Written by Kirsten Gillibrand  Art by Maira Kalman

BOLD & BRAVE
Ten Heroes who won Women the Right to Vote

1913 Women's Suffrage Parade
BOLD & BRAVE
Ten Heroes who won Women the Right to Vote

ABOUT THE BOOK
On the eve of the one-hundredth anniversary of the certification of the Nineteenth Amendment, which granted women suffrage (the right to vote), BOLD & BRAVE looks both backward and forward. It introduces children to strong women who have raised their voices on behalf of justice—and inspires children to raise their own voices to build our future. With gorgeous illustrations by renowned artist Maira Kalman, this is a book that will inspire and uplift, a book to be cherished and shared. The suffragists included are Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, Harriet Tubman, Jeannette Rankin, Alice Paul, Inez Milholland, Ida B. Wells, Lucy Burns, and Mary Church Terrell.

ABOUT THE AUTHOR
Kristen Gillibrand is a United States Senator and a passionate advocate for women’s rights—like her mother, grandmother, and great-grandmother before her. Senator Gillibrand was born and raised in upstate New York. She lives there with her husband, Jonathan; their sons, Theo and Henry; and their dog, Maple. Her book Off the Sidelines is Senator Gillibrand’s first book for children.

ABOUT THE ILLUSTRATOR
Maira Kalman was born in Tel Aviv and moved with her family, at the age of four, to New York, where she still lives today. She is the author and illustrator of numerous popular picture books, including Looking at Lincoln and Thomas Jefferson: Life, Liberty, and the Pursuit of Everything, as well as several books for adults, such as The Principles of Uncertainty and And the Pursuit of Happiness.

PRE-READING ACTIVITY
Present this activity to your students. Imagine that you are adults and have decided to join thousands of others to form a new country on a large, uninhabited island. A committee is chosen to plan the new government. Once on the island, each new citizen receives either a purple or blue envelope. In the envelopes is a message explaining that all citizens will have to work in small groups to come up with a cause you care about and brainstorm ways to campaign for it. Share your group’s idea with the class, then pick one cause to pursue together.

CAMPAIGN FOR CHANGE
Work in small groups to come up with a cause you care about and brainstorm ways to campaign for it. Share your group’s idea with the class, then pick one cause to pursue together.

YOUR CAUSE:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WHO: PARTICIPANTS</th>
<th>WHO: AUDIENCE</th>
<th>HOW</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter to the editor</td>
<td>All students</td>
<td>Vote and school board</td>
<td>Write a letter as a group</td>
<td>Submit the letter to a local newspaper once it’s written</td>
</tr>
<tr>
<td>Vote on a new law</td>
<td>Your small group</td>
<td>Voter and school board</td>
<td>Write and edit the letter as a group</td>
<td>Submit the letter to a local newspaper once it’s written</td>
</tr>
</tbody>
</table>

FROM SIGNS TO SPEECHES
BOLD & BRAVE shows many ways to organize and protest for change. Assign pairs of students to each double-page spread in the book and have them record all the methods the women used, such as signs and speeches, to advance their cause. Students should examine the pictures in addition to the text for ideas. Compile a classroom list of the findings. Then have students explore methods that activists use today. Looking in newspapers, newsmagazines, and similar sources. Students should also gather information by asking family and friends whether they have worked for political or social change, and how. Add the new ideas to the classroom list. Hold a class discussion about all the different ways to bring about change, including modern ones like online petitions and social media campaigns.

BOLD & BRAVE, VOLUME 2
Create a classroom book that expands on BOLD & BRAVE. Have each student do further research on an activist from Gillibrand’s book, using another source, with each student choosing a different woman. Students should write down what they already know and then what they want to know. As a class, discuss good sources of information, both print and digital. The research should result in a one-page essay on the woman. Inspired by Maira Kalman’s individual illustration style, students should create their own portrait of the woman to go with their essay. Compile a book of the essays and portraits, and display it in the classroom.

“FORWARD INTO LIGHT!”
Some banners for the vote read “Forward into Light!” But moving forward was a slow process fraught with roadblocks. Have students create a large classroom timeline of the women that they researched for the classroom book. Each entry on the timeline should include the woman’s name, the dates of her life, two important facts about her, and a key event associated with her life. The woman’s name should appear at the year of the event. Students may want to add other women as well.

HOW LONG DID WOMEN WAIT?
How does the U.S. compare to other countries in terms of when women won the vote and could hold high public office? Have students each choose a country to research these topics. They should find out when women got the right to vote, when they got the right to run for elected offices, and when women have held the very highest elected office, or on other elected or appointed offices. Have students fill out the worksheet below with their findings. Students should make a note of interesting related facts and they should record their sources. Have students present the information on small cards and attach them to a map of the world, using strings to link the card and country. Hold a discussion about the findings and why they vary so much around the world.

IN THE CLASSROOM

AROUND THE WORLD: HOW LONG DID WOMEN WAIT?
Research women’s right to vote in other countries, and fill out the worksheet below.

<table>
<thead>
<tr>
<th>Country</th>
<th>Year the country was established</th>
<th>Population</th>
<th>Year women could first vote nationally</th>
<th>Year women could first run for elected office</th>
<th>Name of the woman, if any, who has held the country’s highest office, such as prime minister or president, and the years she (or they) held it</th>
<th>Other high elected or appointed positions women have held and the years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For example, women in the U.S. won the right to vote in some state elections before they could vote nationally.

Sources:

<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RHTeachersLibrarians.com

RHTeachersLibrarians.com

RHTeachersLibrarians.com
CAMPAIGN FOR CHANGE

Work in small groups to come up with a cause you care about and brainstorm ways to campaign for it. Share your group’s idea with the class, then pick one cause to pursue together.

YOUR CAUSE:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WHO: PARTICIPANTS</th>
<th>WHO: AUDIENCE</th>
<th>HOW</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: (Cause = better funding for schools)</td>
<td>Year small group</td>
<td>Voter and school board</td>
<td>Write and edit the letter as a group</td>
<td>Submit the letter to a local newspaper once it’s written</td>
</tr>
<tr>
<td>Write a letter to the editor</td>
<td>Year small group</td>
<td>Each classmate</td>
<td>Write and edit the letter as a group</td>
<td>Submit the letter to a local newspaper once it’s written</td>
</tr>
</tbody>
</table>

AROUND THE WORLD: HOW LONG DID WOMEN WAIT?

Research women’s right to vote in other countries, and fill out the worksheet below.

Country: ____________________________
Year the country was established: ____________________________
Population: ____________________________
Year women could first vote nationally: ____________________________
Year women could first run for elected office: ____________________________
Name of the woman, if any, who has held the country’s highest office: ____________________________
The years she (or they) held it: ____________________________
Other high elected or appointed positions women have held and the years: ____________________________
Interesting related findings: ____________________________

For example, women in the U.S. won the right to vote in some state elections before they could vote nationally.

Sources: ____________________________
BOLD & BRAVE
Ten Heroes Who Won Women the Right to Vote

ABOUT THE BOOK
On the eve of the one-hundredth anniversary of the ratification of the Nineteenth Amendment, which granted women suffrage (the right to vote), BOLD & BRAVE looks both backward and forward. It introduces children to strong women who have raised their voices on behalf of justice—and inspires children to raise their own voices to build our future. With gorgeous illustrations by renowned artist Maira Kalman, this is a book that will inspire and uplift, a book to be cherished and shared. The suffragists included are Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, Harriet Tubman, Jennie Jovita Idlet, Alice Paul, Ida B. Wells, Lucy Burns, and Mary Church Terrell.

ABOUT THE AUTHOR
Kirsten Gillibrand is a United States Senator and a passionate advocate for women’s rights—like her mother, grandmother, and great-grandmother before her. Senator Gillibrand was born and raised in upstate New York. She lives there with her husband, Jonathan; their sons, Theo and Henry; and their dog, Maple. Her book Off the Sidelines was a New York Times bestseller.

ABOUT THE ILLUSTRATOR
Maira Kalman was born in Tel Aviv and moved with her family at the age of four, to New York, where she still lives today. She is the author and illustrator of numerous popular picture books, including Looking at Lincoln and Thomas Jefferson: Life, Liberty, and the Pursuit of Everything, as well as several books for adults, such as The Principles of Uncertainty and And The Pursuit of Happiness.

PRE-READING ACTIVITY
Present this scenario to your students: “Imagine that you are adults and have decided to join thousands of others to form a new country on a large, uninhabited island. A committee is chosen to plan the new government. Once on the island, each person chooses a different woman. Students should write down what they already know and then what they want to know. As a class, discuss good sources of information, both print and digital. The research should result in a one-page essay on the woman. Inspired by Maira Kalman’s individual illustration style, students should create their own portrait of the woman to go with their essay. Compile a book of the essays and portraits, and display it in the classroom.

CAMPAIGN FOR CHANGE
Work in small groups to come up with a cause you care about and brainstorm ways to campaign for it. Share your group’s idea with the class, then pick one cause to pursue together.

YOUR CAUSE:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WHO: PARTICIPANTS</th>
<th>WHO: AUDIENCE</th>
<th>HOW</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>(Cause &amp; letter funding for schools)</td>
<td>Vote and school board</td>
<td>Write and edit the letter as a group</td>
<td>Submit the letter to a local newspaper once a semester</td>
</tr>
</tbody>
</table>

FROM SIGNS TO SPEECHES
BOLD & BRAVE shows many ways to organize and protest for change. Assign pairs of students to each double-page spread in the book and have them record all the methods the women used, such as signs and speeches, to advance their cause. Students should examine the pictures in addition to the text for ideas. Compile a classroom list of the findings. Then have students explore methods that activists use today. Looking in newspapers, newsmagazines, and similar sources. Students should also gather information by asking family and friends whether they have worked for political or social change, and how. Add the new ideas to the classroom list. Hold a class discussion about all the different ways to bring about change, including modern ones like online petitions and social media campaigns.

BOLD & BRAVE, VOLUME 2
Create a classroom book that expands on Bold & Brave. Have each student do further research on an activist from Gillibrand’s book, using another source, with each student choosing a different woman. Students should write down what they already know and then what they want to know. As a class, discuss good sources of information, both print and digital. The research should result in a one-page essay on the woman. Inspired by Maira Kalman’s individual illustration style, students should create their own portrait of the woman to go with their essay. Compile a book of the essays and portraits, and display it in the classroom.

“FORWARD INTO LIGHT!”
Some banners for the vote read “Forward into Light!” But moving forward was a slow process fraught with roadblocks. Have students create a large classroom timeline of the women that they researched for the classroom book. Each entry on the timeline should include the woman’s name, the dates of her life, two important facts about her, and a key event associated with her life. The woman’s name should appear at the year of the event. Students may want to add other women as well.

HOW LONG DID WOMEN WAIT?
How does the U.S. compare to other countries in terms of when women won the vote and could hold high public office? Have students each choose a country to research these topics. They should find out when women got the right to vote: when they got the right to run for elected offices and if women have held the highest elected office, or on other high elected or appointed offices. Have students fill out the worksheet below with their findings. Students should make a note of interesting related facts and they should record their sources. Have students print the information on small cards and attach them to a map of the world, using strings to link the card and country. Hold a discussion about the findings and why they vary so much around the world.

AROUND THE WORLD: HOW LONG DID WOMEN WAIT?
Research women’s right to vote in other countries, and fill out the worksheet below.

<table>
<thead>
<tr>
<th>Country:</th>
<th>Year the country was established:</th>
<th>Population:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year women could first vote nationally:</td>
<td>Year women could first run for elected office:</td>
<td></td>
</tr>
<tr>
<td>Name of the woman, if any, who has held the country’s highest office, such as prime minister or president, and the years she (or they) held it:</td>
<td>Other high elected or appointed positions women have held and the years:</td>
<td></td>
</tr>
</tbody>
</table>

Interesting related findings: ____________________________

For example, women in the U.S. won the right to vote in some state elections before they could vote nationally.

SOURCE: ____________________________

EXAMPLE:

This page is reproduced by RHTeachersLibrarians.com. It may be photocopied or used in classrooms and professional development activities. It may not be used in books or other instructional materials for sale. ©2018 Random House Children’s Books. All rights reserved.
BOLD & BRAVE
Ten Heroes Who Won Women the Right to Vote

About the Book
On the eve of the one-hundredth anniversary of the ratification of the Nineteenth Amendment, which granted women suffrage (the right to vote), BOLD & BRAVE looks both backward and forward. It introduces children to strong women who have raised their voices on behalf of justice—and inspires children to raise their own voices to build our future. With gorgeous illustrations by renowned artist Maira Kalman, this is a book that will inspire and uplift, a book to cherish and share. The suffragists included are Elizabeth Cady Stanton, Susan B. Anthony, Sarah Winnard, Harriet Tubman, Jeannette Idar, Alice Paul, Ida Miliholland, Ida B. Wells, Lucy Burns, and Mary Church Terrell.

About the Author
Kirsten Gillibrand is a United States Senator and a passionate advocate for women’s rights—like her mother, grandmother, and great-grandmother before her. Senator Gillibrand was born and raised in upstate New York. She lives there with her husband, Jonathan; their sons, Theo and Henry; and their dog, Maple. Her book Off the Sidelines was a New York Times bestseller.

About the Illustrator
Maira Kalman was born in Tel Aviv and moved with her family, at the age of four, to New York, where she still lives today. She is the author and illustrator of numerous popular picture books, including Looking at Lincoln and Thomas Jefferson. Life, Liberty, and the Pursuit of Everything, as well as several books for adults, such as The Principles of Uncertainty and And the Pursuit of Happiness.

Pre-Reading Activity
Present this activity to your students. “Imagine that you are adults and have decided to join thousands of others to form a new country on a large, uninhabited island. A committee is chosen to plan the new government. Once on the island, each new citizen receives either a purple or blue envelope. In the envelopes is a message explaining that all citizens will have to pay taxes, but only half of them will be allowed to vote. Purple envelopes mean you can vote. A blue one means you can’t. Everyone on the planning committee received purple envelopes. The rest received a blue envelope. How do you feel? Will you try to change the situation?” Have students write a response that expresses their feelings about being denied the vote.

How Long Did Women Wait?

For example, women in the U.S. won the right to vote in 1920; women in India won the right in 1947. As you research the world, think about all the different ways to bring about change, including modern ones like online petitions and social media campaigns.

Bold & Brave, Volume 2
Create a classroom book that expands on BOLD & BRAVE. Have each student do further research on an activist from Gillibrand’s book, using another source, with each student choosing a different woman. Students should write down what they already know and then what they want to know. At a class, discuss good sources of information, both print and digital. The research should result in a one-page essay on the woman. Inspired by Maira Kalman’s individual illustration style, students should create their own portrait of the woman to go with their essay. Compile a book of the essays and portraits, and display it in the classroom.

From Signs to Speeches
BOLD & BRAVE shows many ways to organize and prepare for change. Assign pairs of students to each double-page spread in the book and have them record all the methods the women used, such as signs and speeches, to advance their cause. Students should examine the pictures in addition to the text for ideas. Compile a classroom list of the findings. Then have students explore methods that activists use today. Looking in newspapers, newsmagazines, and similar sources. Students should also gather information by asking family and friends whether they have worked for political or social change, and how. Add the new ideas to the classroom list. Hold a class discussion about all the different ways to bring about change, including modern ones like online petitions and social media campaigns.

In the Classroom

How long did the U.S. compare to other countries in terms of when women won the vote and could hold high public office? Have students each choose a country to research these topics. They should find out when women got the right to vote; when they got the right to run for elected office and if women have held the very highest elected office, or other high elected or appointed offices. Have students fill out the worksheet below with their findings. Students should make a note of interesting related facts and they should record their sources. Have students print the information on small cards and attach them to a map of the world, using strings to link the card and country. Hold a discussion about the findings and why they vary so much around the world.

Activity
WHO: Participants
WHO: Audience
HOW
WHEN

Example (Cause letter funding for school)
Year small group
Veterans and school board
Write and edit the letter as a group
Submit the letter to a local newspaper once it’s written

Example (Run for local office)
Year women could first vote nationally
Year women could first run for elected office
Name of the woman, if any, who has held the country’s highest office, such as prime minister or president, and the years she (or they) held it
Other high elected or appointed positions women have held and the years
Interesting related findings

Sources

For example, women in the U.S. won the right to vote in some state elections before they could vote nationally.

About the Book
On the eve of the one-hundredth anniversary of the ratification of the Nineteenth Amendment, which granted women suffrage (the right to vote), BOLD & BRAVE looks both backward and forward. It introduces children to strong women who have raised their voices on behalf of justice—and inspires children to raise their own voices to build our future. With gorgeous illustrations by renowned artist Maira Kalman, this is a book that will inspire and uplift, a book to cherish and share. The suffragists included are Elizabeth Cady Stanton, Susan B. Anthony, Sarah Winnard, Harriet Tubman, Jeannette Idar, Alice Paul, Ida Miliholland, Ida B. Wells, Lucy Burns, and Mary Church Terrell.

About the Author
Kirsten Gillibrand is a United States Senator and a passionate advocate for women’s rights—like her mother, grandmother, and great-grandmother before her. Senator Gillibrand was born and raised in upstate New York. She lives there with her husband, Jonathan; their sons, Theo and Henry; and their dog, Maple. Her book Off the Sidelines was a New York Times bestseller.

About the Illustrator
Maira Kalman was born in Tel Aviv and moved with her family, at the age of four, to New York, where she still lives today. She is the author and illustrator of numerous popular picture books, including Looking at Lincoln and Thomas Jefferson. Life, Liberty, and the Pursuit of Everything, as well as several books for adults, such as The Principles of Uncertainty and And the Pursuit of Happiness.

Pre-Reading Activity
Present this activity to your students. “Imagine that you are adults and have decided to join thousands of others to form a new country on a large, uninhabited island. A committee is chosen to plan the new government. Once on the island, each new citizen receives either a purple or blue envelope. In the envelopes is a message explaining that all citizens will have to pay taxes, but only half of them will be allowed to vote. Purple envelopes mean you can vote. A blue one means you can’t. Everyone on the planning committee received purple envelopes. The rest received a blue envelope. How do you feel? Will you try to change the situation?” Have students write a response that expresses their feelings about being denied the vote. They should also brainstorm ways they could try to change the decision without the use of violence.

How Long Did Women Wait?

For example, women in the U.S. won the right to vote in 1920; women in India won the right in 1947. As you research the world, think about all the different ways to bring about change, including modern ones like online petitions and social media campaigns.

Bold & Brave, Volume 2
Create a classroom book that expands on BOLD & BRAVE. Have each student do further research on an activist from Gillibrand’s book, using another source, with each student choosing a different woman. Students should write down what they already know and then what they want to know. At a class, discuss good sources of information, both print and digital. The research should result in a one-page essay on the woman. Inspired by Maira Kalman’s individual illustration style, students should create their own portrait of the woman to go with their essay. Compile a book of the essays and portraits, and display it in the classroom.

From Signs to Speeches
BOLD & BRAVE shows many ways to organize and prepare for change. Assign pairs of students to each double-page spread in the book and have them record all the methods the women used, such as signs and speeches, to advance their cause. Students should examine the pictures in addition to the text for ideas. Compile a classroom list of the findings. Then have students explore methods that activists use today. Looking in newspapers, newsmagazines, and similar sources. Students should also gather information by asking family and friends whether they have worked for political or social change, and how. Add the new ideas to the classroom list. Hold a class discussion about all the different ways to bring about change, including modern ones like online petitions and social media campaigns.

In the Classroom

How long did the U.S. compare to other countries in terms of when women won the vote and could hold high public office? Have students each choose a country to research these topics. They should find out when women got the right to vote; when they got the right to run for elected office and if women have held the very highest elected office, or other high elected or appointed offices. Have students fill out the worksheet below with their findings. Students should make a note of interesting related facts and they should record their sources. Have students print the information on small cards and attach them to a map of the world, using strings to link the card and country. Hold a discussion about the findings and why they vary so much around the world.