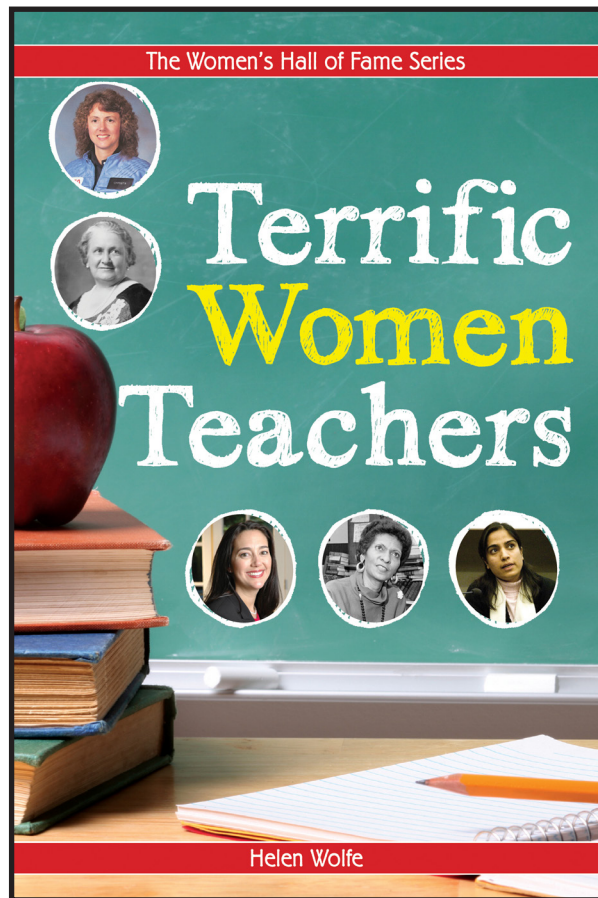


Second Story Press

Intermediate Level ESL

# TEACHER RESOURCE GUIDE

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## *Terrific Women Teachers*

ISBN: 978-1-897187-86-9

Lexile: 1100L Guided Reading: Z

[www.secondstorypress.ca/resources](http://www.secondstorypress.ca/resources)



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# Book Summary

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*Terrific Women Teachers* is a non-fiction chapter book that profiles eleven women past and present who have had made significant contributions to education.

Onesime Dorval was the first bilingual teacher of Canadian indigenous children whose work in one-room schoolhouses brought literacy to that community. Denise Fruchter from Toronto brings her own insightful knowledge of living with brain disorders to creating a summer camp for kids who share her personal challenges

Annie Sullivan Macy and her pupil Helen Keller are famous for making the world understand that people who are blind and deaf can soar to great heights. With her structured approach and high expectations, American Marva Collins has had extraordinary success with students whom the public school system had labelled as failures. Similarly, Erin Gruwell's Freedom Writers Project gave inner city teenagers a voice and created understanding and compassion among students from a wide variety of backgrounds. Christa McAuliffe, the first "Teacher in Space," had her life cut tragically short by the *Challenger* disaster, yet her love of teaching lives on in the many schools and programs created in her memory.

Italian Dr. Maria Montessori successfully implemented innovative methods based on interactive exploration through the senses, which are now standard in all daycare centres and schools. Raden Ayu Kartini is considered a national hero in Indonesia for being an advocate of education for girls and women at a time when they were restricted to being in seclusion at home to prepare for marriage and motherhood. German artist and teacher Friedl Dicker-Brandeis used her talents to inspire children and adults imprisoned in Terezin Concentration Camp during the Holocaust to create breathtaking art that lives on in museums and galleries all over the world. Finally, Afghanistan's young Malalai Joya has devoted her life to speaking out against the Taliban's tyranny against girls and women, and creating educational and health care programs that significantly improve their lives

*Terrific Women Teachers* was published in 2011 as part of the Women's Hall of Fame series. It has ten chapters which are biographies, but also include photographs and valuable background information to further the reader's understanding of eleven remarkable women. The book also has a Sources and Resources section that can be used for further research. The book has 118 pages

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PART A

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Pre-Reading Activities

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## ACTIVITY 1

*This small group discussion gives students the opportunity to share their feelings, opinions, and memories of teachers who have influenced their lives. Hand out this worksheet to students. If your class is computer literate, the answers can be posted on a blog or class website, or students can write their answers on chart paper and follow up the activity by doing a short presentation to the whole class.*

 ACTIVITY 1

## Group Brainstorm: Teachers In Our Lives

### Directions:

- a. Organize yourselves in groups of four or five students.
- b. Choose one student to be the scribe or recorder of answers.
- c. The other group members will be responsible for doing a short presentation in front of the class.
- d. Do not use a dictionary or any technology to answer the questions. Your answers should come from your own ideas, feelings and experiences.

1. What is a good definition of the word “teacher”?
2. Brainstorm a list of words that are synonyms for “teacher”. These words would describe or represent different kinds of teachers in our lives.
3. Create a list of teachers who are now, or who have been part of your lives. You don’t need specific names of people, but the kind of teacher that person is.

For example: TEACHERS IN OUR LIVES

KIND OF TEACHER

childcare teacher

piano teacher

art instructor

soccer coach

karate sensei

4. After you have finished brainstorming your list, each group member should choose the most important teacher in their life and explain the reasons for their choice.

5. What are the personal characteristics or qualities of great teachers? Create a chart that lists these qualities (either as adjectives or nouns) and give reasons for your choices. Your chart could look like this:

QUALITIES OF A GREAT TEACHER

QUALITY

REASON

patient

sometimes needs to explain ideas  
several times or in different ways

creative

make different kinds of activities and  
assignments so that the work is  
interesting

 ACTIVITY 2

## Mini Oral Presentation: My Favourite Teacher

*This quick oral activity can be used to boost the speaking and presentation skills of students. It can be either an informal non-evaluated or evaluated assignment. If you are evaluating students, introduce them to the characteristics of effective speaking and presentation, which include voice quality (tone, pitch, pace, and volume), content, organization, vocabulary, eye contact, body language, and grammar.*

*Give students this assignment worksheet.*

 ACTIVITY 2

# Oral Presentation: My Favourite Teacher

## Directions:

- a. You are going to do a 5-minute oral presentation about the best or most favourite teacher you have had.
- b. Create a point-form outline to use during your presentation. You can present the outline as a large chart or using PowerPoint.
- c. To make your presentation more interesting, use objects, photographs, graphics, or any other visual representation.
- d. The teacher you choose does not need to be a classroom teacher. Your subject can be any coach or instructor who has helped you in your life.

Here are your questions:

1. What is the name of your teacher?
2. What subject or skill does that person teach?
3. When were you a student or how long have you been a student of that person?
4. What are three words to describe that person's character? For each word you choose, give at least one reason or example of that personal quality.
5. Explain why you have enjoyed or appreciated working with that person. Give three reasons and explain those reasons.
6. Why would that person be a great example or role model to other teachers?





## ACTIVITY 3

### Mapping Activity

*Before starting to read, introduce the names and native countries of the women in the book. Provide the students with a labelled world map, which can be easily accessed on the Internet. Have the students plot the names of each woman on the map, and their birth and death dates if they are not still living.*

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## ACTIVITY 4

### Vocabulary In Context

*This is pre-reading activity that helps students to deal with the more challenging vocabulary and to read the book more quickly. Students who know the parts of speech will do this activity fairly easily. It should be done in multi-levelled groups so that students don't become frustrated by unfamiliar words. Teachers of larger classes could also assign each group a limited number of questions instead of doing the whole exercise.*

*Give the students this activity worksheet.*

 ACTIVITY 4

## Understanding Vocabulary In Context

### Directions:

- a. Join the group of students assigned by your teacher.
- b. You will also need your copy of *Terrific Women Teachers*.
- c. You may not use a dictionary or any electronics to do this activity.
- d. Each of the sentences below is in your book. Find the sentences and guess the meaning of the underlined vocabulary in each sentence. Write a synonym or short definition of these words.
- e. Choose some words and create a visual to describe them. Your visuals can be used to create a bulletin board display.

Here is an example:

**In the U.S., many people are bilingual because of the great numbers of Hispanic Americans. (page 5)**

able to speak, read, and write two languages

1. 1. Onesime's dream of becoming a nun and teacher seemed to be dashed, and she was asked to leave the convent. (page 7) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Missionaries work hard and make many sacrifices. (page 8) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Many missionaries were strongly prejudiced against the Métis because they were part Aboriginal. (page 9) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. “We do not, I think, choose our destiny. It chooses us.” (page 12) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. She (Annie) thought that the only way to get anything was to be aggressive with people, so she behaved belligerently to her new classmates and teachers. (page 16) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. The Kellers refused to accept that their little girl had such a bleak future, and they did not send her away. (page 19) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. From the first moment with her young student, Annie could see that there were many obstacles to teaching Helen. (page 19) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Secretly, Annie was also hoping for another important breakthrough in Helen’s education. (page 22) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Although she was then without her beloved teacher, Helen continued making speeches championing the rights of deaf and blind people. (page 26)

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10. Maria's mother had always had great influence on the family's decisions. (page 29)

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11. She taught them games where they moved around, got lots of exercise, and improved their co-ordination. (page 31)

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12. More and more people started to see things Maria's way; instead of being a blank page for others to write on, each child's mind was full of potential, waiting to be released by the right activities and surroundings. (page 35)

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13. Many of Maria's key ideas, such as learning through the senses, group activities and peer learning, are universally used in today's schools—whether they are Montessori schools or not. (page 36)

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14. In her brief lifetime, Kartini became known as a trailblazer for women's rights, especially for the women of Indonesia. (page 38) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. To aristocratic people in her culture, Kartini was already considered too old to marry a rich and powerful man. (page 41) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Her letters also exposed the plight of Javanese women who, by custom, had to marry men they did not know, men who already had other wives. (page 43) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. She (Friedl) loved to experiment with many styles and genres. (page 48)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. Friedl's friends and fellow artists began to hear rumours of terrible things that were happening to Jews and Communists in Germany. (page 50) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. The children actually saw these horrific events unfold before their own eyes, and then described them in their own art. (page 55) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Friedl was able to use her gifts to nurture young artists so that they could describe their lives and dreams. (page 58) \_\_\_\_\_

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21. “Our students are self-motivated, self-generating and self-propelled.” (page 67)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. Marva Collins has spent her life transforming her students’ lives, bringing them from failure to success. (page 70) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

23. The competition was about which country would reach certain milestones first—who would be the first to send a rocket into space, the first to orbit the Earth, the first to send up a woman astronaut. (page 72) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

24. What makes Denise really exceptional is that she managed to finish high school and university and go on to a successful teaching career, all while dealing with her own disabilities. (page 81)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

25. Because their neurological disorders cause them to behave in strange ways, they can be painfully shy and afraid to get to know other people. (page 87) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

26. She's a living example of how we should never let our challenges overwhelm us. (page 89)

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27. Kids who belong to gangs think of their gang as their new family: their real family has let them down or abandoned them. (page 93)

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28. Sometimes, they wrote as a way to ease their loneliness and fears. (page 96)

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29. And because Afghanistan is a country of high mountain ranges and few roads, those who live in small, isolated villages can't get to doctors or nurses when they become sick. (page 104)

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30. Malalai has remained strong and outspoken. (page 107)

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PART B

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Reading and Writing Activities

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 ACTIVITY 5

## Chapter Questions

*These questions can be used for guided discussion, review, or assigned and evaluated written work. They require students to recall significant details of plot, setting, characterization, theme, climax, conflict, and theme of each subject's life.*

 **ACTIVITY 5**

## Chapter Questions

### Introduction (pages 1-4)

1. How do teachers affect and influence our lives? What are some special ways that teachers have influenced your own personal life?
2. What is the meaning of “role model”? (p 1) How can teachers become role models in our lives?
3. Who are teachers in this book who were also students with “special needs”? How would having a special need create obstacles in someone’s life?
4. What would be some problems faced by teachers working in schools that are in big cities?
5. What is a “pathfinder”? (p 3) Why would it be important for some teachers to be pathfinders?
6. Who are two teachers in the book who died tragically?

### Chapter 1 Onesime Dorval (pages 5-11)

7. What does it mean to be “bilingual”? Why is being bilingual a great skill?
8. When did the Métis people and culture appear in Canada? What is the role of Métis people in Canadian society today?
9. Onesime Dorval wanted to become a nun. How is the life of a nun different from that of other people?
10. How did Onesime prepare herself to become a nun?
11. Why did The Sisters of the Good Shepherd decide that she could not become a nun?
12. How did Onesime show her determination to become a teacher?
13. Where is Saskatchewan? Why was it difficult for people to get there and work there in the late nineteenth century?
14. Who are missionaries? Why do missionaries have very challenging lives and jobs?
15. Why would being bilingual be such a valuable skill for a teacher and missionary?
16. What were two reasons that the Métis people loved and respected Onesime?

17. How did most missionaries treat Métis people? In your opinion, why did they treat people this way?
18. What other work did Onesime do for Métis children who didn't have mothers? Why did she do this extra work for them?
19. What opportunity did she give to children who lived far away from school? How would her generosity help these children?
20. Do you think it would be difficult to be in a one-room schoolhouse? What are the challenges faced by a teacher in that case? What would it be like to be a student in a one-room schoolhouse?
21. Why would Onesime continue to live in Saskatchewan, even after she retired from teaching?
22. What are different ways that the Canadian government has honoured and remembered Onesime Dorval?

## **Chapter 2 Annie Sullivan Macy and Helen Keller (pages 13-26)**

23. Annie Sullivan Macy said, “We do not, I think, choose our destiny. It chooses us.” (page 13) What is the meaning of “destiny”? What did she mean by these words? Do you agree with them? Why or why not?
24. Why could we say that it was a “miracle” that Annie survived her childhood?
25. What happened to Annie and her brother Jimmie when she was ten years old? Why did this happen to them?
26. Describe the conditions at Tewksbury Almshouse
27. Annie wrote about her life in the almshouse. “I was not shocked , pained, grieved, or troubled by what happened. People behaved like that—that was all there was to it. It was all the life I knew.” (page 15) What personal qualities of being a survivor did Annie have?
28. What tragic event happened in the almshouse? How would this tragedy change her character?
29. What does the word “illiterate” mean?
30. How did Annie, who was “illiterate,” try to help herself ?
31. Who was Mr. Sanborn? What important request did she make to him?
32. Why did Annie need to attend the Perkins Institution instead of a regular school with other children? Do you think that children with disabilities should go to special separate schools or regular schools with other kids? Give your opinion and reasons for it.
33. Who was Helen Keller?
34. How had Helen changed after she had meningitis?

35. What did Helen's doctors believe about her future? Why would her doctors feel this way?
36. What were some similarities between Annie's and Helen's personalities?
37. What did Annie believe about the way she should treat her student?
38. Why do you think that Annie wanted to teach Helen alone in the garden house?
39. How was Annie teaching Helen the meaning of words?
40. Explain the "giant step" (page 24) that happened at the garden house. What did this event prove about Helen's character and ability, and Annie's teaching methods?
41. Why is Helen and Annie's story now famous and known to millions of people?
42. How did Alexander Graham Bell and other important people help Helen?
43. Explain how Annie worked with Helen when she attended the schools with regular students.
44. Who was John Macy? Why did he become important to both Annie and Helen?
45. Why would it be very challenging for the three of them to live together?
46. What is "depression"? (page 26) How would having depression affect Annie's life?
47. What happened to Annie and John after they had been married for nine years?
48. Describe Annie and Helen's important activities and achievements in their life together.
49. How did Helen continue her work after Annie died?
50. How were Annie and Helen pioneers in the education of blind and deaf people, and how did they change the way that our society treats people with special needs today?
51. How does our society treat people with special needs today?

### **Chapter 3 Maria Montessori (pages 27-36)**

52. What does it mean when a teacher "lectures" to students? (page 27) Is that how your teacher works with her students? How would you feel if your teacher lectured to you and your class every day?
53. Why do you think Maria Montessori invented new ways of teaching?
54. How would you describe Maria's childhood and family life in Italy?
55. Why was Maria bored in school?
56. Why did Maria's mother and father disagree about her education after she finished elementary school?
57. Why was it unusual for Maria to study math and science at that time?

58. What does “Dottressa” (page 30) mean? Why did Maria earn this title?
59. What does it mean when a person is “mentally disabled”? (page 30) Why were these children in hospitals instead of being at school other kids?
60. Maria said about teaching, “First the education of the senses, then the education of the intellect.” (page 30) What did she mean? Are Maria’s methods of education used in schools and other places today? If so, where and when?
61. What does “underprivileged kids” mean? (page 31) Why would Maria think that her philosophy and teaching methods be helpful for these children?
62. How do playing games and doing puzzles help children to learn?
63. What are three ways that Maria’s classrooms were similar to the childcare centres and classrooms that we have today?
64. Why did Maria decide to travel to other countries to tell people about the “Montessori method”?
65. Who are three famous people who supported Maria in spreading the word about her teaching methods? Why do you think they believed in Maria?
66. What became Maria’s mission in education?
67. Who was Mussolini? How did Maria react to his request to train Italy’s soldiers? Why did she react in this way?
68. Why did Maria travel to different countries around the world after she left Italy?
69. What is the Nobel Peace Prize? Do you think that Maria deserved to be nominated for it? Give your opinion and reasons for it.
70. What is Maria’s lasting gift or legacy in education?

## **Chapter 4 Raden Aku Kartini (pages 37-46)**

71. Where is Indonesia? What famous person has lived there?
72. Raden came from an “aristocratic” family. (page 38) What kind of lifestyle did she have?
73. What is one way that a Muslim family in Indonesia was different from most families today?
74. What kind of personality did Raden have when she was a child?
75. What was “*pingit*”? (page 39) Why was Raden forced to practise this custom? How would you feel if you were forced to follow the same custom?

76. When did Javanese girls get married? Describe their lives after they got married.
77. How was Raden's father different from most fathers of girls at that time?
78. What is a "pen pal"? (page 40) How did having pen pals who lived in different places help Raden to have a more interesting life than most young women at that time?
79. What kinds of feelings and thoughts did Raden write about to her pen pals?
80. On the other hand, what new ideas and materials did Raden's pen pals communicate to her in their letters?
81. Why do you think Raden's father arranged a marriage for her?
82. What sacrifices did Raden make when she got married?
83. How did Raden's husband show his support for Raden's wishes to educate girls and women?
84. What subjects did the girls in Raden's school study? Why were these subjects so different from the subjects that most girls are able to study in modern times?
85. How did Raden die?
86. What were "Letters of a Javanese Princess" (page 43)? What kinds of injustices did Raden write about in these letters?
87. In one of her letters Raden wrote, "Religion must guard us against committing sins, but more often, sins are committed in the name of religion." (page 44) What did she mean? Do you think that the same words could be used today? Give reasons for your opinion
88. What were Kartini schools?
89. How and why have the situation and status of Indonesian girls and women improved since 1945?
90. Why is April 21 a national holiday in Indonesia? What happens on that day?
91. What are other ways that Raden's accomplishments have been recognized around the world?

## **Chapter 5 Friedl Dicker-Brandeis (pages 47-58)**

92. Summarize Friedl's childhood and family life.
93. How did Friedl demonstrate an interest in art when she was a child?
94. How did her father encourage Friedl's talent when she was thirteen years old?
95. What proof is there that Friedl was both a talented artist and a successful business person?
96. How do we know that Friedl was interested in teaching art to children?
97. What were the beliefs of the Communist party, the political group that Friedl belonged to?

98. Why did Friedl go to prison for a short time?
99. Who was Adolf Hitler and what terrible things was he doing in Germany?
100. Why would Friedl, who was a teacher, an artist, and Jewish, be afraid of what was happening during the Holocaust?
101. What was it like to live in concentration camps?
102. Why was Terezin Concentration camp considered to be both “unique” and a “showcase”? (page 53)
103. Why do you think that Friedl and the other teachers risked teaching their students in secret?
104. What were three different kinds of art that Friedl encouraged her students to create? Why would she want her students to create this artwork?
105. How did Friedl protect her students’ artwork? What was her motivation for doing this?
106. What is an art therapist? How did Friedl use art to help her students?
107. What was Hitler’s “Final Solution”? Explain how Friedl and her husband became part of that terrible plan.
108. How did Friedl die?
109. Explain how many of the drawings Friedl had hidden were rescued.
110. Where is the art created by Friedl and her students displayed today?
111. In your opinion, what is Friedl’s legacy or gift to history and to art?

## **Chapter 6 Marva Collins (pages 59-70)**

112. Marva works with students whom other teachers thought were “unteachable.” (page 60) Why would a teacher describe a student this way?
113. Marva Collins grew up in a part of the United States where black people were segregated. What kinds of limitations or restrictions did they have?
114. Why did black students in Alabama have a poorer education than white children?
115. How did Marva’s father motivate her to become a confident, responsible person?
116. What challenging job did Marva have for fourteen years? What would be some special difficulties of doing that job?
117. What did Marva think about the work that many of her students were doing?
118. In Marva’s opinion, what were the reasons that many of her students weren’t making progress in school?
119. Why were teachers in Chicago’s public schools feeling frustrated?

120. Why would Marva's first students at Westside Prep now be called "special needs" students?
121. Why didn't Marva accept money from the government to run her school?
122. Read pages 64 to 67 which describe the typical activities and programs at Westside Prep. Is Marva's school similar to, or different from, your own school or any school you have attended in the past? Describe those similarities and/or differences.
123. What do you think of the standards and expectations at Westside Prep? Give your opinion and reasons to support them,
124. How do we know that Marva's methods and beliefs about education were successful?
125. How has Marva's story and West Prep become famous?
126. Why did basketball star Kevin Ross decide to enrol in West Prep?
127. Would you like to attend a school like West Prep? Give your opinion and reasons for it,

## **Chapter 7 Christa McAuliffe (pages 71-80)**

128. Why is Christa McAuliffe famous?
129. Explain why and how Christa became athletic and responsible when she was a young child.
130. What was the Space Race? Explain how the two countries involved competed with each other to achieve important goals.
131. Why would Christa and many other people be fascinated by space travel?
132. How do we know that Christa was a dedicated and excellent teacher?
133. What is NASA? What kind of people and professionals usually work in the space program?
134. Why did NASA and President Ronald Reagan create the "Teachers in Space" program?
135. As part of her application, Christa said, "I would like to humanize the space age by giving the perspective of a non-astronaut." (page 75) What do you think she meant?
136. How was Christa prepared to go into space?
137. Why and how did Christa become a "media star"(page 76) while she was preparing to go into space?
138. What would be Christa's responsibilities during her space flight?
139. What was the terrible tragedy that happened to the space shuttle *Challenger* on January 28, 1986?
140. How has Christa been remembered since her death?
141. How have Christa's two children followed in their mother's footsteps?



142. Who is Barbara Morgan? How was she able to carry on Christa's work?
143. In your opinion, was Christa's sacrifice worthwhile? Give your opinion and reasons to support it.

## **Chapter 8 Denise Fruchter (pages 81-89)**

144. Have you ever had a classmate who had a "special challenge"? How did having that challenge make life and learning more difficult for that person?
145. Make a list of the learning and physical needs and challenges that people can have.
146. If we had friends or classmates with Tourette's Syndrome or ADHD, why might we misunderstand or make wrong assumptions about them?
147. In your opinion, what could be some challenges in having a friendship with someone with autism?
148. Why did Denise decide to start Camp Winston?
149. Why did Denise have a hard time at camp when she was a child?
150. Do you think that it would be better for kids with special needs to have their own separate summer camp, or to be able to go to any camp with other kids? Give your opinion and reasons for it.
151. Why would it be important that many of the counsellors at Camp Winston also have brain disorders?
152. Why would kids with Tourette's Syndrome and autism sometimes have a more difficult time when they are not in school?
153. Denise is "able to walk in the shoes of the kids that she works with." (page 84) What does that idiom mean? Why did her own camp experiences make Denise more sensitive to kids with brain disorders?
154. What are two feelings that many kids with brain disorders have? What are some reasons for these feelings?
155. How did attending Camp Winston help Lorena?
156. How does the rope bridge activity help campers to improve their skills?
157. How does doing art projects, gardening, and doing theatre help the campers practise and develop important skills?
158. Do you think that you would ever want to be a counsellor at Camp Winston? Why or why not?

## **Chapter 9 Erin Gruwell (pages 91-98)**

159. Erin Gruwell writes a blog called "Freedom Writers." What is a blog? Have you ever written a blog? Do you read blogs? Why do people write blogs?

160. How would you describe Erin Gruwell's childhood?
161. Why were the neighbourhood and the lives of her Long Beach students unfamiliar to Erin?
162. What does the word "abuse" mean? If you were the victim of physical or emotional abuse, how would that affect your ability to learn and study?
163. List important information about people who belong to gangs. Do you think that gang members would be good students? Why or why not?
164. What kinds of activities do Erin give her new students to encourage them?
165. How did the incident with Sheraud change Erin's teaching plans? What big idea or theme became the focus of her lessons? Do you think that Erin made the right decision? Why or why not?
166. What lessons and activities did Erin use to explore her theme? What's your opinion of Erin's way of teaching those students?
167. Once Erin became a full teacher, how did she use writing activities to help her students learn?
168. What "miraculous" event happened because of Erin's teaching?
169. Why did Erin's students decide to call themselves "Freedom Writers"?
170. What proof do we have that the Freedom Writers made the students successful?
171. How did Erin and the Freedom Writers Program become famous?
172. Describe what Erin does with the Freedom Writers Foundation.
173. If you had been in Erin's place, would you have used the same methods? Why or why not?

## **Chapter 10 Malalai Joya (pages 99-108)**

174. Where is Afghanistan? It is a country that has been in the news for about fifteen years. Do you know any important information about Afghanistan and Afghan people?
175. What has Malalai Joya been fighting for?
176. What was her important accomplishment at the age of twenty-five?
177. What happened in Afghanistan when Malalai was only four years old?
178. What often happens to people whose country has been invaded?
179. What happened to Malalai's father when he fought against the invasion?
180. What is a refugee? Why did Malalai's family become refugees?
181. Describe life in a refugee camp.

182. Why was it difficult for Malalai and her sisters to get an education?
183. Who were the Taliban? Make a list of the strict rules that they imposed on the people of Afghanistan.
184. How did these strict rules affect the lives of girls and women there? If you were a girl or woman in Afghanistan, how would you feel about living there?
185. What was life like for everyone in Afghanistan when the Taliban were in power? Why would it be very difficult for Afghan people to fight the Taliban?
186. How did Malalai and her supporters try to help girls and women?
187. What do you think a “warlord” (page 104) is? How would the warlords and the Taliban feel about Malalai’s work?
188. What was the Loya Jurga? What important job was Malalai doing there?
189. A warlord said to Malalai, “Even God has not given you equal rights, because under His decision, two women are equal to one man.” (page 105) How was that man using religion as an excuse to mistreat women?
190. What abuse did Malalai often suffer when she spoke out about the rights of women? In your opinion, why would people treat Malalai this way?
191. What does it mean when someone is “suspended”? (page 107)
192. How has Malalai’s life changed since she was suspended?
193. How has she been spreading message of equal rights for women around the world?



## ACTIVITY 6

# Creating a Pre-Writing Graphic Organizer

*This activity requires students to create a graphic organizer that will then be used to write a character sketch of one of the women profiled in the book. There are several kinds of graphic organizers, and students should be encouraged to use a variety of forms. If your students need additional practise, you can put them into eleven groups. Instruct each group to create the graphic organizer for one of the women in the book. Then post or display the organizers. Your students can then choose one of the organizers to write their character paragraphs.*

*Give the students this assignment.*

 ACTIVITY 6

## Character Sketch: Paragraph Outline

### Directions:

- a. Choose one of the women profiled in *Terrific Women Teachers*.
- b. Create a graphic organizer that you can then use to write a character sketch about the person. Your organizer can be a chart, web, or thought map that you can use to brainstorm and show your ideas.
- c. Your organizer should have three character traits for that woman, and then at least one example or detail from her life which proves that trait.
- d. Here is an example of what you should do:

#### Character Chosen: Annie Sullivan Macy

#### Character Trait

#### Proof/Example

#### 1. loyal

- stayed in the almshouse with her brother and protected him until he died
- became Helen Keller's teacher and taught her to overcome the challenges of blindness and deafness for the rest of her life

 ACTIVITY 7

## Writing a Character Sketch

*Before doing this activity, students should be familiar with paragraph organization and the use of transitions in paragraph writing. As with the previous assignment, use this assignment as non-evaluated group practise or as an evaluated student assignment.*

 ACTIVITY 7

## Writing a Character Sketch

### Directions:

- a. Use your graphic organizer to write a character sketch of one of the women in *Terrific Women Teachers*.
- b. Your paragraph (8-12 sentences) should include:
  1. an interesting title
  2. a topic sentence that introduces your subject
  3. a body, which has three main points, details and examples to support these points
  4. a concluding sentence that summarizes your topic and can also give a personal opinion about it.

Your paragraph will be evaluated for content, organization and writing skills.



## ACTIVITY 8

# Creating a Graphic Organizer for a Personal Essay

*Choose a template for graphic organizer that your students can use to do the assignment. Many examples of essay organizers are available online.*

*Before your students write an essay, they should be familiar with essay organization, which would include writing a thesis statement and introduction, body paragraphs, and a conclusion. There are many examples of personal or character essays and essay writing exercises online that will help them to analyze the content, language, and organization of well-written essays.*



 ACTIVITY 8

## Personal Essay Outline: The Teacher I Admire the Most

### Directions:

1. Here is your essay question:

“Who is the one teacher that you have had whom you admire the most?” That person can be a classroom teacher, but could also be a coach, teacher or instructor that you will never forget.

2. Use the essay outline given to you to brainstorm ideas for your essay.
3. Your essay should include these parts:
  - a. an interesting title;
  - b. an introduction that includes background information about your topic, a clear thesis statement, and the three main points that you will explain in the body of your essay;
  - c. three body paragraphs, with each body paragraph explaining one main point;
  - d. a conclusion that restates your thesis, main points, and provides a unique or creative thought to end your essay.

 ACTIVITY 9

## Personal Essay: The Teacher I Admire the Most

*Students will use the graphic organizer completed in Activity 6 to answer the essay question.*

 ACTIVITY 9

## Personal Essay: The Teacher I Admire the Most

### Directions:

1. Using your essay outline, write an essay that answers this question:

“Who is a teacher that you have had so far that you admire the most?”

2. Make sure your essay has an interesting title, a thesis statement, and three main points in the introduction, three body paragraphs and a conclusion
3. Your essay will be evaluated for content, organization and writing skills.

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## PART C

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# Extension/Enrichment Activities

*These are activities designed to expose and sensitize students to the focus of each teacher profiled in the book. They can be assigned as non-evaluated, formative activities. However, they can also be use as evaluated, culminating course activities that have specific criteria created by the teacher, which might include creating an online journal or blog, an oral presentation, or a photo essay documenting their learning.*

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## ACTIVITY 10

# Bilingual School Announcements

*If your school has a number of students who are bilingual and you have the approval of your administration, have students write and do announcements for a specific time period about sports teams' practises, club meetings, and special events.*

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## ACTIVITY 11

# Visiting a School or Program for Deaf/Blind Students

*Have your students visit a school or program that serves the needs of deaf and/or blind people. They can go through sensitization exercises, which expose them to the challenges faced by people with these disabilities.*

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## ACTIVITY 12

# Learning Sign Language

*Have a sign language interpreter visit your students to give them a lesson in sign language. If you are a secondary school teacher and there is enough interest, introduce a sign language credit course in your school.*



## ACTIVITY 13

# Volunteering in a Montessori Childcare Centre

*If your students are teenagers who need to complete volunteer hours for graduation, have them volunteer at a Montessori Childcare Centre. Volunteers could also be asked to write a journal or blog where they express their feelings and opinions about being in that environment.*



## ACTIVITY 14

# Peer Tutoring A Special Needs Student

*This activity would be appropriate for any students who are academically proficient, but also demonstrate the patience and empathy to help peers or younger students to improve their reading, writing and other learning skills. These students should also be asked to blog or journal their experiences, feelings, and opinions. Students who qualify for this activity can use their involvement to fulfill the volunteer commitment needed for high school graduation.*



## ACTIVITY 15

# Visit to a Holocaust Education Centre

*Organize a guided tour of a Holocaust Education Centre so that students can gain a better understanding of the impact of the Holocaust on world history. If possible, choose a centre that displays artwork done by prisoners of Terezin Concentration Camp.*



## ACTIVITY 16

# Guest Speaker from Afghanistan

*Organize a class visit from a woman speaker who experienced life during the Taliban in Afghanistan. Before the visit, have your students prepare questions they can ask the speaker about her experiences.*

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## ACTIVITY 17

# Board Displays and/or PowerPoint Presentations

*Students who have completed any of the extension or enrichment activities can be responsible for creating board displays or PowerPoint presentations to document their experiences.*

## ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

## QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to [info@secondstorypress.ca](mailto:info@secondstorypress.ca).

## FEEDBACK

Let us know about your experience using this guide by completing a short online survey: <https://www.surveymonkey.com/r/CQHKZG5>