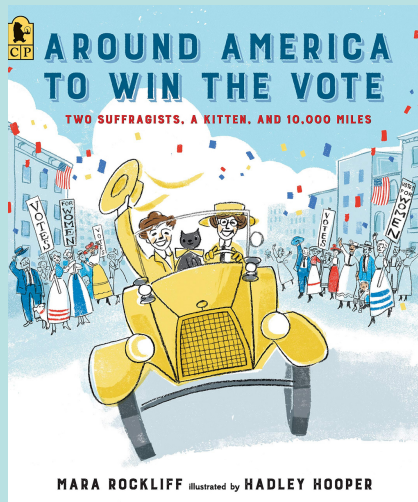


# Women's Suffrage 100th Anniversary

# TEACHER'S GUIDE

UTK Center for Children's and Young Adult Literature

City of Knoxville Suffrage Seed Fund • East Tennessee Historical Society • Knox County Schools



## Around America to Win the Vote: Two Suffragettes, a Kitten, and 10,000 Miles

Written by Mara Rockliff      Illustrated by Hadley Hooper

### Synopsis

In lively fashion, Mara Rockliff shares the true story of Alice Burke and Nell Richardson as they journey across the United States in an attempt to persuade the public that women should have the right to vote. In 1916 the two set out to cross the country in a small yellow car that would prove their determination to spread the word for women's suffrage.

## Tennessee Social Studies Standards and Practices

### Standard 5.09

Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws.

### Essential Questions:

What were the major goals, struggles, and achievements of the women's suffrage movement? What did suffragists hope to achieve? What obstacles stood in their way? What are some milestones in the movement?

- The women's suffrage movement in the US began in the 1840s and continued through the 1920s. It ended with the ratification of the 19th Amendment granting women the right to vote.

### Sub-questions:

- **Who were Nell Richardson and Alice Burke?**
  - Nell Richardson and Alice Burke were two suffragettes who traveled across the United States (from New York to California) in 1916 to fight for the cause of "Votes for Women." They reported the conditions of the suffrage movement across the country as well as details about their journey in a diary Alice wrote for The New York Tribune.
  - Diary Excerpt: Diary of Suffrage Flier in Tribune, "New York Tribune." April 7, 1916. From the Library of Congress. <https://bit.ly/35Qhp6s>
- **What strategies did Nell Richardson and Alice Burke use to win women the right to vote?**
  - Shared symbols of their cause: "Nell tied a Votes-for-Women-yellow daffodil behind his [a horse blocking their path] ear."

### ABOUT THE BOOK

Genre: **Nonfiction Picture Book Biography**  
Grade Level: **2-5**  
Age range: **7-10 years**  
Lexile: **750L**  
Publisher: **Candlewick, 2019**

### Content Specific Vocabulary

**Ballot:** (n) the piece of paper used to vote

**Citizenship:** (n) having the duties, rights, and privileges of being a citizen of a country

**Enfranchise:** (v) to give the rights of citizenship to a person or group of people, especially to give that group the right to vote



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

CENTER FOR CHILDREN'S AND  
YOUNG ADULT LITERATURE



## After Reading Extension Activities

### A Persuasive Poem

Nell Richardson brought a typewriter with her on the trip, and “If anyone said women didn’t have the brains to vote, then Nell would dash a poem off right then and there to prove they did.” Imagine that it is 1916 and write a poem at least eight lines long about why it is important that women get the right to vote. The poem can rhyme or not—it’s your choice.

### Follow the Route

Use the “Teachers First Reading Trek Tool” to follow Alice’s and Nell’s journey across America using Google Maps. The map highlights the cities and states mentioned in the book as Alice and Nell travel 10,000 miles in their yellow Saxton.

<https://bit.ly/3wQjHyH>

### Meet Suffrage Cat

Because Nell Richardson and Alice Burke adopted a black kitten who joined them on their journey, cats became an important symbol of the women’s suffrage movement. To celebrate the 100th anniversary of the 19th Amendment, the National Park Service used a character called “Suffrage Cat.” You can meet Suffrage Cat and print up your own version to decorate here: <https://bit.ly/3vQQFgP>

## Standards and EQ’s continued

- Nell and Alice traveled with items they could use to argue against anti-suffrage advocates: a typewriter to “dash a poem off right then and there” to prove women possessed intelligence, and a sewing machine to “whip an apron up while Alice gave a speech” to prove their ability to both complete domestic responsibilities alongside citizenship.
- Packed necessities for travel obstacles: “They put on their raincoats and their rubber hats and drove through howling wind and swirling snow;” “They huddled wet and shivering under the blanket and ate the candy until the sun came up.”
- Spoke the language of the crowd: “But no one listened. So she (Alice) told them all about the car instead.”
- Relationships built through communication and participation.
- Attended parties, sent postcards to school children, joined a parade, had tea, won a medal at a fair.
- **Why take this long and dangerous road trip? What did Nell and Alice hope to achieve?**
  - The travel of “ten thousand bumpy, muddy, unmapped miles” was focused on the singular goal that if they could complete this dangerous journey together without any other assistance, then they could prove “WOMEN could do ANYTHING,”--including vote.

## Teaching with Primary Sources

- **If a Flashy Car Can Turn Heads, How About One Driven By A Woman?**
  - Always looking for fresh ways to spread the word about voting rights and recruit new supporters, suffragists seized the opportunity automobiles provided. In many areas, women were not the typical drivers, so when suffragists exercised their independence and got behind the wheel, they drew a captive audience. From 1910 to 1920, the automobile played a significant role in how suffragists promoted the need for equal voting rights. They delivered speeches from parked vehicles, decorated them for use in parades, and at times even organized processions comprised only of cars.
  - Check out the automobile hood ornament, made by the Henry Brumli Company. <https://bit.ly/3qk3uiE> (From “Exploring Women’s Suffrage through 50 Historic Treasures,” by Jessica Jenkins, 2020).
  - Visit “The Suffragist Saffron Saxon” to read excerpts about Nell’s and Alice’s journey in their hometown newspapers, and read excerpts of speeches given. <https://bit.ly/3zSg3zq>
- **What Happened Along the Way? What and Who did Nell and Alice Encounter?** <https://bit.ly/3xJoemh>
  - Have students examine Alice’s diary entries to learn more about the obstacles Nell and Alice faced on their journey. Compare these diary entries with depictions in the picture book. How were Nell and Alice received along their journey?



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

CENTER FOR CHILDREN’S AND  
YOUNG ADULT LITERATURE

Find a more comprehensive curriculum guide with additional instructional activities, interdisciplinary projects, and supplemental materials here: <https://ccyal.utk.edu/lit-kits/womens-suffrage-lit-kit/>

