sojourner Truth’s speech “Ain’t I a Woman?” cause a stir? Review the words the book quotes from her speech: *That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud puddles, or gives me any best place! And ain’t I a woman?* How did her speech emphasize the unfair treatment of black women? How were the unequal rights of African Americans and women connected? Support your response with evidence from the text. (*Reading: Key Ideas and Details: RI.CCR.1; Reading: Integration of Text and Ideas: RI.CCR.9*)
- 5 The author emphasizes that the suffrage movement was a collective effort that involved many people, including Susan B. Anthony. How are Elizabeth Cady Stanton and Susan B. Anthony similar? How did they differ? Why do you think they became “fast friends”? How did their actions impact the suffrage movement? (*Reading: Key Ideas and Details: RI.CCR.3*)

- 6 Select and read a new book about Susan B. Anthony. Which details about Anthony are similar to ones you found in *Elizabeth Started All the Trouble*? What new details regarding Anthony’s impact on the suffrage movement did you find in your chosen book? (*Reading: Integration of Text and Ideas: RI.CCR.9*)?
- 7 During the late 1800s and early 1900s, many men stated that women should act like “ladies.” What actions were considered “ladylike”? What types of actions were deemed “unladylike”? When were unladylike actions helpful and encouraged by men? When were these actions opposed by men? Support your response with evidence from the text. (*Reading: Key Ideas and Details: RI.CCR.1; Reading: Craft and Structure: RI.CCR.4*)
- 8 How did suffragists make their voices heard by lawmakers? What happened as a result of each action? How was the women’s parade similar to picketing? How did it differ? What types of actions did people take against the women picketing? (*Reading: Key Ideas and Details: RI.CCR.3*)
- 9 Before the Nineteenth Amendment was passed, which states gave women the right to vote? Why do you believe politicians in those states made that decision before a national law was passed? How does the author highlight the progression of the suffrage movement? Provide examples conveyed by the author throughout the text. (*Reading: Integration of Text and Ideas: RI.CCR.8*)



Post-reading

- 1 In many of the book's illustrations, men are depicted reading newspaper articles about the women's suffrage movement. Consider the news stories that we read in modern times. What unfair practices involving women do journalists highlight today? How are people working to change those practices? (*Reading: Key Ideas and Details: RI.CCR.1; Reading: Integration of Text and Ideas: RI.CCR.9*)
 - a Review the picket signs that women are shown holding throughout the book. If you had to select a current women's issue, what would your picket sign say? Design a picket sign that includes both words and pictures.
- 2 Many books convey a theme that is aligned to the beliefs, actions, and solutions presented in the story. What is a recurring theme presented in *Elizabeth Started All the Trouble*? What details support the theme that you selected? (*Reading: Key Ideas and Details: RI.CCR.2*)
- 3 Elizabeth Cady Stanton is considered to be a trailblazer in our nation's history. Stanton had to be extremely determined to accomplish her goal of obtaining voting rights for women. What actions detailed in the text highlight that Stanton was a trailblazer? Provide the sequence of events that occurred in Stanton's journey. In your opinion, was Stanton an effective leader? Why or why not? Provide evidence from the text. (*Reading: Key Ideas and Details: RI.CCR.1*)
- 4 In your opinion, what does the author want us to learn by reading *Elizabeth Started All the Trouble*? What is the author's view of Stanton? Do you agree with that view? Why or why not? Provide examples from the book. (*Reading: Craft and Structure: RI.CCR.6*)
- 5 Reflect upon the ways that Stanton and the other suffragists fought for equal rights (picketing, a parade, speeches, and meetings, for example). Which methods do you believe were most effective? Why? How did each strategy affect the women participating? Provide examples from the text. (*Reading: Key Ideas and Details: RI.CCR.3*)

Across the Curriculum

Social Studies

The author introduces many women who were part of the suffrage movement. Select one suffragist from the “Trailblazers” list at the back of the book. Create an individual timeline for your selected suffragist and summarize why each action you’ve included is significant. Include a clear introduction, headings, logical sequence, and facts to support the topic. (*Writing: Text Types and Purposes: W.CCR.2*)

Review Sojourner Truth’s entire “Ain’t I a Woman?” speech. How is it significant to the suffrage movement? In a small group, discuss the following questions: Why was Truth’s speech so important during the National Women’s Rights Convention? How did the rights of African Americans and white Americans differ during the late 1800s? How did black and white women collaborate within the suffrage movement? Which rights did black men obtain before white women? How do you believe the rights granted to black men impacted the suffrage movement? During the discussion, pose questions to one another, respond using evidence from the text, and draw a clear conclusion for each question. (*Reading: Integration of Text and Ideas: RI.CCR.9: Speaking and Listening: Comprehension and Collaboration: SL: CCR.5.1*)

In the book, we learn about amendments to the Constitution. What must occur for an amendment to be passed? Create a sequence chart that shows the process required. Specifically, the chart should highlight the amendment’s journey from proposal to passing. When your chart is complete, create a summary that explains your opinion of the process. Is this an efficient and fair process? Why or why not? (*Writing: Text Types and Purposes: W.CCR.1*)

Writing

The author writes, “Women could hardly breathe or move . . . in their tight-laced long dresses with heavy petticoats underneath.” Some petticoats weighed as much as fourteen pounds. Research women’s attire during the late 1800s and early 1900s using related texts and online sources. Create an illustration that shows women’s clothing during that time. Write a summary that describes the clothing, explains why it was uncomfortable, and highlights how the clothing evolved as women gained more rights. (*Writing: Text Types and Purposes: W.CCR.2*)

During the late 1800s and early 1900s women had very limited opportunities for college education. The author mentions Mary Lyon, the founder of what is now Mount Holyoke College. Research the evolution of women’s colleges in the United States. Choose at least one college and report how it was established, who enrolled, what courses or subjects were offered, and how the college has evolved since then. Create a brochure for the college that could have been used to publicize enrollment during the 1900s. Your brochure should clearly describe the college, highlight the benefits of attendance, follow a sequence with headings, include transitional words, and incorporate dialogue to convey the central idea. (*Writing: Text Types and Purposes: W.CCR.3*)





About the Author

Doreen Rappaport has written numerous award-winning books for children, including *Freedom Ship* and *The School Is Not White* (both illustrated by Curtis James); *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, a Caldecott Honor Book and Coretta Scott King Honor Book; and *Abe's Honest Words: The Life of Abraham Lincoln*, illustrated by Kadir Nelson.

She lives and writes in upstate New York. Find her at doreenrappaport.com.

About the Illustrator

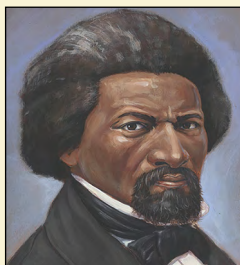
A graduate of Rhode Island School of Design, **Matt Faulkner** is an acclaimed illustrator who has written and illustrated a number of children's books, including *The Moon Clock*, *Black Belt*, and *A Taste of Colored Water*. Matt lives with his wife, Kris Remenar, an author and children's librarian, and their children, in southeast Michigan. Visit him at www.mattfaulkner.com.



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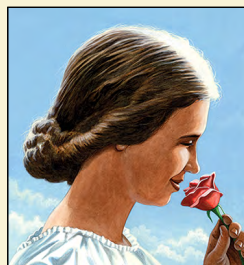
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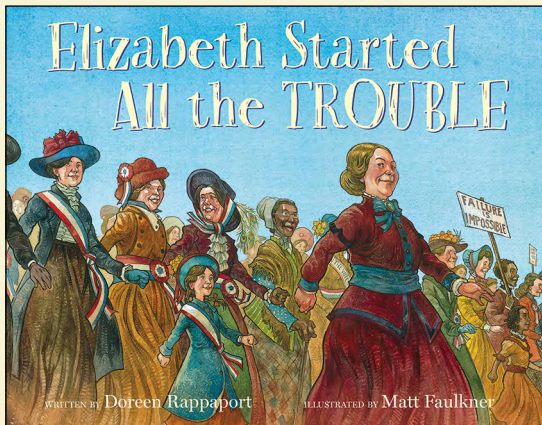


Martin's Big Words
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Illustrated by Bryan Collier
Tr. ed. 978-0-7868-0714-7
Pbk. ed. 978-1-4231-0635-7

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Dawn Jacobs Martin wrote this guide. She holds a doctorate in special education with a concentration in learning disabilities, and continues to improve academic outcomes for students with disabilities through teacher development, instructional design, and research in the areas of response to intervention, social support, and parent involvement.

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