

EDUCATOR'S GUIDE

Disney • HYPERION

About the Book

Young readers will be inspired by the detailed accounts of twenty-one American women who overcame great obstacles to influence change. These trailblazers made a lasting impact in many diverse fields, including art, politics, science, technology, engineering, math, and business. In addition, the engaging format and design, including full-color portraits and spot illustrations, enhance learner interest in the biographies. *She Did It!* is sure to help children identify new role models and set big goals.

Common Core Alignment

The collection of biographies in *She Did It!* provide a great opportunity to apply informational text literacy skills, vocabulary knowledge, and text structure to bolster comprehension. This discussion guide highlights suggestions aligned with the Common Core State Standards (CCSS) for Reading: Information Text, Writing, and Speaking and Listening. Each activity in the guide includes a reference for the CCSS strand, domain, and standard that is addressed. To support instruction or obtain additional information visit the Common Core State Standards (CCSS) website www.corestandards.org.

Instructional note: During each of the activities, please encourage students to support their claims with evidence from the text and further explore the amazing women using additional resources. Providing learners with the opportunity to answer text-dependent questions is critical to success within the Common Core State Standards (CCSS).



Guiding Questions

- 1 Which years are encompassed in the twentieth century? Share significant historical events that occurred for women during the twentieth century. Before looking at the table of contents, brainstorm the names of women who you believe may be featured in the book and explain why. (CCSS: Reading Informational Text: Key Ideas and Details: 6.1)

Comprehension Extension: Following a review of the table of contents, check your predictions. Were any of the women you suggested featured in the book? How many names are familiar? Who do you believe should be added? Why?

- 2 How is the text organized? What types of text features do you notice throughout the book (e.g., headings, bold print, graphics)? How is the structure of the book similar to other informational texts that you've read? Which features are different? How do the chapters fit together to develop reader understanding? Support your response with textual evidence. (CCSS: Reading Informational Text: Craft and Structure: 6.5)

Writing Extension: As you read, think about the description provided on the first page of each woman's story. For example, "Madam C. J. Walker: Millionaire businesswoman and philanthropist." After reading each biography, create your own mini-description of the featured woman using six words or less.



- 3** The women featured in this book all led very different lives, facing challenges and success in their own ways. As you read about each trailblazer's journey, take note of the adversity she encountered, important contributions, and the central idea of the chapter using the graphic organizer below. Remember that the central idea is conveyed throughout each chapter. As you complete the organizer, record page numbers to show where you found the information. (CCSS: *Reading Informational Text: Key Ideas and Details: RI.6.2*)

Name	Adversity Encountered	Accomplishments	Central Idea ¹

1. What the author wants the reader to learn.

- 4 Think about the journey of two (or more) women in the text and consider how they may have “paved the way” for one another. How did one woman’s action(s) help influence change for others? Explain how the author uses quotes, examples, and details to portray each woman as a trailblazer. (CCSS: *Reading Informational Text: Key Ideas and Details: RI.6.3*)
- 5 Review the final section of the text, “Second Wave Feminism.” What does the term “Second Wave Feminism” refer to? In your opinion, why did the author include this chapter in the book? How is the final chapter different from the other sections of the book? Use examples from the text to support your response. (CCSS: *Reading Informational Text: Craft and Structure RI.6.4*)

Vocabulary Extension: As you read, look for unknown words in each chapter. How did you figure out the meaning of the vocabulary words? Explain which context clues helped you define the unknown terms.

Activities

Bold Speeches

Many influential speeches have been delivered by bold women throughout history. Complete the following steps: (a) Select one woman who spoke publicly, (b) explore the message of at least two or three of her speeches, and (c) summarize the themes or central messages of her speeches in a concise three-paragraph essay. The essay should include a clear topic, related facts, quotations, and a conclusion. Then, in a group discussion, share the highlights of the speeches and explain their impact on society. (CCSS: *Reading Informational Text: Key Ideas and Details: RI.6.2; Writing: Text Types and Purposes: W.6.2*)

Writing Extension: Design your own speech on an issue impacting women today. The speech should include a clear statement of the issue, why it is important, and potential solutions.

Wax Museum

Step 1: Research. Conduct a research report on one of the women featured in *She Did It!* Use the “Sources” section in the back of the book to identify text-based and online resources with multiple descriptions of the same events. Then use multimedia tools to create a poster with descriptions, illustrations, photographs, and other related images that convey important details about the woman’s life. (CCSS: *Writing: Research to Build and Present Knowledge: W.6.7*)

Step 2: Wax Museum. Either create a costume to dress as the woman researched or someone important in her life (e.g., spouse, child). Then hang the posters around the room and stand in front of the display (very still like a statue) as others read the information. After the participants review the information at each presentation station, engage in Questions and Answers (Q&A). (CCSS: *Speaking and Listening: Comprehension and Collaboration: SL.6.1*)

Personal Heroes

There are many women in our lives who we admire for various reasons. Film yourself interviewing a woman you find inspirational. Then review the video and summarize the highlights from the conversation. Share your summary and two short clips from the interview with a small group of peers. (CCSS: *Speaking and Listening: Presentation of Knowledge and Ideas: SL.6.5*)

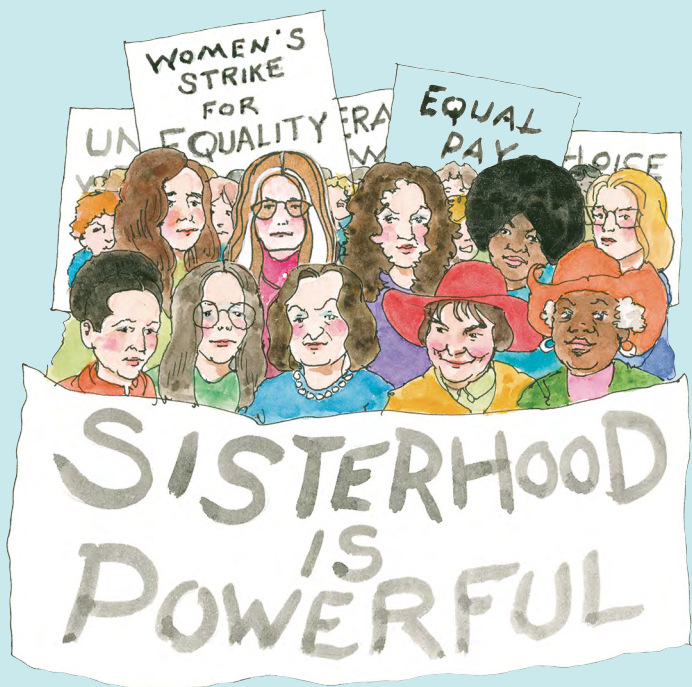
Let’s Celebrate

National holidays should highlight many different people and their accomplishments. Think about a woman who you believe should have her own federal holiday and explain why. Then write a brief summary to explain your opinion using a clear topic, logical sequence, supporting facts, and a conclusion. Finally, design a stamp or coin to commemorate the woman you chose to celebrate. Be prepared to explain the importance of specific images and symbols that you included in your design. (CCSS: *Writing: Text Types and Purposes: W.6.1*)

Can You Name that Famous Woman?

Option A: Use multimedia tools to create a trivia game that provides a one- to two-sentence description of each famous woman highlighted in *She Did It!*. For some cards, consider adding both facts and a photograph. When the game is complete, challenge others to guess the name of the woman based upon the details and/or photograph provided. (CCSS: Writing: Production and Distribution of Writing: W.6.6)

Option B: Use multimedia tools to create a short Guess Who book about one of the famous women featured in *She Did It!*. The book should include a clear introduction, related details, and a conclusion. Then share the Guess Who book with your peers and challenge them to name the mystery person. All participants should explain the information they used to make their guess. (CCSS: Writing: Production and Distribution of Writing: W.6.6)



In Her Shoes

Using *She Did It!* as a guide, select one of the woman highlighted and think about a difficult situation that she faced. Next, imagine how facing the same challenge would you make you feel. Despite potential negative feelings (e.g., defeat, frustration), how did this woman overcome adversity? What can others learn from her experience? Use the graphic organizer below to collect ideas.

(CCSS: Reading Informational Text: Key Ideas and Details: RI.6.1)

Adversity She Faced

How Would the Issue Make You Feel?

How Did She Overcome the Challenges?

What Can We Learn from Her Journey?

Words of Wisdom

Quotes from bold, brave, and trailblazing individuals are often used to inspire others. Using online and text-based resources, design a calendar with inspirational quotes for each month. The calendar should include at least twelve quotes that you researched from women highlighted in the book. In addition, the calendar should also incorporate graphics to visually enhance the design. Be prepared to, (a) verbally present the calendar, (b) explain why each quote is meaningful, and (c) discuss how the calendar will inspire someone throughout the year. (CCSS: *Speaking and Listening: Presentation of Knowledge and Ideas: SL.6.5*)

Extra, Extra, Read All About It

Look through news articles, media news clips, and related resources for current events that are affecting women today. Identify an issue that you believe is very important to women's rights. Then write a news article about the problem to build awareness for others. Your article should explain the events related to the issue, its significance, and ways that we can address this challenge as a society. (CCSS: *Writing: Research to Build and Present Knowledge: W.6.7*)



About the Author



Emily Arnold McCully has written and illustrated more than 200 books for children and young adults, including *Mirette on the High Wire*, for which she received the Caldecott Medal. Her books have also won the Christopher Award, Jane Addams Award and Giverney Award. McCully is the author of *Ida M. Tarbell: The Woman Who Challenged Big Business—and Won!*, a finalist for the YALSA Best Nonfiction Book of the Year, and *A Promising*

Life: Coming of Age with America. She has two grown sons and one grandson, and lives in New York City and Columbia County, New York. She loves to read history. You can visit her online at www.emilyarnoldmccully.com.

Q & A with Emily Arnold McCully

1 What inspired you to write *She Did It!?*

Researching and writing the lives of women who overcame centuries of repression to achieve greatness in their fields has been as rewarding as anything I've ever done. When I was growing up in the middle of the twentieth century, I was taught that I would have to conform to a world run by men if I wanted to succeed.

As I became an adult, women started to change that story. It took the Second Wave to show me and my generation that it wasn't women, but society, that had to change. We wanted the same rights and opportunities granted to men. Our goal became full gender equality and we have worked toward that ever since. History has been lopsided too, leaving all but the most famous women out. The ones in this book helped change the world.

2 Can you describe the research that you conducted to write *She Did It!*? It seems like a huge project. How did you get started?

It has indeed been a huge project. I used books wherever possible, half a dozen or more for each entry because they provide the most extensive and reliable information. Many of the women have been profiled and interviewed in newspapers, magazines, and on websites, as well. Each life took several weeks to research, then several more to comb through what I learned.

I began by writing a sample life: Ella Baker's. Fortunately, a few people who knew her wrote wonderful biographies. There are newspaper articles and some films that allowed me to experience the power of her presence. I took notes, highlighting those facts and incidents that seemed to best convey the arc of her life and the decisions she made. After I made a timeline, I began writing, knowing that I had to distill her life into just a few pages of text. Looking back on a life is always fascinating—how did a person get here? How much was hard work? Luck? Determination? Coincidence? The influence of someone else? Finding the hints that lead to answers is wonderfully exciting. Research is a treasure hunt conducted, for the most part, at my desk.



3 Was it difficult deciding which women to include? Why? How did you make the decision?

It was very difficult to choose my twenty-one. The book had to be limited or it would be too heavy to hold. I looked for women who deeply influenced their culture, truly changed the way people thought. That's a very high bar and not many human beings manage to cross it. I was not choosing women who were simply stars in their time, or the best at what they did. Of course, many more than twenty-one women did bring change to the culture and I hope that this very subjective list will inspire readers to add their own choices.

I set out to include women of many races, ethnicities, and gifts, as well as a variety of endeavors: sciences, the arts, politics, activism. Early in the last century, women gravitated to the helping fields, sometimes founding institutions, as did Jane Addams. Others, like Ida Tarbell and Dorothea Lange, bravely invaded arenas dominated by men. Isadora Duncan created art with her body. Nearly every woman, whatever she did, had to battle entrenched bias meant to keep them down.

Lists of "greats" always used to consist only of white men, not because everyone else was inferior, but because they were prevented from fulfilling their gifts. The longer the list of women becomes, the better!



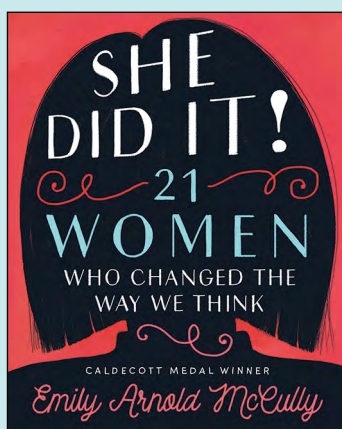
4 What do you hope young readers will learn from the biographies?

Today I meet so many young people who want to fix what is wrong with the world. They truly care and are committed to change. But how does change happen? I hope that reading about these lives will help to explain how history unfolds, and how persistent individuals influence it. We have made so much progress toward gender equality. Girls can do anything now. Girls and boys today have the opportunity to work together, even in fields that were formerly limited to men. They will be the heirs of these courageous women who “did it.”



This guide was written by Dawn Jacobs Martin, Ph.D, who is an assistant professor at University of Maryland, College Park. She works to improve the academic outcomes for students with disabilities through teacher development, instructional design, and research in the areas of response to intervention, social support, and parent involvement.

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SHE DID IT!
21 WOMEN WHO CHANGED
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Hardcover

978-1-368-01991-0

\$21.99



Disney • HYPERION

LOS ANGELES · NEW YORK

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