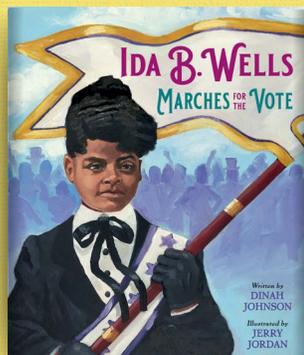


9780316329478



IDA B. WELLS

MARCHES FOR THE VOTE

Written by Dinah Johnson, illustrated by Jerry Jordan

TEACHING TIPS



PREVIEWS & PREDICTIONS

Draw on the artful design of *Ida B. Wells Marches for the Vote* and Jerry Jordan's oil paintings to see what prior knowledge your students bring to the text. Before reading, show students the cover illustration as well as the back image. What do they notice? What questions do they have about Ida B. Wells and the time in which she lived? Keep track of their ideas on an anchor chart. Next, show them the first three two-page spreads, which include the title page. On each is an illustration of Ida B. Wells, alone or with others. Again, what do they notice and what do they wonder? Finally, show them the photographs in the backmatter. As you read the book aloud, encourage students to make connections between the images outside of the narrative and those within the narrative. How do they help readers understand important parts of Wells's life?

COMPARING AND CONTRASTING FORMS OF PROTEST

Ida B. Wells Marches for the Vote culminates in the Women's March of 1913 in Washington, D.C., where women from throughout the United States advocated for their right to vote. But even there, organizers attempted to prevent Black women, as well as Asian American, Latinx American, and Indigenous women, from participating. But well before and well after that march, Black Americans were fighting for justice and freedom using a range of strategies. Read *Ida B. Wells Marches for the Vote* alongside [An American Story](#), written by Kwame Alexander and illustrated by Dare Coulter, and [Sit In: How Four Friends Stood Up by Sitting Down](#) written by Andrea Davis Pinkney and illustrated by Brian Pinkney. As you read across these three books, ask students to note the different strategies Black people used to resist enslavement and the racism of Jim Crow laws. If time permits, gather other titles that depict the Black Freedom Movement, to provide students with an opportunity to look even more deeply at forms of protest from our nation's origins to the present.

WRITING AS ACTIVISM

Ida B. Wells used the power of the pen throughout her lifetime to create change. When her parents died, she taught children how to read and write; with her teacher's salary, she could support her siblings. Later, as a journalist, she wrote about the lynching of Black men, rose to the role of editor-in-chief, and ultimately [published a book on her research](#), making factual evidence of this horror known to Americans across the country. Invite your students to consider how they can use the power of their writing to create change in their school community. They



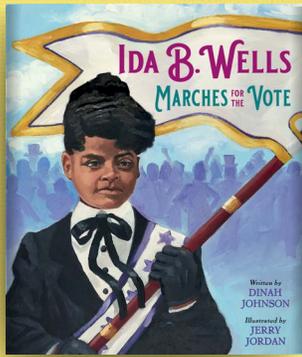
Christy Ottaviano Books



LittleBrownSchool



Ibschool LittleBrownLibrary.com



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can read a [child-authored story of advice from a journalist](#) via [Scholastic Kids Press](#), and then explore other news stories on the website, written by children. Publish a special edition newspaper to share with the broader school community. Ask students to brainstorm issues and topics that the adults in the building may not know about or understand. Select a few and have students investigate and write their stories in small groups. Resources from “[Creating a Classroom Newspaper](#)” from [NCTE’s Read Write Think](#) may be helpful.

EXTENDING KNOWLEDGE OF IDA B. WELLS’S SUFFRAGE ACTIVISM

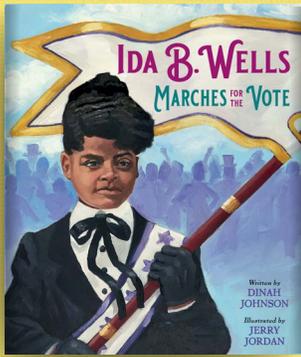
Ida B. Wells Marches for the Vote begins with the story of Ida’s father, and how he lost his job because he acted on the right to vote granted to him as a Black man [in the 15th Amendment to the Constitution](#). It concludes with Ida marching in the Women’s March of 1913. Women finally received the vote with the passage of [the 19th Amendment](#) in 1919. Most Black men and women still had to wait until the [Voting Rights Act of 1965](#) to be able to act upon their Constitutional right to vote. But some states passed laws allowing women to vote prior to 1919, including Illinois, where Ida lived. In response, Ida created the Alpha Suffrage Club in Chicago, devoted to Black women’s suffrage. Deepen students’ knowledge of Ida’s suffrage activism by exploring this [short video](#) from The Smithsonian and this [short video](#) from PBS. For this activity, a [definition of the term suffrage](#) from the U.S. National Archives may be helpful.

EXPLORING WOMEN’S SUFFRAGE IN YOUR COMMUNITY

In *Ida B. Wells Marches for the Vote*, students read about Ida B. Wells’s activism in Chicago and in Washington, working on both a local and a national level. Your students may have questions about the local history of women’s access to the vote. Who are the women in your community or region who advocated for suffrage? Did your state allow women to vote prior to the 19th amendment? Were there any marches in your town, city, county, or state? If so, when and where? Invite a representative from your local historical society to speak to your class in person or via video conference, to share photographs and archival documents about the local fight for women’s suffrage.

WRITER’S CRAFT: LOOKING AT IDA B. WELLS MORE DEEPLY

After reading *Ida B. Wells Marches for the Vote*, have students in small groups brainstorm a rough timeline of the events in Wells’s life depicted in the book. Allow groups to report out and create a single timeline as an anchor chart. Have students peruse the timeline included in the backmatter. What else do they learn about Wells? How



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does this help to deepen their knowledge of her career and her activism? Next, share [Ida B. Wells: Voice of Truth](#) written by Michelle Duster, Wells's great-granddaughter, and illustrated by Laura Freeman. Again, have students in small groups brainstorm a rough timeline of the events in Wells's life depicted in this second book. Have students share out and create a timeline of events as a second anchor chart. Allow students time to peruse the backmatter. Informed by the knowledge within the books and the backmatter, ask students to compare the two biographies. What decisions did the writers make? What decisions did the illustrators make? What is included in one book but left out of another? How does that shape students' understanding of who Ida B. Wells was?

To better prepare *yourself* for these conversations with students, you can learn more about Ida B. Wells on the following website :

- [Ida B. Wells, National Park Service](#)
- [Ida B. Wells, Chicago Stories Special](#), PBS
- [The Ida B. Wells Memorial Foundation](#)



These Teaching Tips were created by Dr. Mary Ann Cappiello.