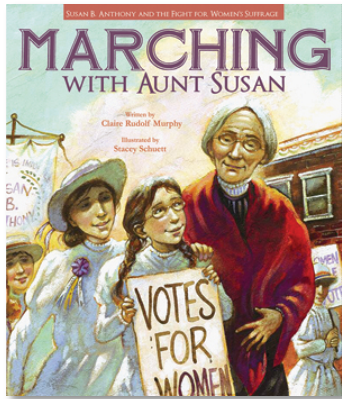


# TEACHER'S GUIDE



## Marching with Aunt Susan

Susan B. Anthony and the Fight for Women's Suffrage

Written by Claire Rudolf Murphy | Illustrated by Stacey Schuett

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Ages 6–10 | Historical Fiction

AR • RC • Lexile • F&P • GRL Q; Gr 4

### ABOUT THE BOOK

Based on the experiences of a real girl, this inspiring story offers a child's-eye view of the fight for women's right to vote.

All Bessie wants is to go hiking with her father and brothers. But it's 1896, and girls don't get to hike. They can't vote either, which Bessie discovers when Susan B. Anthony comes to town to help lead the campaign for women's suffrage. Inspired by the great woman, Bessie becomes involved in the movement and discovers that hiking is only one of the many things that women and girls aren't allowed to do. But small efforts can result in small changes—and maybe even big ones.

### THEMES

- Women's suffrage
- Standing up for what you believe
- How to work for change
- Gender differences

### BACKGROUND FOR TEACHERS

Voting is the right of all citizens of the United States. It gives citizens the opportunity to help decide laws, by electing officials that make those laws. In our 1789 Constitution, women were considered citizens, but the right to vote was not spelled out. Each state had to decide its own regulations about voting. New Jersey allowed women who owned property to vote from 1790–1807, but then they took the right away. Not until passage of the 19<sup>th</sup> amendment, in 1920, did all women citizens have the right to vote.

### BEFORE YOU READ

- Introduce the words “citizenship,” “elections,” and “suffrage.”
- Discuss what students know about who can vote in elections.
- Discuss why some people might not want all citizens to vote. (This question can also be asked during or after reading.)
- Discuss what offices are elected in our country on the local, state, and national level.
- Discuss how voting gives citizens a voice in decisions made by our government.

### AS YOU READ

Ask these questions of your students as they are reading the book.

- Why do you think that Bessie was allowed to ride a bike but not go hiking with her brothers?
- What makes Bessie begin to think about women deserving the right to vote?
- Why didn't her brothers think it was a big deal?
- Why were some people, men and women, so against the idea of women getting to vote?
- Which father would you like to have—Bessie's or Rita's?
- How does a bicycle give women (or any person) freedom? Why did Bessie's mother want to ride a bike?

**AFTER YOU READ**

- Ask students if they know of any groups of people in America today that are not allowed to vote.
- Discuss with students what they would be willing to do to stand up for something they believed in.

**CURRICULUM CONNECTIONS****LANGUAGE ARTS**

- The real Bessie Keith Pond wrote poems all her life. This is a poem that she wrote in 1895, the year before this story takes place, when she was nine years old:

**Eclipse**

I looked up into the sky  
 One dark and stormy night  
 An eclipse was drawing nigh  
 And the moon was shining bright.  
 A strange thought came to me,  
 As I looked out over the sea;  
 I wondered if an eclipse  
 Were coming over me.

A lunar eclipse occurs when the moon passes behind the earth, so that the earth blocks the sun's rays from striking the moon and the sky goes dark. Research of lunar eclipses revealed that an eclipse of the moon did take place in 1895. So Bessie likely based her poem on a real experience.

- Ask students to write a poem about an event in nature that they have observed—a bird fluttering around a flower, a sunset, a rainstorm, an animal giving birth. Have them describe the setting and event. They may choose to connect that event to a feeling that they have. Ask what Bessie means when she says, “I wondered if an eclipse were coming over me.” [Possible answer: She wonders if she might go dark (sad) inside for a while.]
- Hand out copies of *The Suffragist's Alphabet* poem at the end of this guide. Ask students to write an ABC poem for a cause they believe in.
- As a class, read and sing the women's suffrage songs at the end of this guide. Choose a song and write new lyrics for a cause the class believes in.
- Ask students to write a week's worth of journal entries in the week leading up to the 1896 suffrage vote, including the parade, the election, and Bessie's

feelings after the defeat.

- Have students move ahead to 1911 when Bessie is 25 years old. Ask them to write an entry in her diary on the day following the victory. Include what she remembers about helping during the 1896 election. Also include what she has done with her father since 1896 that signifies her growing freedom.
- The following link shares Susan B. Anthony's 1905 obituary. Have students write an obituary for Bessie. They can use information from the back of the book to spur ideas.

[www.nytimes.com/learning/general/onthisday/bday/0215.html?scp=1&sq=%22Miss%20Susan%20B.%20Anthony%20Died%20This%20Morning%27%27&st=cse](http://www.nytimes.com/learning/general/onthisday/bday/0215.html?scp=1&sq=%22Miss%20Susan%20B.%20Anthony%20Died%20This%20Morning%27%27&st=cse)

**SOCIAL STUDIES**

- In your classroom, mark a line down the middle of the room. Pretend you are at a suffrage rally. Half the students believe in women's suffrage and half do not. Take turns going back and forth, shouting out a reason for or against. Or make it a more formal debate, where teams set up arguments to present.
- On the board, make two columns and label “Boys” and “Girls.” List in each column what each group could do in 1896—in school, sports, at home.
- In 1911 California was the fifth state in the nation to give women the right to vote, following Utah, Wyoming, Idaho, and Washington State. Ask students why they think women in the West were first given the right to vote.
- Ask students to choose a cause that is important to them. What are they willing to do to make it happen? (donate money, march in a parade, write a letter to the editor, set up a soapbox and give a speech downtown or at a rally, go to jail, knock on doors to convince other people, etc.). Have them write a paper about a cause they support and what they are willing to do to make it happen.
- Brainstorm some things that have changed for girls in school since Susan B. Anthony's time. Include things that have changed for girls regarding physical fitness since Bessie Keith Pond's era.
- Have students interview three women about voting: 19 years old, around 60 years old, and around 80 years old. They can check in with relatives, family friends, and neighbors. Be sure students ask interviewees in what year they first voted and how they felt.
- Have students ask older relatives if they know anyone in their family tree that was a suffragist. They don't

have to be famous. Thousands, maybe millions, of women made this finally happen. Try to include a photo of that woman and share her story with the class.

- Ask the class to research other women who helped fight for women's suffrage. Find a suffragist leader in your state. Ask your librarian for help or visit the National Women's Hall of Fame at [www.greatwomen.org](http://www.greatwomen.org).

## MATH

Place students in small groups and have them answer the following math questions. Allow them to share how they solved the questions.

- The real Bessie Keith Pond hiked thousands of miles with her family all over the Sierra Nevada Mountains. If she hiked 300 miles in seven days, how many miles a day did she hike?
- In 1648 Margaret Brent asked to vote in the colony of Maryland because she owned property. How many years passed before all women in America could vote? (hint: 1920)
- How many states were needed to ratify the 19<sup>th</sup> amendment and make it law? (In 1920 there were 48 states and 2/3 of them had to ratify the amendment.)
- What year did your state allow women to vote? How many years ago was that?

## SCIENCE

- **Discussion Questions**
  - Why weren't girls and women allowed to play sports in 1896? [Answer: It was believed that their bodies would be in danger if they played sports.]
  - Do girls and boys play the same sports today? Why do you think this is the case? [Answers will vary.]
- In small groups, research the change in bicycle models from 1896 until today. Highlight changes that have been made to the bicycle. Have students draw before and after pictures of these changes. Also have them write a paragraph under each picture describing the design styles.

## ART

The real Bessie Keith Pond grew up to be an artist, poet, and teacher. She taught art and took her students on nature hikes, encouraging them to draw what they saw.

- Go on a nature walk with your students and have them bring their sketchpads. Have them draw

animals or plants that catch their attention. Assure them not to worry about being perfect, just sketch what they find interesting to draw.

- As a class, design a sign or banner that you would march with in a suffrage parade.
- Look at the cartoons in the back of the book. Students can draw a cartoon in favor or against women's suffrage.

## REVIEWS

"...Schuett's rich gouache paintings have the texture and heft of oils, and she captures the beauty of the suffragists' white dresses and gold and purple ribbons, as well as the women's strength and determination... An inspiring and revelatory tale."

—*Kirkus Reviews*

## AWARDS

- Oppenheim Toy Portfolio Gold Award —Oppenheim Toy Portfolio
- Notable Social Studies Trade Books for Young People —NCSS/CBC
- Amelia Bloomer Project —Feminist Task Force of the Social Responsibilities Round Table of the American Library Association
- Kansas State Reading Circle Recommended Reading List (intermediate) —Kansas National Education Association
- Best Children's Books of the Year (starred) —Bank Street College of Education
- Alabama Camellia Awards (nominee, grades 2–3) —Alabama Department of Education
- Teachers' Choices —IRA
- Delaware Diamonds (nominee, grades 3–5) —Diamond State Reading Association
- California Collections (elementary) —California Readers
- AGHE Book Award for Best Children's Literature on Aging for Elementary Readers (grades 3–5) —Association for Gerontology in Higher Education
- Macy's Multicultural Collection of Children's Literature —Reading Is Fundamental (RIF)

**ABOUT THE AUTHOR**

Claire Rudolf Murphy has written more than fifteen books for children, from picture to middle fiction and nonfiction. She has a degree in history from Santa Clara University, a teaching credential from the University of California at Berkeley, and an MFA in Creative Writing. Claire has presented to students in grades K–12 for over twenty years and offers Skype visits with classrooms around the country.

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**ABOUT THE ILLUSTRATOR**

Stacey Schuett has illustrated more than twenty-five picture books, many about strong leaders in American history. Some titles include *Purple Mountain Majesties*, *Sisters of Scituate Light*, and *Liberty's Voice: The Story of Emma Lazarus*. She lives in California.

[www.staceyschuett.com](http://www.staceyschuett.com)

**RESOURCES****Bicycle Museum of America**

[www.bicyclemuseum.com/otherlinks.htm](http://www.bicyclemuseum.com/otherlinks.htm)

**USA Bicycling Hall of Fame**

[www.usbhof.org/](http://www.usbhof.org/)

**Suffrage Songs**

[www.si.edu/folkways/](http://www.si.edu/folkways/)

[www.creativefolk.com/suffrage.pdf](http://www.creativefolk.com/suffrage.pdf)

Visit [www.clairerudolfmurphy.com](http://www.clairerudolfmurphy.com) for posters, images, articles, and additional information about women's suffrage.

**Book Trailer for *Marching with Aunt Susan***

[www.youtube.com/watch?v=ql8AMLu7pYM](http://www.youtube.com/watch?v=ql8AMLu7pYM)

Peachtree Teacher's Guide for  
**MARCHING WITH AUNT SUSAN**  
prepared by Claire Rudolf Murphy

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updated 1/6/17

Votes for Women!  
The Suffragist's Alphabet

**A** is for **Antis** who sneer at us all.  
**B** is for **Ballot** we'll win in the fall.  
**C** is for **Courage** we need without pause.  
**D** is for **Duty** we owe to our cause.  
**E** is for **Effort** we women must make.  
**F** is for **Faith** which we know it will take.  
**G** is for **Good** we believe we can do.  
**H** is for **Home** to which we'll be true.  
**I** is for **Ideas** we need in our land.  
**J** is for **Justice** which we NOW demand.  
**K** is for **Knowledge** our leaflets will spread.  
**L** is for **Light** on our problems they shed.  
**M** is for **Men** we hope to persuade.  
**N** is for **Numbers** that will swell the parade.  
**O** is for **Obstructions** men place in our way.  
**P** is for **Precinct** we're polling today.  
**Q** is for **Queries** we answer with ease.  
**R** is for **Reason**—as much as you please.  
**S** is for **SUFFRAGE** for ALL of THE NATION.  
**T** is for **Taxes** WITH Representation.  
**U** is the **Union** we take for our text.  
**V VOTES** FOR WOMEN! OHIO THE NEXT! (Say your state's name)  
**W** is for **Women**—for **Wages**—for **Work**.  
**X** is the **Xample** we set, not shirk.  
**Y** is for **Youth** who our banner will bear.  
**Z** is the **Zest** in which we all share.

OHIO WOMAN SUFFRAGE HEADQUARTERS



# WOMEN'S SUFFRAGE SONGS

The following songs are from the *Songs of the Suffragettes*, 1958 Folkways Records #FH5281  
c/o Smithsonian-Folkways Records. For more information, visit [www.si.edu/folkways/](http://www.si.edu/folkways/)

## **\*Keep Woman in Her Sphere** **(Sung to the tune of Auld Lang Syne)**

by D. Estabrook

This song is found in numerous suffrage songbooks and was widely sung at rallies.

I have a neighbor, one of those  
Not very hard to find  
Who know it all without debate  
And never change their mind.  
I asked him, "What of woman's rights?"  
He said in tones severe—  
"My mind on that is all made up,  
Keep woman in her sphere."

I saw a man in tattered garb  
Forth from the grog-shop come  
He squandered all his cash for drink  
and starved his wife at home.  
I asked him "Should not woman vote?"  
He answered with a sneer—  
"I've taught my wife to know her place,  
Keep woman in her sphere."

I met an earnest, thoughtful man  
Not many days ago  
Who pondered deep all human law  
The honest truth to know.  
I asked him, "What of woman's cause?"  
The answer came sincere—  
"Her rights are just the same as mine,  
Let woman choose her sphere."

\* \* \* \* \*

## **The New America** **(Sung to the tune of America)**

Sung at the National-American Woman's Suffrage Convention,  
1891, this song reflects a common suffrage argument—that  
giving women the vote simply fulfilled the promise of 1776.

Our country, now from thee  
Claim we our liberty  
In freedom's name.  
Guarding home's altar fires  
Daughters of patriot sires  
Their zeal our own inspires  
Justice to claim.

Women in every age  
For this great heritage  
Tribute have paid.

Our birth-right claim we now  
Longer refuse to bow  
On freedom's altar now  
Our hand is laid.

Sons, will you longer see  
Mothers on bended knee  
For justice pray?  
Rise now, in manhood's might  
With earth's great souls unite  
To speed the dawning light  
Of freedom's day.

\* \* \* \* \*

## **Oh Dear, What Can the Matter Be?** **(Sung to the tune of Oh Dear, What Can the Matter Be?)**

by L. May Wheeler

Set to a popular parlor tune, this song addresses an argument  
made against woman's suffrage: that women already had  
everything they needed—male protection and a sphere of their  
own. They don't need to vote as well.

Oh dear, what can the matter be?  
Dear, dear what can the matter be?  
Oh dear, what can the matter be?  
Women are wanting to vote.

Women have husbands, they are protected;  
Women have sons by whom they're directed;  
Women have fathers, they're not neglected;  
Why are they wanting to vote?

Women have homes, there they should labor;  
Women have children whom they should favor;  
Women have time to learn of each neighbor;  
Why are they wanting to vote?

Women can dress, they love society;  
Women have cash with all its variety;  
Women can pray with sweetest piety;  
Why are they wanting to vote?

Women have reared all the sons of the brave;  
Women have shared in the burdens they gave;  
Women have labored this country to save;  
And that's why we're going to vote.

Oh dear, what can the matter be?  
Dear, dear what can the matter be?  
Oh dear, what can the matter be?  
Why should men get every vote?