

INQUIRY-BASED ACTIVITIES

EXTENDING THE READING: WRITING OR DISCUSSION PROMPTS

These prompts push students to inquire, argue, and/or explain:

- What is the common theme in all the texts in the *Women Who Broke the Rules* series? How does each text in the series build on or support this common theme? (Explain)
- Sequence the texts in historical order. Comparing each woman's plight, do you think opportunities for women have improved or not? Why do you think so? (Argue)
- Which woman would you like to meet and why? (Argue)
- Why is it necessary to have a series focused on the accomplishments of women (versus men)? (Inquire, Argue)
- How do you think nonfiction authors distinguish between facts and opinions? (Inquire)

GOING BEYOND THE READING: RESEARCH ACTIVITIES

The following are activities that push students to conduct research, to go beyond the reading of the texts in the series—students can work independently, in pairs, or in triads:

- Direct students to research a woman who broke the rules. Support them in writing an explanatory paper describing the woman's contributions to society. Then, direct students to write a letter to Kathleen Krull, convincing her to write about that person as part of this series.
- Prompt students to create an annotated bibliography (including both print and digital texts) for each woman featured in the series. Encourage them to read multiple texts about each person to grow their content knowledge.
- Direct students to conduct research to find at least three people who influenced the woman and three people who were influenced by the woman. Support students in writing an explanatory paragraph for each person describing her/his connection to the woman.



photo: Lili Gonzalez

About the author

Kathleen Krull is an acclaimed biographer and has written over 60 books for children, most notably biographies. Her books have received stellar reviews and won numerous awards including the Boston Globe-Horn Book Honor Award. She lives in San Diego, CA.

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B L O O M S B U R Y

UNCOMMONLY GOOD TEACHER'S AIDE

WOMEN WHO BROKE THE RULES

by KATHLEEN KRULL

"Well-behaved women seldom make history"—*Laurel Thatcher Ulrich*

Many awe-inspiring women have changed the course of history. From fighting for social justice and women's rights to discovering and shaping our amazing country, women have left an indelible mark on our past, present, and future. But it's not easy to effect change, and these women didn't always play by society's rules to make a difference. Kathleen Krull blends history and humor in this accessible young biography series.

Ages: 6 to 9 • Grades: 1 to 4 • \$6.99 PB • \$16.99 HC

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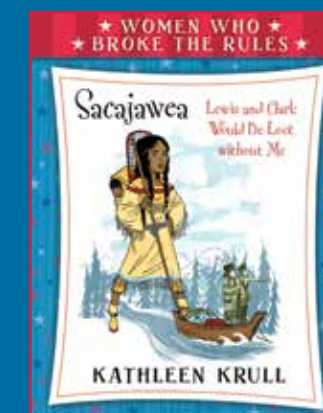
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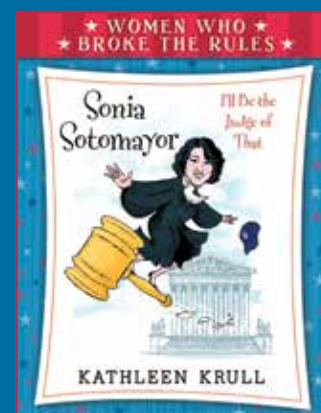
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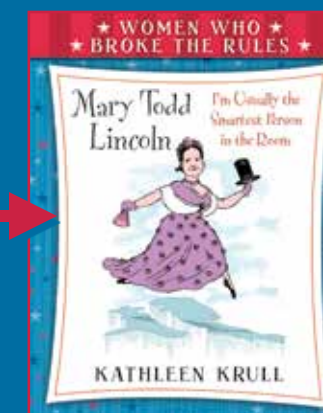
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Coming
Fall 2015

For additional curriculum suggestions including working across texts and cross-disciplinary activities, as well as detailed Common Core Standard alignments, go to bloomsbury.com/us/communities/teachers-librarians/teaching-and-study-guides/.

PRE-READING ACTIVITIES

BUILDING BACKGROUND: LANGUAGE

Inform students that they will be reading a text (or texts) from a series entitled *Women Who Broke the Rules* by Kathleen Krull.

In pairs, have students discuss “What does it mean to ‘break the rules?’” As a whole group, allow students to share their thinking. Then discuss the meaning of the phrase “women who broke the rules.”

Ask students to think about the following:

- Was/Is life fair for women?
- Do women and men get treated the same?
- What barriers did women have to overcome and why?

Record students’ thinking on chart paper.

Explain to students that Kathleen Krull wrote a series about women who did extraordinary things in a historical time period when women weren’t treated fairly.

Prompt students to recall previous learning. Direct students to work in pairs to brainstorm a list of women or men who “broke the rules.”

ACCESSING EXPERIENTIAL BACKGROUND

After discussing the phrase “women who broke the rules,” have students write about a time when they “broke the rules.” First, have students brainstorm a list of events about which they could write. Second, have students pick one event and discuss with a partner. Tell them they need to be able to explain why the rule was unfair and how their action created a better situation. Partners should ask for clarification. Third, encourage students to draft their paragraphs.

Provide students with the following paragraph frame:

It was unfair when _____ because _____. So, I broke the rules by _____.
First, _____. Next, _____. Then, _____. Finally, _____.
In conclusion, my action made things better because _____.

Encourage students to edit and revise. Also, encourage students to share with peers, small groups, or whole group.

DURING READING ACTIVITIES

BUILDING COMPREHENSION: GETTING THE GIST

Read aloud the first chapter from the text. Inform students that they are to listen carefully to determine the main points. Read each paragraph and then ask students open-ended questions like:

- What is happening? How do you know?
- What is the main idea of this section? How do you know?

Make sure students are supporting their answers with details from the text.

After reading the first chapter, ask students to discuss the following questions in pairs:

- What do you know so far about the rule-breaking woman?
- What does the author want to inform or explain to us, her readers?
- How is this woman affected by the historical events in her time period?
- What more do you need to know about the contexts (history, politics) in order to understand this text?

Convene as a whole group and discuss students’ responses. Before moving on to the rest of the book, explain to students historical or political contexts as needed.

BUILDING COMPREHENSION: SUMMARIZING

Continue to read aloud or allow students to read independently. After each chapter, direct students to complete the GIST strategy. Create and distribute a worksheet that looks like this:

Who?	
What?	
When?	
Where?	
Why?	
How?	
In 20 words, write a summary using your responses:	

After students have completed a GIST worksheet for each chapter, challenge them to write a 20-word summary of the entire book using their notes.

AFTER READING ACTIVITIES

DEMONSTRATING COMPREHENSION

Direct students to complete the chart below in pairs and then discuss as a whole group. Tell students to support each response with textual evidence. Record students’ responses.

Question	Answer	Evidence
What rules did she break? (obstacles)		
Why did she break the rules? (motivations)		
How did she break the rules? (actions)		

Explain that actions are things characters do and motivations are the reasons why characters do the things they do. Have students write an explanatory paragraph given this prompt: Why is this woman an important person to study? Each paragraph must include an introduction, supporting details, and conclusion.

Next, have students write an argument paragraph given this prompt: Do you agree or disagree with the woman’s actions? Explain your thinking. Each paragraph must include an introduction, reasons, conclusions, and linking words.

EXTENDING COMPREHENSION

As a whole group, discuss the text’s subtitle, chapter titles, and table of contents. (You might need to explain the function of each text feature.) Prompt students to explain how the text supports the text’s subtitle and the chapter titles.

Read aloud (or have students independently read) another text about the same person. In pairs, have students discuss what more they learned about the woman. Discuss as a whole group and chart students’ responses. Then, direct students to independently write an explanatory paragraph describing how the texts are similar and how they are different.

Build on students’ growing content knowledge. Direct students to work in pairs. Ask them: “If you were writing a book about this person, how would you organize it? What would you write for the subtitle? What would you title each chapter?”