2020 marked the 100th anniversary of the passage of the 19th amendment to the Constitution that gave women the right to vote. Explore women’s suffrage with journalist and author Elaine Weiss. Newly adapted for young readers, *The Woman’s Hour* explores the struggle to ratify the amendment in Tennessee, following Carrie Chapman Catt and her fellow suffragists as they lobby for politicians votes and face off against the anti-suffragists and other factions who oppose the amendment. Students will have the opportunity to learn about the Constitution, women’s rights, and the larger struggle for voting rights that continues to this day.

Check out www.firstladies.org for curriculum starters and connections as well as teacher giveaways.

Teaching virtually or in person? The talk is accessible to students at home or can be streamed to a classroom of students. This program is also available to homeschoolers and other non-traditional school settings or educational programs.

Unavailable during the program? That’s okay! Thanks to an agreement with the author, we’ll send you a private link to access the program that is good up to one week following the program. Just sign up to attend and note your preference to watch the recording.

We cannot wait to see you and your students at the talk with Elaine Weiss. Sign-up here:
About The Woman’s Hour: Our Fight for the Right to Vote The Woman’s Hour by Elaine Weiss (Adapted for Young Readers)

This adaptation of the book Hillary Clinton calls "a page-turning drama and an inspiration" will spark the attention of young readers and teach them about activism, civil rights, and the fight for women’s suffrage—just in time for the 100th anniversary of the ratification of the Nineteenth Amendment. American women are so close to winning the right to vote. They’ve been fighting for more than seventy years and need approval from just one more state. But suffragists face opposition from every side, including the "Antis"—women who don't want women to have the right to vote. It's more than a fight over politics; it's a debate over the role of women and girls in society, and whether they should be considered equal to men and boys. Over the course of one boiling-hot summer, Nashville becomes a bitter battleground. Both sides are willing to do anything it takes to win, and the suffragists—led by brave activists Carrie Catt, Sue White, and Alice Paul—will face dirty tricks, blackmail, and betrayal. But they vow to fight for what they believe in, no matter the cost.

This educator guide, produced by the National First Ladies’ Library, is centered on The Woman’s Hour by Elaine Weiss. The juvenile edition of Weiss’ book explores the race to ratify the 19th amendment in Tennessee and give women the right to vote. The guide will assist teachers presenting The Woman’s Hour or suffrage concepts to students in the classroom. It is also intended to encourage concepts like critical thinking, object based learning, and exploring local history in social studies class and throughout the curriculum. Please use this guide to spark inspiration as you explore the past and implement new teaching approaches in your classroom. Looking for additional guidance, personalized curriculum, or engaging virtual and in-person experiences? Please reach out to the National First Ladies’ Library for more information.

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Howard Gardener’s Project Zero developed several thinking routines, a set of questions that scaffold student exploration and encourage critical thinking and probing deeper into a topic. In this guide, we will look at a few thinking routines that can be considered when exploring historical subjects like suffrage. You can use these routines as you explore topics in *The Women’s Hour: Our Fight For The Right To Vote* with students. We will also look at using these routines as prompts when examining primary sources, photographs, and other history themed juvenile literature.

Looking to learn more about Thinking Routines? Check-out Project Zero at: https://pz.harvard.edu/thinking-routines.
Circle of Viewpoints provides a scaffold for helping students look at an issue from multiple points of view. In this routine, students become actors or actresses and take the role of the character whose viewpoint is being expressed. Being able to do this is not only a valuable life skill but it also requires students to engage multiple types of thinking such as analysis, inference, and synthesis to determine what the viewpoint might be. The prompts for this routine are:

"I am thinking of (an event or issue) from the point of view of ____________.

"I think _______________________________(this is expressed in first person, as if the student were the character).

"A question or concern I have from this viewpoint is ____________________.

Ask students to use Circle of Viewpoints to consider the agenda of anti-suffragists. Why were they against women having voting rights? Elaine Weiss presents the anti-suffrage agenda in Chapter 6 of The Woman’s Hour. Share excerpts with students along with the following images and advertisements opposing women’s suffrage.

![Anti-suffrage ad, Elmira Star-Gazette, November 5, 1917.](image)

![Anti-women’s suffrage postcard. Courtesy of the Curt Teich Postcard Archives Digital Collection (Newberry Library), from the Brian L. Bossier Collection.](image)

![Anti-suffrage postcard. Courtesy of the Curt Teich Postcard Archives Digital Collection (Newberry Library), from the Brian L. Bossier Collection.](image)

![National Anti-Suffrage Association photograph by Harris & Ewing, 1911. Courtesy of Library of Congress.](image)
In circle of viewpoints, students choose a character or person involved in the events or story.

I am thinking of...

SUFFRAGIST

A question/concern I have from this viewpoint...

I think...Because...

MALE POLITICIANS

ANTI-SUFFRAGE
See Think Wonder is another thinking routine that works great with historic photographs or objects. You can implement this strategy with the previously shared anti-suffrage images or choose images of your own. There are plenty of interesting photographs related to women’s suffrage. The Library of Congress is a great starting point. An example is this “prison pin” mentioned by Sue White in Chapter 8 of *The Woman’s Hour*. Show students an image of the pin or a reproduction, as copies of this pin are readily available via museum gift shops and other online resources. Ask them to analyze the pin using the following steps.

### Lead Students through Analysis

Display the image or pass out copies to students, and then pose the following three questions in order. Pause after each question to give students time to reflect. You may use colored post it notes or large notepads and have students circulate the room or you might ask them to write in their journals, implementing a think, pair, share strategy.

- **What do you see?** What details stand out? At this stage, elicit observations, not interpretations.
- **What do you think is going on?** What makes you say that?
- **What does this make you wonder?** What broader questions does this image raise for you?

### See Think Wonder

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<td>What do you see?</td>
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Seventy-two years is a long time. That’s the time between the first women’s rights convention in Seneca Falls, NY and the passage of the 19th amendment that gave women voting rights. But all women weren’t included under the umbrella of the 19th amendment. White southerners used poll taxes and tests, along with acts of violence to keep Black women from voting. Native American women weren’t granted citizenship and voting rights until 1924. Chapter 16 of The Woman’s Hour offers a great overview of the events following the passage of the 19th amendment.

Ask students to use the Projecting Across Time thinking routine to map out the past, present, and future of voting rights. What have they learned about voting rights from studying women’s suffrage and reading The Woman’s Hour? How have people struggled for voting rights since 1920? What does the future of the vote look like?

- Map what you think or already know. What do you know about the topic?
- Reach back in time. How has the topic played out in different forms / contexts / places over the last 10 years? The last 100 years?
- Reach forward in time. How do you think the topic will play out 10 years into the future? 100 years? 1000 years?
- Map how your thinking about the topic has changed. How do you view the topic now?
It’s easy to see letters and documents as important historical sources, but have you ever attempted to read a photograph or historic object with your students? In this section we’ll look at approaches to reading objects. These experiences can help students fine tune visual literacy skills by carefully examining and describing objects and using those observations to support ideas. The objects you use don’t have to be museum quality. They can come from your attic, an eBay auction, or even your local library. In this section we also use picture books to glean more knowledge about suffrage. You may be thinking aren’t middle and high school kids a little too old for picture books? Picture books offer high quality images and information about historic figures and events. Even Jeopardy champion James Holzhauer, who studied for the gameshow using children’s literature, was hip to picture books for gleaning knowledge. Lastly, we’ll take a look at a few suffrage inspired picture books.

Picture books are a great way to introduce elementary age students to historic events and figures. There are several picture books that look at women’s suffrage. We’ll look at two books here: The Big Day by Terry Lee Caruthers, illustrated by Robert Casilla and Around America to Win the Vote: Two Suffragists, A Kitten, and 10,000 Miles by Mara Rockliff, illustrated by Hadley Hooper. Another relevant title, Reading Picture Books With Children: How to Shake Up Storytime and Get Kids Talking about What They See by Megan Dowd Lambert, approaches strategies for analyzing picture books with students in a classroom or story time setting. The close of this document includes a short bibliography of additional suffrage related picture books.
Connecting Picture Books to Historic Events

Elaine Weiss explores the ratification of the 19th amendment in Tennessee, but *The Big Day* offers a fictional first-person account inspired by Agnes Sadler, a Black woman who headed to the polls in Knoxville, Tennessee on September 16, 1919. Before the 19th amendment, Tennessee legislature gave women the right to vote in presidential and municipal elections. Although racial tension existed in the city, Blacks in Knoxville were somewhat exempt from the racist acts that kept Blacks from the polls in other parts of the state. The book follows a young Black girl who accompanies a female family member to the polls. “‘Are you scared, Big Mama?’ I asked as she took my hand. ‘No child. Just excited. Like when you’re about to get something you’ve always wanted,’” the book espouses.

Looking at Picture Book Parts and Primary Sources

In reading *Picture Books with Children*, Lambert encourages adults to point out the parts of the book and examine the illustrations carefully. The inside pages, or endpapers, of *The Big Day* are covered with primary sources such as newspaper articles and speeches, that illustrate the story of suffrage. Ask students to take a close and careful look at them either before or after reading the book. What do they see, think, and wonder about the endpapers? See Think Wonder is a thinking routine developed by Project Zero. As you evaluate the images on the endpapers, you may choose to magnify one of the articles or clippings, focusing on a headline or photograph. We chose this League of Women Voters card as the organization was established by Carrie Chapman Catt following the passage of the 19th amendment. Ask students “What do you see, just observations. What details stand out?” Next have students use their observations to figure out what’s going on- “What’s going on here?” Lastly, ask them what the card makes them wonder- “What do you wonder? What larger questions does this document make you think about?” Does the card or other imagery encourage students to make predictions about the story? The National Archives has great primary source tools for students to use with documents of all kinds: https://www.archives.gov/education/lessons/worksheets.

As you read the book, analyze the illustrations. Ask questions like “What’s going on in this picture?” and “What do you see that makes you say that?” See if students can use the illustrations to infer clues about the stories setting and time. Does the story give any indication that Blacks in Knoxville may have been subject to Jim Crowe laws or treated differently than whites? How is Tansy’s experience accompanying Big Mama to vote similar or different to experiences students may have voting with family members today?
Using Visual Thinking Strategies to Analyze Historic Photographs and Picture Books

*The Big Day* allowed us to make connections to primary sources like newspaper articles, but *Around America to Win the Vote* offers a great opportunity to introduce students to analyzing photographs as historic objects. This can also be done with illustrations as demonstrated with *The Big Day*. Before reading the book, share a picture of Nell Richardson and Alice Burke with students. Try using a technique called Visual Thinking Strategies to engage students with the photograph. The goal of Visual Thinking Strategies is to encourage students to observe independently and to back up their comments with evidence. Ask students to look closely and silently at the photograph for a minute or two. Use the following three questions guide the discussion. Open with: “What’s going on here?” Summarize student responses using conditional language (“Susan thinks this could be…”). This keeps the conversation open to other interpretations by other students. If appropriate: “What do you see that makes you say that?” This encourages students to back up their statements with things they see in the work of art. Ask the group: “What more can we find?” This continues the conversation.

As you read students the story, encourage them to continue to explore the book’s illustrations. Colors and symbols were of great importance to the suffragists. Ask students what colors jump out at them. They may notice lots of yellow and make the connection to the suffrage movement. You may ask students if they continue to see politicians and famous figures use colors to express ideas. Share photos of contemporary women candidates dressed in white and headed to the polls and compare them with suffragists wardrobes.

*Suffragists* - Mrs. Alice Burke and Nell Richardson in the suffrage automobile “Golden Flyer” in which they will drive from New York to San Francisco. April 7, 1916. Courtesy of the Library of Congress.

League of Women Voters Card, Carrie Chapman Catt Papers, Tennessee Virtual Archive.
Suffrage Inspired Picture Books

Miss Paul and the President: the Creative Campaign for Women’s Right to Vote by Dean Robbins, illustrated by Nancy Zhang, 2016.

Two friends: Susan B. Anthony, Frederick Douglass, and the Fight for Rights by Dean Robbins, illustrated by Sean Qualls and Selina Alko, 2016.

Around America to Win the Vote: Two Suffragists, a Kitten, and 10,000 Miles by Mara Rockliff, illustrated by Hadley Hooper, 2019.

Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Sone, illustrated by Rebecca Gibbon, 2008.


Big events happen in big historic cities right?

Not always. We saw Carrie Chapman Catt and her fellow suffragists travel to Nashville, but Catt also travelled around the country advocating for women’s rights. She made several stops in Canton. We’ll examine a newspaper article about her visit to Canton to see how primary sources can offer real world relevancy to students. Tired of the same old dioramas? Looking to incorporate some creativity into your history lessons? We’ll look at how a real world public historian uses childhood love of American Girl dolls to teach history on social media.
Suffrage In Ohio

Elaine Weiss explores events leading up to the ratification of the 19th amendment in Tennessee, but Ohio has a rich suffrage history as well. Encourage students to embark on a suffrage field trip, either online or in person, and explore suffrage history in their own communities.

We used the Stark Library to explore old newspapers and found that Carrie Chapman Catt made several trips to Canton, Ohio to speak about women’s suffrage. Canton, Ohio newspapers can be accessed here: https://starklibrary.org/home/genealogy/digital-archives/. Local sources are a great way to spur interest among students. The Library of Congress and National Archive also provide great primary sources for teaching suffrage.

This article from the Stark County Democrat headlined “Why Women Want Vote” describes Catt’s visit to Canton in 1900. Ask students to consider the document using a thinking routine like See, Think, Wonder, or present them with an analysis worksheet such as the one attached adapted from the National Archives. Encourage them to use these tools to think critically about the perspective of the writer and the time it was written in.

Meet the Document
What kind of document is it? A newspaper article, letter, chart, speech, press release?
Describe it to someone who can’t see it. Is it hand-written or typed? Are there stamps or other marks on it?

Observe its Parts
Who was it written by? Is there a clear author?
Who read or received it?
Where is it from?

Make Sense Of It
What is it talking about?
Can you summarize the document in a sentence?
What quotes support the main idea?
Why did the author write it?
What was happening in history when the document was created?

Use it as Historical Evidence
What did you find out from this document that you may not learn anywhere else?
What other historical documents might help you better understand this topic?
STARK COUNTY DEMOCRAT
APRIL 20, 1900

ARTICLE | “WHY WOMEN WANT VOTE”

Volumes of Reasons Given By Speeches at the Suffrage Convention.

Short Haired Old Maids Not In Meeting and Pres. Upton Says Suffragists Are Like Other Women.

Convention Opened Tuesday With a Symposium of Eloquent Addresses - Mrs. Catt Spoke Tuesday Night Reverend Anna Shaw Will Deliver the Speech At the Closing Meeting Wednesday Night.

If it is correct, as some women profess to believe, that woman suffragists are a sort of short-haired, crabbed, homely old maids with cranky notions about men, then they did not send very good representatives to the suffrage convention which opened in Calvary church Tuesday afternoon. For the national, state and county officers, all of whom were present, were neither crabbed, cranky, homely nor unmarried and everyone had a becoming growth of hair which was arranged in graceful fashion without "rats". In fact, the women who took part in the proceedings were a decidedly handsome lot and as for intellectual capacity it is extremely doubtful if any Canton pulpit has had as much good intellect in it for a long time as was gathered about in front of the big Carnegie organ in this church on the opening of the convention.

Miss Hay, of the national organization, presided at the opening session and after music and a prayer by Rev Hill she spoke in a charming voice about the objects of the convention. She said that all they wanted was a chance to express their opinions at a time and place where they would be counted. They did not ask women to have more opinions, did not ask them to change their opinions but did ask that a chance be granted for the expression of opinions they already have. She said that a series of twelve county meetings were being held to bring the suffrage question more to public notice in Ohio. The suffrage association did not ask for the ballot because women would do this or that but because it was right that they have the ballot and be equal with men before the law.
"Why a Wife and Mother Needs the Ballot," was the theme upon which Mrs. Alice Danner Jones spoke for ten minutes. She was more eloquent than usual and pictured very forcibly the evils that beset the home and cited these evils as a menace that legislation only can reach, and because of this she wanted woman, who was concerned, to be permitted to have her say as to what influences should surround her children.

Mrs. Katherine Hinshilwood of Alliance, president of the county suffrage association, spoke on the subject: "Does the Working Woman Need the Ballot" She was quite sure she did. She found that the government was excluding women as stenographers and clerks; that some railroads were discriminating against the working woman, that other great business enterprises were not treating her fairly and she believed that the ballot was necessary to give woman the prestige in the industrial world that she was entitled to.

To show that they had nothing against the men the suffragists had invited some to come and participate in the discussions and to Superintendent Wright was assigned the topic "Does the Tax-paying Woman Need the Ballot " He thought that she did just as much as any tax payer but he had other reasons also why she should be allowed to participate in the elections.

Mrs. Harriet Taylor Upton, of Warren, state president of the suffragists was called upon to talk upon what she liked. She was full of life and humor and talked in a spicy style that kept her audience decidedly interested. She said that the world think that suffragists are poor housekeepers, that they don't have husbands that amount to anything, that they are irreligious and that all they want anyway is of ice. She declared these were all foolish ideas. She said they were just as good housewives as anybody, that they had good husbands likewise, that they were devoutly religious and they had not—the least idea of wanting to run for office and become constable or infirmary director.

Mrs. Carrie Chapman Catt, the national president was then introduced. She said that she had found that the people who are opposed to woman suffrage were the ignorant, not the cultured. But women had made progress. Back in the fourth century a conference was held and the question was hotly debated and it was carried only by a majority of the one that would had a soul and go to heaven or hell just like a man. On down to the Eighth century there was more progress and then a convention decided after mature deliberation that women might be permitted to learn to read and write if they would not go far. She is still progressing and will never stop till she has full equality with man in all his rights.

In the evening Mrs. Catt addressed an audience in the church that numbered about 100. She spoke eloquently and said that there was no reason that would deny the suffrage to women that could not be equally used as to men. She showed how the matter of man suffrage had been an evolution and how it had given the men of this land a standing and a manhood that they did not have before. She said it would do the same for women and cited the states where the women do vote as proof of her statements. She said there was more true respect for women in Wyoming and Colorado than anywhere else in the country.

After Mrs. Catt’s address Miss Hay made a few remarks and stated that it was intended to organize suffrage club in this city. Names were called for from those who would become members and several announced themselves willing to join.
When it comes to studying history, it’s tough to get motivated when thinking about names and dates from the past, but a new crop of historians and history lovers have adopted creative approaches to bring history to life for a new generation. Alison Caplan, Director of Education at the National First Ladies’ Library chatted with Public Historian Rebekkah Rubin about her Instagram account @iamexcessivelydollverted, sharing history through American Girl dolls. Read about Rubin’s use of American Girl Dolls and consider how you can share the photographs with students and encourage them to approach history in creative ways.

**NFLL - National First Ladies’ Library’s Director of Education, Alison Caplan**

**RR - Public Historian, Rebekkah Rubin**

**NFLL -** You are a public historian? Can you tell us a little more about what that means and what you do?

**RR -** Most historians research and write about history for other historians to read, but public historians research and educate the public (kids and adults!) about history. That means that public historians can work in a variety of organizations, including museums, the National Park Service, and even companies that you wouldn’t think need public historians, like banks or clothing brands.

I work as a historical consultant, which means people or organizations, such as local museums, historic sites, and school districts, approach me to help them with historical research. I also write about history for magazines and websites. One day I could be researching the history of rivers in Ohio and the next I could be reading the letters of Black suffragist and civil rights activist, Mary Church Terrell. My favorite part about being a public historian is that I am always learning about history, and then I get to share what I’ve learned!

**NFLL -** How did you get interested in history?

**RR -** When I was growing up, I loved to read. Some of my favorite books were historical fiction books and books that had been written years earlier, such as Anne of Green Gables and Little House on the Prairie. I loved thinking about the lives of the everyday people who came before me and learning about their clothes and their daily routines. It wasn’t until much later that I realized I loved books because of their ability to spark my interest in learning about different time periods. I found that books also help me think about the lives of historical people who did amazing things but whose names are not always remembered or included in our history textbooks.

**NFLL -** What was the first American Girl doll you connected with?

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1910 Hanukkah Doll
The first American Girl doll I connected with was Samantha. My parents bought her for me when I was a kid because she was the doll who looked the most like me. I don’t think they could have known that Samantha’s stories, which take place in 1904, would inspire me to study the history of women’s suffrage almost twenty years after they gave her to me. One of my most vivid memories of visiting a museum as a kid was when my parents and grandparents took me to a museum program about Samantha. We talked with museum educators about the history of women’s suffrage and then marched in a reenactment of a suffrage parade. Years later, I worked at a history museum where I dressed in historical clothing and talked about women’s suffrage with museum visitors. When I began graduate school and was unsure of what to study, I chose the history of women’s suffrage. Not only was Samantha the first American Girl doll who I connected with, but the museum program about Samantha and Samantha’s stories are part of the reason why I became a public historian.

On your @iamexcessivelydollverted Instagram account you photograph your dolls at historic sites and dress them in historically appropriate clothing. Can you tell us how you plan those photoshoots and stories out?

Most of my photoshoot ideas come from researching historical buildings and historic sites near me. Sometimes I will drive past a historical building and then return at a later time with a doll to take a photo. In addition to American Girl’s historical characters, I also create my own historical characters to discuss history that is overlooked by American Girl. My original historical characters include a Jewish girl growing up in Wisconsin in the 1880s, a Chinese-American girl living in Chicago in the 1920s, and a Hispanic girl from New Mexico who is involved with the suffrage movement in the 1910s. I often plan photoshoots around my original historical characters to share more about their time periods and the stories that I have created for them. Other times I plan photoshoots so I can provide historical context for current events or historical topics that are in the news. For example, because last year was the 100th anniversary of the passage of the 19th Amendment, which gave white women the right to vote, a lot of people were talking about women’s suffrage, but they often overlooked the fact that women of color did not receive the vote until many years later. I wanted to use my American Girl dolls to educate about the women who were involved in the suffrage movement but did not receive the right to vote with the passage of the 19th Amendment, so I created a series of posts highlighting suffragists of color.

Are your photos always historic events that you already know about? How do you go about doing research for those photographs?

I am always learning new things as I prepare for photoshoots! Sometimes I write captions about historical topics that I already know about, but I usually do research as I go about planning photoshoots and writing captions. More often, I will get interested in a topic after seeing it mentioned in a book or online, then I read books and articles to find out more about it. I love digging through historical newspapers and old diaries and letters. They can really help give me a feel for what someone was thinking about at the time and what they were passionate about.
NFLL - Is there anything unique or new to you that you’ve learned about suffrage through your experiences with American Girl dolls?

RR - I am always fascinated when I learn about the other social movements that suffragists were involved in. For example, many of the early advocates of women’s suffrage were involved in the abolitionist movement, which fought to end slavery. Women of color who were involved in the later years of the suffrage movement were also advocates for equal rights for Black Americans, and some suffragists were active in the Civil Rights Movement of the 1950s, which advocated for equal rights for Black Americans. Additionally, the more I research women’s suffrage, the more I learn about the women suffragists who were less welcoming to women of color who wanted to be involved in the movement.

NFLL - Some of the experiences you share are personal. Can you talk about how you connect American Girl dolls to Jewish holidays you celebrate?

RR - When I was a kid, all of American Girl’s historical characters were Christian and celebrated Christmas. I so badly wanted a Jewish American Girl character, because, as a Jewish kid, I could not identify with the historical characters celebrating Christmas since that was not a holiday celebrated by my family. It wasn’t until years later that American Girl released a Jewish historical character, whose name, coincidentally, was almost the same as mine: Rebecca Rubin. At the time, I was in college and no longer collected dolls, although I still had my childhood American Girl dolls. Rebecca was the doll who sparked my interest in American Girl as an adult, and because of her, I began collecting American Girl dolls again.

Because American Girl was focused on Christian characters for so long, many American Girl collectors I have met or interacted with through my Instagram account are Christian. Some Christian collectors have the Rebecca doll, but they have never met someone who is Jewish or had an opportunity to learn about Judaism. I began to use my Instagram account to talk about my own Jewish traditions and discuss Jewish holidays, and I started researching how Rebecca, whose stories take place in 1910s New York, might have celebrated Jewish holidays. I have always been interested in the history of food, and my family’s Jewish holiday celebrations have always revolved around food, so I started making historical recipes for each major Jewish holiday. Whenever the recipes are from Rebecca’s era, I share photos of Rebecca with the foods that she might have eaten. Rebecca’s story is similar to my own family’s story—Rebecca’s parents immigrated to America from Russia around the same time that my great-grandparents came to America from Russia. By learning more about Rebecca’s era, I continue to feel closer to my own family history.

Sojourner Truth Doll at S. Truth Site Akron, OH
NFLL - What do you want to teach audiences about history through your Instagram account?

RR - I hope that people who see my Instagram account will learn that history can be fun and that people in history were just like us. I also hope to teach people that there is so much more to history than what we learn about in our textbooks at school. So many historical figures who deserve to be remembered for their accomplishments are often overlooked. For example, when I learned about the suffrage movement as a kid, I only learned about Susan B. Anthony and Elizabeth Cady Stanton. I wish I had learned about suffragists like Ernestine Rose, Mary Church Terrell, Adelina Otero-Warren, and Mabel Ping-Hua Lee, and so many other women who dedicated their lives to fighting for women’s suffrage. I hope I can share some of my passion for learning about history and for understanding historical figures as humans, just like us, who sometimes had complicated lives but still managed to accomplish amazing things.

NFLL - What recommendations do you have for kids wanting to explore history?

RR - Keep reading and learning and asking questions! Ask adults close to you if they will tell you about their experiences when they were your age. Learn about the history that surrounds you, but also the history that may feel completely unfamiliar to you.