



A Common Core State Anchor Standards-Aligned Educator Guide

# GOOD GIRLS DON'T MAKE HISTORY

## ABOUT THE BOOK:

GOOD GIRLS DON'T MAKE HISTORY is an important graphic novel that amplifies the voices of female legends from 1840 to the present day. Reliving moments from the lives of Elizabeth Cady Stanton, Sojourner Truth, Alice Paul, Ida B. Wells, and Susan B. Anthony, these inspiring stories are boldly told from one of the most formative eras in women's history—the fight for the vote in the United States. The twists and turns take readers across the country and through time, illuminating parallels between epic battles for liberty in the past and similar struggles for justice today. A powerful and important examination of some key figures in the ongoing fight for equality, GOOD GIRLS DON'T MAKE HISTORY's accounts of bravery, perseverance and courage are truly inspiring for readers of any age.

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## ABOUT CO-AUTHOR & CREATOR ELIZABETH KIEHNER:

A Future of Work leader by day, graphic novel creator by night, Elizabeth received her bachelor of arts in visual media and literature from American University. She is a 20-year New York City resident, and a lover of music, beaches, and the empowerment of women and girls. Kiehner sits on the board of Upward, SheSays and Women in Tech. She believes that investing in women and underrepresented communities will change the world, and she aspires to reshape conversations inside and outside of the boardroom to drive true equality. You can chat with Liz on Twitter or Instagram at @kiehner.



## ABOUT CO-AUTHOR KARA COYLE:

Kara is an award-winning creative director and writer. Working in the advertising industry, she has been named by Cannes Lions as one of the top future female creative leaders worldwide. Micaela is an award-winning freelance illustrator. Her work has been featured in magazines, on book covers, and in several international galleries. She also has a passion for developing art that comments on the continued need for diversity while helping empower women and minorities. GOOD GIRLS DON'T MAKE HISTORY speaks to her desire for equality and the promotion of women's rights.



## ABOUT CO-ILLUSTRATOR MICAELA DAWN:

Micaela Dawn is an award-winning freelance illustrator and concept artist. In her spare time, Micaela has been developing projects that speak to her desire for equality and the promotion of women's rights. Her main focus is creating bold, colourful works of art that have roots in fantasy and mythology.



## ABOUT CO-CREATOR KEITH OLWELL:

Keith Olwell is an award-winning editor and director working in New York City. In addition to speaking on the main stage of Cannes Lions, Keith has produced several conference identities focused on social issues. Previously Keith produced a science education deck of cards The Legends of Science telling the stories of many historically important scientists and their discoveries. Increasingly focused on issues of voter rights, Keith encourages everyone to learn about the long fight to obtain their rights and make sure those rights are not taken from them via voter restriction actions which seem to be growing in number.



## PRE-READING DISCUSSION:

- Consider the cover of the book. Describe the emotional impact suggested in the illustration. How does the graphic make you feel?
- Compare and contrast the characters depicted on the left to those on the right. List ways that they are similar and different.
- Examine the symbolism implied by the character featured in the center. What is her intent? How do you know?
- The word "good" means principled, high-minded, and commendable. Antonyms for "good" are wicked, sinful, and reprehensible. Is it possible to be driven by principled intentions and yet perceived as being reprehensible?
- Explain your answer.
- Predict what GOOD GIRLS DON'T MAKE HISTORY is going to be about.



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### Common Core State Anchor Standards Alignment:

English Language Arts Standards Anchor Standards for Reading: CCSS.ELA-LITERACY.CCRA.R.1, R.2, R.3, R.5, R.7, R.8, R.10  
English Language Arts Standards Anchor Standards for Writing: CCSS.ELA-LITERACY.CCRA.W.1, W.2, W.4, W.7, W.8  
English Language Arts Standards Anchor Standards for Speaking & Listening: CCSS.ELA-LITERACY.CCRA.SL.1, SL.2, SL.4, SL.6

*Well one thing has been made very clear here today. Since no one is going to fight for women...we must fight for ourselves, and fight we will (9).*

- Define the term *social change*. Identify how women exercising their right to free speech through voting would bring about social change. Why are there opposition to this issue?
- To organize a movement to bring about social change, visionaries must articulate clear values and goals. List the values and goals set forth by the early suffragettes.
- The term *social order* refers to a stable order of society. Examine the social order in effect during the early 1800's in the light of free speech. Who maintained power during this time in history? Men or women? Cite examples from the text to support your claims.

*Respect our existence or expect our resistance (53).*

- The sign featured in the illustration on page 53 is being held by a young woman during present day. Is the message communicated on the poster one that Alice Paul might have supported back in the mid-1800's? Explain your answer by citing examples from the text to support your claims.
- Compare and contrast both contemporary and historical social climates regarding women's rights. Identify issues that are similar. Tell how things have changed. Are there issues that remain the same? How so?

*"Insanity, Doctor. You have to declare Ms. Alice Paul insane! (62)"*

- Someone experiencing *insanity* is considered to be mentally deranged. Their symptoms are described as being demented, experiencing hysteria and psychosis. Explain why the prison warden was desperate to have Alice Paul diagnosed as being insane.
- Whose actions could be deemed to be most insane, the warden's or Alice's? Cite examples from the text to support your claims.
- Examine the determination to fight for women's rights. Though the progress has been slow, the motivation to succeed remains steadfast. Explain why this is so.

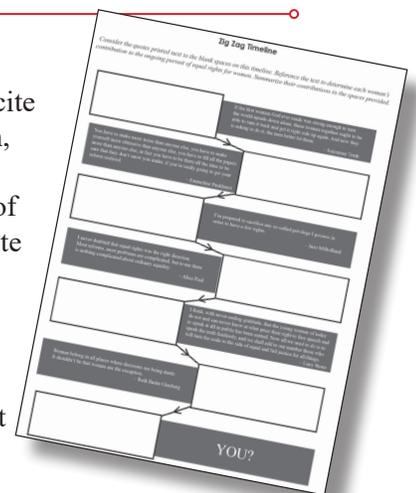
*This isn't a moment for the past, Carrie. It's a moment for the future (77).*

- Consider the years of resilience, difficulties, and political strife required for females to practice their basic human right to voice their opinions through the vote. Was it worth it? How so?
- Interpret the meaning of the quote featured on page 77? Do you agree with the statement? Explain your answer.

### APPLICATION: THE ZIG ZAG TIMELINE

Using the Zig Zag Timeline template on the following page as a guide, tell students to cite references for the quotes featured on the template on the book, then research the person, place, and historic events taking place during that time. In the final timeline section, encourage students to declare the impact they intend to make on the continued pursuit of women's rights. Using the questions listed below as inspiration, instruct students to write a researched-founded argument founded on their intended impact in this issue.

- Which famous woman do you most admire? Why? Cite textual evidence.
- Choose one of the women mentioned. How would she react to present day gender issues? Why do you think that is?
- The title of the book is "Good Women Seldom Make History." In this context, what does "good" mean? How does this compare to the textbook definition? Discuss the ways in which these women are or aren't "good."



## Zig Zag Timeline

Consider the quotes printed next to the blank spaces on this timeline. Reference the text to determine each woman's contribution to the ongoing pursuit of equal rights for all women. Summarize their contributions in the spaces provided. In the last space, state your contribution to the cause.

