



NSDAR Educational Resources Committee

“Around America To Win The Vote- Two Suffragists, A Kitten, and 10,000 miles”

Contributor: Nancy Honea **Grade Level:** 3-4

1. **Identify the standards to be addressed:**

Objective 3.11.1: Identify historical events and sites; Objective 3.1.1: Identify on a community map where students live; on a state map where their town is; and on a United States map

2. **Statement of the objective and lesson outcomes:**

Objective: Learning about the Women’s Fight for the right to vote.

Lesson outcome: Students will learn about the actions taken by two suffragists- Nell Richardson and Alice Burke to gain the right to vote.

3. **Materials, resources, and technology to be used by teacher/students:**

Please see individual lesson plan.

4. **Introduction of the topic:**

Please see attached lesson plan.

5. **Procedure for instruction:**

Please see attached lesson plan.

6. **Lesson closure:**

Please see attached lesson plan.

Around America To Win The Vote

Materials:

- At least one copy of the book: **Around America To Win The Vote Two Suffragists, A Kitten, and 10,000 Miles** by Mara Rockliff illustrated by Hadley Hooper
Publisher: Candlewick Press To facilitate group discussion- instructor may want several copies of the book. (check out at library or purchase)
- The attached Powerpoint with US map; daffodil drawings; pictures of trip items
- White or yellow cup cake paper liners for the daffodil centers (1 per student)
- Green pipe cleaners (optional)
- highlighters

Set-up :

The instructor will need to print copies of the daffodil (2 sheets of **yellow paper**) for every student. A copy of the US map will also need to be made for each student.

Lesson Framework:

*Teacher -Oral reading of the book—pulling in the route they took and the items they carried

* mapping the route

*Art project- creation of **fold and flip up** daffodil.

*Group work- Investigation of book content through group discussion which is guided by the questions from the daffodil art project.

*Class share and discussion

Introduction:

Give students background knowledge on the Suffragist Movement.

To introduce some of the story items---Show pics of Nell Richardson and Alice Burke. Also who pics of a typewriter, a sewing machine, and Baby Saxon (car)

Lesson:

Part 1

Oral Reading: The instructor will do an oral reading of the book. Every teacher has their own style for oral readings and any style should work for this book. It is very engaging for students. Be sure to point out the states (as they come up) as well as the typewriter and sewing machine. These two items might not have been seen before by the students.

The first activity can be done independently during the oral reading or as a group activity after the oral reading.

****Activity #1**—Students will use highlighters to trace out the route (state by state) that Nell and Alice traveled.

Part 2

Construction of flower

****Activity #2**—Students will create a **fold and flip up** daffodil.

The two sheets of the daffodil “petals” are cut out. The flower “petals” are then placed on top of each other with the “question petals” placed on top. The two are then glued together by placing glue in the round circle (flower center) of the bottom flower “petal” sheet. The bottom layer of daffodil “petals” will be where answers to the questions are placed. After all the answers are written on the bottom petals- students will glue the cupcake paper liner in the found circle (flower center) of the top flower “petal” sheet.

Part 3

Group work- Investigation of book content through group discussion—Groups must have **book evidence** to support the answers they decide to give.

Students are placed in groups. Each group is given a copy of the book. Instructions are given by the instructor giving how the daffodil questions are answered. Stress that there must be **book evidence** to support the answers they decide to give.

The questions on the **fold and flip up** daffodil are to be answered by the group. Students re-read, discuss, debate, and find the evidence to support what their answers should be.

Part 4

Class share and discussion: Have groups share their answers and then have a class discussion about the clues or evidence they used to answer their question. These discussions can then lead straight into an investigation of the right to vote. Once students have finalized their answers on the back “petals”, then they can attach the pipecleaner as a flower stem.



Typewriter



Sewing Machine



Nell Richardson

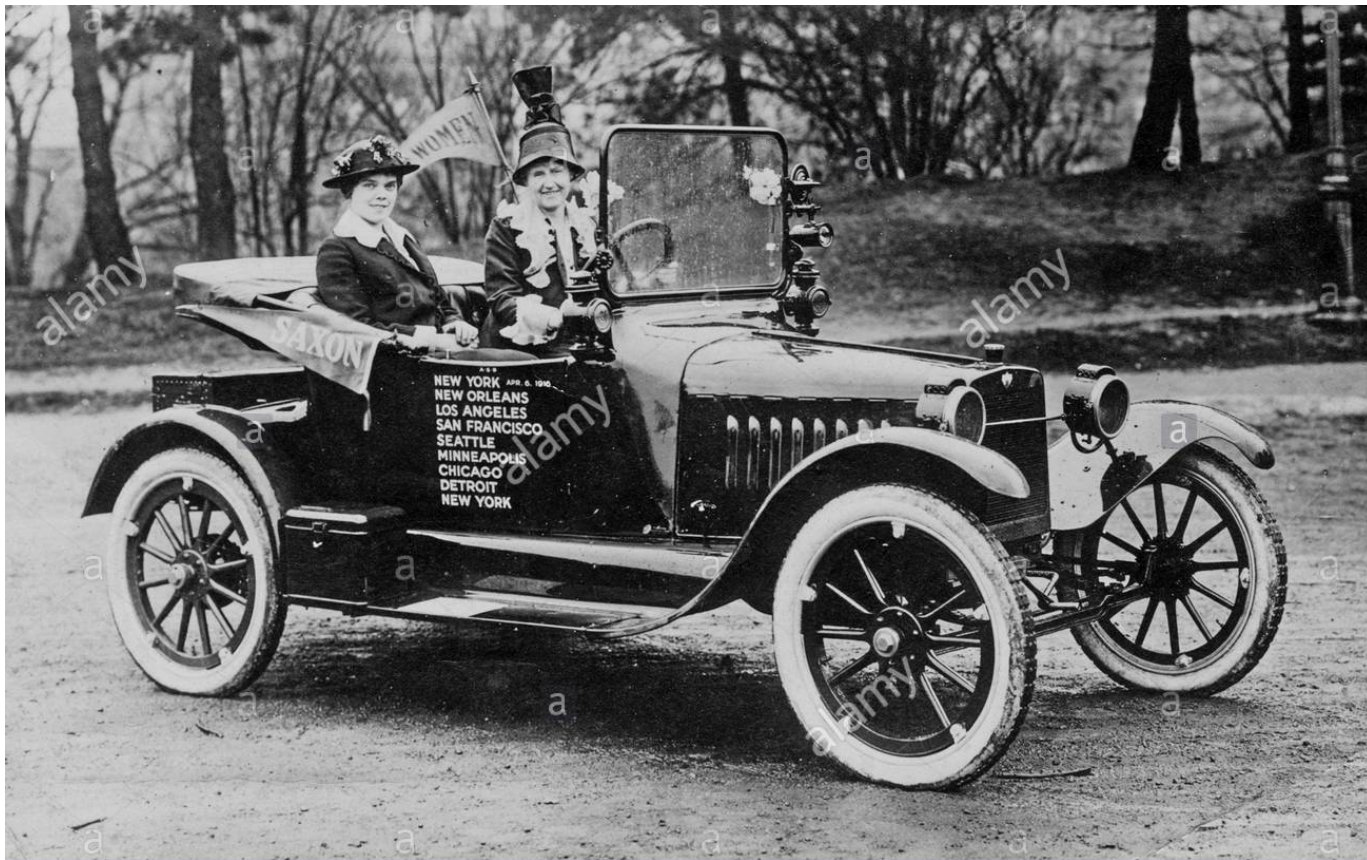


Alice Burke





Baby Saxon Car



Why did
Nell & Alice
carry a
Typewriter on
their trip?

Why did
Nell & Alice
carry
a sewing
machine
On their
trip?

In your
opinion,
why did
they
carry a
little black
kitten on
the trip?

Why did
the
illustrator
use the
color
yellow?

What
kind of
car
did they
use to
travel
around
the
country?

