

About the Book

The fight for women's suffrage between women's rights leader Alice Paul and President Woodrow Wilson is presented as a four-round boxing match in this energetic nonfiction picture book.

When Woodrow Wilson was elected President, he didn't know that he would be participating in one of the greatest fights of the century: the battle for women's right to vote. The formidable Alice Paul led the women's suffrage movement, and saw President Wilson's election as an opportunity to win the vote for women. She battered her opponent with strategic arguments and coordinated protests, calling for a new amendment granting women the right to vote. With a spirit and determination that never quit--even when peaceful protests were met with violence and even when many women were thrown in jail--Paul eventually convinced President Wilson to support her cause, changing the country forever. Cleverly framed as a boxing match, this book provides a fascinating and compelling look at an important moment in American history. Sarah Green's bright, detailed illustrations perfectly accompany award-winning author Barb Rosenstock's captivating narrative.

About the Author

Author Barb Rosenstock is the author of many picture book biographies, including *Otis and Will Discover the Deep*, *Secret Kingdom*, *Dorothea's Eyes*, *Ben Franklin's Big Splash*, and *The Streak: How Joe DiMaggio Became America's Hero*. Her picture book about abstract artist Vasily Kandinsky, *The Noisy Paint Box*, won the 2015 Caldecott Medal.

About the Illustrator

Sarah Green is an illustrator and designer from San Francisco. She graduated from RISD in 2014 and now splits her time between her hometown of San Francisco and Vancouver, Canada, with her cat by her side. She loves history, research, nature, and probably has more plants than a person should.

Note About this Guide & *Fight of the Century*

This guide consists of discussion opportunities and classroom extension activities that can be used when reading, teaching, or discussing *Fight of the Century* (together, in a small group, or individually).

Fight of the Century allows the readers to use reading comprehension strategies such as comparing and contrasting elements, analyzing text structure, looking at point of view, and analyzing characters. It also gives opportunities for word study, research, and history extensions.

The discussion opportunities and classroom extension activities in this guide are designed to be used in 3rd through 7th grade as the text is read as a whole group, small group, or independently. Although this guide primarily focuses on this text's use in elementary and middle classrooms, that does not mean it should be limited to these grade levels.

Common Core Standards Correlation

The Common Core English Anchor Standards, National Core Art Anchor Standards & National Curriculum Standards for Social Studies Strands that can be met using this guide are:

- [CCSS.ELA-LITERACY.CCRA.R.3](#): Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- [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.
- [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.
- [CCSS.ELA-LITERACY.CCRA.R.6](#): Assess how point of view or purpose shapes the content and style of a text.
- [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.
- [Responding: Anchor Standard #7](#): Perceive and analyze artistic work
- [Responding: Anchor Standard #8](#): Interpret intent and meaning in artistic work
- [National Curriculum Standards for Social Studies Strand 1](#): Culture
- [National Curriculum Standards for Social Studies Strand 2](#): Time, Continuity, and Change
- [National Curriculum Standards for Social Studies Strand 3](#): People, Places, and Environment
- [National Curriculum Standards for Social Studies Strand 4](#): Individual Development and Identity

About the Guide Creator

This guide was created by Kellee Moyer. Kellee has a BA in English Literature and MA in Elementary Education from the University of Central Florida and is now a middle school teacher-librarian in Orlando, Florida. She is the author of various teaching guides for all levels; the co-author of the blog [Unleashing Readers](#); 2016-2018 ALAN Board of Directors and current ALAN PR Social Media chair; member then chair of the Amelia Elizabeth Walden Book Award committee from 2012-2014; jury member of the 2020-2021 ALA Schneider Family Award Committee; and a member of NCTE, ALAN, ALA, and FAME. Kellee can be reached at Kellee.Moyer@gmail.com or on Twitter [@kelleemoyer](#).

Activities

Use these activities to extend students' learning with *Fight of the Century*.

Who won?

Have students make a t-chart with Alice Paul on one side and Woodrow Wilson on the other. Then separate the t-chart into 5 rows (one for each round and one for final).

	Alice Paul	Woodrow Wilson
Round 1		
Round 2		
Round 3		
Round 4		
Final		

Have students reread the text, giving each side a point for each time they took a step ahead of their opponent. Below the points, have students list why they gave the point.

	Alice Paul	Woodrow Wilson
Round 1	III • Parade during Wilson's arrival • Largest protest ever in D.C. • Large following	II • President • Riot at parade
Round 2		



Opinion Extension: At the end of the text, the author ended with “And the country changes forever. Because of Alice, because of Woodrow, and their Fight of the Century!” Do you believe that Woodrow Wilson deserves the same amount of credibility for the Nineteenth Amendment as Alice Paul and the suffragists?

Artwork

Found on the Copyright Page

“About the Art: The work and colors for this book were inspired by lithographs from the 1900s-1920s and old boxing advertisements and illustrations.”

As a class, look at lithograph advertisements, such as

<http://faculty.uml.edu/sgallagher/homeads1859-1929.htm>, and boxing advertisements, such as

<https://i.pinimg.com/originals/f2/01/92/f2019219494b011947467c53a66924e2.jpg> &

<https://i.pinimg.com/236x/7e/27/17/7e2717634de7f54d565629ed7be2468b--boxing-posters-boxers.jpg>, from the early 20th century.

Think-Pair-Write-Share:

- Ask students to think about how the illustrator was inspired by the lithographs and boxing advertisements as well as which they feel inspired her more.
- Then have them pair up and discuss their ideas with a partner.
- Have the pair write down their answer to the questions posed. Remind students to have evidence from the illustrations in the text to support their analysis.
- Have students share with the class.

Front Page

The author and illustrator created a section in round 3 to look like a newspaper because it is a turning point in the story. Choose another section of the book that you felt was a turning point, and create a newspaper sharing that part of history.

<i>The Daily News</i>	
HEADLINE	
IMAGE	IMAGE
Writing	Writing
Writing	
IMAGE	

For images, have students either choose an illustration from the book or find a photograph of the suffrage movement to use (Resource: <https://www.theatlantic.com/photo/2019/06/the-battle-for-womens-suffrage-in-photos/591103/>)

For text, have students either use text straight from *Fight of the Century* or have students rewrite in their own words.

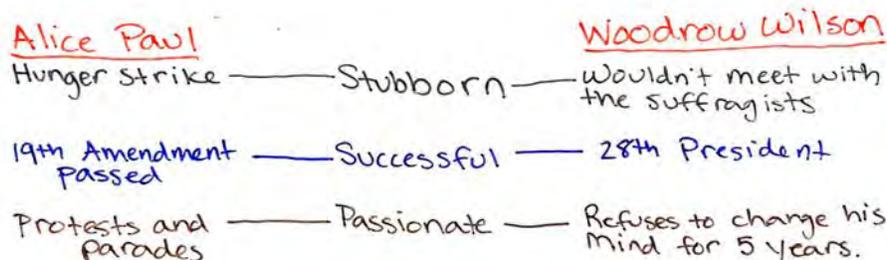
Suffragists and the Suffrage Movement

Alice Paul was one of thousands of American Suffragists that helped win women's right to vote. Use *Fight of the Century* as a jumping off point to learn about the Suffrage movement. Some extension activities to continue learning about the movement are:

- Suffragists Susan B. Anthony (1820-1906), Elizabeth Cady Stanton (1815-1902), and Lucy Stone (1818-1893) all laid foundation for Alice Paul's success in 1920. Divide your class into 3 groups and have each research one of the suffragists. In their research, in addition to a timeline, biography, important events, etc., ensure that each group shares how their suffragist helped lay a foundation for Alice Paul.
- The stories of African-American women and other women of color during the suffragist movement are rarely told and suffragists of color often were treated in racist and prejudicial ways. This circumstance allows for a tough conversation surrounding a question often asked of founding fathers and other historical figures, "If someone is fighting for something good but does something bad, should we still celebrate them?"
 - Resources:
 - <https://www.aclu.org/blog/womens-rights/celebrate-womens-suffrage-dont-whitewash-movements-racism>
 - <https://www.npr.org/2011/03/25/134849480/the-root-how-racism-tainted-womens-suffrage>
 - <https://www.nytimes.com/2018/07/28/opinion/sunday/suffrage-movement-racism-black-women.html>
 - <https://www.washingtonpost.com/outlook/2019/06/04/how-racism-almost-killed-womens-right-vote/>
 - <https://www.nps.gov/articles/african-american-women-and-the-nineteenth-amendment.htm>
- Give students a blank map of the United States (from 1918). Then, using the timeline in the back of *Fight of the Century* and other research, have students label each state with when it granted women suffrage. Students may also want to label any time that women suffrage was denied. Ask students: What do you notice when looking at the labeled map? What questions do you have?

Traits

Alice Paul and Woodrow Wilson were fighting on different sides of a fight, but they have many personality traits in common. As a class, make a list of traits that both Paul and Wilson embody and give evidence for each trait.



Extension: While they may have overlapping traits, Paul and Wilson did not overlap until 1918 about their feeling on Women's Suffrage; however, Wilson did change his mind and help get the Nineteenth Amendment passed. Thinking of this change in Wilson, have students answer, "How did Wilson change between 1913 and 1918? How would you describe him at the beginning of the book versus at the end? Use text evidence to support your analysis."

Writing Another Fight

Using *Fight of the Century* as a mentor text, have students choose and research another historical fight and create their boxing metaphor chronicling the fight. The project should include introductions of the challenger and champion, four rounds, and a conclusion. Although writing a picture book is one option, students may also choose to make a movie, poster, electronic presentation, or other option.



Extension option: Boxing is not the only sport that would work for this extended metaphor. Allow students to use another sport if they can explain how the change benefits their project.

Alice Paul Institute



[The Alice Paul Institute](#) is not-for-profit organization which “furthers the legacy of Alice Paul and her life’s work for gender equality.” The Alice Paul Institute website includes information, photographs, and lesson plans. Below are the sections that may support and enrich your students’ experiences with *Fight of the Century*:

- [Alice Paul: Who Was Alice Paul?](#)
 - Includes a detailed biography of Alice Paul broken down into Early Life; Education; Alice Paul in England; Paul Meets NAWSA and the President; National Woman’s Party, Picketing and Prison; The Nineteenth Amendment; The Equal Rights Amendment.
 - There is also a link to a [“children’s biography”](#) of Alice Paul.
- [Alice Paul: Photos of Alice Paul](#)
- [Alice Paul: Curriculum for Educators](#)
 - Broken up into Elementary, Middle, and High School Curricula.
- [Alice Paul: Research Resources](#)
 - Includes Primary Sources, Secondary Sources, Women’s History Websites, and Teaching Resources
- [Alice Paul Archives](#)

Discussion Questions

Use these questions as whole class discussions, reading check-ins, or as writing prompts with *Fight of the Century*.

- Why did the author choose to start the book with the stats of each fighter?
- How did the start of World War I show a contradiction between what was expected of women and what rights women had?
- Both Alice Paul and Woodrow Wilson used different tactics to try to get the other to listen to their side. What were some of the tactics used by each?
- Based on what Wilson thought about Alice Paul when he first met her (Round Two), what do you think he assumed about her? How did Alice Paul prove him wrong?
- Why were protestors arrested even though protesting is legal?
- Create a slogan for the suffrage movement that could be put on a sign at a protest. Would Alice Paul support your slogan? Explain.
- How does a hunger strike put pressure on those who are being protested against?
- How did the violence at the protests against the suffragists contrast with the tactics the suffragists took?
- Looking at the timeline in the backmatter, why did the passing of the Nineteenth Amendment take over a year and a half to become a law?
- In the Author's Note, the author included more information about Alice Paul and Woodrow Wilson that weren't included in the narrative. What is one piece of information that you think should have been in the book? Why? What is one piece of information that you agree was okay to leave out? Why?

Vocabulary

Use these vocabulary words in the book as a starting point for a vocabulary study with *Fight of the Century*. Research shows that reading and discussing words within context is one of the most effective ways to learn vocabulary.

- | | | |
|----------------|-------------|-------------|
| • suffragist | • dissolves | • sentinels |
| • suffrage | • riot | • picketing |
| • content | • tougher | • rallies |
| • inauguration | • lectures | • pummels |
| • committee | • hurls | • infested |
| • sashes | • reeling | • granting |
| • proper | • spars | • denied |
| • route | • petition | • abridged |

Vocabulary extension:

- What words did the author choose to use throughout the book to support the metaphor of a boxing match?
- Choose a boxing word and make a figurative/literal comparisons showing how the word is used literally, particularly in boxing, versus figuratively in *Fight of the Century*.