



Teaching with *Where are the Women?*

Preview

- Read the title. Ask students to describe what they see in the cover illustration.
- Based on the title and cover illustration, invite students to predict what the book will be about. Have them support their predictions by sharing details in the title and illustration.
- Ask students to raise their hand if they are a Girl Scout or know a Girl Scout. Invite those students to share some things the Girl Scouts do and what being a Girl Scout means to them.



Lexile: 970L

GRL: TK

Prepare

- Lead students in a brief picture walk of the book, exploring the illustrations on each page. Have students identify one or two details in each illustration.
- Point out the smaller fact boxes on some of the pages. Ask them to think about how these text features add new information.

Vocabulary

- Use student-friendly definitions, the illustrations, and context clues to highlight these words while reading: *fierce, rhythmic, perched, pedestals, portrayed, idol, impressive, imposing, suffragist, monument, equality, testify, progress, revolutionary, vital, representation.*

Vocabulary

Ask students the following questions as they read:

- What did the Girl Scouts notice about the statues in Central Park? *They were all statues of men.*
- What organization did the Girl Scouts work with to help bring a statue of women into Central Park? *[Monumental Women]*
- What are some things the girls did to help bring a statue of women to the park? *[They made cards, signs, and pins. They told people in Central Park that there are no statues of women. They sold Girl Scout cookies to help pay for the statue. They gave interviews on TV and in newspapers and magazines. They dressed up in suffragist costumes and cut up old law books containing laws that were unfair to women. They met with NYC Mayor Bill de Blasio.]*

- Why did the Girl Scouts present Monumental Women with a check for \$1,920 to put towards the statue? *[1920 was the year women got the right to vote in the US.]*
- After the city granted permission for a statue of a woman in Central Park, what did the Girl Scouts do to help make it happen? *[They performed a play at the New York Historical Society about the struggle for women’s right to vote. They testified before the Public Design Commission to convince them to approve the statue’s design.]*
- What was special about the day in 2020 when the statue was unveiled? *[It was the 100th anniversary of the 19th Amendment, which granted women the right to vote in the US.]*
- What three women are depicted in the statue? *[Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton.]* Why were these three women chosen? *[They all fought for women’s rights.]*



After Reading

- Read “About the Monument’s Three Women’s Rights Pioneers” at the end of the story as a class. Ask students whether they believe those three women were good choices for the first statue of women in Central Park. Invite students to raise their hands to share why or why not.
- Tell students that another organization, the Women’s Suffrage National Monument Foundation, is working to get a monument dedicated to women’s suffragists added to the National Mall in Washington, DC. Currently, the only monument honoring women on the National Mall is the Vietnam Women’s Memorial, which portrays three unnamed women caring for an injured male soldier.

Research and Skill Activity

- Have students read about another woman who has made history. Look for biographies of women in the library.
- Give each student a printout of the pedestal template on the following page. Ask students to draw a monument of their chosen woman on the pedestal and write a few sentences explaining why they feel a statue of that woman should appear on the National Mall. (They will likely need to continue on the back of the paper.)
- Invite students to read their sentences to the class to advocate for the creation of a monument to that woman.

WHERE ARE THE WOMEN? CELEBRATING LEADERS



I want to honor _____

because _____

My Name _____ Date _____