



FOR  
USE WITH  
COMMON CORE  
STATE  
STANDARDS



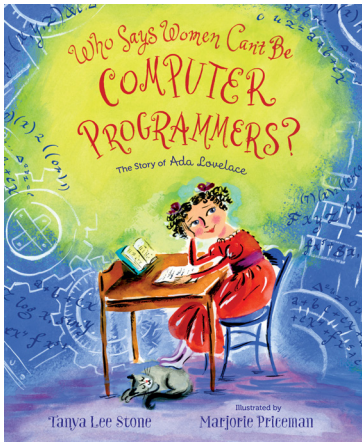
## ABOUT THE AUTHOR

**TANYA LEE STONE** loves to write about women pushing boundaries. She is the award-winning author of *The House That Jane Built*, *Who Says Women Can't Be Doctors?*, *Who Says Women Can't Be Computer Programmers?*, *Pass Go and Collect \$200*, and *Elizabeth Leads the Way*. She lives in Burlington, Vermont. You can find her online at [tanyastone.com](http://tanyastone.com).

## ABOUT THE GUIDE

This guide is intended to support your classroom instruction. The standards listed throughout are aligned with the NCSS C3 Framework for Social Studies State Standards and the Common Core State Standards for grades four and five, but the activities and questions can be applied to multiple grade levels. Please adapt the activities and questions to meet the needs of your students. You know your students better than anyone else!





Ages 6–9 • 978-1-62779-299-8

## ABOUT THE BOOK

In the early nineteenth century lived Ada Lovelace, a young girl with a wild and wonderful imagination. The daughter of internationally acclaimed poet Lord Byron, Ada was tutored in science and mathematics from a very early age. But Ada's imagination was never meant to be tamed and, armed with the fundamentals of math and engineering, she came into her own as a woman of ideas—equal parts mathematician and philosopher.

From her whimsical beginnings as a gifted child to her sophisticated notes on Charles Babbage's Analytical Engine, this book celebrates the brilliant woman recognized today as the first computer programmer.

## PRE-READING ACTIVITY

1. What invention has changed your life? Describe the invention itself, the impact it has had on your life, and what life would be like without the invention.

CCSS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

## DISCUSSION QUESTIONS

1. What were some strategies Ada's mom used to protect her from her "vivid imagination"?
2. What subjects did Ada's tutors teach her about?
3. Aside from taming Ada's imagination, what other goal did Lady Byron have for her daughter?
4. When Ada was almost eighteen, she was presented to the royal court, but she found a different gathering more exciting. What was it?
5. Why were Charles Babbage and Ada such a perfect pair?
6. What hurdles did Ada overcome as she grew into her new role as scientist and mathematician?
7. How was Ada able to improve upon Charles's notes? What new ideas did she add that made the invention better?
8. Why wasn't the Analytical Engine ever created?

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## AFTER-READING ACTIVITIES

1. In the book, many notable men and women are introduced, including Mary Somerville, Charles Dickens, and Charles Babbage. Select one of Ada's peers and research more about them. Design a bibliographic trading card using the online Trading Card Creator from ReadWriteThink: <http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html?tab=3#tabs>.

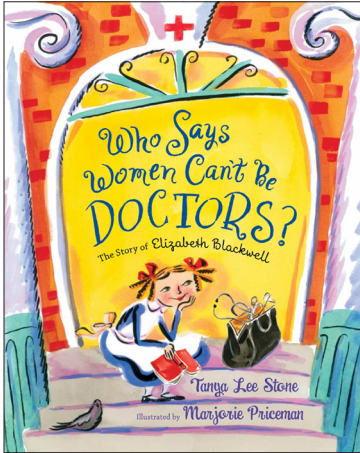
CCSS.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities

2. Rube Goldberg machines complete a simple task in a complex way and are a creative way to utilize engineering skills. Using the inventive spirit of Ada, design your own Rube Goldberg machine! Your machine must successfully pop an inflated balloon. In addition to creating your machine, sketch an explanation of your design, which will be displayed with the machine. Be ready to showcase your machine and explain your sketch during an Invention Convention!

CCSS.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



Ages 5–8 • HC 978-0-8050-9048-2  
PB 978-1-250-18339-2

## ABOUT THE BOOK

In the 1830s, when a brave and curious girl named Elizabeth Blackwell was growing up, women were supposed to be wives and mothers. Career options were few. There were certainly no female doctors. But Elizabeth refused to accept these common beliefs and would not take no for an answer.

This inspiring story of the first female doctor in America shows how one strong-willed woman opened the doors for all the female doctors who followed.

## PRE-READING ACTIVITY

1. In a free write, describe something you always wanted to do but were told you could not. Why did you want to do it? How did it feel when you were not allowed to do it?

CCSS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

## DISCUSSION QUESTIONS

1. In the 1830s, what jobs and roles were available for women?
2. What was Elizabeth Blackwell like as a young girl? How did she push herself to always be her best self?
3. How did Mary Donaldson inspire Elizabeth to become a doctor?
4. How do the illustrations add to the story and increase the depth of the plot?
5. How many medical schools rejected Elizabeth's application? Why wasn't she allowed to attend these schools?
6. Elizabeth was finally accepted to Geneva Medical School in New York. How was she able to earn her acceptance?
7. How did Elizabeth earn the respect of her male colleagues at Geneva Medical School?
8. Why was January 23, 1849, such an important day for Elizabeth?

CCSS.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

# AFTER-READING ACTIVITIES

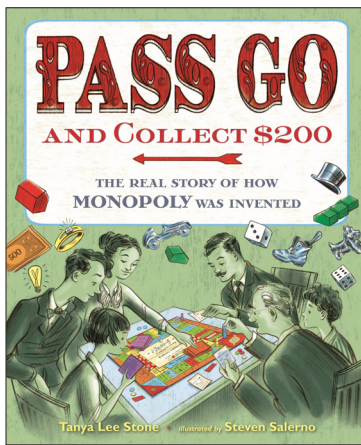
1. Using the Author's Note, pull from the text the additional hurdles Elizabeth faced in becoming the first female doctor in the United States. Select the most difficult challenge for Elizabeth, then design book pages where you add that detail to the story.

CCSS.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

2. Being a doctor in the 1800s was very different from being a doctor today. Research the field of medicine during Dr. Blackwell's time and create a multimedia presentation on the role of a doctor then and now. Be specific about tools and procedures used and about ailments doctors treated.

CCSS.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



Ages 5-9 • 978-1-62779-168-7

## ABOUT THE BOOK

In the late 1800s lived Lizzie Magie, a clever and charismatic woman with a strong sense of justice. Waves of urban migration drew Lizzie's attention to rising financial inequality. One day she had an idea: create a game about the landlord-tenant relationship. But game players seemed to have the most fun pretending to be wealthy landowners. Enter Charles Darrow, a marketer and salesman with a keen eye for what Lizzie's creation could become: an enticing board game and a staple of family entertainment in households across America.

Boldness, imagination, and ruthless competition combine in this riveting story that sets the record straight about Monopoly's origins.

## PRE-READING ACTIVITY

1. To build background knowledge about the Great Depression, select a letter written to Eleanor Roosevelt by a child struggling due to the poverty of the decade. Letters can be found here: [http://www.digitalhistory.uh.edu/active\\_learning/explorations/children\\_depression/help\\_president.cfm](http://www.digitalhistory.uh.edu/active_learning/explorations/children_depression/help_president.cfm). Many Americans felt comfortable turning to First Lady Eleanor Roosevelt in their time of need. After reading the letter you chose, write a response that you think Eleanor would have written, offering hope to Americans in need.

CCSS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

## DISCUSSION QUESTIONS

1. What is the most important thing the reader learns about Lizzie at the start of the book?
2. How did the movement of millions of Americans from farms to cities impact the cost of housing during the late 1800s?
3. How did the rules of Lizzie's Landlord's Game show the economic unfairness that was occurring between landlords and their tenants?
4. In 1903, Lizzie filed a patent for the Landlord's Game. What is a patent?

- As the Landlord's Game became more popular, people began adding their own rules and personalizing the game board. Some even changed the name of the game to Monopoly. According to the text, what does *monopoly* mean?
- Charles Darrow is the type of person who had "a knack for taking something great and making it even better." What changes did he make to Lizzie's game and how the game was shared?
- Both Lizzie and Charles were turned down when they tried to sell their versions of the game to Parker Brothers. How did Charles manage to sell his version without getting Parker Brothers to purchase the game?
- What happened when Charles Darrow's Monopoly game was later sold to Parker Brothers? What hurdles did he face?
- Lizzie agreed to sell her patent to Parker Brothers because "her ideas would finally reach a mass audience," but she later became furious about the deal. What was the realization that made her furious?

CCSS.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.7.3-5. Explain how profits influence sellers in markets.

## AFTER-READING ACTIVITIES

- Both Lizzie and Charles had a role in creating the game we now know as Monopoly. But as the author asks at the end of the book: Who made the wrong move, Lizzie or Charles? Defend your claim using evidence from the book.

CCSS.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.W.5.1.B Provide logically ordered reasons that are supported by facts and details.

CCSS.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

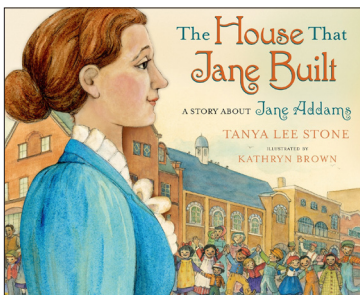
CCSS.W.5.1.D Provide a concluding statement or section related to the opinion presented.

- Design your own board game that teaches others about life during the Great Depression. Include things you learned from the book as well as from research you complete. Be sure to write a set of directions that is easy to follow.

CCSS.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.



Ages 6-9 • 978-0-8050-9049-9

## ABOUT THE BOOK

Ever since she was a little girl, Jane Addams hoped to help people in need. She wanted to live right in the middle of one of the roughest, poorest communities and create a place where people could go to find food, work, and community. In 1889, she moved into a house in a run-down Chicago neighborhood and turned it into a settlement home (considered the first community center in America), adding a playground, kindergarten, and public bath. By 1907, Hull House included thirteen buildings. And by the early 1920s, more than 9,000 people visited Jane's home each week. An inspiration to all, Jane

Addams continues to be a role model to girls and women of all ages.

# PRE-READING ACTIVITY

1. Collect data on immigrant groups that came to the United States and settled in Chicago, Illinois, during the late 1800s. This information can be represented in the form of a graph, chart, or map to showcase what countries the immigrants came from.

CCSS.MATH.CONTENT.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

CCSS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

# DISCUSSION QUESTIONS

1. Why did Jane decide to move “smack in the middle of one of the filthiest, poorest parts of town” when she could afford something in a more elegant part of Chicago?
2. How did Jane’s trip to Europe and her experience in London change the direction of her life?
3. What is a settlement house?
4. Describe the neighborhood where Jane chose to live.
5. Why did Jane name her new home Hull House?
6. How did Jane handle uncomfortable situations, such as when the boys broke her window and the man continued to break in to her house? Why did she handle these incidents the way she did?
7. Jane was able to improve the lives of those interacting with her at Hull House, but she was also able to make big changes for the city overall. What changes did Jane help to make and how was she able to do so?
8. How did Jane’s settlement house “change a bad neighborhood into a great and strong community”?

CCSS.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

# AFTER-READING ACTIVITIES

1. Using the data collected prior to reading the book, compare immigration statistics from Chicago during the late 1800s to those from Chicago today. How have the groups living in the city changed? How have they stayed the same?

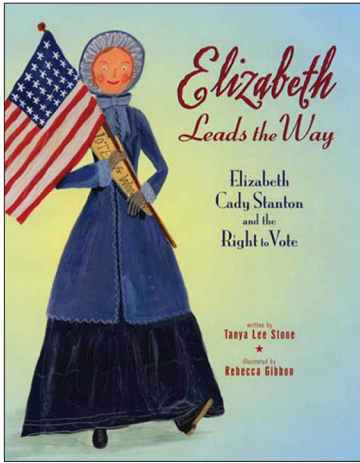
CCSS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

2. Jane Addams developed one of the first settlement houses in the United States and revolutionized how immigrants and people in poverty were supported. How are immigrants and those in need supported today? If Jane Addams were alive, would she agree with the support available or would she want to make changes? Defend your thinking with evidence from the text as well as from additional research.

CCSS.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.  
CCSS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  
CCSS.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
D2.His.2.3-5. Compare life in specific historical time periods to life today.

3. In the Author's Note, Stone explains that there is more to Addams's story than she was able to include in the book. Using the biographical details included in the Author's Note, design book pages where you create a narrative explaining another role she had and her impact on the United States.



Ages 6–10 • HC 978-0-8050-7903-6  
PB 978-0-312-60236-9

CCSS.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
CCSS.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## ABOUT THE BOOK

Elizabeth Cady Stanton (1815–1902) was a woman who stood up and fought for what she believed in. From an early age, Elizabeth knew that women were not given rights equal to those that men had. In nineteenth-century America, women were not allowed to go to college, own property, or vote. Instead, they were expected to marry, have babies, and keep house for their husbands. Elizabeth liked to ride horses and study Greek—her father said she should've been born a boy!

But rather than accept her lesser status, Elizabeth went to college and later gathered other like-minded women to challenge the right to vote, all while raising seven children. This book

tells the inspiring story of an extraordinary woman who changed America forever because she wouldn't take no for an answer.

## PRE-READING ACTIVITY

1. Prior to reading the book aloud, students will participate in a voting activity. First, have all students participate by voting on their favorite ice-cream flavor. Count all the votes and write the tally on the board. Next, use a particular characteristic to select a group of students who should not participate in the next vote. For example, students wearing socks, students with ponytails, students wearing sweatshirts, etc. It is best to select something that will remove a handful of students from the vote. Then, vote on something that will impact all students. For example, what to do with five minutes of free time at the end of class or a field trip proposal. Allow only the students who met the guidelines for voting to participate. Count up the votes and state the class's decision. Then as a large group, discuss the fairness of allowing only some students to make decisions for the entire group.

CCSS.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  
D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.  
D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.  
D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.

## DISCUSSION QUESTIONS

1. In what ways did Elizabeth try to prove she was just as good as any boy?
2. What is an abolitionist?
3. Why did Elizabeth think allowing women to vote would help bring about the changes she and her friends wanted to see?
4. What occurred on July 19, 1848?

5. What founding document did the Declaration of Rights and Sentiments challenge?
6. The author describes Elizabeth's suggesting that women have the right to vote being as if she had "tossed a stone in the water and the ripples grew wider and wider and wider." How is this an accurate description of the reaction to Elizabeth's ideas?

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

CCSS.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## AFTER-READING ACTIVITIES

1. The writers of the Declaration of Sentiments used the Declaration of Independence as a guide when drafting their thoughts. Compare and contrast the two documents and decide which document has a more persuasive and effective argument.

CCSS.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.

2. Elizabeth was a suffragist who fought strongly for women to get the right to vote, but she also fought hard for other causes, too. Using the Author's Note, select another cause Elizabeth felt strongly about, research the issue, and prepare a presentation to share with your class.

CCSS.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

3. Research competing candidates in the next local or national election. Select your top three issues and compare and contrast how the candidates weigh in on each issue. Decide which candidate more closely aligns with your own beliefs, and present an argument about why that candidate is the best choice for the position.

CCSS.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

## ACTIVITIES FOR TANYA LEE STONE'S BOOKS

1. Both *Elizabeth Leads the Way* and *The House That Jane Built* start with a quote by the person the book is about. Select a quote written by the other three famous women mentioned in this guide and explain why it would be a perfect fit at the start of the corresponding book.

CCSS.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

2. Using the Author's Note and/or sources, explain how Tanya Lee Stone incorporates evidence from primary and secondary sources into her picture books.

CCSS.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

3. If Jane Addams, Elizabeth Blackwell, Elizabeth Cady Stanton, Lizzie Magie, and Ada Lovelace all attended a party together, what do you think their interactions would be like? Write a script for this gathering and include the interactions between the women with a focus on their similarities and differences.

CCSS.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.



4. Each of Tanya Lee Stone's books is a secondary source, telling the story of a woman from the past. Gather a primary source to complement each book by accessing the Library of Congress website (loc.gov), and explain the relationship between both types of sources.

CCSS.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

5. Tanya Lee Stone writes books based on women of the past who have made their mark on history. Research another woman who has a story that should be told and write a letter to Stone, giving biographical details and reasons why the subject would be a perfect fit for her next book.

CCSS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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