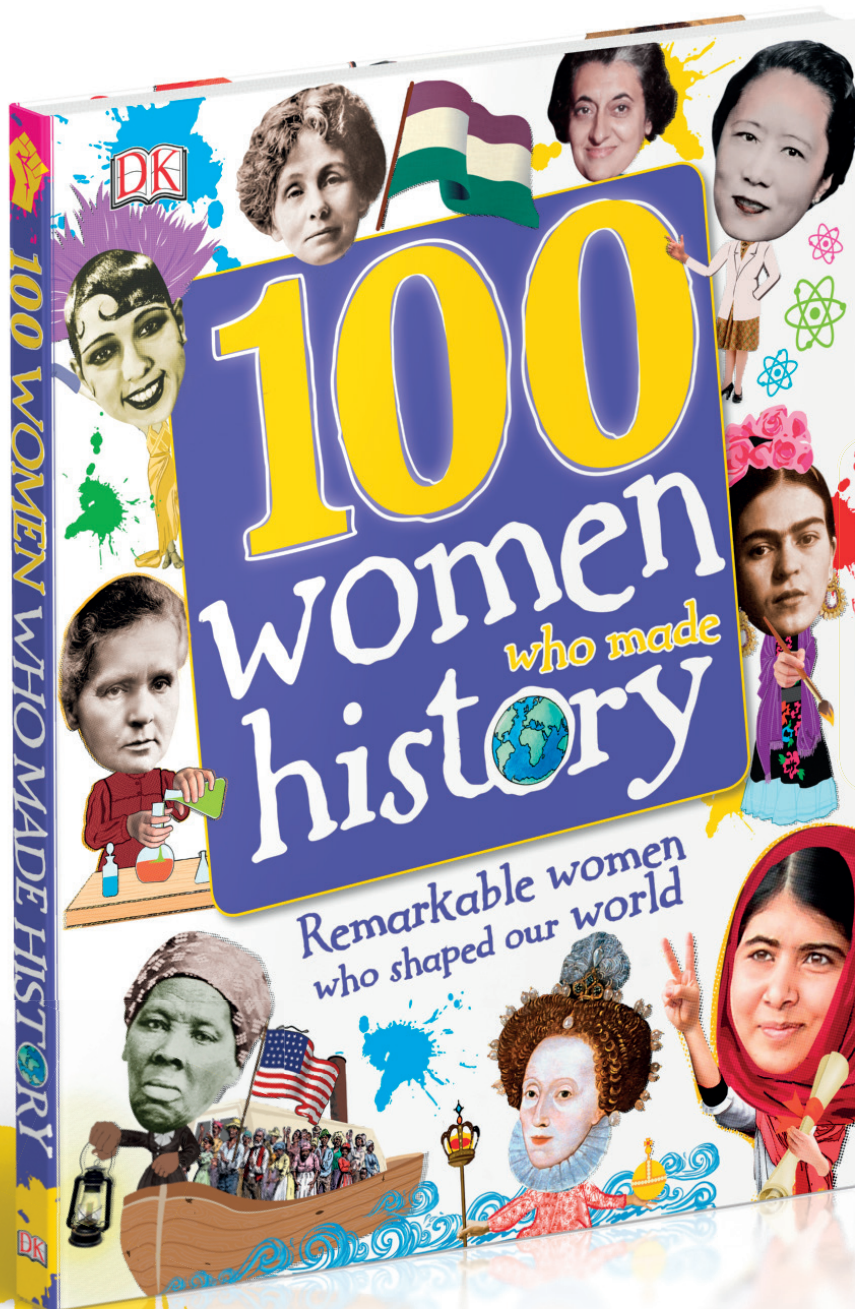


100 WOMEN WHO MADE HISTORY



TEACHER'S GUIDE

prepared by
Kathleen Odean



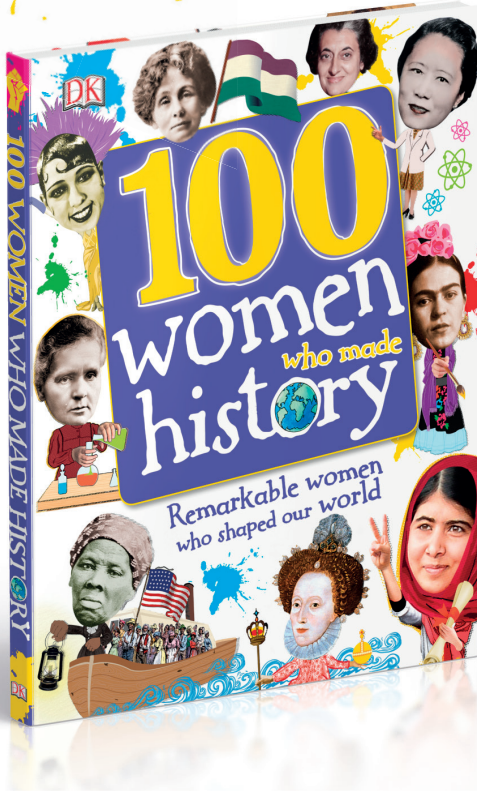
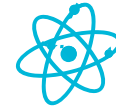
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Note to Educators:

100 Women Who Made History serves as a powerful introduction to the contributions of women internationally, today and in the past. At the same time, it offers a starting place for multiple projects across the curriculum. By highlighting important women and their work, this rich survey book will prompt students to pursue more research and inspire them to dream about their own futures.

The book's thoughtful organisation groups the women in categories related to their contributions in the arts, leadership and more. Of particular interest to educators involved in STEAM activities are the sections on creative women, scientists and entrepreneurs, which includes computer-related professions. Each broad category features women from throughout history, from around the world, and from different ethnic and cultural groups.

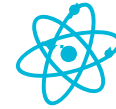
Many of the women presented, typically in one or two pages, hold high appeal for students. They are courageous like Sophie Scholl, who died defying Hitler. They are adventurous like Ethiopian empress and military mastermind, Taytu Betul. They excel at sports like Serena Williams or at writing like J. K. Rowling. The range of biographical sketches ensures that every student will find women to admire and study further.

In our increasingly visual world, the book will attract today's students with its eye-catching blend of text, sidebars, photographs and drawings. Each page lays out facts and intriguing details, and connects the woman's contribution to those who came before and after her, with a clear statement of how she changed the world.

As students read the book, have them keep a list of women who especially catch their interest, noting when and where the women lived. This list will lend itself to the research, writing and speaking activities suggested below. Since the book is so visually rich, students will also find inspiration for multimedia presentations.

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Cross-Curricular Activities

1. May I Present?

Have students list five women from the book who interest them. Assign each student one of their choices so that each student focuses on a different woman. Using a combination of print and online sources, the student should expand on the information in the book to create a slide presentation to give to the class. The slide show can use elements such as photographs, videos, music, and quotes, tied together by the student's oral presentation.

2. Debate: What Kind of Change Matters Most?

The book is divided into six sections, shown in the table of contents. After becoming familiar with the book, students should discuss what kinds of contributions are highlighted in each section from "Clued-Up Creatives" to "Amazing Achievers." Divide the class into six groups and assign one of the sections to each group. The groups should prepare to debate about why their section shows the most important types of accomplishment. Their arguments should use examples of specific women. Then hold debates in which students present reasons and evidence regarding the importance of the accomplishments from their assigned section.

3. Who Knew?

Have students collect at least five interesting or surprising facts from entries throughout the book, and write each fact on an index card. In a class discussion, have students read the facts and explain why they chose them. As a class, analyse if the facts fall into certain categories, such as prizes women won, important discoveries, books they wrote, influences on them and so on. Have students organise the index cards into these groups. Talk about why we read biographical books, and what kinds of details make biographies interesting.

4. STEAM Leaders

Students should choose three women from the science fields or three from the arts to compare and contrast using a chart. For science, possible women are in the "Super Scientists" category, the "Internet Impact" pages of the entrepreneurs section, and the "Let's Applause" section at the back. For the arts, check the "Clued-In Creatives" and the "Let's Applause" section. The chart should have four columns. The first column will list categories of comparison, starting with the women's names, then birth date, place of birth, main country of residence, education, area of science/art, influences, and major accomplishments. After the student has filled in those categories, they may want to add other categories that seem important. Have students share their charts in small groups, highlighting what they found and discussing what it takes to be a successful scientist or person in the arts.

| NAME | FIRST WOMAN | SECOND WOMAN | THIRD WOMAN |
|----------------------------|-------------|--------------|-------------|
| Birth date: | | | |
| Place of birth: | | | |
| Main country of residence: | | | |
| Education: | | | |
| Area of science/art: | | | |
| Influences: | | | |
| Major accomplishments: | | | |
| Other categories: | | | |

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Cross-Curricular Activities

5. STEAM Timeline

Using the charts from the STEAM Leaders activity, have students create a timeline in the classroom of science and creative leaders. The timeline can be constructed using lengths of paper on the walls or floor of the classroom. Have the class decide whether to use birth dates or dates of major accomplishments. They can add pictures of the women or objects related to their work.

6. What It Takes

Have students consider the qualities a person needs to be able to change history, such as courage, compassion, persistence, dedication, willingness to work hard, independence and so on. Each student should choose a quality as an essay topic. The essays should address why the quality's important, mentioning at least four women who had the quality and how it contributed to their success. Students should explore where they think the quality comes from: *For example, how does one learn to be courageous or compassionate?*

7. Sincerely Yours

What would it be like to spend time with one of these women? Have students imagine that they can spend a day with one of the 100 women. They should each write a letter to the woman they chose, explaining why they'd like to spend the day with her and how they imagine the day. For women in the past, students could choose to go back to her time or have her come to the present. The letter should describe where and when they'd meet, what they'd do together, and what the student would like to talk about.

8. Where in the World?

Put up a large map of the world. Assign each student four or five of the women discussed in the book including the women with short entries. The student should determine the country where each of the women was born or did her work. Have students prepare small pieces of paper with the woman's name and country, and attach the paper to the classroom map, using pushpins and string if needed. When all the names are up, discuss the fact that women in all parts of the world "made history."





Discussion Questions

Pre-Reading Questions: What does it mean to “make history”? What women do you know about who made history?

Post-Reading Questions:

1. Talk about obstacles that different women faced in reaching their goals. Why were the obstacles in place? How did the women overcome them? Which obstacles were related to bias against women, and which might anyone have faced, regardless of gender? Talk about different approaches to solving problems and getting work done.
2. Find quotes from the book about prejudice that women faced. For example, women were not allowed to study at Russian universities when Sofia Kovalevskaya was young (p. 34). Talk about why prejudice exists against women and other groups. How would it have been better for the world if women had more access to education in the past? In what ways do women have more opportunities now? In what ways do women still face prejudice?
3. What does it mean to shape the world? Talk about the six main categories in the book, and how each of them matters in history and the present. On the pages dedicated to one woman, find the circle labeled “How She Changed the World” and discuss those accomplishments. Name some men who changed the world and why their accomplishments matter.
4. Name some of the women featured in the book that you didn’t know about before. What did they do? Why do you think they are considered to be someone who shaped history?
5. Discuss personal qualities that different women in this book had, which helped them make a difference. Focusing on each important quality, discuss how a person might gain that quality. For example, where does persistence come from? Are there qualities that anyone could acquire? Are there some that only certain people are likely to have?
6. Some pages have “What Came Before,” “What Came After,” “Who Came Before,” and “Who Came After” at the bottom of the page. Draw from specific pages to explain the point of including these. What does this show about the way the past influences the future?
7. What are the benefits of learning about people in the past? Why do we read biographies and study important historic figures? Discuss how reading about someone could inspire you to change your own life. Talk about what you have in common with some of the women in the book.
8. This book combines appealing visual elements with information. Using specific examples, talk about what the photographs and drawings add to your knowledge. What do the “By the Way” coloured circles add? How about the circles labeled “Did You Know?” Talk about how the book uses colour and different font types and sizes to emphasise certain points.
9. Look at the six main categories shown in the table of contents. Discuss how each category relates to your life at home, in school, and elsewhere. What are your opportunities to explore each category? For example, talk about ways you are, or could be, an activist like the “Inspiring Campaigners.” What role does creativity play in your life? How about science? Which areas are of most interest to you?