

# EDUCATORS GUIDE

for the books of Shana Corey

Grades 2–5

**NON-FICTION** is an emphasis in the new **COMMON CORE** Curricular Standards for all students. Corey's books give children access to excellent, CONTENT RICH non-fiction and historical fiction and the non-fiction resources that inspired them. Use these books to expand your offering of important men and women in history or as great read-alouds.

## ABOUT THE AUTHOR

Shana Corey has a flair for finding the story in history and making it accessible to kids. She was named a *Publishers Weekly* Flying Start for her first picture book, *You Forgot Your Skirt, Amelia Bloomer!*, which was also selected as a *Publishers Weekly's* Best Children's Books of 2000 and a *Booklist* Editors' Choice. Shana's other books include *Mermaid Queen: The Spectacular True Story of Annette Kellerman* (A *Parents Magazine* Best Children's Books of the Year), *Milly and the Macy's Parade* (an Oppenheim Toy Portfolio Gold Books Award winner), *Players in Pigtails* (an ALA Amelia Bloomer Project Selection) and *Here Come the Girl Scouts! The Amazing, All-True Story of Juliette "Daisy" Gordon Low and Her Great Adventure* (a 2013 Notable Social Studies Trade Book). For additional resources, visit Shana online at [www.shanacorey.com](http://www.shanacorey.com)

### March is WOMEN'S HISTORY MONTH!

Shana Corey's books are the perfect addition to your focus on women! Visit [Women's History Month](http://womenshistorymonth.gov/) for lessons, images and primary sources.

<http://womenshistorymonth.gov/>

## AUTHOR INTERVIEW

**You often write about brave and inspiring women. What draws you to this subject matter?**

In general, I'm drawn to stories about people who defy convention and expectations—partly because I admire the fearlessness it takes to do that—but mostly because it's those rebellions, those firsts—that change history. And that process of change is pretty amazing to me!

**What should kids know about research?**

Research is like a treasure hunt! To me that's thrilling, that's what makes history so alive and intriguing. Our understanding of the past is always changing as we uncover additional pieces.



## COMMON CORE

This guide aligns with the following Common Core Anchor Standards. You may want to explore the [Common Core document](#) to find objectives that match these anchor standards for your particular grade level:

<http://www.corestandards.org/ELA-Literacy>

### Anchor Standards for Reading:

Key Ideas and Details: 1, 2, 3  
Craft and Structure: 4, 5, 6

### Anchor Standards for Writing:

Text Types and Purposes: 2, 3  
Production and Distribution of Writing: 5

### Anchor Standards for Speaking and Listening:

Comprehension and Collaboration: 1,  
Presentation of Knowledge and Ideas: 4

### Anchor Standards for Language:

Vocabulary Acquisition and Use: 4, 5, 6

# Barack Obama: Out of Many, One

By Shana Corey

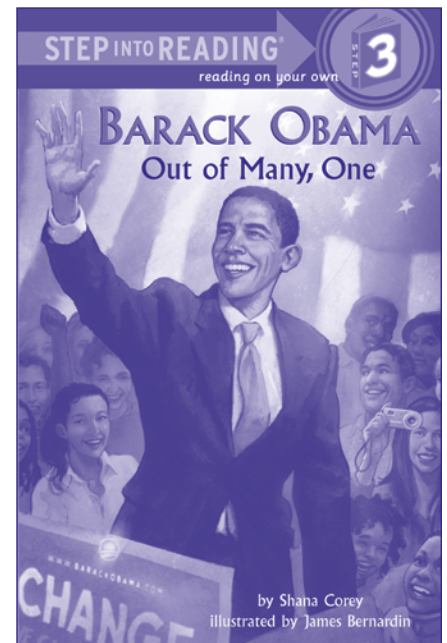
Illustrated by James Bernardin

## THEMATIC CONNECTIONS

Leadership, Biographies, Determination,  
African-American studies/history

## ABOUT THE BOOK

Learn about President Barack Obama from Random House's popular Step into Reading leveled program. From his childhood growing up in Hawaii to his first campaign, students will learn about Barack Obama's historic place in history as he became America's 44th president.



Random House Books for Young Readers

PBK: 978-0-375-86339-4

GLB: 978-0-375-96339-1

## COMPREHENSION QUESTIONS

1. When was Barack Obama born? How were things different then in important ways to how they are now?
2. Where did he grow up? Why did he often feel different than the other children?
3. Describe what his mother taught him. Do you think she was hard on him or not? Why? What values and characteristics did she help develop in him? Which ones do you think are most important for a president?
4. What was his favorite game to play? How did it help him feel like he finally belonged?
5. What inspired Barack Obama to begin helping people?
6. Who did he marry and how many children did they have together?
7. Why did Barack decide to run for U.S. senator? Was his campaign successful?
8. Why were things tough in America when Barack Obama decided to run for president?
9. How did people help to get him elected?
10. Why was his election to the presidency an historic event? How did it show that America had changed since he was a young boy?

## CURRICULUM CONNECTIONS

- ★ **CONTEXT:** Create a timeline of the president's life, including important historical events that may have influenced his life.
- ★ **RESEARCH** another president and create a similar timeline of their life. Be certain to include at least three important historic events on the timeline too.
- ★ **CRITICAL THINKING:** Choose one of the quotes from one of Obama's speeches featured in the book and write a paragraph about what you think it means. Use **EVIDENCE** from the text to support your reasoning. Be sure to copy the quote at the top of the paper. Then, switch papers and respond to someone else's quote. Allow students time to read their responses in class.
- ★ **February is AFRICAN-AMERICAN HISTORY MONTH!** Barack Obama was the first African-American President of the United States. Read and discuss the book as a class. Then visit: <http://www.africanamericanhistorymonth.gov/> to research other famous (or overlooked) African-Americans who were also the first to pave the way for others. Allow students to research a person and create a biography poster about them, then display in the hallway or bulletin board for the month of February.

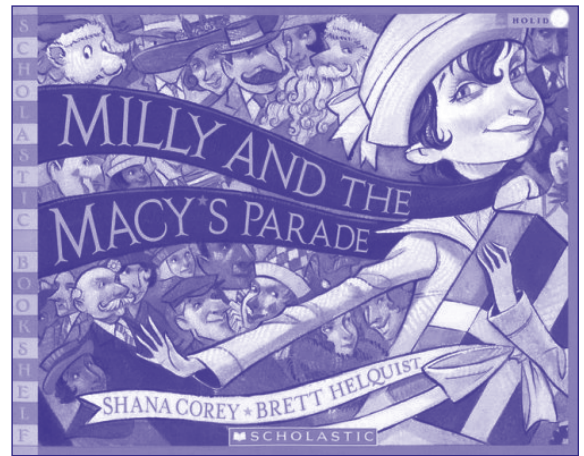
# Milly and the Macy's Parade

By Shana Corey

Illustrated by Brett Helquist

## THEMATIC CONNECTIONS

Holidays, Immigration, Parades



Scholastic Inc.,  
PBK 978-0-439-29755-4

## ABOUT THE BOOK

When a spirited little girl named Milly imagines a way to combine her family's old-country traditions with their new American heritage, the result is a holiday season filled with merriment and magic. Inspired by the true story behind the first Macy's Parade in 1924, this heartwarming tale celebrates a treasured American tradition.

## COMPREHENSION QUESTIONS

1. Explain why Milly's Papa and his friends are sad. Specifically, what do they miss? Have you ever been homesick before? What is the cure for homesickness?
2. Where did Milly go with her idea? What did she overhear? Who do you like to tell your ideas first?
3. What does Milly think will cheer up the workers at Macy's?
4. How did people learn about the parade? Find an example from the text that proves it. What's the best way to hear about fun things to do?
5. Why did Milly and her father dress in costumes? How did they get to the parade? How do you travel around town with your parents?
6. Describe the parade. Would you like to have seen this parade? What are the best parts of a parade?
7. How did an old tradition become a new American one? Do you think Papa and his friends were less homesick with the parade? What clues do you have?
8. Why do they decide to make it an annual tradition? What traditions do you have with your family?

## NON-FICTION QUESTIONS

1. When did the parade first begin?
2. How many marched in the first parade?
3. How many is a quarter million people?
4. Why do you think they included animals from the zoo?
5. Where did the parade end? Why?
6. Who was officially welcomed to New York as part of the parade?
7. Describe the first balloons in the parade.
8. Why was there no parade in the years 1942-1944?



Illustration © 2002 Brett Helquist.

## CURRICULUM CONNECTIONS

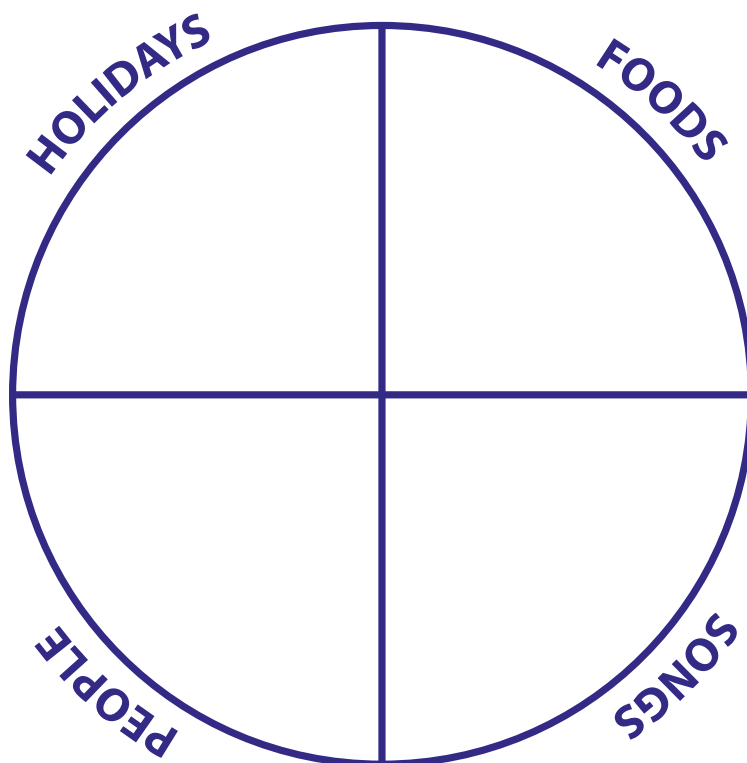
### RESEARCH

- ▶ Shana Corey was inspired by historical photos of the parade found here:  
<http://www.thirteen.org/metrofocus/2011/11/how-about-a-side-of-history-with-your-thanksgiving-day-parade/#>
- ▶ Teach students to analyze primary source photographs from the library of congress using this graphic organizer:  
[http://www.loc.gov/teachers/professionaldevelopment/selfdirected/analyzingprimarysources/PDF/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/professionaldevelopment/selfdirected/analyzingprimarysources/PDF/Analyzing_Photos_and_Prints.pdf)
- ▶ Student version here:  
<http://www.loc.gov/teachers/primary-source-analysis-tool/>
- ▶ And then take them to the wealth of primary resources found at the Library of Congress to explore:  
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>

After they complete the three-column response to a photograph of their choice, have them write their own historical fiction story behind the photograph.

### WRITING

Write a narrative (sometimes called SMALL MOMENTS to kids) about a tradition that your family has with a holiday. Use the following graphic organizer to help you brainstorm ideas for your story. Remember to think about one small, important moment to share.



### WRITING

- Define historical fiction for your students. **HISTORICAL FICTION:** a type of fiction that is set in the past where the author blurs the line between real events and people with fictional ones.
- Define author's note as well. **AUTHOR'S NOTE:** a text feature sometimes included after the end of a narrative (especially with historical fiction and nonfiction). The author addresses (or speaks directly to) the reader often revealing the inspiration for the story, how research was conducted, and which parts of the story are historically accurate and which have been fictionalized.
- Read the author's note to students and create a Venn diagram on the board. Label one circle **FACT** and the other **FICTION**. Then, place details from the story into the correct circle. Then discuss why an author decides to write historical fiction rather than non-fiction.
- **MENTOR TEXT** mini-lesson. A **SIMILE** is a comparison of two unlike things using *like* or *as*. For example, sometimes people say someone is "as busy as a bee" or "as hungry as a horse". Milly says Macy's department store is "like a giant present waiting to be unwrapped!" Discuss what Milly means by this. Brainstorm a list of other similes as a class.

# CURRICULUM CONNECTIONS

## VOCABULARY

New word:	What I think it means from the context:	What it actually means:	A new sentence with the word:
Homesick			
Caroling			
Celebration			
Escalator			
Festive			
Strolling			
Elevated			
Polka			
Tradition			

.....

## DISCUSSION

Have students rank Milly's qualities from 0 (not at all) to 5 (very much so) in the following chart. Then, pair students to discuss their answers. After that, open up a whole class discussion.

Rank these statements about Milly:	0-5	What makes me think so: (examples from the story)
Milly has good ideas.		
Milly is brave.		
Milly cares about her father.		
Milly is empathetic.		
Milly is smart.		



# Players in Pigtails

By Shana Corey

Illustrated by Rebecca Gibbon

## THEMATIC CONNECTIONS

Baseball, Women's History, Music, WWII

## ABOUT THE BOOK

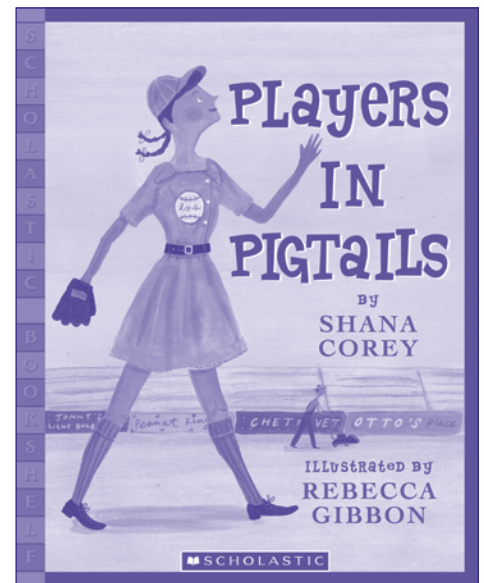
Meet Katie Casey, who's just crazy about baseball. So what if she's a girl? In the 1940's, girls across America were playing our country's favorite game. Read all about how Katie followed her dreams and became a player in the first-ever All-American Girls Professional Baseball League. This inspiring historical tale is perfect for girls everywhere. Batter up!

## COMPREHENSION QUESTIONS

1. Why wasn't Katie Casey good at being a girl?
2. What defined being a good girl in the 1940's? What would be on that list today?
3. What did her parents want her to be good at? What do yours?
4. Whose idea was it for girls to play ball? Why?
5. Was Katie confident or insecure about whether she should try out? How do you know?
6. What did all the girls from across America have in common? What do you think it was like for them to come together?
7. Why was the country not ready for them though the girls were ready to play ball?
8. Describe how Katie played in her first game. How do you think her parents felt when they saw her?
9. Do you think the girls thought the dresses, lipstick and charm school was worth it to play ball?

## NON-FICTION QUESTIONS

1. What inspired Shana Corey's research into the All-American Girls Professional Baseball League?
2. Where did she get the name for her main character?
3. Why was the idea of the AGPBL born?
4. Why do you think Major League stadiums refused to let the women play there? What did they do instead?
5. How many teams were formed and where were they located?
6. Describe the women who played for these teams. What do you think is the most important fact about them?
7. Why did Wrigley have special uniforms made for his players?
8. What is charm school? Why do you think Wrigley thought this was necessary?
9. Why do you think there are no women's professional sports leagues that are as popular as men's? How can we better promote girls and women in sports?



Scholastic Press  
HC: 978-0-439-18305-5

"Katie Casey was baseball mad.  
Had the fever and had it bad."

—from "Take Me Out to  
the Ball Game" lyrics by  
Jack Norworth, 1908



Illustrations © 2003 Rebecca Gibbon.

## CURRICULUM CONNECTIONS

### RESEARCH

Great writers use research into their topics to be accurate about the time period, people, and places in their stories. Whenever possible, they use **PRIMARY SOURCES**. These are sources that are first-hand accounts of historical events told through the eyes of people who witnessed or lived through that era. Newspapers, magazines, journals, interviews, etc. that were written during a period are all considered primary sources as well as images through photography, videography and illustrations. Shana Corey used newspapers, song lyrics, video, and newspapers to bring this story to life. Share some of these primary sources with your students to see how the original materials inspired the fiction.

▶ AGPBL video clip:  
<http://www.youtube.com/watch?v=kJwsUGbs4Bc>

▶ Interview with Wilma Briggs (Video: AGPBL player):  
<http://www.youtube.com/watch?v=5R7yGP9Z-xQ>

▶ Interview with other players (text):  
<http://cdm16015.contentdm.oclc.org/cdm/landingpage/collection/p15068coll11>

### WRITING ASSIGNMENT

Interview someone in your own family about their childhood. What was different about the way they grew up compared to your own? What's the most interesting fact you learned about? How could you learn more on this topic? Where could you find primary sources about this topic? How do you know if a source is reliable or not? Allow students time to discuss their interviews in class.



### WRITING

Players in Pigtales is an example of historical fiction which merges true events and people with made up ones.

If you could write about one person, place or event in history what would you choose?

BRAINSTORM a list of questions you'd have to get answered to be able to write about your topic:

Where would you start your search?

## CURRICULUM CONNECTIONS

### READING: CAUSE & EFFECT

Cut out the following slips and then, in pairs, decide which ones are causes and which are effects. Put an arrow on any slip you consider a cause and an asterisk (\*) on any you consider effects. Discuss your answers with another pair when you're finished, and be prepared to defend your choices.

America was at war	So she tried to go out for the high school team each year
Wrigley needed to find girls who knew how to play baseball	So she traveled to Chicago to try out for the team.
People thought girl ball players would not be ladylike	So Phillip Wrigley brainstormed an idea to save professional ball while the boys were away at war
Katie Casey loved baseball	They realized how good girls were for the game too!
When people saw the girls play	So they had to wear dresses to play on the team.
Men's uniforms were considered improper for the girls.	So Wrigley sent the girls to charm school.
President Roosevelt was worried about the country Without a national pastime.	So there were no boys to play baseball.
Katie Casey learned about the new all women's baseball league	So he sent out scouts across the country to find

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### WRITING

**MENTOR TEXT mini-lesson:** Shana Corey uses ALLITERATION (the repetition of consonant sounds at the beginnings of words) to make her stories sound more poetic and interesting to her readers. Read aloud the story and have kids identify any alliteration by raising their hands when they hear it.

(Examples: Good at being a Girl, clothing was crumpled, knitting was knotted, dancing was a disaster).

Then, have kids describe a moment from recess (or some other activity-based time) and use at least two examples of alliteration. Or, they may revise an older piece to include alliteration.

You may also want to use this book to discuss how authors use ONOMATOPOEIA, or sound words (The pitcher threw the ball, and Katie swung. . . . CRACK!). Have the kids come up with their own examples of onomatopoeia.

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### MATH

Design a graph that compares the following statistics about these imaginary players in the GPBL:

**Katie Casey:** 14 total homeruns (8 at home, 7 away)

**Jackie Smith:** 4 homeruns (4 at home, 0 away)

**Abbie Bohman:** 6 homeruns (2 at home, 4 away)

**Gayle DeLong:** 12 homeruns (6 at home, 6 away)

**Connie Marsh:** 11 homeruns (9 at home, 2 away)



# Here Come the Girl Scouts

By Shana Corey

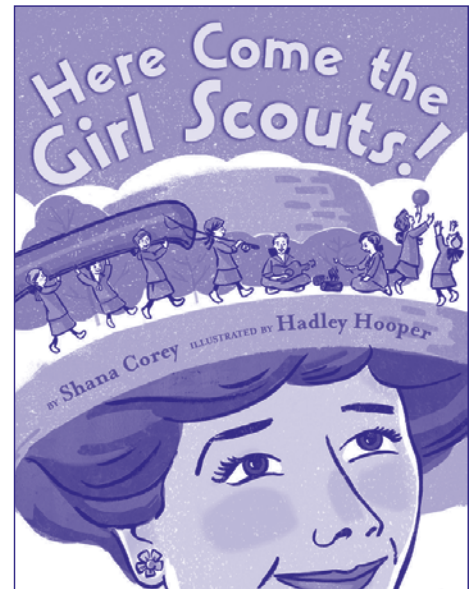
Illustrated by Hadley Hooper

## THEMATIC CONNECTIONS

Women's History, scouting, environmentalism, Earth Day

### ABOUT THE BOOK

Juliette Gordon Low-known as Daisy to her friends and family- was not like most girls of the Victorian era." Prim and proper? Bosh! Dainty and delicate? How Boring!" Daisy loved the outdoors and she yearned for adventure! Born into a family of pathfinders and pioneers, she too wanted to make a difference in the world—and nothing would stop her. Combining her ancestors' passion for service with her own adventurous spirit and her belief that girls could do anything, she founded the Girl Scouts. Over one hundred years later, they continue to have adventures, do good deeds, and make a difference!



Scholastic Press

HC: 978-0-545-34278-0

### COMPREHENSION QUESTIONS

1. What do you think the women and the girl on the blanket think about Daisy in the tree on the first page? What clues do you have? How can you infer their feelings without being told directly?
2. What types of adventures did Daisy go on? Which would you do? Why? What kinds would you most like to have?
3. Where did Daisy get the idea for the Girl Scouts?
4. Think of synonyms for each of the words in the Girl Scout laws. Which one would be easiest for you to do? Which one the most difficult? Why?
5. "Daisy devoted all her energy to the Girl Scouts." What activities do you devote yourself to? Can someone find success without devoting themselves to it or not? Explain your answer.
6. What things and spaces did Daisy donate for the Girl Scout's use? What would you be willing to share?
7. How did Daisy make sure that lots of different girls would get to be involved in the Girl Scouts?
8. What types of things did the girls learn? What things did they do?
9. How do you think the Girl Scouts earned their badges? Which badge would you most like to have? Why?

### NON-FICTION QUESTIONS

1. How did Shana Corey get interested in the story of Juliette Gordon Low?
2. When was Daisy born and where?
3. What difficulty did Daisy have with her hearing? Did she let it stop her?
4. Give an example of how Daisy was, "entirely herself."
5. What does it mean to do a good turn? List five things you could do today for someone.
6. What do conservationists care about? How could you help their cause?
7. How did Daisy expand the troops to include girls beyond those from rich society?
8. The Girl Scouts made a commitment to desegregate in the 1950's. What does this mean? How do you think it made a positive difference for all the girls?
9. What is the legacy of Juliette Gordon Low's Girl Scouts? What would you like to change to make a difference?

Visit the National Archives to see historic photos of the Girl Scouts on Flickr

<http://www.flickr.com/photos/usnationalarchives/sets/72157626127956403/>

# CURRICULUM CONNECTIONS

## RESEARCH

Shana Corey used PRIMARY SOURCES to bring to life her book *Here Come the Girl Scouts!* Specifically she used *HOW GIRLS CAN HELP THEIR COUNTRY: HANDBOOK FOR GIRL SCOUTS* (1913) which can be seen on Google Books reader: Go to <https://books.google.com> and search *How Girls Can Help Their Country*.

### View the document and then discuss:

Why do you think Ms. Corey decided to use this document? What does it reveal about the time period? Why is it important to read words written directly by the person you're writing about? What was the most interesting image or idea that you saw in the book? Why are some books available for free online while others we must buy to use?

## WRITING

Many of the quotes that are featured in the story were gleaned from this historic, primary-source document. Choose your favorite quote from the book and illustrate it. On the back, write a paragraph about what it means to you. Allow time to share in class.

"The work of to-day is the history of to-morrow, and we are its makers."—*How Girls Can Help Their Country: Handbook for Girl Scouts* (1913)



"Fresh air is your great friend"—*How Girls Can Help Their Country: Handbook for Girl Scouts* (1913)

## READING

Good readers know how to find proof from the text to support their claims. Find a sentence or example from the book that proves the following points about Daisy:

Quality of Daisy:	Proof or example from the text:
Daisy liked excitement:	
Daisy loved adventure:	
Daisy had great ideas:	
Daisy was generous:	

## CURRICULUM CONNECTIONS

### VOCABULARY

All words have two meanings. The first, **DENOTATION**, is the definition you will find in any dictionary. But each word also has a **CONNOTATION** which are the feelings (either positive or negative) that are associated with that word. Look up the denotation to each word and also put a checkmark in the box which best shows its connotation as well.

Word:	Denotation:	Positive?	Negative?
Gumption			
Dainty			
Delicate			
Restless			
Brilliant			
Damsel			
Preposterous			
Honorable			
Courteous			
Obedient			


### ART


Choose one of the qualities from the Girl Scout Law and illustrate an example of someone demonstrating that quality. Display the pictures with the laws or collect into books to share.


OR

One of the first badges in the original Girl Scout handbook (and featured in the book) is the naturalist. One of the requirements is to make a collection of colored drawings of wildflowers, ferns or grasses. Or, a dozen sketches or photographs of animal life. Try your hand at this activity and earn an honorary naturalist badge.

### SCIENCE

 The Girl Scouts were early **CONSERVATIONISTS** so brainstorm as a class what you could do to help save the planet. Could you organize a recycling project for your school? Could you organize a trash pick-up at your favorite local park? Could you urge a meatless Monday to promote more green habits (eating less meat does more to help the environment than driving an electric car!) Once you've decided on a project, list the steps (as detailed as possible) that will need to be followed to make your project work. Then, assign parts to team leaders.

 Or, research small ways people can make a difference to the environment and create a series of posters to share at your school, urging students to do what they can to make a big difference!

 The Girl Scouts were known for planting trees. Visit the Arbor Day Foundation to learn about trees and discover which trees are indigenous (natural) to your area. For ten dollars you can get 10 trees! Join the foundation and then have a planting party with a class, group, or just several friends.

These are great  
projects to celebrate  
**EARTH DAY, April 22nd!**



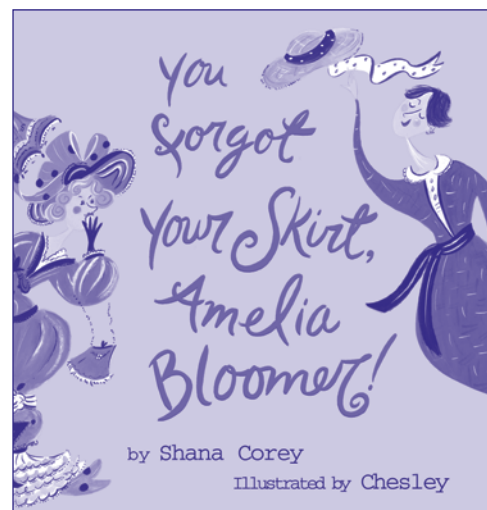
# You Forgot Your Skirt, Amelia Bloomer

By Shana Corey

Illustrated by Chesley McLaren

## THEMATIC CONNECTIONS

Women's History, fashion, Suffrage movement



Scholastic Press  
978-0-439-07819-1

## ABOUT THE BOOK

Would you dare to bare your underwear? If you like CLOTHES and people with the courage to SKIRT conventions and address injustice then Amelia Bloomer and her unfitting ideas will charm the PANTS off of you! This rebellious reformer and early women's rights activist invented bloomers, which liberated women from the oppressive clothing of the mid-nineteenth century.

Perfect for  
Women's History  
Month!

## COMPREHENSION QUESTIONS

1. Why did Amelia Bloomer think that proper ladies were silly?
2. How did Amelia get around the idea that women were not supposed to have jobs?
3. What did The Lily feature in its articles? Who else worked on it?
4. Describe the dresses that proper ladies wore at the time. What did Amelia think of them?
5. Why did women wear corsets under their dresses? What did they do to the women who wore them?
6. Who came for a visit at Amelia's house? What was different about this visit?
7. Why were people shocked at Amelia's new outfit?
8. How did Amelia help spread the word about the new style? What did women think of it?
9. What was the new style called? Did the ideas it inspired ever go out of fashion?

## NON-FICTION QUESTIONS

1. Where and when was Amelia born?
2. How did things change when Elizabeth Cady Stanton moved to Seneca Falls?
3. What was Amelia the first to start and run?
4. How much did an average woman's outfit weigh during this time period?
5. Why did the dresses require so much material?
6. What other fashionable item was both "uncomfortable and dangerous?"
7. Why do you think reformers such as Stanton and Susan B. Anthony began wearing the new style?
8. Why did the reformers stop wearing the bloomers after a few years?
9. How do you think Amelia felt about her name being synonymous with this famous design? Would she have been proud of it or not?



Illustrations © 2000 Chesley McLaren.

## CURRICULUM CONNECTIONS

### HISTORY

Research a famous woman from history like Amelia Bloomer and create a poster about her and what she contributed to American history. Look for lists of famous American women to study under the "Biographies of Notable Women"

<http://www.infoplease.com/womens-history-month/history-timelines.html>

### RESEARCH

Authors and illustrators have to be careful that their facts are correct. A great way to do this is to look at primary sources for documentation. Check out these amazing resources to see pictures, advertisements and photographs of clothing:

<http://digital.mtsu.edu/cdm/search/collection/women/searchterm/clothing/order/nosort>

Have students find out the birth year of a grandparent or great grandparent (or great-great) and have them research the fashions that were popular children, men or women during that time.

OR

In google images search: women's clothing from the 1850's and discover the ads, photographs and images. Have students create an advertisement of their own for their favorite current piece of clothing in inspired by these.

### ART

The illustrator, Chesley McLaren, used bright colors (with gouache) and black against on bright white to create her distinctive illustrations. Illustrate another moment from women's history (either a person or event) inspired by her lovely artwork from the book!

OR

Besides the illustrations for the book, Ms. McLaren also created the display type! Create your own font by designing all 26 letter of the alphabet!





## CURRICULUM CONNECTIONS

### VOCABULARY

On index cards create a word bank from the book. Define the words, find a synonym and antonym, use it in a sentence, and draw a picture that will help you remember it.

New word:	Definition:	Synonym:	Antonym:	Use the word in a sentence:
Proper				
Grief				
Devoted				
Shame				
Faint				
Brilliant				
Aghast				
Declare				
Grumble				

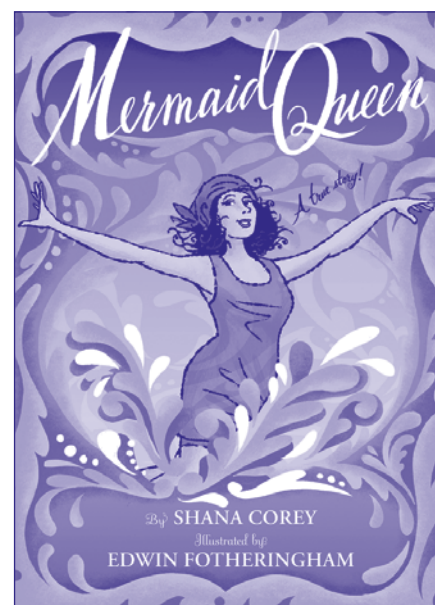
# Mermaid Queen: The Spectacular True Story of Annette Kellerman, Who Swam Her Way to Fame, Fortune & Swimsuit History!

By Shana Corey

Illustrated by Chesley McLaren

## THEMATIC CONNECTIONS

Women's history, fitness/health, fashion



Scholastic Press

HC: 978-0-439-69835-1

## ABOUT THE BOOK

Are you brave enough to make a wave? If you love sports and people who aren't afraid to swim against the tide, Annette Kellerman and her freestyle approach to life will make your heart swell. Shana Corey and Edwin Fotheringham pool their talents to create a winning portrait of a little-known athlete, performer, and fashion revolutionary who broke records (and rules!) and dazzled the world with her splashy pluck and courage.

"There is no more reason why you should wear . . . those awkward, unnecessary, lumpy 'bathing suits,' than there is that you should wear lead chains." —Annette Kellerman

## COMPREHENSION QUESTIONS

1. Describe Annette Kellerman's home was like in Australia.
2. Why did Annette's father teach her how to swim?
3. How did the water make Annette feel about herself? What did she like to do in the water?
4. Why did she and her father decide to go to England?
5. How did Annette try to get people to pay attention? Would you have wanted to swim in the Thames River or not? Why?
6. Discuss the ways that Annette tried to train for her crossing of the English Channel. How did she keep her strength up during her attempt? What went wrong?
7. How did Annette show ingenuity when she performed for royalty at the London Bath Club?
8. What shocked Annette about the female swimmers in Boston? What shocked those swimmers about Annette?
9. Why was Annette arrested? How did she defend herself? What difference did her bravery make? What does it mean "to make waves?" How would you like to make waves?

## NON-FICTION QUESTIONS

1. Surprisingly, what impressed the author most about the life of Annette Kellerman?
2. When she was little what did Annette have to wear on her legs? Despite being afraid of the water why did she persevere?
3. What are two examples that reveal how people felt about women athletes at the time?
4. Explain why she so disliked the swimsuit fashions for women of the early 1900's.
5. How did she appease the London Bath Club when she was set to perform? What does this tell you about her personality?
6. How did she revise the swimsuit again to make it more acceptable after the scandal in Boston?
7. Discuss how Annette Kellerman was in many ways ahead of her time.
8. Restate the advice that was given in Kellerman's two best-sellers about health and fitness. Do they still apply today?
9. How would you describe Kellerman in three words?

# CURRICULUM CONNECTIONS

## RESEARCH

Visit the New York Public Library to see primary source images of women's bathing suits:

<http://digitalgallery.nypl.org/nypldigital/dgkeysearchresult.cfm?word=Bathing%20suits%20--%201800-1899&s=3&notword=&f=2>

**DISCUSSION** to follow viewing historical images: What surprised you most about these pictures? How difficult do you think it would be to swim in one of these garments? What features do these advertisements show? Would it be worth swimming if you had to wear one of these? Why do you think the garments were designed this way in the first place?

## HISTORY

Create a timeline of Annette Kellerman's life with at least five points of her story. Also, add five more important historical events to the timeline to see the context of her life to historical events. Illustrate at least three of the events.

## ART

Fotheringham plays with the idea of water in every spread of this beautifully illustrated book. Take the time to notice how he used color to help shape Kellerman's story as well in the vibrant choices of his palette. Then, inspired by the layers of color and movement of the book, paint a picture using figures or even an abstract design).

## HEALTH

Research the benefits of swimming or another sport as exercise. Then create an illustrated poster that promotes the sport you researched to your friends.

## READING

Good readers know how to summarize the important parts of a story. Finish the following statements below by summarizing the important points in the story.

Important part of the story...	Summary statement
Ex: Annette Kellerman's home in Australia was filled....	With music and dancers.
She learned how to swim because...	
Annette became a great swimmer and even...	
She began giving performances to show...	
In England she got lots of attention when...	
In Boston, people were shocked...	
Annette influenced the types of swimsuits...	