



GOOD NIGHT  
STORIES  
FOR  
**REBEL**  
GIRLS



★ LESSON PLAN ★

The lesson plans are in no particular order, just pick the one you like the most and kickstart your rebel curriculum.

Start every lesson by reading aloud the title of the lesson, preceded by "Today we are . . ."

Have fun!

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# INTRODUCTION

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**T**his lesson plan was designed to help teachers and parents who homeschool their children get the most out of *Good Night Stories for Rebel Girls*.

Before creating it, we stopped for a moment to think about how many female inventors, poets, philosophers, and scientists had been part of our curricula in elementary school, middle school, high school, or even college. We found that number inexcusably low.

So, with the help of Andrea Włodarczyk, an artist, educator, and curriculum author based in San Francisco, we crafted twenty lesson plans for learners from first through fourth grade.

Each lesson is designed to inspire children to read and compare more different stories that share a common theme.

Each lesson encourages creative thinking and presents teachers and learners with innovative, thought-provoking activities that will inspire you and your class to learn more about each of these extraordinary women.

The lesson plan is for boys and girls alike; the lessons are designed to spark conversation and let any pre-existing stereotypes emerge, so that they can be discussed in the open and addressed appropriately.

You will also find a vocabulary and a research bibliography with pre-vetted links you can use to dive deeper into the lives and discoveries of the women featured in each lesson.

Please, send us your feedback; let us know what works and what could be improved by sending an email to [hello@rebelgirls.com](mailto:hello@rebelgirls.com). We'll make sure to include your recommendations in future versions of this ebook.

Stay rebel,

*Francesca Cavallo*

*Elena Favilli*

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# • RESPECTING ANIMALS •

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## EMPATHY, SCIENCE

### Rebels:

- **Jane Goodall**—page 82
  - ▶ Followed her dreams and went to Africa to study chimpanzees.
  - ▶ Observed, interacted, researched, and learned about their behavior.
  - ▶ Spent her life educating and bringing awareness to Great Apes, inspiring others to take action regarding their well being, *conservation* and that of all living things and the planet.

### Points of Interest:

- How Jane Goodall pursued her dreams/missions.
- How Jane Goodall traveled great distances in pursuit of knowledge, adventures, and challenges.
- How Jane Goodall brought attention to understanding and caring for animals.

### Exercises/Guiding Questions:

**DIRECTIONS:** Read the story of Jane Goodall (page 82).

**EXERCISE 1 [GRADES 1-4]:** After reading Jane’s story, discuss the following questions or write down your thoughts:

- **Q1.** How did Jane Goodall’s *method* (a way of doing something) of going to where chimps lived, starting the “banana club” and becoming friends with them, allow her to research and understand them better compared to the scientists of her time?

- ▶ Jane became friends with them—she got to know the chimpanzees and started seeing them as individuals. She entered their space and allowed them to explore her. She shared food with them and climbed trees like them! She also tried speaking to them—the way they spoke to each other. She cared for injured chimps. She made them feel comfortable and they could trust her.

- **Q2.** How was Jane’s method similar to learning a foreign language or about another culture?

- ▶ She tried to integrate. She lived how they lived, acted, how they acted, and tried to sound like they sounded. She tried her best to fit in and be accepted by the chimpanzees, even though she was different.

- **Q3.** What does the rescued/injured chimpanzee's hug, given to Jane, tell us about animals' personalities and feelings?

► We know that animals have feelings too! We understand that animals cannot always communicate the way we communicate but they understand when they are sick, when they feel better, and that there is friendship when someone cares for you and helps you get healthy.

## **EXERCISE 2 [GRADES 3-4]:**

**DIRECTIONS:** Write an inspiring story like Jane's about an *endangered* (at serious risk of disappearing forever) animal that you become friends with and help conserve. Follow these instructions to help you invent your story:

1. First, research different *endangered* animals. Choose your favorite and find out: where they live, why they are *endangered*, what people or organizations are doing to help them, etc. Maybe you have even visited an *endangered* animal before! You can always tell a story about your experience and memory of that!
2. Your story could be true, made up, or a mixture of both! When you write, explain how you met your animal friend. Describe your travels to where your friend lives, describe the habitat they live in, what they eat, etc.
3. What did you and your friend do together? What did you notice about your animal friend that was the same as you? What are differences between you and your friend?
4. How can other caring people like you help conserve animals?

## **EXERCISE 3 [GRADES 1-4]:**

**DIRECTIONS:** Put on a puppet show! You don't need fancy equipment to put on a great show. Bring the project to life by first creating the stage, then the puppets.

1. Set the stage! Cover a table or wide chair with a cloth, making sure you can hide behind it and that it's not too tall for the puppets to reach over.
2. Make puppets from brown paper bags or old socks and design them to look like your favorite *endangered* animals using markers, wiggle eyes and other craft supplies.
3. Begin the performance by explaining that your show is meant to teach about the importance of *conserving* animals. Explain what it means to *conserve*.

- Grades 1-2 can retell their story based on what they learned by reading about/discussing Jane Goodall.
  - Grades 3-4 can follow the script of the story they wrote to guide their play.
4. Upon finishing the play, restate that the play is meant to bring awareness to *conservation of animals*. Ask audience members to recall ways to help *conserve* animals, that they learned about in the play.

### **Extension Activity:**

Create a playbill to advertise your *endangered* animal play. Follow the instructions at the link for ideas:  
<http://www.scholastic.com/teachers/lesson-plan/create-playbill>

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# • LEARNING HOW TO REBEL •

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## SOCIAL STUDIES

### Rebels:

- **Manal Al-Sharif**—page 106
  - ▶ Lives in Saudi Arabia where it is illegal for a woman to drive a car.
  - ▶ She argues that if a man is allowed to do it, she should be allowed to do it.
  - ▶ She took to the street and drove, uploaded a video of herself.
  - ▶ Inspired a movement: others decided to follow her lead.

### Points of Interest:

- How she was able to identify a rule that didn't make sense.
- How she broke a rule to stand up for what she believed in.
- How breaking the rule *empowered* others to stand up for the same cause, gave it a voice and face.
- How she challenged expectations by demonstrating, through breaking the rule, that the rule should change.
- How she used technology to promote her cause and gain support.

### Exercises/Reflection Questions:

**DIRECTIONS:** Read about Manal Al-Sharif's activism on page 106. Discuss with a partner, parent, guardian, or teacher.

#### EXERCISE 1 [ALL GRADES]:

- When is it okay to challenge the normal expectations in a community or society?

▶ When growth, change and innovation is needed.

- Why does it take so long for change to happen?

▶ Some feel change is risky and people need to adjust slowly.

- How do you think Manal's use of technology benefitted her cause?

▶ She was able to share her message far and wide, bringing much attention to her cause.

- Reflect on how one person can have a dramatic effect on a larger group of people.

▶ Oftentimes, as we have seen in the *Rebel Girls* book, all that is needed is one person who sends a message that others relate to and want to follow.

- What sacrifices does Manal make in order to spread the message of her cause? What do you think about that?

- ▶ She risked getting in trouble (which she did) to make an important point and send a message.
- ▶ She had to agree not to break the rules by driving again.

**EXERCISE 2 [GRADES 3-4]:** Review this list of common *social norms* (accepted behavior by a group, community or culture):

- Shake hands when you meet someone.
- Have direct eye contact with the person you are speaking to.
- Unless the movie theater is crowded, never sit right next to someone.
- Do not pick your nose.
- Wear clothing, especially of a similar style to what others wear.
- Say “please” and “thank you.”
- Be kind to the elderly, like opening a door or giving up your seat.
- Go to the back of the line.
- When at someone’s home, ask permission to turn on the tv or use the bathroom.
- Do not invade someone’s personal space. Don’t stand close enough to someone to touch arms or hips.

Now that you are familiar with some *social norms*, think . . . How can you challenge normal expectations? Think of a social norm that you want to challenge. Consider the following points during your discussion:

- Ask questions!
  - ▶ Why are things the way they are?
- Think ahead to the future.
  - ▶ Is now the right time to challenge norms, because they won’t make sense in the future?
- Challenge the model or standard.
  - ▶ Does it need to be updated? Changed? Abolished?
- What is the norm based on?
  - ▶ Facts, tradition, science, opinion? Sometimes norms are in place simply because they are accepted—not because they make sense.
- Challenge yourself!
  - ▶ How is this norm affecting my life?
  - ▶ What can I do to improve, change or delete this norm?

Write out the norm you would challenge, explain it, and offer solutions here:

Norm \_\_\_\_\_  
\_\_\_\_\_

Why it is in place \_\_\_\_\_  
\_\_\_\_\_

What the norm is based on \_\_\_\_\_  
\_\_\_\_\_

Why it isn't fair or isn't working \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A solution to modify, change, or eliminate this accepted practice is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## • EXPRESSING CONSENT •

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### SOCIAL STUDIES, EMPATHY

#### Rebels:

- **Artemisia Gentileschi**—page 20
  - ▶ Began painting at a young age; had several masterpieces by seventeen years old.
  - ▶ A famous painter (Agostino Tassi) became her mentor, fell in love with her artwork as well as Artemisia. He acted like he was going to marry her but instead he kissed her without her *consent* (*permission*).
  - ▶ Her father took him to court about it; she stood by the truth and Agostino was found guilty.
  - ▶ Justice was served and Artemisia is known as one of the greatest painters of all time.
- **Balkissa Chaibou**—page 28
  - ▶ As a young girl, she wanted to be a doctor.
  - ▶ She learned her uncle had promised her to marriage; she protested—she didn't give her *consent* for this agreement.
  - ▶ Her parents agreed to postpone her marriage for five years while Balkissa continued school.
  - ▶ On the eve of her wedding, her passion for school and learning was still strong and she didn't want to lose her opportunity—so she ran away to the police station. She decided to challenge her uncle in court.
  - ▶ She worried her family would turn against her but her mother quietly supported her.
  - ▶ The judge agreed with Balkissa and her uncle was sent out of the country.
  - ▶ Today she is studying to become a doctor and gives hope to other young girls, encouraging study, learning, and saying “no” to forced marriage.
- **Malala Yousafzai**—page 104
  - ▶ Loved school.
  - ▶ Taliban took over city and forbade women from attending school.
  - ▶ Malala thought this was unfair, she never gave her *consent* to eliminate school from her life.
  - ▶ Wrote about it online and spoke on TV to announce that the Taliban had taken women out of school because they didn't want them to be powerful.
  - ▶ Malala was soon shot in the head, on her school bus but miraculously survived.
  - ▶ Today, she continues to encourage women to arm themselves with knowledge.
  - ▶ Became youngest person ever to receive the Nobel Peace Prize.
- **Sonita Alizadeh**—page 178
  - ▶ Afghani woman whose culture sells girls into marriage; Sonita did not give her *consent* to get married at ten years old, she wanted to go to school and learn—to study, write, and sing songs.
  - ▶ Her marriage arrangements fell through when war broke out and she was sent away as a refugee to a camp where she attended school nearby.

- ▶ At 16 years old, her mother told her she would again be sold into marriage; Sonita said NO, she still did not give her *consent*—she wanted to be a rapper.
- ▶ Wrote a hard-hitting song and uploaded it on YouTube; it became famous and she won a scholarship to study music in America because she chose to share the words in her heart.

### Points of Interest:

- How each rebel was not asked for their permission before a huge life change was forced upon them.
- How each rebel fought back against the forces that oppressed them.
- How a form of learning or the right to education was going to be taken from the rebels.

**EXERCISE 1 [ALL GRADES]:** *Consent* means “giving permission.” In our daily lives, we find ourselves needing to make choices about what we do or do not *consent* to.

Giving our *consent* means we agree to something because it is what we want.  
Withholding our *consent*, means we are disagreeing—we do not want it.

Considering this, explain:

- **Q1.** Why is *consent* important?

- ▶ Consent is important because every person should have agency (the power to control their decisions).
- ▶ Consent tells people around us if we are okay with participating or not.

**EXERCISE 2 [ALL GRADES]:** Consent role play

*Consent* means permission; having permission means having the freedom to change your mind. Act or talk out the situations below involving *consent*. Remember that just because you *consent* to one type of situation/ scenario, it doesn’t mean that you *consent* to all similar scenarios. Try out the following:

- Practice asking/saying “how”
  - ▶ How do you like something—something done (it can be something as simple as how you like your eggs cooked!).
  - ▶ “How should I get there? Should I borrow your car?”
- Practice asking/saying “why”
  - ▶ “Why do you want me to go with you?”
- Practice communicating consent when you speak
  - ▶ “Yes! I’d love to join you, that’s my favorite shop!”
  - ▶ “No, I’m not interested in seeing that show—I’ll meet you later.”
  - ▶ “I’m not sure—I will have to think about going or not.”

- Practice changing your mind
  - ▶ "I know last year I said that I enjoyed that flavor but it isn't my favorite anymore."
  - ▶ "I wasn't sure about white water rafting for a long time, but I'm ready to experience it now."

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# • PLANTING A TREE •

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## ENVIRONMENTAL STEWARDSHIP

### Rebels:

- **Ameenah Gurib-Fakim**—page 10
  - ▶ Studied *biodiversity* (the variety of life in the world, particular habitat or ecosystem) and learned all about healing plants.
  - ▶ Became President of Mauritius; fights for not only her people but educates and speaks out to protect plants, too.
  - ▶ Strives to protect the environment by teaching others all that nature has to offer, including medicines we can use.
- **Wangari Maathai**—page 188
  - ▶ Organized her community to plant trees cut down due to *deforestation* (the permanent destruction of forests).
  - ▶ What started out as a small effort took hold and spread to planting 40,000,000 trees in an area known as the Greenbelt.

### Points of Interest:

- How the rebels respect and understand our dependence on nature.
- How the rebels reached out to their communities to ask for help (TED Talk, involving community to help plant, using public image to bring attention to the subject).
- How when we give to nature, nature gives back.

### Exercises/Guide Questions:

#### EXERCISE 1 [ALL GRADES]:

**DIRECTIONS:** Read about Wangari Maathai (page 188) and Ameenah Gurib-Fakim (page 10) then answer the questions below:

- **Q1.** Why is it important to plant trees?

*As we learned from Wangari's story, deforestation destroys trees that make the oxygen we breathe, and destroys animals' habitats; planting trees provides abundant resources for humans like medicines, foods, firewood, building materials, and shelter.*

- **Q2.** Why is it important to study and learn from plants?

*Plants have many uses, most of which are still undiscovered, as Ameenah's story highlights. Medicines that come from plants can heal the sick, but only if we learn about them and stop destroying the forests they grow in.*

## EXERCISE 2 [ALL GRADES]:

**DIRECTIONS:** Small actions like Wangari Maathai's effort to grow trees out of cans shows that you don't need much to be a *steward* (a person who looks after something/someone) of the environment. Try this activity at home!

1. Gather your materials:
  - A recycled can, like a soup can
  - A saucer to catch the drainage, like a plastic lid or dish
  - Soil
  - Seeds
  - Water mister
  - Plastic wrap
  - A drill
2. Assemble your pot by first by drilling a drainage hole in the bottom of the can. Fill your pot  $\frac{3}{4}$  of the way with your soil. Follow instructions on the seed packet for planting depth. Cover the hole with soil, water, and cover with plastic wrap to keep in the moisture.
3. Place your potted plant on the saucer, by a window and watch over the coming days and weeks as your plant grows! Don't forget to check the soil and water when needed.

**EXERCISE 3 [ALL GRADES]:** The natural world is a fascinating place! Spending time in nature lets you appreciate the air we breathe that is made by plants, the food we eat that grows, the water we drink from rivers and streams, the plant medicine that heals us, and the beauty surrounding all of it. Choose some or all of the activities below to practice spending more time in nature and giving back to the world that gives us life!

**DIRECTIONS:** Some activities are better with a partner, friend, or grown up helping.

- Take a walk! Get some exercise and fresh air by walking through a park, down a tree lined street, through a garden. Spend time there.
  - ▶ Journal about the small things you notice and any new experiences you had.
  - ▶ Draw a special plant, or bug that catches your eye.
- Provide your local birds with nesting materials! Birds build their nests just fine without us but sometimes they appreciate materials we can offer, which can encourage them to become permanent neighbors. Isn't it nice when our neighbors help us?
  - ▶ Fill a loose weave mesh bag (the kind grapes, oranges, and citrus fruits come in) with scraps of colorful yarn, pet fur that hasn't been treated with chemicals, moss, and dried grass/straw.
  - ▶ Hang this from a nearby tree branch.
  - ▶ Watch as the birds take some material to build with!
- Sleep under the stars! There's no experience like having a sleepover with nature! You can easily do this in your yard, on a roof deck, or if you have more time, plan a trip to a state park. Nature creates a symphony at night—play a guessing game and decide how each noise is being made.

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# • CHANGING BEAUTY STANDARDS •

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## FASHION, SOCIAL STUDIES

### Rebels:

- **Alek Wek**—page 4
  - ▶ Lived a simple and happy life in a place with no running water nor electricity which broke out in war when she was a young girl.
  - ▶ Her parents traded salt for food and passports in order to escape to London where Alek was asked to model (as a teenager) because she looked so different than anyone else.
  - ▶ Her features made her an instant sensation.
  - ▶ Stands by the concept that everyone has value.
  - ▶ Says everyone is beautiful and it's fine to be quirky and shy—that beauty shines from within.
  - ▶ Her words and work challenge *perceptions* (the particular way one views and understands things) of beauty; uses her platform to challenge beauty standards.

### Points of Interest:

- How Alek had little or no material wealth when they began her career.
- How Alek challenged the *perception* of fashion and beauty standards.
- How Alek had a sense of *perseverance* in her spirit and outlook.

### Exercises/Guiding Questions:

**EXERCISE 1 [GRADES 3-4]:** Ask students to talk about *perceptions*:

**DIRECTIONS:** Alek Wek's story (page 4).

- **Q1.** How did Alek challenge what people believed (*perceptions*) about beauty and the type of person that is beautiful?

- ▶ She was the darkest woman most people had ever seen in modeling.
- ▶ She had led a simple, happy life far away from spotlight and came to London as a refugee.
- ▶ She sees her modeling career as an opportunity to bring attention to the problem with beauty standards.
- ▶ Now, view this YouTube video of her controversial modeling debut:  
<https://www.youtube.com/watch?v=envPStPNPXI>

- **Q2.** Can you add to your previous thoughts about how Alek challenged what people perceive about beauty and the type of person that is beautiful?

- ▶ She never viewed herself as beautiful.
- ▶ She believes beauty comes from within.

- **Q3.** How does it make you feel to think about beauty and what others think is beautiful?
- **Q4.** Why is it important for all different types of people to be represented in fashion and beauty magazines, as well as on the internet and on television?

- ▶ We live in a multicultural world, all races should be represented so we have role models to look up to that we relate with.
- ▶ Body shapes, sizes, colors, etc. are so different! People learn to understand each other better when they see variety.
- ▶ Showing only a certain type in fashion/beauty is not realistic and can exclude people.
- ▶ Showing only a certain type suggests that if you are not part of the “type” then you are less beautiful—which is false.

**EXERCISE 2 [ALL GRADES]:** Create your own supermodel!

- Draw a model that is beautiful to you.
- Add something that would make them unique.
- How does your model challenge beauty standards?

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## • PRACTICING SELF-CONFIDENCE •

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### CHARACTER BUILDING

#### Rebels:

- **Matilde Montoya**—page 130
  - ▶ A bright child who could read and write at age four; entered high school at age eleven; at sixteen began training as a midwife.
  - ▶ Joined the National School of Medicine as the only female; was told she would not become a doctor.
  - ▶ Concluding her first year, the school tried to expel her; Matilde wrote to the President of Mexico, he intervened and she was allowed to continue her education, but was not allowed to take her final exam.
  - ▶ She reached out to the President again, he then passed a law saying women could study medicine and become doctors; was visited by the president while taking her final exam.
  - ▶ Became Mexico's first ever female doctor.
- **Michelle Obama**—page 142
  - ▶ Was always encouraged by her parents that "if it can be done, you can do it" and that "anything is possible."
  - ▶ Michelle worked hard but faced discrimination because of who she was and where she came from.
  - ▶ She listened to her parents' advice, finished school at Harvard, then started a job at a big law firm.
  - ▶ Michelle met her future husband, Barack Obama, at the law firm.
  - ▶ Michelle quit her job to work on her husband's campaign.
  - ▶ Michelle became the first African American First Lady when Barack Obama became the first African American President in 2008.
- **Misty Copeland**—page 150
  - ▶ African American prima ballerina.
  - ▶ Suffered from six fractures dancing one night; concerned she might never dance again.
  - ▶ Turned to dance throughout her life to fulfill her passion.
  - ▶ Focused on the recovery from her fractures and surgery; worked harder than ever.
  - ▶ Became the first African American Female Principal Dancer in the American Ballet Theater.
- **Lella Lombardi**—page 98
  - ▶ She delivered meats for her father; he'd time her; she loved driving fast and pushed herself to set new records with each delivery.
  - ▶ At eighteen she used all of her savings to buy a race car and started racing professionally.
  - ▶ The only woman in the Formula 850 Championship, she won.
  - ▶ She pursued driving for Formula One, not caring that she was the only woman—her first attempt was a flop. She didn't qualify but came back the next year, more determined than ever with great management.

- ▶ During the Spanish Grand Prix, she finished sixth, becoming the first woman ever to score points in a Formula One race.
- ▶ Despite her success, her team replaced her; Lella realized the sport still wasn't ready for female drivers.

### Points of Interest:

- How each rebel had no guidebook for the obstacles they would encounter; they made up the rules/broke the ground/set the tone for their achievements.
- How they all exhibited determination and a belief in their efforts, despite the obstacles.
- How Matilde Montoya earned her M.D. degree in 1887.
- How though breaking barriers, there are still more to break/normalize, as in the case of Formula One.
- How two of these rebels are modern day, African American women who are still living today!

**EXERCISE 1 [ALL GRADES]:** Being the first to do something means there are no directions to tell you what to do. Think through the experiences you've had as well as those Matilde, Michelle, Misty, and Lella experienced:

- **Q1.** Have you ever been the first to do something? Describe your experience.

▶ Description of experience.

- **Q2.** What is challenging about being the first?

- ▶ Not sure what to expect.
- ▶ No rules to guide you.
- ▶ Having the determination to break new ground, carve a new path, set a new precedent.
- ▶ Experiencing resistance to the idea of a woman, specifically an African American woman, to enter into the field/organization.

- **Q3.** What are some strategies we can learn from Matilde, Michelle, Misty and Lella about persevering and staying determined when facing the uncertainty of "being the first"?

- ▶ Keep trying.
- ▶ Take risks.
- ▶ Fight for what is right; escalate the complaint to a higher authority.
- ▶ Demonstrate understanding when people try to hold you back—they are the ones who are afraid, not you.
- ▶ Reflect on your experience and inspire others to rise above their oppressors.

**EXERCISE 2 [GRADES 3-4]:** Describe the barriers the rebels faced, trying to reach their goals:

- **Matilde:**

- ▶ Pursued medical school when women were not going to medical school.
- ▶ Never had been a female doctor in Mexico before.
- ▶ Had to fight for her right to education.
- ▶ Had to appeal for help from the president.

- **Michelle:**

- ▶ Was told she was not very good at school.
- ▶ There never had been an African American First Lady before.

- **Misty:**

- ▶ Never had been an African American prima ballerina in a major company before.
- ▶ Racial issues of “fitting in” because of the misconceived idea that “black women don’t look right in tutus” (*Baltimore Sun* article).

- **Lella:**

- ▶ Only female competitor at times.
- ▶ Replaced by her team, despite her success.

Though in all of these cases women broke ground, set records and marked history, the reality is that acceptance and change still need to happen—women being seen as equals across all aspects of life, needs to be normalized.

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## • OVERCOMING OBSTACLES •

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### SOCIAL STUDIES, CHARACTER BUILDING

#### Rebels:

- **Catherine the Great**—page 34
  - ▶ Cunning leader (a powerful person who controls or influences people, groups, organizations, or government) who took power and ruled when her husband, the king, was on vacation; made many *alliances* (friends) with people in power.
- **Hillary Clinton**—page 70
  - ▶ First female presidential candidate backed by a major party in the United States.
  - ▶ Lifelong champion of *justice* (being fair) who was *criticized* (to express disapproval) for her hair, style of dress, and voice.
- **Hatshepsut**—page 66
  - ▶ First female pharaoh, who declared herself “king” so her people would take her seriously—her people had never seen a woman in that role before.
  - ▶ *Reigned* (the period of time a king or queen rules for) longer and more successfully than any other pharaoh yet well after she died, some people tried to erase her from history by smashing statues and destroying memories of her.
- **Elizabeth I**—page 48
  - ▶ Dismissed by her father because she was not born a boy.
  - ▶ Later, imprisoned by her sister then became the queen upon her sister’s death.
  - ▶ She ruled her country the way she ruled herself, with independence, and for that she was loved by many.

#### Points of Interest:

- How there was a time when only boys could be anything they wanted. How girls who dreamt of being anything they wanted were met with obstacles, laughed at, feared for their own safety, or were told their dreams would never come true.
- How girls are equally curious and have the same thirst for knowledge and justice as boys.
- How because of *oppression* (using power and authority in a cruel way to make things especially hard for one group), girls created *strategies* (plans) to achieve their goals. They thought in ways boys didn’t always have to: using *cunning*, forming *alliances*, listening, outsmarting their opponents.
- How historically, people have been *intimidated* (afraid) of women in power and have sought to silence their voices and erase their existence.
- How women learned to “fight” with intelligence.
- How historically and presently, women have been seen as a *risk* (danger) to men because they are different, knowledgeable, and powerful.

## Visualize:

*You feel deep inside your bones that you are in the world to make it a better place. You have worked for your entire life to make other people's lives better. You are caring, kind, smart, and understand how to bad things you see happening. This is who you are.*

## ... Now Imagine:

*People who don't know you disagree. They think that you are not going to do a good job because of the way you are—your way of dressing, your values, and mostly because you are a girl. They say hurtful things about you to try and break your spirit. You know what they say is not true and you are going to prove it! How are you going to show them the person you know yourself to be?*

## Exercises/Guiding Questions:

**DIRECTIONS:** Leaders are powerful. Every leader has to make decisions—very important decisions; decisions that directly impact people who count on them. To do this, they must decide what they believe in, what they support, and who they are. Consider Hillary Clinton (page 70), who ran for President of the United States of America in 2016. She made many public appearances while she campaigned, news outlets published stories about her policies, and more than half of the country voted for her. She had a lot of power and influenced people to follow her because of what she believed in. She spent her entire adult life deciding which kinds of ideas she stood for. She started thinking about this when she was a little girl.

**EXERCISE 1 [ALL GRADES]:** Write about what makes you powerful.

- **Q1.** What are you good at? What are your strengths?
- **Q2.** What issues do you stand for/what do you believe in?
- **Q3.** What kind of person are you now?
- **Q4.** What kind of person do you hope to be in the future?
- **Q5.** If you could make changes in your community, what would they be? Your city? Your state? The world?

**EXERCISE 2 [ALL AGES]:** Reflect on how the women in each story were challenged by people around them simply for the reason they are women. What made it hard for these women to be leaders? Explain the reasons below.

- Hillary Clinton:

► She was made fun of for the way she dressed, her hairstyle, and the sound of her voice.

- Elizabeth I

► Her father rejected her because he had hoped for a son to inherit his throne.

- Hatshepsut:

► Being a female leader was so foreign at the time that she pretended to be a man to gain respect.

- Catherine the Great:

► Many people were envious of her and said nasty things behind her back.

## EXERCISE 2 REFLECTION QUESTIONS:

- **Q1.** Why is it unfair to challenge someone by saying they can't do what they want because they are a certain gender?

► Gender doesn't make you able or unable to do something. The ability to accomplish goals lies in determination, perseverance, optimism, and many other attributes that are not related to gender, but that all human beings have in common.

- **Q2.** Why is it important to have more female elected officials?

► Think about this: how would you feel if girls could single-handedly decide about how much recess time the boys have? How would you feel about boys not having the right to vote for something that matters to them? It is fair that when decisions are made for the whole community, the whole community is given the possibility to vote and express their opinion.

- **Q3.** What do all of the women who stood up to their challengers have in common?

► The rebels each learned to accept criticism without allowing it to disrupt their course.  
 ► The rebels showed determination, strength, passion and perseverance in the face of opposition.

## EXERCISE 3 [ALL AGES]: To be a leader you require certain skills.

- Which are the qualities of a good leader?

► inspire people to be better tomorrow  
 ► consider the viewpoints of others  
 ► take risks  
 ► rise to challenges  
 ► stay positive  
 ► help those in need  
 ► face bullies  
 ► set goals

- Which activities can help you practice the skills required to be a good leader?

- ▶ write notes/make videos/speak out encouragingly
- ▶ join student government or the debate team
- ▶ try a new hobby, sport or experiment
- ▶ complete a "difficult" puzzle or obstacle course
- ▶ write down or say aloud what you're grateful for
- ▶ volunteer, donate, be a friend
- ▶ tell bullies "NO!", see a problem, take action!
- ▶ write out a plan, decide on the steps to take

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## • CHALLENGING STEREOTYPES •

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### GENDER EDUCATION

#### Rebel:

- **Coy Mathis**—page 46
  - ▶ Coy was assigned male at birth, but deep inside she feels she is a girl.
  - ▶ Most of the times, sex (the anatomy of an individual's reproductive system) and gender (social role based on the sex of the person) are aligned. But sometimes they are not.
  - ▶ Coy feels she is a girl. She's a transgender girl. A girl who was born in a boy's body.
  - ▶ Her parents fought in court to see her right acknowledged and they won. Now, all children at Coy's school can use whatever bathroom they prefer.

#### Points of Interest:

- How people make assumptions based on what a person looks like.
- How important it is not to be defined by others' assumptions. You have to listen to your heart.
- Differences between sex, gender and sexual orientation.
- How your gender doesn't limit you.

#### Exercises/Guiding Questions:

##### EXERCISE 1 [ALL GRADES] DISCUSS:

**DIRECTIONS:** Read Coy Mathis' story (page 46). Identify and discuss relevant vocabulary (italicized) prior to the lesson.

- **Q1.** Have you ever felt like you wanted to be someone else? Be a different gender?
  - ▶ Have you ever told anyone about these feelings?
  - ▶ How did that person respond?
  - ▶ How did telling them make you feel?
- **Q2.** List as many gender stereotypes as you can think of by adding to the list below!

##### BOYS...

- ▶ Have short hair.
- ▶ Like the color blue.
- ▶ Play with racecars.
- ▶
- ▶
- ▶
- ▶

##### GIRLS...

- ▶ Have long hair.
- ▶ Like the color pink.
- ▶ Play with dolls.
- ▶
- ▶
- ▶
- ▶

- **Q3.** Have you ever made assumptions based on someone's gender before?
  - ▶ Describe a time when you did this.
  - ▶ What made you think this way?
- **Q4.** Consider a time when someone made a wrong assumption about you based on your gender.
  - ▶ What happened?
  - ▶ How did it make you feel?
- **Q5.** Why is it unfair to stereotype people?

▶ Stereotyping is really unfair because it means that you're not really giving that person a chance to show you who they are. You're just guessing about them based on what you see and what you think—but you don't really know. It's not fair to judge people when you don't know anything about them.

**EXERCISE 2 [GRADES 3-4]** Coy's parents support her self-expression, in different ways. Reread page 46 and list the ways, with examples, of how Coy's parents do this:

- ▶ They supported Coy's choice of clothing.
- ▶ They began referring to Coy as a girl.
- ▶ They brought a case against Coy's school for the right to use the bathroom appropriate for her gender.

## Extension Activity:

You might be asking yourself how you can be a better friend to someone who is *transgender*. Read on below for some ideas of how you can support a *transgender* person:

Ways you can help:

- Ask friends what they prefer to be called. This is part of being respectful.
- Be a great listener if someone decides to share their gender story with you. It's hard to talk about difficult things in our lives sometimes.
- Reassure your friend that you like them no matter what! You accept them for who they are.
- Speak up if your friend is bullied or someone makes a mistake about their gender!
- Keep learning about transgender people! The more you know, the better you can understand. There are so many different kinds of people in the world!

Think about this:

- Where do the ideas of boy colors or girl colors come from? Colors don't have a gender!
- Whether you're a boy or girl, do you **ONLY** have to like a certain color? No! Colors are for everyone!
- Have you ever heard of boy or girl music? There is no such thing as boy music or girl music—music is for everyone!
- Is there such thing as a girl haircut or a boy haircut? No. Humans grow hair on their head and anyone can decide they like any kind of haircut, no matter what the style is.

What to do:

- Speak up! With your new knowledge, you can teach others about gender stereotypes, when you hear them.
- Do the things you're interested in! Never let anyone tell you that you can't do something because of your gender!
- Work side by side with people of different genders! You'll see that everyone is able to do the same things, have the same interests and all just want to be treated kindly.

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## • PAINTING OUR THOUGHTS •

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### VISUAL ARTS

#### Rebels:

- **Frida Kahlo**—page 58
  - ▶ Mexican artist, inspired to paint as a child, continued painting on a special easel in her bed after life-threatening accident.
  - ▶ Became one of the most famous Surrealist painters in the world—she painted her sometimes disturbing reality as she saw things in her head.
  - ▶ Asked famous painter Diego Rivera if she was any good at painting and not only did he love her work but fell in love with her too!
- **Tamara de Lempicka**—page 182
  - ▶ Polish artist, always knew she wanted to paint, became famous painting famous people in fashionable times, in a highly stylized, Art Deco style.
  - ▶ Came to represent a shift in painting—showing women who were “liberated and independent.”
  - ▶ She enjoyed great success until a gallery said her work was no good and she swore she would never paint again!

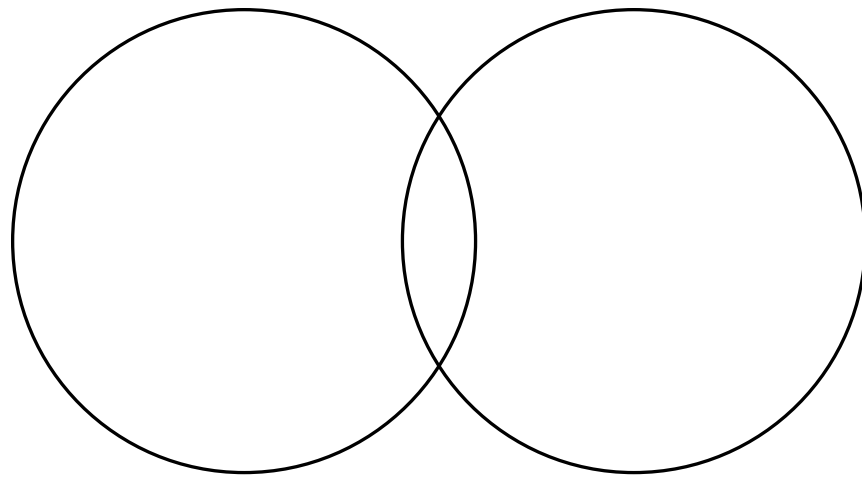
#### Points of Interest:

- How these rebels felt passionate about their expressing themselves through painting.
- How both executed bold paintings with strong messages of joy, pain, hope, suffering, optimism, despair, and the “liberated, independent woman.”
- How both women are connected to Mexico: Frida was born there and Tamara lived and died there.

#### Exercises/Questions:

##### EXERCISE 1 [ALL GRADES]:

**DIRECTIONS:** Analyze the portraits of each rebel artist—Frida on page 58 and Tamara on page 182. Note that neither rebel painted the portraits you are viewing, *contemporary* (at the present moment) artists did! Compare and contrast the style and subject of each portrait. What is similar about the women’s portraits and what is different? Recreate the diagram and fill it in!



Frida Kahlo's style

Similarities

Tamara de Lempicka's style

**SAMPLE RESPONSES FOR THE DIAGRAM:**

Frida's style is: patterned, detailed, more realistic, more surrealistic, colorful.

Tamara's style is: clean, limited color palette, elegant, geometric focused.

Similarities: subjects are women, vibrant colors, both are close up portraits.

**EXERCISE 2 [GRADES 3-4]:** Each artist, Frida and Tamara, painted with a special style. They made artistic choices that reflected their inner feelings, as noted below:

- Frida was interested in:
  - ▶ creating self-portraits
  - ▶ showing strong emotions
  - ▶ choosing bold colors
  - ▶ mixing some ideas from real life and some ideas from her imagination
- Tamara was interested in:
  - ▶ creating glamorous, high-style, sleek images
  - ▶ showing subtly emotional and powerful women
  - ▶ choosing subdued color
  - ▶ Mixing real people with a geometric, stylized background

**DIRECTIONS:** Make choices about your own style, following the guide on the next page! If you have never thought about your style before, now is your chance! Don't worry, you can always change your mind later. Experimenting with your style is natural. Fill in your answers to the guide by completing the sentences—be specific:

- I am interested in:

- ▶ Creating \_\_\_\_\_ images  
(adjectives to describe art you like)
- ▶ Showing \_\_\_\_\_ subjects  
(types of topics you make art about)
- ▶ Choosing \_\_\_\_\_ colors  
(list the colors you like to use)
- ▶ Mixing \_\_\_\_\_ and \_\_\_\_\_ ideas together  
(places you get ideas from—memory, imagination, real life)
- ▶ Communicating \_\_\_\_\_ messages  
(write which emotions you want to show in your art)

### EXERCISE 3 [ALL GRADES]:

**DIRECTIONS:** Draw your self-portrait. Sit in front of a mirror that you don't have to hold. With a pencil and sheet of paper, *observe (look carefully at)* your face in the mirror. Start drawing yourself in this order:

- Head shape.
- Neck—make sure to make your neck thick enough . . . you don't want to look like a lollipop!
- Eyes, nose and mouth need to be spread out—make sure you leave room for each.
- Ears (if they are showing) should be drawn at the same height as the eyes and no lower than the nose.
- Hair can be added last—make sure it isn't stuck flat against the head, make it high on top and the sides.

When your drawing is complete, choose colors that you feel best represent you and your *mood*. If you completed Exercise 2, you can refer to the guide you created to add more details of your style to the background.

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# • MAPPING THE UNKNOWN •

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GEOGRAPHY, MATH

## Rebels:

- **Maria Reiche**—page 118
  - ▶ Spoke five languages; flew planes and helicopters to *map* (create a visual representation that conveys information) the *Nazca lines* (large mysterious pictures etched into the sand in the Peruvian desert).
  - ▶ Discovered solstice markers (and other constellation based designs; a “giant map of the heavens”), began her life’s work because of deep curiosity.
  - ▶ Cooperated with the Peruvian air force to capture the Nazca lines from above.
  - ▶ Very interesting that many of the lines are undetectable up close but immense from above.
  - ▶ Helped the site gain recognition and preservation status as a World Heritage Site.

## Points of Interest:

- How she dedicated her life to studying the mystery of the Nazca lines, despite the fact that was not the career she had planned for.
- How she felt the need to create a map to gain a different perspective on the Nazca lines.

What would you like to create a map for?

## Exercises/Guiding Questions:

**EXERCISE 1 [ALL GRADES]:** Read page 118 about Maria Reiche to answer question 1. Read the article at this site to help you answer question 2: <http://www.nytimes.com/1998/06/15/world/maria-reiche-95-keeper-of-an-ancient-peruvian-puzzle-dies.html>

**DIRECTIONS:** Maps are useful tools loaded with important information. Maps can be created for all sorts of reasons—to chart a course (navigational map), to organize your thoughts (mind map), to interpret the sky (constellation map), to mark the location of valuables (treasure map), etc.

- **Q1.** Why do you think Maria became so interested in the lines she observed?

- ▶ Because they were a mystery!
- ▶ Because she was a mathematician and was interested in the beautiful geometries created by the lines.
- ▶ Because she was adventurous, enjoyed flying, and the lines are best seen from above.

- **Q2.** How did Maria’s discovery of the lines corresponding to the constellations change the way people understood the *Nazca Lines*?

- ▶ The site of the Lines has become a popular tourist destination.
- ▶ The site of the Lines was elevated to such importance that it has been designated a UNESCO world heritage site.

- **Q3.** Explain why you think the Nazcan people may have created the lines.

- ▶ For religious purposes.
- ▶ To map the constellations.
- ▶ For use in rituals.

**EXERCISE 2 [ALL GRADES]:** Design a map inspired by the Nazca lines. Create a geometric animal or shape based drawing on grid paper, using a pencil. Count out up to thirty squares at your design’s longest point. Imagine if each square represented one mile—like some of the longest Nazca lines did!

### Extension Activity:

Design a treasure map with this template:

<https://d3ddkgxe55ca6c.cloudfront.net/assets/a/ee/d3/ce-a-i-pb-7338.pdf>

Check out these constellation maps that you can print:

<http://www.kidsastronomy.com/astroskymap/constellations.htm>

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## • UNDERSTANDING OUR FEELINGS •

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### SELF-AWARENESS, CREATIVE WRITING

#### Rebels:

- **Virginia Woolf**—page 184
  - ▶ Writer who was a very sensitive person.
  - ▶ Suffered from depression and expressed her feelings through her work; she once said she “lived in intensity.”
  - ▶ Came to understand others better, through reflection on her own writing.

#### Points of Interest:

- How despite her changing *moods* (a feeling or emotion), she wrote regularly and found it helped her process her emotions.
- How she created a newspaper that told tales about her family.

#### Imagine/Visualize:

*It is quite normal for you to experience mood changes. Happiness, sadness, excitement, and worry are all parts of being human. Writing is a way to record your thoughts and feelings as you experience these changes. Thinking deeply about what you have experienced is called reflecting. Reflecting on your writing is an excellent way to try and understand your feelings. When you thoughtfully write and reflect and then share your work, you learn that many people experience emotions the same way you do.*

#### Exercises/Guiding Questions:

**DIRECTIONS:** Read the story of Virginia Woolf on page 184 of your book. Consider how writing in her journal helped Virginia understand her feelings better—she was able to reflect on her *moods*, as she wrote the words down.

**EXERCISE 1 [ALL GRADES]:** Name your *moods*! List as many *moods* as you can think of, either saying them out loud or writing them down on paper. Practice looking in the mirror and making a face that shows each *mood*. Another fun and silly exercise is to try doing this with a partner. You can take turns making faces to each other and guessing the *mood* they are trying to show. You can also make a simple drawing of each *mood*, like an emoji!

**EXERCISE 2 [ALL GRADES]:** Open your *Good Night Stories for Rebel Girls* book to page 178—Sonita Alizadeh. She is making an expressive gesture and she has a specific look on her face. Before reading her story, guess what her mood might be! Practice this same activity by looking through other stories, and naming their *moods* out loud: Serena and Venus Williams (page 174), Coy Mathis (page 46), Wilma

Rudolph (page 190) and Margarita Hack (page 112). Read about each rebel and explain why each woman's portrait might show the mood you guessed.

### **EXERCISE 2 GUIDING QUESTIONS:**

- **Q1.** How can you tell what each rebel was feeling?

- ▶ Sonita looks like she is talking to the viewer; she seems confident, with her wide eyes and open stance.
- ▶ Serena and Venus look like they are joyful and proud to be sisters and fierce competitors.
- ▶ Coy looks a little shy with her hands by her face but happy and sweet.
- ▶ Wilma seems like she is putting all of her effort into running, like she is focused.
- ▶ Margarita seems silly and playful because she is winking her eye and is sitting comfortably.

- **Q2.** Why do you think each rebel was in this mood?

- ▶ Sonita—I think she was rapping about her life.
- ▶ Serena and Venus—I think they are proud because they are the best in the world!
- ▶ Coy—I think she was excited about what she was doing next.
- ▶ Wilma—I think she was racing.
- ▶ Margarita—I think she likes to make people think in new, exciting ways.

- **Q3.** Have you ever felt like any of the rebels you viewed? Talk to a partner about a time you felt that way.

- ▶ Yes! One time I remember feeling \_\_\_\_\_  
\_\_\_\_\_

- **Q4.** What helped improve your mood when you felt down? Embarrassed? Ignored? Defeated?

- ▶ When I've felt down, it helped to spend some time alone, then time with friends.
- ▶ When I've felt embarrassed, it helped when someone makes me laugh about it.
- ▶ When I've felt ignored, it helped when my friend noticed and apologized.
- ▶ When I've felt defeated, it helped to rest for a bit, then think of new solutions.

**DIRECTIONS:** It is common for colors to be associated with feelings. For example, blue often can mean sadness or calm. Red can stand for anger or passion. Purple has been connected to royalty and wisdom while white can mean purity and peace.

Lines are also known to show *moods*. A zig-zag line looks like a lightning bolt—like electricity! This can represent high energy. A horizontal line can be neutral, calm or remind us of rest. Wavy lines may be graceful, softer and they could remind us of water flowing. With this in mind, complete the following exercise:

**EXERCISE 3 [ALL AGES]:** Consider how lines, shapes, images and colors might show your feelings, without using words. Create a “*mood map*” on the biggest paper you can find, using colors that show each *mood*. Place your happiest and most energetic *moods* near the top of your paper. Place your more calm, relaxed or in-between *moods* near the middle. Your depressed, sad or tired *moods* can be placed near the bottom.

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## • PLAYING WITH OUR SOUL •

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### MUSIC, PERSEVERANCE

#### Rebels:

- **Millo Castro Zaldarriaga**—page 144
  - ▶ As a young girl she dreamed of playing the drums.
  - ▶ She lived on a wonderful island where only the boys ever played the drums; no one knew that her passion was stronger than a tradition.
  - ▶ She heard sounds throughout her day and dreamed for answers to why she wasn't allowed to play the drums.
  - ▶ After convincing her father to let her take lessons, she found out that she could play any kind of drum—her impressed teacher decided to offer her lessons everyday.
  - ▶ When she was fifteen, she played at the President's birthday.
- **Maria Callas**—page 114
  - ▶ She had a wonderful voice; her mother had her sing to earn money for the family.
  - ▶ Maria applied to the National Conservatory but was rejected due to lack of formal training; She was so talented she quickly mastered the material when her mother hired a private teacher.
  - ▶ She reapplied to the National Conservatory and was accepted.
  - ▶ The night she debuted on a famous stage, she stole the hearts of the audience who jumped to their feet and cheered for her performance; came to be known as La Divina—the most famous soprano ever.
- **Melba Liston**—page 138
  - ▶ When she was seven, she fell in love with a trombone she saw in a store window.
  - ▶ She started teaching herself to play and practiced every day; within one year, she was playing for a local radio station.
  - ▶ As a teen, she toured the United States with the famous trumpet player Gerald Wilson.
  - ▶ Years later, she was asked to tour with Billie Holiday—one of the greatest jazz singers of all time.
  - ▶ Later, she gave up playing but her passion proved so strong that she resumed and completed a solo album. She also wrote and arranged music for all of the jazz greats of the 20th century.
- **Joan Jett**—page 90
  - ▶ A teenager who loved rock and roll; first guitar was given to her when she was thirteen.
  - ▶ She played on her own but in order to be a rock star, needed a band; in a year, she formed the Runaways.
  - ▶ They were 15, loud and proud and full of confidence; they didn't care what people thought of them.
  - ▶ Their second album was a hit in Japan but making their art was not always easy for them; they didn't care what people said, they were raw and alive when they played.

- **Zhang Xian**—page 192
  - ▶ Pianos were once hard to find in China.
  - ▶ Zhang's father built her one himself, when she was four years old.
  - ▶ She loved it so much that she became a piano teacher and trained singers at the opera house.
  - ▶ Without warning, the orchestra conductor decided that Zhang would conduct the orchestra the next day; at twenty years old, the slight young woman was laughed at by some of the musicians.
  - ▶ She commanded that orchestra after ten minutes and became their leader.
  - ▶ Her life changed immediately and she was catapulted into being one of the most important orchestra conductors in the world.

### Points of Interest:

- How each rebel had a passion for music, that called them to play.
- How it was out of the ordinary and even discouraged for the rebels to pursue their passion for music.
- How each rebel began as an unsuspecting girl, doing what she loved.
- How the rebels' expression through music allowed them to be their whole selves.

### Exercises/Guiding Questions:

**DIRECTIONS:** Read Millo (page 144), Zhang's (page 192) and Melba's (page 138) stories.

**EXERCISE 1 [ALL GRADES]:** From reading about each rebel's relationship with music, we get the feeling that they had music in their bones—that they just had to perform.

- **Q1.** Describe how Millo seemed to have music within her and needed to play the drums to express this.

▶ She heard music in the sounds of her day—the waves crashing, the palm trees swaying in the wind, the sounds of hummingbirds flapping their wings and the sound of jumping in puddles with both feet! She noticed rhythms in the world around her.

- **Q2.** How might Zhang's life been different if she did not accept the challenge to conduct the orchestra?

▶ She might not have discovered her power as a leader!  
▶ She might still be teaching instead of conducting.

- **Q3.** How did Melba demonstrate her determination to learn how to play the trombone?

▶ She wanted to play before she knew how.  
▶ She taught herself.  
▶ She practiced all the time and found ways to play for an audience.

## EXERCISE 2 [ALL GRADES]:

- **Q1.** What did the rebels risk by pursuing their passions for music?

- ▶ Millo

- Being laughed at for playing drums like the boys .

- ▶ Maria

- Being rejected without formal training .
- Not earning enough to support her family.

- ▶ Melba

- Not being good enough to earn a living .

- ▶ Joan

- People criticizing her—her age, the way she dressed, the idea of girls as rockstars .
- A difficult way to live and earn money.

- ▶ Zhang

- Exposing her inexperience .

- **Q2.** How did they show bravery?

- ▶ They overcame their own insecurities and pursued their passions.
- ▶ They grew in ways they could never have imagined and prepared to face even more challenges.
- ▶ They didn't let other people discourage them.
- ▶ They pursued music even though it is a difficult way to earn a living.

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# • PROTECTING THE OCEAN •

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## ENVIRONMENTAL STEWARDSHIP

### Rebels:

- **Sylvia Earle**—page 180
  - ▶ A scientist/diver who loved to see the fish at night.
  - ▶ Led a team of aquanauts to live underwater, drive underwater vehicles, and study life in the ocean like never before.
  - ▶ She dove deeper than anyone ever had, without a rescue tether, in a special suit; she placed her foot on the ocean floor just like the man who first put his foot on the moon.
  - ▶ She noted that without the ocean, there would be no life on earth; it's vital we study it.
  - ▶ She studied hidden currents and discovered underwater plants, she works to understand and protect the ocean.

### Points of Interest:

- How Sylvia set the record for deepest solo diving.
- How she pioneered underwater exploration vehicles.
- How she relates her study of the ocean to our vital life support systems.
- How she is using her platform to bring awareness to the conservation of the ocean.
- How she led the first all-woman team of aquanauts.

### Exercises/Guiding Questions:

**DIRECTIONS:** Read Sylvia's story on page 180 then watch her TED Talk here:

[https://www.ted.com/talks/sylvia\\_earle\\_s\\_ted\\_prize\\_wish\\_to\\_protect\\_our\\_oceans](https://www.ted.com/talks/sylvia_earle_s_ted_prize_wish_to_protect_our_oceans)

#### EXERCISE 1 [ALL GRADES]:

- **Q1.** Explain how the ocean supports our life on earth.

- ▶ Holds 97% of the Earth's water.
- ▶ Source of food.
- ▶ Most of our oxygen comes from the ocean.

- **Q2.** What experiences did Sylvia pursue that contributed to her success in the study of the ocean?

- ▶ She explored with different kinds of underwater vehicles.
- ▶ She lived underwater for weeks at a time.
- ▶ She dove deeper than anyone before.
- ▶ She worked with companies to develop even better underwater exploration vehicles.

**EXERCISE 2 [GRADES 3-4]:**

Sylvia notes that people don't really think that we can harm the ocean too badly. However, her research shows that we are already harming it. What are the problems the world's oceans are facing and what can be done about them?

**PROBLEMS**

- ▶ Half of the coral reefs have disappeared.
- ▶ 90% of the big fish have been eaten.
- ▶ Depletion of oxygen in the Pacific.
- ▶ Acknowledging there is a problem.

**SOLUTIONS**

- ▶ Protect the coral reefs.
- ▶ Stop overfishing.
- ▶ Create solutions for pollution of the air and sea.
- ▶ Learning about the issues our oceans face.

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# • DANCING WITH WORDS •

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## POETRY, CREATIVE WRITING

### Rebels:

- **Cora Coralina**—page 44
  - ▶ Knew when she was young that she was meant to be a *poet (writer of poetry)*; her family wished for her future security and thought she needed a husband and family instead.
  - ▶ Cora did marry, have children and lived in a city.
  - ▶ Cora worked many jobs to make sure her children could have a good life. Meanwhile, she wrote every day.
  - ▶ At the age of sixty, she decided to become a full time poet-baker. She made her money by baking cakes and wrote *poetry (written work where feelings and ideas are expressed)* to go with them.
- **Maya Angelou**—page 134
  - ▶ In the early years of her life, she thought her words could hurt people.
  - ▶ When she finally decided to speak, she chose to use her words to help people.
  - ▶ She told stories of her life and the world around her—mostly about *equality*.
  - ▶ She would become the voice of the *civil rights movement (an effort to gain civil rights for African Americans)*.
  - ▶ She inspired many through her use of words and inspirational messages of hope.

### Points of Interest:

- How both rebels used the power and elegance of words tell their stories.
- How both women had words and stories inside of them waiting to jump out!
- How both women overcame obstacles and set out to fulfill their deepest wishes.

### Imagine/ Envision:

- Look into your heart: which words would like to jump out? Say them aloud.

### Exercises/Guiding Questions:

**DIRECTIONS:** Read about Cora Coralina on page 44 and Maya Angelou on page 134.

#### EXERCISE 1 [ALL GRADES]:

- **Q1.** How did Cora keep poetry in her heart even though her parents did not encourage her?

- ▶ She never forgot she was a poet.
- ▶ She wrote everyday.
- ▶ Though many years passed, she decided to start her career, writing poetry.
- ▶ She took up baking to support herself as she worked on her poetry.
- ▶ She wrote poems and published her first book at 75 years old!

- **Q2.** How did Maya “find her voice”, like her brother said she would?

- ▶ She began to memorize everything she heard or read.
- ▶ She had an excellent memory and could recall information, like putting on a CD.
- ▶ She began writing down all of her thoughts, feelings, and experiences.
- ▶ She reminded people through her writing that everyone deserves *equal rights*.

**EXERCISE 2 [ALL GRADES]:** A story is inside of you, waiting to jump out! Write an “Instant 5W” poem to tell your story:

### OUTLINE

Who

What

Where

When

Why

### RESPONSES

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## • DISCOVERING THE WORLD •

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### SCIENCE, ART

#### Rebels:

- **Maria Sybilla Merian**—page 120
  - ▶ As a little girl, she loved art and painted nature around her.
  - ▶ Studied how caterpillars changed day to day, captured the process with her art.
  - ▶ Shared what she discovered by writing a book—as it was in German, it was not taken seriously by scientists who read in Latin.
  - ▶ Was inspired by a display of exotic insects in Amsterdam and decided she needed to study them up close, in South America—their natural habitat.
  - ▶ She traveled to Suriname and wrote a book about the life cycle of caterpillars, moths, and butterflies; she discovered they went through *metamorphosis* (transformation).

#### Points of Interest:

- How she studied insects in their *habitat* (the natural home or environment of a plant, animal or organism).
- How she realized that with careful study, she could discover how caterpillars became butterflies.
- How Maria was adventurous and took a giant risk sailing across the sea to study insects.
- How Maria transformed the study of insects (entomology) when she discovered *metamorphosis*.

#### Exercises/Questions:

##### Exercise 1 [All Grades]:

- **Q1.** How did Maria show that she appreciated nature?

- ▶ She gathered flowers and spent time outside everyday.
  - ▶ She *observed* how caterpillars changed day by day.
  - ▶ She wrote about her discoveries and shared them with others.
- **Q2.** What steps did Maria take to prove that animals *metamorphosize*?

- ▶ She traveled to a faraway land to watch animals in their *habitat*.
  - ▶ She spent time in nature, closely observing.
  - ▶ She waited patiently and watched changes taking place.
  - ▶ She carefully drew what she saw with amazing details!

**EXERCISE 2 [ALL GRADES]:** Have you ever taken time to slowly *observe* the natural world around you? Maria discovered *metamorphosis* because she visited the *habitats* of the insects and spent time quietly studying them.

- Gather a blank notebook and a pencil.
- Set up a comfortable spot in a natural place that you really enjoy.
- Focus on one area that looks interesting to you
- Record what you have observed today—you can draw what you see, write notes, or a combination of both!

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## • USING YOUR SENSES •

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### EMPATHY, PROPRIOCEPTION

#### Rebels:

- **Ashley Fiolek**—page 22
  - ▶ *Deaf (having lost the sense of hearing)* from birth; learned sign language at a camp, socialized with other kids and built up her self confidence.
  - ▶ Learned to ride with her father and grandfather from the young age of three; dreamed of becoming a motocross racer—was told this was impossible.
  - ▶ She fell many times, broke many bones and teeth and kept riding.
  - ▶ Relied on *vibrations (slight continuous shaking)* she felt from her bike to change gears and excelled at *motocross (off road sport motorcycle racing on an enclosed circuit course)*, used shadows to see other riders coming.
  - ▶ Won four National Titles in five years.
- **Helen Keller**—page 68
  - ▶ *Blind (having lost the sense of sight)* and *deaf* from illness as a baby.
  - ▶ With the help and support of an incredible teacher, she learned *braille (a language of patterns created by raised bumps on paper felt with the fingertips)* and several foreign languages.
  - ▶ Became a public speaker and advocate for people with disabilities, traveling the world.
- **Alicia Alonso**—page 8
  - ▶ Began life sighted, started dancing young and became a skilled ballerina.
  - ▶ Partial loss of vision in her twenties that she tried to correct with surgery.
  - ▶ Taught ballet partners and stage hands to *accommodate* her needs (*provide what is needed or wanted*).
  - ▶ Used shadows and light for clues.
  - ▶ Opened a famous dance studio and came to be a household name.

#### Points of interest:

- How these rebels made *accommodations* and worked with their different abilities.
- How these rebels relied on different *senses (one of the five natural ways of receiving information about the world around you)* because of the loss of others.
- How these rebels developed communication skills by understanding *vibration*, learning *braille* and working with shadows and light.

#### Imagine:

Close your eyes and picture yourself in a room with your family. Imagine that one person is reading a book while sitting in a chair, another is laying on the ground, watching tv and a third person is cooking

in the kitchen. Now, imagine the same scene except you are blind and deaf. If you cannot see and cannot hear, how is it that you are able to know what is going on around you? What clues might give you information to know what is happening?

## Exercises/Guiding Questions:

**DIRECTIONS:** Consider the stories of Helen Keller (page 68) and Alicia Alonso (page 8), who did not have their sense of sight. Both fell many, many times because of their loss of vision. This was very frustrating for them. However, they both *adapted (changed)* to a world they could not see in.

For example, Alicia held meetings with the set designers of her performances. They set up special spotlights to help direct her as well as stretched a very thin wire across the stage, to mark the edge for her. Alicia also trained her partners to be exactly where she needed them. Helen learned to read *braille* and learned that *vibrations* were linked to sounds.

**EXERCISE 1 [ALL GRADES]:** Think about a quote Hellen Keller is known for: “The best things in the world cannot be seen and cannot be touched, they must be felt with the heart”.

**EXERCISE 1: GUIDING QUESTIONS:** Write and/or discuss:

- **Q1.** What do you think she meant by this?

► Helen Keller learned to trust herself and the world around her, by feeling. Both by feeling with her hands and her heart.

- **Q2.** What experiences might she have had that led her to say this?

► Learning braille, learning through touch, learning compassion and empathy when she would become frustrated with herself.

**EXERCISE 2 [ALL GRADES]:** Turn to Alicia Alonso’s biography (page 8) and read about what happened when her eyesight became worse and worse. Consider how it must have felt for Alicia to both design her stage with special features that allowed her to safely dance and also train her partners to be in exactly where she needed them. Pretend to step into Alicia’s “pointe shoes” and take turns practicing the following activity with a partner:

- Tie a blindfold over your eyes. Feel your way through a room you know, from one end to the other. Just like Alicia’s partners helped her, your partner can help guide you by saying directions like “turn left” or “step up”. Use your sense of touch to identify what is around you and help you move through the room.
- Once you’ve practiced this activity, you could even try dancing your way through a big room, blindfolded!

## EXERCISE 2: REFLECT UPON YOUR EXPERIENCE:

- **Q1.** How did using your *sense* of touch to guide yourself in the room challenge you?

- ▶ “I could feel familiar objects to help me but sometimes I couldn’t tell what things were, I had to think about it, make informed choices and/or guess.”
- ▶ “I realized my sense of touch can help me decide if something is dangerous or safe.”

- **Q2.** Describe what was helpful or unhelpful about having your partner give you directions.

- ▶ It was helpful when my partner told me before I ran into something and where steps up or down were.
- ▶ It was unhelpful to hear my partner’s voice when I was concentrating and thinking about what I was touching, so I could decided what to do for myself.
- ▶ It was unhelpful for my partner to laugh at me when I was trying so hard.

- **Q3.** In what ways, if any, did your *sense* of hearing help you travel around the room?

- ▶ I could hear rain on the windows which helped me locate myself in relation to them.
- ▶ I could hear my shoes on the wooden floor but not on the carpet so if I couldn’t hear myself, I knew I was near the couch.

- **Q4.** Did you notice something about the room that you didn’t before? What was it?

- ▶ I noticed that the sides of my floor heater are very hot to the touch—I normally don’t have to touch the sides because I can see the heater.
- ▶ Things were either closer or further than I expected.

- **Q5.** How do you think that you acted differently?

- ▶ I acted more cautious than normal. I didn’t have as much trust in myself.
- ▶ I was less steady on my feet, using them to feel in front of me on the floor.
- ▶ I was slower.

- **Q6.** What changes would you consider making to the room now that you’ve completed this exercise?

- ▶ I might move my books. I wonder if the space around the heater is safe, now that I know the sides of it get so hot—there is a stack of books nearby that could catch fire.
- ▶ I might keep surfaces cleaner and clearer of items—it was harder to feel my way around cluttered surfaces.

**EXERCISE 3 [ALL GRADES]:** Consider Ashley Fiolek’s and Helen Keller’s deafness. They practiced feeling and understanding the messages sent through *vibration*. On page 22, read about how Ashley learned that changes in the *vibration* of the engine on her bike told her when to shift gears. Since she never heard words spoken before, Helen learned how different words *vibrated* when spoken and slowly learned how to say them herself.

**DIRECTIONS:** Create a divider between you and another person with a large piece of cardboard or stand on either side of a wall, near a door opening. Experiment with creating sounds while hiding from your partner on the other side of the divider by collecting items you can make noise with. Some fun items to try might include: shaking a box of toothpicks or a bag of marbles, dropping coins on the floor, blowing through a cardboard tube, rubbing your hands together or opening and closing a book. Be inventive and tricky with things you can find laying around! Have each partner take turns guessing how the sound is being made!

**EXERCISE 4 [ALL GRADES]:** Get to know about *vibration*. Place your hand gently on your throat and experiment with making short and long sounds, saying words quietly, then loudly and singing!

#### **EXERCISE 4 QUESTIONS:**

- **Q1.** How did the *vibration* change when you changed your voice?

► It felt faster or slower

- **Q2.** How can you tell by feeling *vibration* if you were loud or quiet?

► It felt softer when I was quiet and stronger when loud

**EXERCISE 5 [ALL GRADES]:** Think about how Ashley Fiolek had to trust her bike’s *vibrational* changes to tell her how to drive it. Walk around your house and find machines that plug in. Use your *sense* of touch to feel the *vibrations* of each one— the refrigerator, microwave, a printer, a computer, washing machine, etc. Closing your eyes to focus on how each feels, helps!

#### **EXERCISE 5 QUESTIONS:**

- **Q1.** How can you tell from their *vibration* if the machine is working correctly?

► If it is supposed to be steady, the machine makes a regular, consistent vibration.

- **Q2.** How might the *vibration* change to tell you that they are not working correctly?

► It might sputter, become inconsistent or stop.

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## • TRAVELING TO OUTER SPACE •

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### PROBLEM SOLVING, VISION

#### Rebels:

- **Mae C. Jemison**—page 102
  - ▶ A curious student who loved trying new things.
  - ▶ She speaks four languages, learned about African studies, medicine and chemical *engineering (using math and science to solve problems)*.
  - ▶ She became a doctor and a volunteer, then decided she wanted to go to space with NASA!
  - ▶ After being a doctor and the first African American woman in space, she now dedicates her time to improving health in Africa by using satellites.
- **Margaret Hamilton**—page 108
  - ▶ As a young woman, she worked at NASA to support her husband and young daughter.
  - ▶ She had no idea that one day she would make history! Margaret was a *computer scientist (a person who studies information and computers)* and led the team of *programmers (people who write code)* who put the spacecraft Apollo 11 on the moon.
  - ▶ When there was a problem with the landing just minutes before it was supposed to happen, *code (instructions put in a computer)* that she wrote worked and solved the problem the craft encountered—there would not have been a moon landing without her!
- **Jill Tartar**—page 86
  - ▶ An *astronomer (a scientist who studies what is happening outside of Earth)* who works for the most important organization that looks for life outside of Earth.
  - ▶ She knows that the universe is too big for us to be the only ones in it! Though she hasn't found aliens yet, she doesn't give up hope!

#### Points of Interest:

- How all of these women work in male dominated fields.
- How all of these women practice being problem solvers through their work.
- How all of these women study math and science.

#### Imagine/Envision:

*Think of any of the world's problems. If you could have all of the right skills, ideas, money and power to solve that problem, which problems would you solve? How would you solve them? What would you need to know in order to help?*

## Exercises/Guiding Questions:

**DIRECTIONS:** Read the story of Mae C. Jamison (page 102).

**EXERCISE 1 [ALL GRADES]:** Have you ever been like Mae C. Jamison and felt so excited to learn about something that you thought, “that’s what I’ll be when I grow up!”? Make a list below of all of the different jobs you think you would like to do one day:

- ▶ Job:
- ▶ Job:
- ▶ Job:
- ▶ Job:

- **Q1.** Do you notice any connections between the jobs you listed? Can you combine two of your interests into one job?
- **Q2.** Why is it important to study as many of the subjects as you are interested in as you can?

- ▶ If you learn about many different subjects, you can reach your learning goals.
- ▶ You can find connections between different subjects and understand how to do many things you love.
- ▶ Learning and discovering is fun! Learning makes us happy.

## EXERCISE 2 [GRADES 3-4]:

**DIRECTIONS:** Read Margaret Hamilton’s story on page 108. You can read more information on her in this article: <https://www.wired.com/2015/10/margaret-hamilton-nasa-apollo/>. Answer the questions:

- **Q1.** Which actions did Margaret Hamilton take that made her so important during the moon landing?

- ▶ Margaret led the team that programmed *code* that allowed Apollo 11 to land on the moon.
- ▶ Margaret put in extra time. She programmed on nights and weekends—bringing her young daughter to work with her, writing *code*.
- ▶ She thought about possible, hard-to-imagine problems that might need a safety net; wrote *code* that instructed the computer to focus on the primary goal, overriding other errors.

- **Q2.** Why do you think it was helpful that she was able to bring her daughter to work with her?

- ▶ Margaret was able to *code* and program when her daughter was taking naps, so she could work for longer hours without being worried she was neglecting her child.
- ▶ Margaret’s daughter Lauren had played with a simulation computer and caused an error message to happen. The incident sparked an idea in Margaret which led to program the *code* she became famous for. (answer within article)

- **Q3.** How might history be different if Margaret had not programmed the computer to override the error?

- ▶ NASA would have not won the race to the moon.
- ▶ Computer software would not be what it is today.
- ▶ Margaret represented women breaking into fields of technology as a founding “mother.”

**EXERCISE 3 [ALL GRADES]:** Read Jill Tartar’s story on page 86. Be like Jill and create a picture in your mind of what life might be like on another planet! Imagine all of the stars, the planets you might see in the distance, meteors floating in space, *extraterrestrial (of or from outside the earth)* life, and what the surface of your imagined planet looks like! Use oil pastels on dark construction paper to draw the galaxy you imagined in your mind!

### Extension Activities:

Explore these websites for more super cool ideas!

- <http://www.sciencekids.co.nz/>
- <https://www.nasa.gov/kidsclub/index.html>

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## • FINDING OUR STRENGTH •

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### SPORT, COURAGE, RESISTANCE

#### Rebels:

- **Alfonsina Strada**—page 6
  - ▶ Italian cyclist who loved going fast.
  - ▶ Her wedding gift from her husband was a new bicycle; they then moved to Milan so she could train professionally; endured crashes, injuries, kept cycling.
  - ▶ Entered Giro d'Italia—one of the toughest races in the world and finished in top thirty of all ninety racers.
  - ▶ The following year, she was barred from participation, on the grounds that it was a man's race; she continued anyway.
  - ▶ Set a speed record that stood for twenty-six years; since her time, cycling has become a huge women's sport—women's cycling is part of the Olympics now!
- **Amna Al-Haddad**—page 14
  - ▶ A journalist who was unfit and unhappy; decided one day to walk, enjoyed the exercise so much that she decided to practice other forms of exercise.
  - ▶ She found weightlifting fulfilling and that her life changed when the International Weightlifting Federation allowed women to compete in *unitards* (*an outfit that covers all skin*).
  - ▶ Has become an *icon* (*a person who is a symbol for a movement*) for Muslim girls across the world.
  - ▶ She loves weight lifting so much she trained for the Olympics in Rio.
  - ▶ Believes that sport "creates peace and unites nations."
- **Maya Gabeira**—page 136
  - ▶ She loves enormous ocean waves; wants to be the superwoman of surfing.
  - ▶ Loves surfing though she mainly sees guys doing it.
  - ▶ Travels the world chasing big waves.
  - ▶ Rode a wave fourteen meters high—highest ever for a female surfer.
  - ▶ Became the highest paid female big wave surfer.
  - ▶ Almost drowned after crashing on a wave that broke her bones and pulled her underwater.
  - ▶ After she healed, she returned to the same place and kept on surfing!
- **Wilma Rudolph**—page 190
  - ▶ Suffered from polio as a child; had a paralyzed leg; doctors said she wouldn't walk—Wilma's mother said she would.
  - ▶ Wilma received medical treatments weekly, in addition to twenty-one brothers and sisters alternating massage on the paralyzed leg.
  - ▶ By age nine she regained the ability to walk—even started playing basketball.
  - ▶ Loved running, jumping and joined the track team in school.
  - ▶ She competed in twenty races and won all of them; she was so fast!
  - ▶ She became the fastest woman in the world; broke three records at the 1960 Olympics.

## Points of Interest:

- How each of the rebels practiced and trained to become physically strong and disciplined.
- How Alfonsina, Wilma, and Maya endured injuries—sometimes almost fatal—but continued practicing and competing.
- How in each rebels' story, there's an idea that these women "don't belong" or "will never perform well" in their sport.
- How each of the rebels maintained the spirit of determination, perseverance, and optimism.

## Exercises/ Guiding Questions:

**EXERCISE 1 [ALL GRADES]:** The idea of being strong can take on many forms. Each of the rebels demonstrated they were strong, in different ways. Write down how each rebel revealed their strength below:

- Alfonsina Strada:

▶ Cycled competitively even when attempts were made to exclude her.

- Amna Al-Haddad:

- ▶ Overcame being unfit.
- ▶ Pursued weightlifting and literally gained strength!

- Maya Gaberia:

- ▶ Mental toughness.
- ▶ Isn't fearful though she hurt herself and nearly died doing what she loves.

- Wilma Rudolph:

- ▶ Overcame polio as well as a paralyzed leg as a child.
- ▶ Never taking for granted that she regained the use of her legs.

**EXERCISE 2 [GRADES 3-4]:** Read each rebel's story carefully. Analyze the text and determine the negative messages each woman encountered that suggested they "don't belong" or "will never succeed."

- Alfonsina Strada:

▶ She was told that cycling was for men only.

- Amna Al-Haddad:

▶ She was told that weightlifting was not a 'feminine sport', nor was it fit for a Muslim woman.

- Maya Gabeira:
  - ▶ Most of the other big wave surfers are males.
  - ▶ She was told that—because big-wave surfing is dangerous—it is not fit for a woman.
  
- Wilma Rudolph:
  - ▶ Doctors told her she may never walk again, running was out of the question.
  
- **Q1.** What do you think of these negative messages the rebels encountered?
 

- ▶ One should never discourage anyone else from pursuing something that makes them happy.
  - ▶ There are not sports for men and sports for women, if you like a particular sport, just go out and play it!
  
- **Q2.** What kinds of qualities do these rebels have in common?
 

- ▶ They are determined—they trained to become physically stronger.
  - ▶ They are mentally strong—determination is a mental practice too.
  - ▶ They persevered through injury, accidents and being in the minority.
  - ▶ They remained optimistic about failure, pursuing their passions, and improving their performance.

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## • WORKING AS A TEAM •

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### COLLABORATION, EMPATHY

#### Rebels:

- **Cholita Climbers**—page 36
  - ▶ Mountaineers who wanted to *explore* and challenged themselves to reach new goals.
- **Brontë Sisters**—page 32
  - ▶ *Published (the writing and sharing of written work)* novels, when it was unpopular for women to do so.
  - ▶ Supported each other for many years during the creation of their masterpieces.
- **Mirabal Sisters**—page 146
  - ▶ *Sibling activists (people who take action on an issue that people do not agree on)* fighting for freedom to take down a cruel *dictator (a ruler who holds all of the power over any group of people)*.

#### Points of Interest:

- How these rebels found their teams and did something together that would have been hard or impossible to do alone.
  - ▶ Climbing a mountain.
  - ▶ Writing novels and poems, and keeping on writing even after several rejections.
  - ▶ Defeating a cruel dictator.
- How *determined (sticking to a purpose)* these rebels were: Cholitas were inexperienced climbers, dressed in traditional skirts who set ambitious mountain-climbing goals; The Brontës wrote and published in a time when it was unpopular for women to do so; The Mirabal's defended their and their country's right to freedom.

#### Exercises/Guiding Questions:

**EXERCISE 1 [ALL GRADES]:** *Teamwork (acting together for the same goal or result)* can help you overcome difficult moments and accomplish big missions. A benefit of *teamwork* is having a group of people who *motivate (excite someone into doing something)* and *encourage (give support, offer hope and cheer on)* each other. Read through the story of the Cholita Climbers (page 36) and the Brontë Sisters (page 32) and reflect on the following questions:

### EXERCISE 1 QUESTIONS:

- **Q1.** *Brainstorm (think through different ideas or solutions for problems) about how the characters in the story might have helped each other reach their important goal (a result you work toward). List the possible ways below:*

► The Cholita Climbers helped each other by \_\_\_\_\_

- Encouraging each other to take risks.
- Keeping each other company.
- Motivating each other.
- Coming together out of a shared curiosity.
- Chose to operate as a group, individually contributing to a shared goal.

► The Brontë Sisters helped each other by \_\_\_\_\_

- Supporting each other.
- Encouraging each other to take risks.
- Motivating each other to be persistent.

- **Q2.** How do you think the idea of “not knowing what it was like on top of the mountain” *motivated* the Climbers?

► They were so curious—they understood it was possible to find the answer for themselves. They had seen their husbands make the journey and return many times. Once they realized there was nothing stopping them, their curiosity was a stronger force than their fear of the unknown.

- **Q3.** How did having the support of their family allow the Mirabal sisters to be even more brave?

► Their family understood that freedom was important for them and they supported their struggle.  
► They encouraged each other to keep fighting, even when it could have been easier and less dangerous to give up.

**DIRECTIONS:** Recall the stories of the Cholita Climbers, the Brontë sisters and read about the Mirabal sisters (page 146).

**EXERCISE 2 [GRADES 3-4]:** Talk with a friend (or a few!) and *brainstorm* three goals together. On paper, list the three *goals* that you would like to carry out together, such as helping someone in need, taking a memorable trip, or working on a publication together. Think through the steps you would need to take to reach your *goals*.

- Ask questions:

- ▶ What was the first thing the Choluta Climbers did to reach their *goal* of climbing mountains?

- They talked about it while at the camp, in the valley.

- ▶ How did they prepare for that trip?

- They told their families about the adventure they wanted to go on.
- They got the right gear for the journey.

Now, discuss a plan about and write down the necessary steps to reach your goal.

- Step 1:
- Step 2:
- Step 3:
- Step 4:
- Step 5:

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## • TAKING THE LEAD •

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### LEADERSHIP, RESPONSIBILITY

#### Rebels:

- **Miriam Makeba**—page 148
  - ▶ Singer/activist who denounced apartheid through song.
  - ▶ Was in an all-girl band in South Africa then toured the world singing about freedom and justice.
  - ▶ When the government wouldn't allow her to return home she continued her world tours and developed a following.
  - ▶ She became a symbol and voice against apartheid and shortly after her return home, apartheid ended.
- **Rosa Parks**—page 166
  - ▶ Grew up in a world of segregation; people were arrested if they protested this.
  - ▶ Took action against segregation when she refused to give up her rightful seat.
  - ▶ She stood up to the authority to protest the injustice of segregation.
  - ▶ A local then national following developed and was resolved only when equal civil rights were given to African Americans.
- **Mary Kom**—page 128
  - ▶ Born in India to a very poor family.
  - ▶ Took up boxing to raise money to support her family; was initially turned away because she was small; after waiting, her coach decided to train her, hard.
  - ▶ She began competing and won many bouts.
  - ▶ She didn't want to worry her parents and so didn't tell them—then one day she was in the newspaper and they learned about her; they worried she would be hurt and couldn't afford doctors.
  - ▶ Mary saved, skimped on meals, and continued winning. Eventually, she became a champion, and even went all the way to the Olympics. Now, she supports her family like she always dreamed.

#### Points of Interest:

- How Miriam fought for civil rights through song and Rosa quietly, politely stood her ground.
- How both Miriam and Rosa used peaceful means of protest and united people.
- How uniting a few people marked the beginning of a significant movement; while Rosa was jailed, the local NAACP planned a protest against her arrest; while Miriam was denied entry to her country, she toured the world spreading her message and speaking out against apartheid.
- How first Miriam's passport was revoked, then her South African citizenship; her music was banned in South Africa. She continued on despite all of this, using her platform and fame to speak out against apartheid.

- How governments attempted to punish these women for speaking out.
- How Mary Kom acted locally—to start helping at home; she didn’t start a global movement but not every action is intended to be or needs to be global.

## Imagine/Envision:

*Imagine that you are standing in a dark room—complete blackness. You can’t see a thing, you don’t know where to go—you’re stuck! Magically, a lit candle appears in your hand. In an instant, you have light—enough to motivate you to find your way out. Imagine that—that one candle changed your entire outlook on what could be accomplished. People can be like that one candle, too. One person can be the light, lead the way and change the entire outlook of a nation, if they want to.*

**EXERCISE 1: [ALL GRADES]:** The Power of One is all about a great idea that is simple and direct on its own. Sometimes these great ideas inspire and empower others to join the cause. Read the stories of Miriam Makeba (page 148) and Rosa Parks (page 166). Then, consider this quote by Neil Gaiman:

*“The one thing that nobody else has is you. Your voice, your mind, your story, your vision. So write and draw and build and play and dance and live only as you can.”*

**DIRECTIONS:** Think about and answer the following questions:

- Miriam expressed herself through music—you could say singing and dancing was her “calling,” what she felt pushed to do by her inner passions. She has been quoted as saying that she never set out to be political, that she sang songs about the hardships in her life. Miriam was just being herself—living as only she could.

► **Q1.** How did Miriam bring attention to her cause and inspire others?

- She sang about the life she lived, traveled the world telling stories.

- Rosa had been involved in her local chapter of the NAACP before she was asked to give up her seat on the bus. She had made local civil rights activism her work.

► **Q2.** Why was Rosa’s refusal to give up her seat such a strong statement?

- This happened during a time when African Americans could be arrested if they refuse to give their seat up.
- Rosa had technically been sitting in the place designated for her but was asked to move anyway. Rosa knew this was unfair.

- The number one can seem so small. However, consider that in each of Miriam and Rosa’s stories, one person was viewed as a threat and punished for their nonviolent actions.

- ▶ **Q3.** Explain how Miriam’s message was considered a threat to the government in South Africa.

- Miriam brought world-wide attention to the destructive force of *apartheid*, a racist system.

- Consider how each of these rebels developed a following that supported their cause.

- ▶ **Q4.** How did they inspire others?

- Miriam sang beautiful rhythmic songs that told stories about real life.
- Rosa stood up for herself in a time when many were afraid to do so; she acted peacefully.
- Mary demonstrated determination and accomplished goals she set for herself.

**EXERCISE 2 [GRADES 3-4]:** Mary Kom, (page 128), wanted to change her life and the lives of those around her for the better. She started from the bottom and changed her fate through hard work, determination, and a strong sense of her goals.

- ▶ **Q1.** In your own words, explain Mary Kom’s Taking the Lead. What did she demonstrate about the power of one person?

- Mary showed that if you have a dream, you can make it reality. You have to work very hard. You have to remember your goal. Mary showed how she could take care of her family the way she had always imagined.

**EXERCISE 3 [GRADES 3-4]:** Read/recall the following stories in your *Rebel Girls* book, about rebels who exercised their Power of One. Choose two or three stories and compare/contrast how each rebel showed her power to make a difference.

- Stand up to a bully—a person, a group or a government.
  - ▶ Miriam Makeba (page 148)
  - ▶ Rosa Parks (page 166)
- Fight for freedom.
  - ▶ Harriet Tubman (page 64)
  - ▶ Mirabal Sisters (page 146)
- Take action to make your voice heard.
  - ▶ Kate Sheppard (page 94)
  - ▶ Eufrosina Cruz (page 50)
- Fight injustice.
  - ▶ Amna Al-Haddad (page 14)
  - ▶ Irena Sendlerowa (page 74)

# VOCABULARY

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**Abstract**—expressing ideas and emotions using only colors, lines and shapes

**Accommodate**—to provide what is needed or wanted

**Activist**—a person who takes supportive action on an issue that people do not agree on

**Adapt**—change

**Agency**—the power to control the decisions that affect us

**Alliance**—friends who work together

**Astronomer**—a scientist who studies what is happening outside of Earth

**Blind**—having lost the sense of sight

**Biodiversity**—the variety of life in the world, particular habitat or ecosystem

**Braille**—a language of patterns made by raised bumps on paper that is felt with the fingertips

**Brainstorm**—thinking through different ideas or solutions for problems

**Challenge**—present with difficulty

**Civil Rights**—the rights of citizens to political and social freedom and equality

**Civil Rights Movement**—an effort to gain civil rights for African Americans

**Code**—instructions put in a computer

**Computer Science**—the study of information and computers

**Consent**—to give permission to

**Conservation**—to save

**Contemporary**—at the present time

**Criticize**—to express disapproval

**Cunning**—performing well, using skills strategically

**Deaf**—having lost the sense of hearing

**Deforestation**—the permanent destruction of forests

**Depression**—feelings of deep sadness or hopelessness

**Determined**—sticking to a purpose

**Dictator**—a ruler who alone holds all of the power over any group of people

**Encourage**—to give support, offer hope and/or cheer on

**Endangered**—at serious risk of disappearing forever

**Engineering**—using math and science to solve problems

**Expedition**—a journey to a distant place, with a group of people

**Experiment**—something that is done as a test

**Explore**—to learn about something by trying it

**Extraterrestrial**—of or from outside the earth

**Equality**—having the same rights, status and opportunities

**Gender**—behavioral, cultural or psychological traits associated with one sex

**Goal**—a result you work toward

**Habitat**—the natural home or environment of a plant, animal or organism

**Icon**—a person who is a symbol for a movement

**Imagine**—to form an idea or picture in your mind

**Innovate**—to do something in a new way

**Intimidate**—to scare

**Journey**—the act of traveling from one place to another

**Justice**—being fair

**Leader**—a powerful person who controls or influences people, groups, organizations or government

**Manifesto**—personal statement about your beliefs

**Map**—a visual representation that conveys information (a street map shows streets, a constellation map shows stars, a mind map shows ideas, etc.)

**Metamorphosis**—transformation

**Method**—a way of doing something

**Mood**—a feeling, an emotion

**Motivate**—to excite someone into doing something

**Motocross**—off road sport motorcycle racing held on an enclosed circuit course

**Naturalist**—a person who studies plants and animals as they live in nature

**Nazca Lines**—large mysterious pictures etched into the sand in the Peruvian desert

**Observe**—to look carefully

**Oppress**—using power and authority in a cruel way to make things especially hard for a certain group

**Perception**—the particular way one views and understands things

**Poet**—writer of poetry

**Poetry**—written work where feelings and ideas are expressed

**Programmer**—a person who writes code

**Publish**—the sharing of written work

**Reflect**—to think deeply

**Reign**—the period of time a king or queen rules for

**Reject**—to dismiss or turn away from

**Reorganizing**—changing the order

**Risk**—danger

**Social Norms**—accepted behavior by a group, community, or culture

**Stereotype**—a general belief about a group.

**Steward**—a person who looks after something/someone

**Strategy**—a plan

**Teamwork**—acting together for the same goal or result

**Transgender**—a person who is assigned one gender at birth but identifies with another.

**Vibration**—a slight shaking that happens continuously

**Visualizing**—imagining in your head the events of a story, a mental picture, “brain tv”

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Whether you are a parent or a teacher, we would love to hear your feedback. What did you find most useful? What did you find redundant, or confusing? How could we make this lesson plans better?

Please, let us know sending an email to [hello@rebelgirls.com](mailto:hello@rebelgirls.com)

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