



Teacher's Guide

Adheres to Common Core Standards

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About the Authors

Michelle Roehm McCann has written and compiled seven award-winning children's books. She teaches children's and young adult book publishing at Portland State University in Oregon.

Her work has won numerous awards, including:

- 2003 Best Illustrated Book—Jewish Book Council
- 2003 Oregon Book Award
- 2003 Once Upon a World Award—Simon Wiesenthal Center
- 2003 Honor Book—Jane Addams Peace Association
- Book Sense Children's 76 Pick (Independent Booksellers)
- Notable Book of Jewish Content—Association of Jewish Libraries
- Notable Book for a Global Society—International Reading Association
- Anne Izard Storytellers' Choice Award—New York Libraries
- Oregon Spirit Book Award—Oregon Council of Teachers of English
- Take Our Daughters to Work Day Selection

Michelle lives in Portland, Oregon with her family, their cat Horace, several crawdads and a ravenous bullfrog named Godzuki.

Amelie Welden worked on the first edition of *Girls Who Rocked the World* as a college student and went on to receive her MFA in creative writing. She now teaches university-level classes in southeast Michigan.

About the Author of the Teacher's Guide

Nancy Wiebelhaus is a highly lauded 8th grade teacher at Sunnyside Middle School in Clackamas, Oregon, and a former children's librarian. Nancy received her bachelor of arts degree in English from the University of Nebraska and her master of arts degree in education from the University of Portland. Nancy has been teaching for over seven years for grade 3–12.

About Girls Who Rocked the World

A fully updated, comprehensive collection of true, inspirational profiles of successful young women throughout history who made their mark on the world before age twenty.

Young women today crave strong, independent role models to look to for motivation. Now, fully updated after more than a decade, *Girls Who Rocked the World* offers a fun and inspiring collection of influential stories. A variety of achievements, interests, and ethnic backgrounds are represented, from Harriet Tubman and Coco Chanel to S.E. Hinton and Maya Lin—each with their own incredible story of how they created life-changing opportunities for themselves. Personal aspirations from today's young women are also interspersed throughout the book, as well as profiles of teenagers who are out there rocking the world right now—girls like Winter Vinecki, the creator of the non-profit organization Team Winter, and Jazmin Whitley, the youngest designer to show at L.A. Fashion Week.

About Boys Who Rocked the World

A fully updated, comprehensive collection of true, inspirational profiles of successful young men from throughout history who made their mark on the world before age twenty.

Boys Who Rocked The World introduces readers to forty-five movers and shakers who rocked the world. A variety of achievements, interests, and ethnic backgrounds are represented, from Wolfgang Amadeus Mozart and Bruce Lee to Crazy Horse and Stephen King. Personal aspirations from today's young men are interspersed throughout the book, as well as profiles of teenagers who are out there rocking the world right now—boys like John Collinson, the youngest person to climb the Seven Summits, and Alec Loorz, who founded the non-profit organization Kids vs. Global Warming.

Girls Who Rocked the World

CONTENT AREA BIOGRAPHIES

Social Studies

- Hatshepsut – Pharaoh
- The Trung Sisters – Warrior Queens
- Joan of Arc – Warrior & Saint
- Sor Juana Ines de la Cruz – Scholar & Poet
- Sacagawea – Guide & Interpreter
- Harriet Tubman – Abolitionist
- Anna Elizabeth Dickinson – Orator, Abolitionist & Suffragette
- Golda Meir – Prime Minister
- Queen Salote Tupou III – Queen
- Mother Teresa – Missionary
- Indira Gandhi – Prime Minister
- Eva “Evita” Peron – Actress & Activist
- The Night Witches – Fighter Pilots
- Amatalrauf al-Sharki (“Raufa Hassan”) – Journalist and Activist
- Rigoberta Menchu – Activist

Science

- Laura Bassi – Physicist
- Eliza Lucas Pinckney – Agricultural Entrepreneur
- Mary Anning – Fossil Hunter
- Florence Nightingale – Nurse
- Margaret Knight – Inventor
- Irene Joliot-Curie – Chemist
- Mary Leakey – Archaeologist & Anthropologist
- Temple Grandin – Scientist, Inventor & Advocate
- Adriana Ocampo – Planetary Geologist

Language Arts

- Sor Juana Ines de la Cruz – Scholar & Poet
- Phillis Wheatley – Poet
- The Bronte Sisters (Charlotte, Emily and Anne) – Writers
- Emma Lazarus – Poet
- Helen Keller – Writer & Advocate
- Anne Frank – Diarist
- Susan Eloise (S.E.) Hinton – Novelist
- Ashley Rhodes-Courter – Author & Activist

Performing Arts

- Maria Theresia von Paradis – Pianist & Composer
- Sarah Bernhardt – Actress
- Anna Pavlova – Ballerina
- Bessie Smith – Singer
- Marian Anderson – Singer
- Eva “Evita” Peron – Actress & Activist
- Midori Goto – Violinist
- Natalie Portman – Actress

Art/Painting/Drawing/Design

- Elisabeth Vigee-Le Brun – Painter
- Edmonia Lewis – Sculptor
- Coco Chanel – Fashion Designer
- Frieda Kahlo – Painter
- Maya Lin – Architect

Athletics

- Jackie Mitchell – Athlete
- Babe Didrikson Zaharias – Athlete
- Wilma Rudolph – Athlete

Boys Who Rocked the World

CONTENT AREA BIOGRAPHIES

Social Studies

- King Tutankhamun – Pharaoh
- Kangxi – Emperor
- John Quincy Adams – President, Politician, and Abolitionist
- Los Ninos Heroes – Soldiers
- Crazy Horse – Warrior and Leader
- Nelson Mandela – Activist
- Matthew Alexander Henson – Explorer
- Mau Piailug – Explorer
- The Dalai Lama – Spiritual and Political Leader
- Chico Mendes – Activist
- Om Prakash Gurjar – Activist

Science

- Galileo Galilei – Inventor and Physicist
- Blaise Pascal – Mathematician, Scientist, and Philosopher
- Louis Braille – Teacher & Inventor
- Thomas Alva Edison – Inventor
- Chester Greenwood – Inventor
- George Washington Carver – Botanist
- Albert Einstein – Physicist
- Bill Gates – Software Developer
- Steve Jobs – Computer Programmer, Inventor
- Mark Zuckerberg – Software Developer
- William Kamkwamba – Inventor, Engineer

Language Arts

- Stan Lee – Writer and Illustrator
- Stephen King – Writer
- Cameron Crowe – Journalist and Movie Director
- Sherman Alexie – Writer

Performing Arts

- Wolfgang Amadeus Mozart – Composer
- Elvis Presley – King of Rock ‘n’ Roll
- Bruce Lee – Martial Artist and Actor
- Bob Dylan – Singer
- Stevie Wonder – Singer
- Will Smith – Actor
- Hrithik Roshan – Actor
- The Black Eyed Peas – Musicians
- The Billy Elliot Boys – Dancers

Art/Painting/Drawing/Design

- Pablo Picasso – Artist
- Salvatore Ferragamo – Shoe Designer
- Vidal Sassoon – Hair Stylist
- Matt Groening – Cartoonist
- Yo-Yo Ma – Musician

Athletics

- Okita Soji – Swordsman
- Jesse Owens – Athlete
- Pele – Athlete
- Tony Hawk – Athlete
- Shaun White – Athlete

Reading the Content-Area Biographies

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

- Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Use any of these strategies to improve reading ability and comprehension in your content-specific class (Social Studies, Science, Language Arts, Performing Arts (Music, Drama, etc.), Art, or PE.

STRATEGY 1: H.O.T.R.O.D (HAND OVER TEXT, RETELL ON DEMAND)

This strategy can be used anytime you want your students to read, comprehend and summarize the biographies in Girls Who Rocked the World and Boys Who Rocked the World.

- In pairs, students sit knee-to-knee with a copy of the biography.
- Student number one reads the first paragraph aloud while student number two follows along.
- At the end of the first paragraph, both students cover the paragraph with their hands. Either the reader or the listener must verbally summarize the paragraph.
- Reading continues with students performing opposite roles.
- When students have finished reading aloud, ask them to answer this question in writing in the form of a paragraph: What does the author want us to know and remember about this person?
- The teacher can collect these responses as a form of assessment to make sure students understood the central ideas in the text.

STRATEGY 2: R.A.T. (READ AROUND THE TEXT)

This strategy can be used anytime you want your students to read and comprehend the informational text contained in Girls Who Rocked the World and Boys Who Rocked the World.

- Before beginning to read the biography you have chosen to read, hand out the “Read Around the Text” form (attached).
- Have students follow the steps on the form BEFORE they begin reading.
- Ask students to “turn and talk” to a partner about their answers on the form before they begin reading the biography quietly to themselves.
- When students are finished, ask them the following questions. They could answer verbally in a “think-pair-share” format or they could write their answers on scratch paper that they can turn in to the teacher.

1. Before you began to read the biography, what did you ALREADY know about the subject?
2. How did you know that information?
3. Did you notice when the text looked different? Why do you think the author chose to do that?

STRATEGY 3: JIGSAW

This strategy can be used when you want students to make connections between reading material. If you want a group of students to make connections between the lives of three Girls Who Rocked the World or Boys Who Rocked the World, Jigsaw is a great strategy.

- Divide your class into three sections (A, B, and C). All the students in Section A will read one biography, all the students in Section B will read a different biography and all the students in Section C will read yet another biography. This will be most effective if you choose three biographies of people who share a common era, profession, upbringing, etc.
- Students should partner with two people from their section to form an expert group. The expert group should read the biography together. Each person should generate two questions to ask their group. These can form the basis for more in-depth discussion. The teacher could also assign discussion questions to each section that the expert groups would have to discuss. The goal is for students in the expert groups to become “experts” on their subject matter. They should know it well enough to share it with people who have not read the selection.
- When you feel like the groups have had enough time to absorb the information in the biographies, ask the students to meet with students from other sections. The goal is to form share groups of students that consist of one person from each section.
- Each person in the share group shares important information about their subject. They should describe what is most important for the others to know. The teacher can guide these discussions with specific questions or discussion protocols. Time should be balanced between each student in the share group.
- The ultimate goal is for share groups to identify several connections between the people in *Boys Who Rocked the World* and/or *Girls Who Rocked the World*. The idea is that, through collaboration and communication, students can identify and compare relationships between people, achievements and ideas.
- Teachers can have students demonstrate their understandings of these connections in a class share-out, a brief presentation, a poster, or a Venn diagram.

Read Around the Text

<p>1. Look at the pictures. What ideas are being presented?</p>	<p>2. Look at the titles, headings and boldfaced words. What do you know so far?</p>
<p>3. Look at any quotes, captions or words in boxes. What information is being presented?</p>	<p>4. Read the first paragraph and the last paragraph of the selection. Can you identify the “big idea”?</p>
<p>? 5. Think of three questions that might be answered by the text. Write them here:</p>	

Boys and Girls Who Rocked the World:

LANGUAGE ARTS/SOCIAL STUDIES UNIT

UNIT TITLE:

Boys and Girls Who Rocked the World Timeline

UNIT SUMMARY:

Students research people who “rocked the world” when they were still in their youth. They will find inspiration through studying the lives of well-known and not-so-well-known people who made a difference in the world. Once they have a solid understanding of the lives of the person they are studying, they will create a bookmark about that person. Next, they will work with their entire class to create a timeline in order to get a broader understanding of how world events influence people and how people influence world events.

SUBJECT AREA:

Language Arts, Social Studies

GRADE LEVEL:

6-8, but could easily be adapted for lower or higher grades

APPROXIMATE TIME NEEDED:

Between one and two weeks

UNIT FOUNDATION

Common Core State Standards:

Reading Standard: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ESSENTIAL QUESTIONS:

- How do people change the world?
- How does the world change people?

Assessment Plan

PRE-ASSESSMENT OPTIONS:

- Pre-writing on the essential questions.
- K-W-L chart .
- Think-pair-share about a person who has changed the world.

FORMATIVE ASSESSMENTS:

- Check in with students often while they are creating their bookmarks.
- Ask for a draft of what they are putting on the bookmarks.
- Observe discussions and work habits of students while they are working on the bookmarks.

SUMMATIVE ASSESSMENT:

- Final project (Timeline and Synthesis).

Unit Details

Prerequisite Skills: reading, writing, speaking, listening, working collaboratively.

Unit Vocabulary: biography, impact, influence, context.

LESSON 1: INTRODUCTION OF UNIT/ASSIGN BIOGRAPHIES/BOOKMARK TEMPLATE

Student Objectives/Learning Outcomes:

- Students will be able to understand how the essential questions relate to the unit plan.
- Students will be able to choose a person to research.
- Students will be able to collaborate with a group to make decisions.

1. Introduce Unit

Share the books *Girls Who Rocked the World* and *Boys Who Rocked the World* by Michelle Roehm McCann and Amelie Welden with students. (It will work best to have one copy of the book for each student.)

2. Discuss Essential Questions

3. Introduce Unit Vocabulary

4. Share the Unit Plan including assessments

5. Students review books in pairs or small groups in order to choose a potential person to research. They should choose three possibilities in case their first choice gets taken. It works best if no two students have the same person to research.

6. Students are assigned a person (*Please note: as teachers, we have lots of equitable ways for students to have choice in our classroom. Use a strategy that will empower students to choose people they are interested in studying, but also help them understand that you are trying to be fair to everyone.*)

7. Show students the template for the bookmark (attached) and explain to them what they will need to include in order to complete this phase of the project. It is helpful to give them an example so they know what is expected.

LESSON 2: RESEARCHING THE INDIVIDUAL AND WORLD EVENTS

Student Objectives/Learning Outcomes:

- Students will be able to comprehend and interpret informational text.
- Students will be able to identify and explain the most important events and accomplishments in another person's life.
- Students will be able to create a draft and a final product that includes the most important aspects of a person's life.

1. Ask students to read the biography of their chosen person from *Girls Who Rocked the World* and/or *Boys Who Rocked the World*.

2. Students should begin to draft answers for their bookmarks.

3. Students may need to do further research to discover more about the “historical context” in which their chosen person lived.

4. When students complete a rough draft of their answers, they can begin working on the final draft of their bookmarks.

5. During this process, it makes sense to check in with each student to find out if they are on the right track. Some students will need guidance to find the essentials while others will need an extension because they are able to discern what is most crucial. Because the book is carefully annotated, it is possible for students to easily find further reading on their topic, using the “End Notes” located at the back of the book.

6. Be prepared to give students time during class to work on the final draft of their bookmarks or to assign this step as homework.

LESSON 3: BUILDING THE TIMELINE/WHERE DOES MY BOOKMARK FIT?

Please note: you can easily create a timeline using string or yarn and pieces of paper with years written on them. Find an open wall in your classroom or somewhere in the school with plenty of room for students to affix their bookmarks along

the timeline. Students who finish early can help with this preparation. They might even identify important world events to include along the timeline BEFORE other students affix their bookmarks to the timeline. This could be an extension for those students needing more challenge.

Student Objectives/Learning Outcomes:

- Students will be able to identify where along the timeline their bookmarks belong.
- Students will be able to reflect on the timeline as it relates to the essential questions.
- Students will be able to discuss their ideas about the timeline.

1. Students study the timeline and decide where their bookmarks should go.

2. After all of the bookmarks are attached, give students an opportunity to walk back and forth and learn more about all of the people their classmates have been studying. You can ask them to take notes about people they are interested in or you could ask them some simple open-ended discussion-starters like “What do you notice about the timeline?” and “Do you see any connections between people on the timeline?”

3. Revisit the essential questions. Ask students to think about the person they studied and answer the essential questions about their chosen person. They could do this in writing or through a class discussion. Use this information as part of your formative assessment.

LESSON 4: MAKING CONNECTIONS ALONG THE TIMELINE/SYNTHESIZING MY LEARNING

Student Objectives/Learning Outcomes:

- Students will be able to identify two other bookmarks that could relate to the one they created.
- Students will be able to explain how the three people are connected.
- Students will be able to create a piece of writing that explains the connections between the three bookmarks.

1. Model this process for students—choose three people along the timeline and model how you might ask questions that will lead you to make connections about them. Discuss why you chose those three people and how you related them to one another.

2. Ask students to do the same thing. Have them fill out the “Making Connections” graphic organizer (attached) to help them make those connections.

3. Finish by explaining your expectations for their piece of writing (this could be a Venn diagram, a paragraph, a presentation, or an essay, depending on the needs of your students).

Accommodations for Differentiated Instruction

STUDENTS ON IEPs:

- Pre-teach vocabulary in chunks of five words at a time.
- Use multi-sensory approaches such as visual or tactile experiences.
- Minimize lecture; use role plays and dramas whenever possible.
- Provide an outline of the unit with a calendar, if possible.
- Use strategic grouping and assign group roles based on the student's strengths.
- Ask the student to clear extraneous material from his or her desk.
- Organize the project into small chunks.

NON-NATIVE ENGLISH SPEAKERS:

- Pre-teach new vocabulary and give them a list of the vocabulary to keep with them.
- Allow plenty of wait time when asking questions.
- When giving directions, make sure to include audio clues: "this is important..."
- Repeat important key words.
- Demonstrate or use picture cues whenever possible.
- Use strategic grouping and place Non-Native English Speakers with helpful peers.
- Provide "sentence starters" and word banks for writing assignments.
- Show a model of the final product whenever possible.

GIFTED STUDENTS:

- Use strategic grouping and place gifted students in group roles that will challenge them.
- Ask these students to assess their own work; have them create a scoring guide before creating the bookmark and final product.

Materials and Resources Required for Unit

Technology—Hardware: No hardware is required. Computers for students to do additional research on their subject is ideal.

Technology—Software: No software is required.

Materials: papers, pens, art supplies for bookmarks and timeline, one copy of *Girls Who Rocked the World* and *Boys Who Rocked the World* for each student.

Bookmark Template

Your Name _____

Name of subject:

Illustration that fits the subject:

This could be a drawing of the person or a drawing of an important scene from their lives. It could also be something that symbolizes that person or their achievements.



Known for:

What is the person most famous for? How did they achieve their success?

Historical Context:

What was going on in the world that may have had an impact on this person's life and achievements?
How did those things affect the individual?

Making Connections Graphic Organizer

Name	Achievements:
	World Events:

Name	Achievements:
	World Events:

Name	Achievements:
	World Events:

What do these three people have in common when it comes to their achievements?

What do these three people have in common when it comes to world events that happened while they were alive?