

Ideas for Law Day/Month Read Alouds:

General ideas good for any read aloud title:

1. Introduce the book you choose by asking students to examine the cover and tell you what they think it will be about...ask them to make predictions about what they will learn from this story. You might have them sketch or write the ideas they hear as they listen into their social studies interactive notebooks.
2. Jot down observations, reflections, and questions related to the book. See if anyone wants to share one of theirs. This will give them a touchstone to help with follow up discussion.
3. If you listen to more than one read aloud, compare and contrast what you learned from each. What were their similarities, differences, strengths, and weaknesses? Which did you find more interesting and why?
4. After listening, summarize the story in one of the following ways:
 - a. Design a bumper sticker summary phrase
 - b. Create a comic strip that captures the main action of the story
 - c. Convert the main character into a super-hero and explain her/his superpowers and unique personality.
 - d. Write a next chapter of the story, telling what you think might happen after the story action ends.
 - e. Design a museum exhibit to honor or recognize the achievements of the main character. What would go in and how would you create your display or exhibit?

The Ballot Box Battle by Emily Arnold McCully

Possible discussion questions/activities include:

- When and where does this story take place? What do you know about this time in our history?
- How is voting like jumping a fence on horseback? What hurdles do you face? What might help you overcome them?
- In what ways are Mrs. Stanton and Cordelia's lives the same? How are they different?
- Read the author's note to discover what parts of this story are based on history and which are fictional. Find evidence to support your claims.
- Mrs. Stanton said that she determined to be both "learned and courageous," as she thought men were allowed to be. (*learned – pronounced in two syllables "lern-ed," means well-informed or showing learning or knowledge.*) What did she do to achieve her goals? What things are you doing to be both learned and courageous?
- This book features parallel stories: one for Elizabeth Cady Stanton and one for Cordelia. Create a t-chart that bullets the main features of each story. Then compare and contrast them in a paragraph that shows evidence of historical thinking.

- Read this mini-biography of Elizabeth Cady Stanton and note what you learned beyond the information in this book: <https://www.historyforkids.net/elizabeth-cady-stanton.html>

I Could Do That! Esther Morris Gets Women the Vote by Linda Arms White

Possible discussion questions/activities include:

- What are some of the things that Esther did that some people didn't think she should?
- What character traits do you think Esther showed? Support your claims with evidence.
- What do you think were the best arguments for women to vote? What were the best reasons against their voting? What arguments would you have used to convince law makers?
- The illustrator, Nancy Carpenter, has packed a lot of good information in each double page of illustrations for this book. Choose one and "de-construct" it – make a bullet list of everything in the illustration and how it helps to tell the story along with the text.
- Draw your own scene that captures the overall message of the book.
- Esther Morris opened several millinery or hat shops in her life. Design a hat that you think most fits this unusual and interesting woman. Be able to explain your design choices.
- Read the Author's Note and use it to help determine which parts of this story are history and which part have come from the author's imagination. Provide evidence for your claims.
- Examine the statue of Esther Morris at the U.S. Capitol - <https://www.aoc.gov/art/national-statuary-hall-collection/esther-hobart-morris> and read more about her life. What did this source tell you that was not in the book?

Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone

Possible discussion questions/activities include:

- At the beginning of the book, the author includes a quote from Stanton. Why do you think she chose this quote and what does it tell you about this historic figure?
- What were the problems that Stanton and her friends identified that they believed needed change?
- Why do you think Stanton and her group focused on the vote? Evaluate whether their focus was the right choice of a goal and explain what other goals they could have campaigned for instead.
- What did her slogan, "Have it, we must. Use it, we will" mean to her and to all women?
- What is the importance of Seneca Falls and the meeting in 1848 to Stanton's cause?
- How do Rebecca Gibbon's illustrations help tell the story of Elizabeth Cady Stanton? Is there one that works best for you? Why?
- This online article tells us more about Stanton. <https://www.history.com/news/9-things-you-may-not-know-about-elizabeth-cady-stanton> What is the most interesting new thing you learned here?

Bold & Brave: Ten Heroes Who Won Women the Right to Vote by Kirsten Gillibrand, art by Maira Kalman

Possible discussion questions/activities include:

- Judge Ken Hodges read this book aloud and selected portions to include in his reading, including the introduction, sections on Elizabeth Cady Stanton, Susan B. Anthony, Harriet Tubman, Ida B. Wells, and the closing section. How can you compare/contrast what each of these women did in the long fight for women's suffrage?
- If you can get a copy of the book yourself, read another mini-biography and answer the question of what else this individual adds to the story of suffrage.
- Choose one woman whose contribution you feel was most valuable or significant and back up your claim with evidence from the reading or book.
- In the introduction, Kirsten Gillibrand explains the meaning of suffrage. In your own words, tell or draw what suffrage means to you.
- Maira Kalman's illustrations are in her own unique style. Pick one double page and analyze the images she created and what they tell us about the historical figure being discussed. What kind of historical research do you think Kalman did to create these images? How did they contribute to the overall story? What pictures come to mind as you listen or read? Make your own drawing to illustrate one or more pieces of this story.
- At the end of his video, Judge Hodges mentions his mother, daughter, and wife as three more bold and brave women in his life. Who are the bold and brave women in your life? How can you thank them for their example?
- The author ends this book with a challenge. What kind of future do you think she would like to see? What future do you see for women and for us all?
- The back part of the book lists some other women and gives a brief paragraph about each. If you were adding one of these women to the main part of the book, which would you choose and why? Create a page with writing and images that would convince a bookseller to add it to the book.

Around America To Win the Vote: Two Suffragists, A Kitten, and 10,000 Miles by Mara Rockliff

Possible discussion questions/activities include:

- When Nell and Alice left on their trip in 1916, they packed their little yellow car with tools, spare parts, a typewriter, a sewing machine, a leather trunk, the two of them, and a wee black kitten. How did what they packed come in handy on the trip? What would you have packed if you had been making the trip?
- What do you think motivated the women to take this trip? Where are some of the places they went? Which do you think you would have most enjoyed and why?
- What kinds of obstacles did they meet and how did they overcome them? Back up your list with evidence from the video or book. Which do you think was the most exciting or funny challenge and why?
- How did the two women in the story react differently at the trip's end? How do you think you would have reacted and why?

- In the back of the book is a great author's note giving more historical detail about the trip. In the section titled "Winning the Vote," notice many ways that suffragists were creative about convincing people that women should vote. What were some of these? What are some other things you might do if you were launching such a campaign?
- In the section at the end of the book, "A Note on Sources," tell how the author is thinking like a historian to gather the story for this book.
- Pick one scene and draw your own illustration that pulls together things you learned from the story or draw an outline map of the United States and draw small sketches of some of their adventures where they happened on the map.