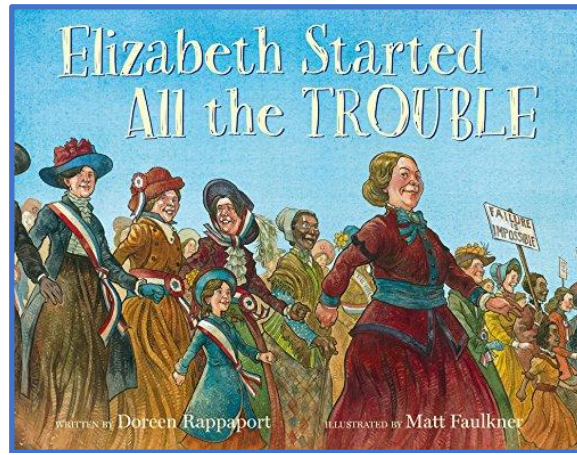


Long-Form Teacher's Guide for
Elizabeth Started All the Trouble
by Doreen Rappaport and illustrated by Matt Faulkner



Book Synopsis

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, white women gained the right to vote when the Nineteenth Amendment became law in 1920. This primer on the history of the suffrage movement introduces Elizabeth Cady Stanton and her allies to young readers.

Historical Background

Elizabeth Cady Stanton was born into a wealthy New York family in 1815 and was educated at Johnstown Academy; she received an “informal legal education” from her father and his colleagues. Her involvement in the women's suffrage movement began when she met Lucretia Mott while attending the World Anti-Slavery Convention in London on her honeymoon. Together the two women “started all the trouble” by holding the first Woman's Rights convention in Seneca Falls, New York in 1848. At this convention, Elizabeth Cady Stanton debuted her rewritten manuscript of the Declaration of Independence--the “Declaration of Sentiments—which included two important, additional words: “All men *and women* are created equal.” Stanton's declaration laid out issues of the inferior status women held in the United States, both legally and societally. The Declaration was not well received by the majority of the convention, with only 100 people (out of 300 in attendance) signing their names. Despite this, the convention grabbed the attention of women, as well as men, and started the conversation on why women were not treated equally by law in the United States. Men from across the country spoke out against the convention, often stating that “women belonged at home” and “women certainly do not belong in the voting booth.”

Additionally, the ridicule that unfolded caused “almost all the women and the few men who signed it,” to withdraw their names from the declaration. Yet, once again the ridicule did little to stop the emergence of more women’s rights conventions across the North and the Midwestern states. In 1851, Elizabeth met Susan B. Anthony and they began working together with Susan hitting the road and Elizabeth writing speeches from home. Other notable women participated in the movement as well such as Frances Ellen Watkins Harper, Amelia Bloomer, Mary Lyon, Elizabeth and Emily Blackwell, and Antoinette Brown. These women and many others paved the way for later generations to continue the fight for women’s rights. Alice Paul, Lucy Burns, Ida B. Wells, and Carrie Chapman Catt joined the battlefield during the later years, along with hundreds of other women across the country.

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?

Sub questions:

- **Who are some of the women who “started all the trouble”?**
 - **Abigail Adams:** Wrote to her husband John Adams to “Remember the ladies” (p. 2); she also argued for girls to have a place in public education (see end material in the book)
 - **Elizabeth Cady Stanton and Lucretia Mott:** Convened the first women’s conference in Seneca Falls and wrote the Declaration of Sentiments that outlined the “unfair laws against women written by men”; began the suffrage movement
 - **Sojourner Truth:** Escaped from slavery and became a crucial part of the movement in raising awareness of discrimination faced by women of color; gave famous “Ain’t I A Woman?” speech
 - **Susan B. Anthony:** created lecture trail; formed the National Woman Suffrage Association in 1869
 - **Mary Lyon:** founded the first female seminary that allowed women to learn
 - **Lucy Stone:** rewrote her marriage vows to promote equality between her and her husband, Henry Blackwell
- **What obstacles did women face in their struggle for inclusion in political issues and suffrage?**
 - In 1840, Elizabeth Cady Stanton and Lucretia Mott were excluded from being considered as delegates in the fight to end slavery in London.
 - Elizabeth’s husband refused to sign her declaration and her father “rushed up to see if his daughter was insane” because she declared that “women deserved the right to vote” (p. 10).

- Ministers, newspaper reporters, and lawmakers all spoke out against Elizabeth and Lucretia’s ideas saying, “Women belong at home” and “Women certainly don’t belong in the voting booth” (p. 11-12).
- Women of color faced double discrimination for both their gender and their race; women of color often aren’t included in the narrative as being key contributing members in the suffrage movement--this is a struggle still being fought today.
- Spectators of the inaugural march shouted and shoved suffragists; when suffragists picketed in front of the White House, mobs attacked them. Police did nothing to help, and Alice Paul was sent to prison while Lucy Burns and 40 others were beaten.
- **What strategies do they use to fight for women’s rights?**
 - Organized women’s convention in Seneca Falls, NY and wrote the Declaration of Sentiments
 - Through the press, their ideas spread and they hosted the first National Women’s Rights Convention in Worcester, MA in 1850
 - Susan B. Anthony and Elizabeth created a Lecture trail- “The Suffrage Express” which included several women leaders (Sarah Grimke, Antoinette Brown, Frances George, Ernestine Rose, Lucy Stone, Angelina Grimke, Paulina Davis, Abby Keller Foster, and Frances Harper)
 - Amelia Bloomer designed new clothing; Mary Lyon opened a female seminary; Elizabeth and Emily Blackwell became doctors; Antoinette Brown became the first female minister; Lucy Stone kept her maiden name and had egalitarian marriage vows
 - The suffragists traveled, gave speeches, and wrote petitions to gain property rights
 - Worked alongside soldiers in the Civil War--preparing and delivering supplies, feeding and nursing soldiers, and even becoming spies and dressing as men in order to fight in battle
 - Continued traveling and making speeches; went to polls, refused to pay fines--finally held a parade on March 3rd, 1913
 - They continued the fight through picketing and jail time until President Wilson finally signed the 19th Amendment into law on August 26th, 1920

Teaching with Primary and Secondary Source Documents

Haudenosaunee Women—Inspiration to Suffragists

Use the supplementary text in the lit kit, *Finish the Fight: The Brave and Revolutionary Women Who Fought for the Vote* to introduce students to the Haudenosaunee, a confederacy of six Native American nations (including the Seneca Nation, which gave the historic town of Seneca Falls in New York its name) stretching across what became New York State (pp. 5-11). The Haudenosaunee, long before the arrival of Europeans, practiced a form of democracy that gave significant power to women. Haudenosaunee society was matrilineal, meaning that the clan you belonged to depended on your mother’s ancestors, not your father’s. Women made decisions about the land and farmed it, too. There were no Haudenosaunee among the 300 women and men at the Seneca Falls meeting. But some of the women and men who gathered in Seneca Falls

might have known about the Haudenosaunee customs—and the power of their women. Lucretia Mott had spent some time among the Haudenosaunee. Ultimately, as the suffrage movement grew, Native American women became powerful inspirations to some suffragists. Show students the cartoon in *Finish the Fight* (p. 9) that depicts suffragists and Haudenosaunee women. Ask students:

- What rights did the Haudenosaunee women have that Stanton and other women fighting for suffrage did not? Why did Haudenosaunee women have these rights when other women in America did not?

Elizabeth Cady Stanton: Orator, Author, and Activist

Ask students: Have you ever been the leader of a team, club, or group? What were some of the challenges you've experienced in this role?

Introduce Elizabeth Cady Stanton: Elizabeth Cady Stanton was an important women's rights activist in the late nineteenth century. Although she herself was never able to vote, she laid the groundwork for women's suffrage and even ran for office herself. Then play the short video about Elizabeth Cady Stanton available at PBS and ask students to think about Stanton's successes and challenges as an organizer:

<https://tnlearn.pbslearningmedia.org/resource/american-vid-elizabeth-cady-stanton/elizabeth-cady-stanton/>

After viewing, ask students:

1. Elizabeth Cady Stanton is called both an abolitionist and a suffragist. How are those two terms interrelated?
2. What were some of the frustrations that Stanton experienced in her young life that led her to work for women's rights?
3. Why is it important to create organized groups when trying to make social change? What were Stanton's greatest successes and most significant challenges as an organizer?

Show students the 1870 photograph of Elizabeth Cady Stanton and Susan B. Anthony that is currently in the collection of the National Portrait Gallery in Washington, DC.:

https://npg.si.edu/object/npg_S_NPG.77.48

After looking at the photograph, ask students:

1. Which of the two women, Elizabeth Cady Stanton or Susan B. Anthony, appears more powerful in this photograph?
2. Why do you think Anthony is holding a book in this photograph? What book do you think it might be?
3. Stanton is wearing a large cross around her neck. What message do you think she wants to send to viewers of the photograph?
4. Napoleon Sarony, the photographer, was known for making portraits of prominent people such as Mark Twain, Oscar Wilde, and the actress Sarah Bernhardt. Why do you think Stanton and Anthony wanted to be photographed by Sarony?

Who's Missing?

As the writers of the supplementary text in this lit kit--*Finish the Fight: The Brave and Revolutionary Women Who Fought for the Right to Vote*--say in their introduction, "Suffrage history needs a makeover...and a wider lens. For a long time it has been told mainly as the story of a few famous white women, such as Elizabeth Cady Stanton and Susan B. Anthony. It's true, they were among the most important leaders of the movement in the 19th century. They were some of the first to call for votes for women, and they spent more than half a century tirelessly fighting for suffrage. The Nineteenth Amendment was even called the Anthony Amendment. But there are tons of women beyond Susan and Elizabeth's demographic who helped make suffrage a reality for *all* women" (p. 2). In this activity, students will analyze photographs to determine who was included and excluded from the history of the women's suffrage and equality movements.

1) Show students the photo taken at the 60th anniversary of the Seneca Falls Convention: <https://cdm16694.contentdm.oclc.org/digital/collection/p16694coll96/id/21/rec/10>

2) Show students photographs from the Library of Congress site of pictures of suffragists: <https://guides.loc.gov/womens-suffrage-pictures>

After looking at each photo, ask students: Who's missing?

Use the *Finish the Fight* book in addition to *Lifting as We Climb* (also in the kit) to introduce students to women who were also involved in the women's suffrage and equality movements but do not often appear in textbooks, historical documents, and encyclopedia entries. Some of these women include: Frances Ellen Watkins Harper, Mary Church Terrell, Mabel Ping-Hua Lee, Jovita Idár, Harriett Forten Purvis, Fannie Barrier Williams, and others. Have students conduct brief research projects on these women to learn more about the roles they played in the fight for women's suffrage.

Exploring Our Foremothers' Documents

We find our country's Forefathers (e.g., Thomas Jefferson, Ben Franklin) in key documents they helped create and/or to which they affixed their signatures. But what about our foremothers? Show students the 1776 letter "Remember the Ladies" that Abigail Adams wrote to her husband, John, and his response:

<https://www.masshist.org/digitaladams/archive/doc?id=L1776O331aa>

Talk to students about what these words mean: "I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors."

Also look at the Declaration of Sentiments (1848):

<https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>

Then look at the Signers of the Declaration of Sentiments, which also includes links to significant biographies: <https://www.nps.gov/wori/learn/historyculture/signers-of-the-declaration-of-sentiments.htm>

Ask students: How many signed the Declaration? Who signed the Declaration?

Doreen Rappaport's Website

Be sure to check out children's book author Doreen Rappaport's website for the book *Elizabeth Started All the Trouble* at: <https://doreenrappaport.com/elizabeth-started-all-the-trouble/>

Teachers will find photographs of the Women's Rights National Historic Park in Seneca Falls, NY, as well as photos of the famous "First Wave" statue in the park and Susan B. Anthony's red alligator purse. There's also a short video about the Seneca Falls convention, an online tour of Susan B. Anthony's house in Rochester, NY, and links to important documents and speeches, including Sojourner Truth's speech at the Women's Convention in Ohio. Plus lots more!

Government & Civics

Standard 5.54. *Describe the structure of Tennessee's government, including the role of each of the three branches, the governor, and state representatives.*

Why Vote?

Have students discuss why voting today is important. Have students consider the following questions:

- What are elections? When are elections? How do we elect leaders?
- Who votes? How do you vote? Where do you vote?
- Why should people vote? Why is voting an important responsibility for citizens?
- What does the governor do?
- What do state representatives do?
- Who are our current elected leaders?
- What is the government? Why does government matter?
- Has a woman ever been the governor of TN? Who are the women in TN state legislature?
- Why is it significant that Kamala Harris is Vice-President of the US?

Also, explain to students that the women's suffrage movement led to increased representation of women in Congress. In 1922, one woman (for a short period of time) and 99 men comprised the US Senate. But women's representation has increased over the years. In 2017, 105 (78 Democrats, 27 Republicans) women held seats in the United States Congress, comprising 19.6% of the 535 members; 21 women (21%) served in the United States Senate, and 84 women (19.3%) served in the United States House of Representatives. Ask students: how do these numbers compare to today?

Teachers may want to read the supplementary texts in the lit kit, *What's the Big Deal About Elections*, by Ruby Shamir and illustrated by Matt Faulkner; *Vote for Our Future!* by Margaret McNamara and illustrated by Micah Player; and *Kamala Harris: Rooted in Justice* by Nikki Grimes and illustrated by Laura Freeman

Exploring the Book

Teachers might:

- Change the order

- Select steps you believe would be best for you
 - Add steps that you feel are important
1. Provide a brief background about the Women’s Right to Vote Movement and the 19th amendment. You will want to highlight Elizabeth Cady Stanton as a strong leader in the crusade. On the book cover she is leading other women in the movement. Depictions of other key women are included on the front cover wearing red, white, and blue sashes. Read and talk about the title of the book. Why do you think a movement would indicate “trouble”?
 2. Discuss the time period the book represents based on the front and back covers:
 - a. Make sure students look closely at the clothing the women and men (back cover) are wearing. Have students guess Elizabeth Cady Stanton’s birth year (1815). Then subtract her birth year from the present year so they understand that Elizabeth Stanton lived more than 200 years ago.
 - b. Elicit a conversation about why the men tower over the women on the back cover. Have students read the headlines on the newspapers the men are reading. Then have students describe the setting on the back cover. Why is that important?
 3. Share the author and illustrator’s names. There is some information about their lives on the back flap of the book. Doreen Rappaport is an award-winning author who is known for her meticulous research skills. Matt Faulkner is an award-winning illustrator who uses gouache-and-ink for the artwork in the book. He does an excellent job using perspective and size to evoke humor in the illustrations.
 4. Share the endpapers of the picture book. Endpapers consist of a two-page spread in the beginning and end of a book. They serve as a structural bond between the body of a book and the casing (Giorgis, 2009). The front and back spreads are a deep rust red which is a strong color. This is important because the women in the book were pillars of strength and perseverance while fighting for women’s right to vote.
 5. Read aloud and/or picture-walk the story. (You might do both.) Be sensitive to your students’ needs and curiosities and briefly pause to address those areas. You might interject your thinking aloud to make sure everyone comprehends the story. However, do this sparingly because you want students to discover and enjoy the overall story for themselves.
 6. After the read aloud, entertain questions and mention two or three of the main points in the story.
 7. Examine and review the backmatter with students. It has brief biographies of women who were trailblazers for the Women’s Right to Vote Movement (mentioned in the book). In addition, there is a timeline, selected research sources, websites, and an author’s note. Mention how the backmatter fortifies and enhances this nonfiction narrative while reflecting the author’s meticulous commitment for research in order to write the book.
 8. Show the timeline entry (entries) and assign a student per entry to personalize it. Refer to the “Timeline Activity” for directions. (See “Timeline Activity” on the CCYAL website and in Appendix in Curriculum Guide book). Afterwards, place the entries or entry on the timeline in chronological order according to the birth

- year. You may choose to only put Elizabeth Cady Stanton's name on the timeline or add the other women mentioned in the book on the timeline as well.
9. Entertain questions and encourage connections and comments.
 10. Provide closure for the book according to your students' needs and interests.

Resource: Giorgis, C. (2009). Exploring visual images in picture books. In D. Wooten & B. Cullinan, B. E. (Eds.). *Children's Literature in the Reading Program: An Invitation to Read*. (3rd edition) (pp. 3-14). Newark, DE: International Reading Association.

Interdisciplinary Activities

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts/Writing

Creative Writing

1. *Sisters in Suffrage*

Elizabeth Cady Stanton and Susan B. Anthony were close friends. One picture in the book shows a picture of them sitting at Stanton's kitchen table, surrounded by Stanton's children and pets. Stanton and Anthony seem to be deep in conversation with each other. Imagine their conversation and write it as though it's a scene in a play or story.

2. "Good Trouble"

This book is called *Elizabeth Started All the Trouble*. Usually we think of trouble as a bad thing, but the late Congressman and civil rights activist John Lewis said there is such a thing as "good trouble." Elizabeth Cady Stanton and other suffragists would probably have agreed with this idea. Using vivid details, write a paragraph in which you describe some examples of what "good trouble" might look like.

Academic Writing

1. *Trailblazers*

At the end of the book is a list of pioneering women called "Trailblazers." Choose a woman who sounds particularly interesting to you and research her on the internet. Once you've done your research, write a paragraph about what you learned.

2. *In Their Own Words*

The website for the Susan B. Anthony house has a collection of historic speeches by suffragists. Go to this address: <https://susanb.org/historic-speeches/> Choose one speech and read it. After you've finished reading the speech, answer these questions: What is this speech arguing for or against? What details or examples does the speaker use to help make the argument convincing?

Art/Media

Create a Portrait of Your Suffrage Campaigner or The First Woman to Vote in Your Family

In this activity, students will research a suffrage campaigner or the first woman to vote in their family and create an expressive portrait that shows not only the likeness of the person, but also shares some insight into the person’s personality or character. To start, introduce the theme of portraiture and identity by asking students to pair up and take pictures of each other (or selfies). Next, break up your class into small groups of four, and ask them to analyze and compare the photographs within their groups. To guide discussion, provide a list of questions to answer such as:

- What is a portrait?
- What does it reveal or conceal of a person’s identity, social status, mood, or character?
- What makes a good portrait?
- What or who gives meaning to a portrait?

Share images of students’ portraits available at the “Centennial of Women’s Suffrage” website: <http://www.suffragettes2020.com/lesson-plan>

Finish the Fight, a Virtual Play

The New York Times commissioned and produced “Finish the Fight,” a digital play in which the acclaimed playwright Ming Peiffer, the 2020 Obie-winning director Whitney White, and a cast of celebrated actresses bring to theatrical life the biographies of lesser-known activists who helped to win voting rights for women. The play adapts the book “*Finish the Fight!: The Brave and Revolutionary Women Who Fought for the Right to Vote*,” which is a supplementary text in the lit kit. Teachers can watch it to learn more about Frances Ellen Watkins Harper, Jovita Idár, Mabel Ping-Hua Lee, and Zitkála-Šá (for adult/mature audiences). <https://www.youtube.com/watch?v=vBI6NCs3k1c>

