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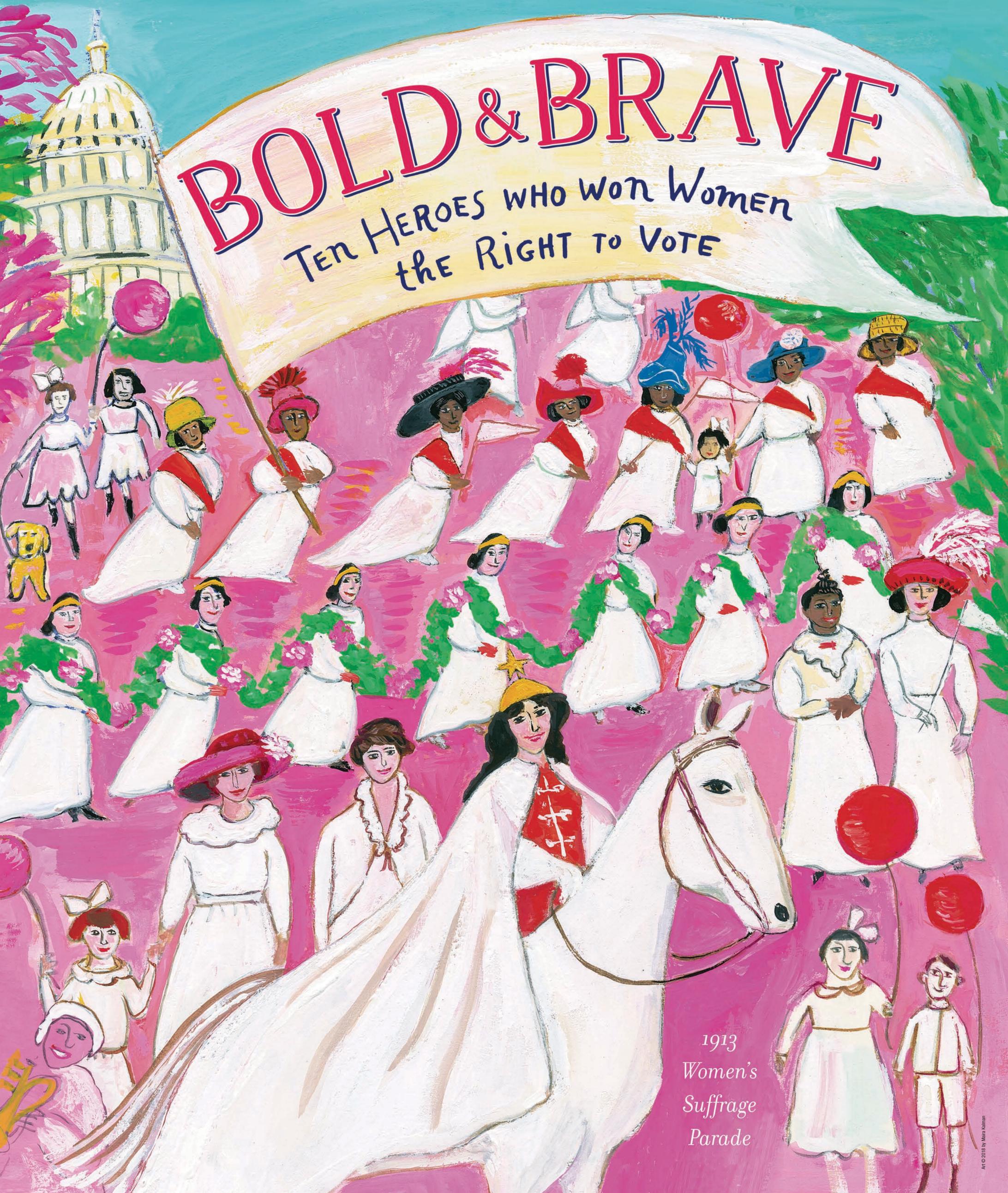
KIRSTEN GILLIBRAND

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 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, Jovita Idár, Alice Paul, Inez Milholland, 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.

Bold & Brave is Senator Gillibrand's first book for children.

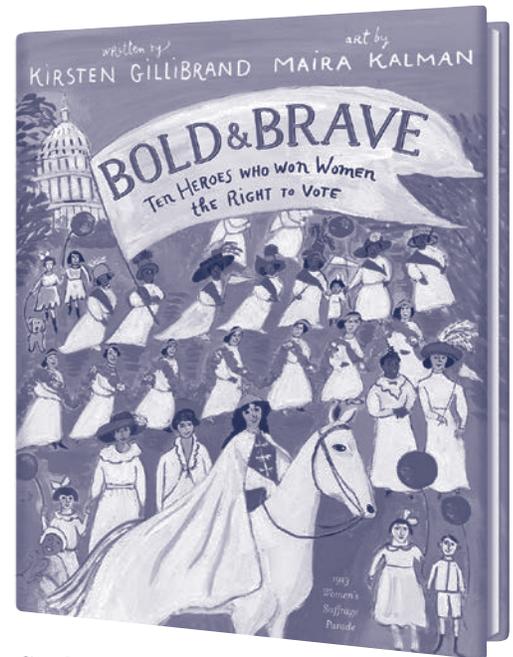
ABOUT THE ILLUSTRATOR

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*.

Her fine art has been exhibited through-out the country, including at the Metropolitan Museum of Art and the Skirball Cultural Center in Los Angeles. She is represented by the Julie Saul Gallery.

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 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. A purple envelope means 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.



Grades: 1–4

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IN THE CLASSROOM

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 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.



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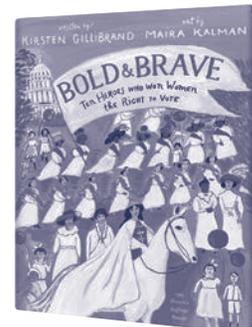
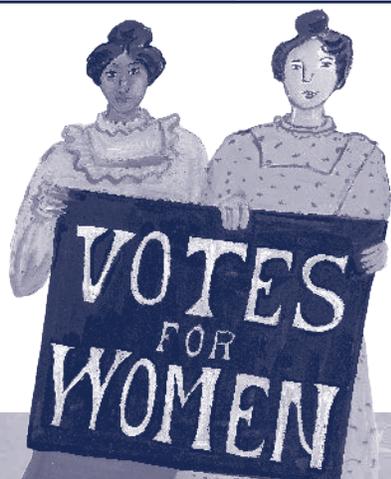
CAMPAIGN FOR CHANGE

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: _____

ACTIVITY	WHO: PARTICIPANTS	WHO: AUDIENCE	HOW	WHEN
<p>Example: (Cause = better funding for schools)</p> <p>Write a letter to the editor</p>	<p>Your small group</p>	<p>Voters and school board</p>	<p>Write and edit the letter as a group</p>	<p>Submit the letter to a local newspaper once it's written</p>

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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, 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: _____

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

Sources: _____



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