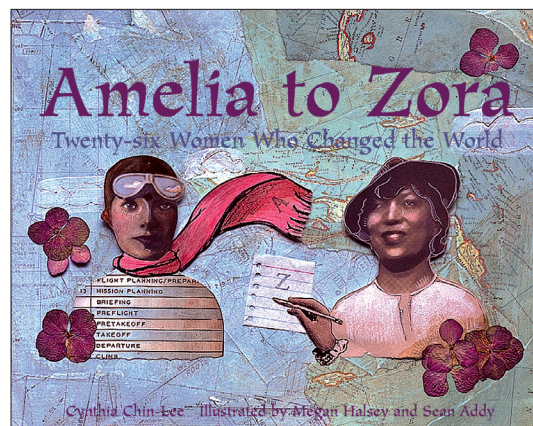


TEACHER GUIDE  
for  
**Amelia to Zora**

Twenty-Six Women Who Changed the World

Cynthia Chin-Lee Illustrated by Megan Halsey and Sean Addy



## SUMMARY

This book features twentieth-century women who helped make the world a better place. Childhood anecdotes, tales of hardship, and success stories about these diverse activists, scientists, artists, and athletes show that everyone has the potential to make a difference. Inspiring quotes and fascinating collage artwork encourage curious readers to find out more.

## VOCABULARY

1. **activist** *n.* a person who takes action to change something or make something happen (pages 3, 15)
2. **advocate** *n.* a person who supports or encourages something (pages 3, 11)
3. **anthropologist** *n.* a scientist who studies human societies and culture (pages 3, 13, 29)
4. **boycott** *n.* a decision to stop buying a product in order to force a company to change (page 7)
5. **braille** *n.* a system of writing using arrangements of raised dots to represent letters (page 11)
6. **champion** *v.* to fight for or protect something (pages 11, 19)
7. **compassion** *n.* sympathy; the feeling of sharing someone else's suffering and wanting to help (page 22)
8. **diplomat** *n.* a person who represents a country in its relations with other countries (pages 3, 25)
9. **entrepreneur** *n.* a person who starts up his or her own business (page 18)
10. **environmentalist** *n.* a person who works to protect animals, plants, and natural resources (pages 3, 21)
11. **just** *adj.* fair; equal (page 11)
12. **menial** *adj.* lowly; undignified; like a servant (page 15)
13. **minority** *n.* a group of people who are different in some way from the rest of society, the majority (page 11)

14. **naturalist** *n.* a person who studies nature (pages 3, 13)
15. **persistence** *n.* determination to do something; refusal to give up; stubbornness (page 6)
16. **pioneer** *n.* a person who makes the first discoveries in a new field of study (page 10)
17. **promote** *v.* to spread the word about how important something is; to work to achieve or develop something (pages 8, 15, 19)
18. **stereotype** *n.* an oversimplified and prejudiced idea about a group of people (29)
19. **strike** *n.* a decision to stop working in order to force an employer to provide better wages or working conditions (page 7)
20. **undaunted** *adj.* not discouraged; unafraid; courageous in the face of difficulties (pages 14, 29)

## COMPREHENSION QUESTIONS

1. What do the women in this book have in common? (*They all helped make a difference for future generations.*) What characteristics do they share? (*Answers will vary, but may include such characteristics as bravery, determination, generosity, etc.*)
2. What kinds of obstacles or difficulties did the women in the book face? (*Answers may include gender- and race-based prejudice, strict cultural traditions, political persecution, health issues/disabilities, poverty, and abuse.*) How did they overcome these difficulties? (*Answers will vary.*)
3. Which women faced the threat of imprisonment? (*Dolores Huerta, Nawal El Sadaawi, Daw Aung San Suu Kyi, Vijaya Lakshmi Pandit*) Why did these women keep fighting despite the risk of imprisonment? (*They felt their causes were more important than their personal safety or comfort.*) Why do you think their causes were so important to them? (*Answers will vary.*)
4. Which of the women were artists and entertainers? (*Frida Kahlo, Imogen Cunningham, Lena Horne, Oprah Winfrey, Quah Ah, Ursula Le Guin, Yoshiko Uchida, Zora Neale Hurston*) Why are artists important in our world? (*Answers will vary.*)
5. What is a role model? (A role model is someone you look up to and admire. A role model might inspire you to do something.) Why are these women role models? (*Answers will vary.*)
6. In your opinion, who is the most extraordinary woman in the book? Why? (*Answers will vary.*)
7. In the note on page 32, the author says, "I picked some famous women, but I wanted to highlight others who might be new to you." Which women did you already know about? Which women were new to you? Why do you think the author chose these particular women? (*Answers will vary.*)

8. Two artists created the collages that illustrate the book. What kinds of different materials did they use? (*paint, photographs, etchings, rubbings, and found objects like dried flowers, string, wire, cloth, maps, etc.*) What page has the greatest number of different things? (*Answers will vary.*)

## ACTIVITIES

1. **Where in the World?** (*geography*) — As a class, locate on a world map where each woman in the book was born or lived. You might label the locations. Discuss what effect the women’s locations might have had on their obstacles and goals.
2. **Field of Dreams** (*categorizing*) — Have students use the chart on page 00 to categorize the women in the book by field of endeavor. Then ask them to write the names of men in the same fields. As a group, discuss the completed charts. Were there any women or men who seemed to fit more than one category?
3. **On the Shoulders of Giants** (*history*) — Share the following quotation with your students: “If I have seen further, it is by standing on the shoulders of giants” (Isaac Newton). Looking at the women in *Amelia to Zora*, who is standing on whose shoulders? Have students work in groups to create “stacks” of women and then share them with the class. How did the different groups stack the women?

Example of a stack:

### Women Leaders

- Wilma Mankiller (Chief of the Cherokee Nation, 1975)
- Vijaya Lakshmi Pandit (First female president of the UN, 1953)
- Eleanor Roosevelt (First US Representative to the UN, 1945)

Use the following kinds of questions to discuss one stack of women:

- Why are these women stacked together?
  - What did each achieve?
  - What circumstances prompted the first of these women to change her world? the later women?
  - How did the later women “stand on the shoulders” of the earlier women?
  - How do you see work in this field continuing today?
4. **Alike and Different** (*comparing and contrasting*) — Have students choose two women to compare using the similarities-and-differences chart on page 6. You might have pairs of students work on the chart.

Some of the women in the book who had similar goals and achievements are Nawal El Sadaawi and Chen Xiefen, Eleanor Roosevelt and Mother Teresa, and Babe Didrikson Zaharias and Kristi Yamaguchi. If these women had met each other, how could they have worked together to further their causes? Have pairs of students write a dialogue between two of the women, including insights and advice they might have had for one another and possible differences of opinion.

5. **Just Like Me** (*analyzing characters*) — Ask each student to choose one person from the book and identify character traits that he or she shares with the person. Have students use the chart on page 7 to list the common character traits and give evidence for each. Have each student write a paragraph about a time when he or she exhibited one of the traits in the chart.
6. **May I Quote You?** (*interpreting quotations*) — As a class, identify the speakers of the quotes on page 8. In order, the speakers are Eleanor Roosevelt, Grace Hopper, Rachel Carson, and Virginia Lakshmi Pandit. Ask volunteers to explain the meaning of the quotes. Then ask each student to choose one quote from the book and write a paragraph explaining how it applies to his or her own life.
7. **Making a Change** (*social activism*) — Ask students to name some of the ways women in the book improved the lives of others. Discuss a social issue in your school, city, or state. Ask students to address the issue by writing a letter to a person who has some authority or to the local newspaper.
8. **Classmate Bios** (*interviewing*) — As a class, brainstorm a list of interesting interview questions. The questions should elicit interests, achievements, and goals for the future (not just facts about the past). Ask student partners to interview each other using the questions. Discuss the importance of taking notes during an interview.  
When the students have completed their interviews, ask each student to write a short biography of his or her classmate based on what he or she learned in the interview. Collect the biographies and bind them into a class biography book for all to enjoy.
9. **Getting to Know You** (*analyzing characters, deductive reasoning*) — Ask each student to write an interesting fact about himself or herself on a strip of paper. Collect the strips and put them in a bag. Have a student select a strip from the bag. The student gets three chances to guess who the fact is about. If the student guesses correctly, the writer of the fact tells about the fact, and the strip is put aside. If the student does not guess correctly in three tries, the fact is put back in the bag, and another student gets a turn. Continue until all of the facts have been matched.
10. **Inklings** (*hypothesizing, inductive reasoning*) — The talents of several of the women featured in *Amelia to Zora* were apparent from an early age. Ask each student to write a short list of his or her interests and favorite activities. Group the students into groups of three or four. The groups then brainstorm possible careers for each group member based on his or her list.
11. **Annie to Zack** (*art, writing*) — When they were planning their collages, the illustrators kept a shoe box for each woman. As they did their research, they added photographs, copies of important documents, scraps of cloth, bits of yarn, and other “found objects” to the box. They used these objects to create texture and interest in their final collages. Hand out shoe boxes or large envelopes to students. Ask students to collect “found objects” that express something about themselves. At the end of the week, ask each student to create a personal collage from the objects.  
Have each student write an autobiographical page that uses the format of the pages from *Amelia to Zora*: the student’s name, an early-childhood event, information about what she or he does now, and a quote.  
Create an alphabetically ordered autobiography table or bulletin board to display the creations.



## FIELD OF DREAMS



The names of the women in the book are given in the box. Use the chart to categorize the women by the area of their achievement. Write the names of some men who do the same kind of work.

**Check off each name as you write it in the chart.**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Amelia Earhart           | <input type="checkbox"/> Jane Goodall       | <input type="checkbox"/> Daw Aung San Suu Kyi  |
| <input type="checkbox"/> Babe Didrikson Zaharias  | <input type="checkbox"/> Kristi Yamaguchi   | <input type="checkbox"/> Mother Teresa         |
| <input type="checkbox"/> Cecilia Payne-Gaposchkin | <input type="checkbox"/> Lena Horne         | <input type="checkbox"/> Ursula Le Guin        |
| <input type="checkbox"/> Dolores Huerta           | <input type="checkbox"/> Maya Lin           | <input type="checkbox"/> Vijaya Lakshmi Pandit |
| <input type="checkbox"/> Eleanor Roosevelt        | <input type="checkbox"/> Nawal El Sadaawi   | <input type="checkbox"/> Wilma Mankiller       |
| <input type="checkbox"/> Frida Kahlo              | <input type="checkbox"/> Oprah Winfrey      | <input type="checkbox"/> Chen Xiefen           |
| <input type="checkbox"/> Grace Hopper             | <input type="checkbox"/> Patricia Schroeder | <input type="checkbox"/> Yoshiko Uchida        |
| <input type="checkbox"/> Helen Keller             | <input type="checkbox"/> Quah Ah            | <input type="checkbox"/> Zora Neale Hurston    |
| <input type="checkbox"/> Imogen Cunningham        | <input type="checkbox"/> Rachel Carson      |  |

Area of Achievement	Women in the Book	Men in the Same Type of Work
Sports		
Ecology and Science		
Politics and Social Causes		
Arts and Entertainment		

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# JUST LIKE ME



Choose one person from the book.  
 Identify three character traits you share  
 with the person. (You can choose from the list or write others.)  
 Write the traits in the chart and tell how you and the person show the trait.

## Possible character traits

- |                    |              |                          |
|--------------------|--------------|--------------------------|
| adventurous        | friendly     | peaceful                 |
| artistic           | funny        | persistent/stubborn      |
| athletic           | generous     | proud                    |
| brave/fearless     | hard-working | quick-witted/clever      |
| creative/inventive | honest       | spirited                 |
| curious            | idealistic   | strong-willed            |
| energetic          | independent  | thoughtful/compassionate |
| fiery              | intelligent  |                          |

Character Trait	How _____ shows this trait	How I show this trait
1.		
2.		
3.		

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## ALIKE AND DIFFERENT



Choose two people from the book. Write their names in the chart. Answer the questions for each person. Decide whether the answers show a similarity or a difference.

	Person 1:	Person 2:	Alike or Different?
1. When was she born? (decade)			
2. What field did she work in? (sports, science, politics, arts)			
3. What were her major accomplishments?			
4. What kinds of recognition did she receive? (awards, records, degrees, etc.)			
5. What kinds of obstacles did she face?			
6. What are some of her character traits?			

# MAY I QUOTE YOU?

Identify who said each quote. Explain the quote in your own words.

1. "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face."

Who said this? \_\_\_\_\_

What do you think it means?

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2. "Humans are allergic to change. They love to say, 'We've always done it that way.' I try to fight that. That's why I have a clock on my wall that runs counterclockwise."

Who said this? \_\_\_\_\_

What do you think it means?

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3. "I think we're challenged as mankind has never been challenged before to prove our maturity and our mastery, not of nature, but of ourselves."

Who said this? \_\_\_\_\_

What do you think it means?

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4. "The more we sweat in peace, the less we bleed in war."

Who said this? \_\_\_\_\_

What do you think it means?

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