

Elizabeth Leads the Way:
Elizabeth Cady Stanton and the Right to Vote

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Grades 1-5

Anchor Standards Reading

Key Ideas and Details

- What inference can you draw about Elizabeth and the kind of woman she was for her times? Give examples of things she did or believed that support your inference.
- **CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - What was the most important idea expressed in the book? Explain why you think this is so using key details from the text as evidence.
- **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - How did Elizabeth's actions throughout her life lead to a change in America? Tell why.
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- Choose a paragraph from the book and read it aloud. Collect suggestions for a synonym for a word from that section and read the paragraph again using the replaced word. What difference did it make? Discuss how the words played a critical part in the story and why the author chose that particular word to convey the information.
- Compare the wording on the spread telling about Stanton's work at home and her not loving it. How did this wording emphasize Stanton's personality and her eventual goal?
- **CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - Form a simple timeline of the story's events in order. Explain why you think the author put those events in that order and tell how that structure helped lead to the book's ending.

- Explore the first page and explain how this sets up the tone of the book. What structure do you notice and why do you think the author wrote it this way?
- CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 - What was the purpose of this book and how did that purpose influence how it was written?
- CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- How can a picture book be used to introduce a topic and what is the advantage of doing so? What knowledge can be gained and what limits do a picture set about a subject?
- CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - Locate evidence to support the book’s main idea and give reasons why those examples do so.
 - In what ways does the author give evidence of or back up the important ideas?
- CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - Compare *Elizabeth Leads the Way* with Stone’s picture book, *Who Says a Woman Can’t Be a Doctor?* What themes do they have in common? Are there differences in the themes? Does the author take a different approach to a similar theme?
- CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Anchor Standards Language

Vocabulary Acquisition and Use

- Find two or more examples of vocabulary directly related to the book’s topic and discuss how the context and art support the meanings of those words.
- CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- Explore the meaning of the metaphor on the final page of text and explain what it means in the context of the book.
- **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading: Informational Text

Key Ideas and Details

- Identify one or more key details from the book that shows an example of a time when Elizabeth knew she wanted to do something not everyone did. Write questions about those key details. Have the students ask the questions orally and other students answer them using examples from the book to support their answers.
- **CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - Identify the main idea of the book. Use key details to summarize the story in your own words. Identify the theme of the book.
- **CCSS.ELA-Literacy.RI.1.2** Identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy.RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - What were two ideas stated in the book about who had the right to vote and how did that change?
 - Explain Elizabeth’s interest in fighting for the right of women to vote and phrase the explanation as cause and effect statements.
 - Use information from the book to show the relationships between two people or two ideas from it.
- **CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-Literacy.RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- Identify key vocabulary from the book. Use the context and illustrations to give a definition of the word.
- **CCSS.ELA-Literacy.RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-Literacy.RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **CCSS.ELA-Literacy.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
 - Identify the various parts of the text and tell their purpose.
 - Discuss how the text features, such as the bolded words, help readers identify and locate specific information.
 - Read the book, *Who Says Women Can't Be Doctors?* Compare the structure of the two books and the events taking place in both of them.
 - Compare and contrast the events or ideas in *Elizabeth Takes the Lead* and *Who Says Women Can't Be Doctors?*
- **CCSS.ELA-Literacy.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **CCSS.ELA-Literacy.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS.ELA-Literacy.RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **CCSS.ELA-Literacy.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
 - Use the illustrations in the book to review what the text states. How does it compare?
 - Discuss what the author wants to explain or describe about Elizabeth Cady Stanton.
 - Write a paragraph about why you think it's important for people to speak up about something that is wrong. Write a sentence telling how Elizabeth Cady Stanton did this.
 - Read another account of the fight for women's suffrage. Compare and contrast the two accounts.
 - Read several accounts of women's suffrage and discuss the various points of view.
- **CCSS.ELA-Literacy.RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.RI.3.6** Distinguish their own point of view from that of the author of a text.
- **CCSS.ELA-Literacy.RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **CCSS.ELA-Literacy.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- Discuss or analyze the use of the illustrations to convey ideas or explain how they contribute to understanding the ideas and details in the book.
- Use the art to determine the time in Elizabeth's life that the actions in the text were taking place.
 - Choose a key fact or event and corroborate that fact in two or more other sources.
- **CCSS.ELA-Literacy.RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-Literacy.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- Use the page where Elizabeth is saying preposterous and read the first paragraph. Use reasons in the book to show how that information supports Elizabeth’s outrage about the rights of women.
- **CCSS.ELA-Literacy.RI.1.8** Identify the reasons an author gives to support points in a text.
- **CCSS.ELA-Literacy.RI.2.8** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-Literacy.RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **CCSS.ELA-Literacy.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
 - Read another book on early women’s rights pioneers. Discuss how they are alike and different in their topics or write to explain their similarities or differences of ideas.
 - Combine knowledge learned from another book on the same topic to write or explain the ideas found in them both.
- **CCSS.ELA-Literacy.RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **CCSS.ELA-Literacy.RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **CCSS.ELA-Literacy.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.