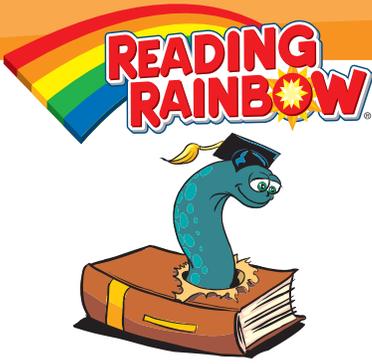


GIRLS ROCK



Episode	Segment
Kate Shelley and the Midnight Express	Entire video
Amazing Grace	Entire video
Keep the Lights Burning, Abbie	Feature book
Ruth Law Thrills a Nation	Entire Video
My Shadow	Photographer

Setting the stage:

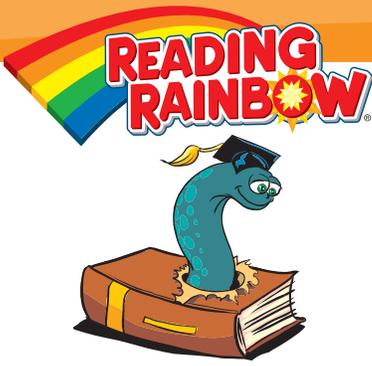
- Set up a book corner with books written about females who have made significant contributions in history. Ask your media specialist for assistance in collecting the books.
- Encourage students to help gather pictures and articles about young people who have done courageous deeds. Post these articles on a bulletin board titled “Courageous Kids”. Discuss ways in which these young people were brave.
- At a writing center have story starters available such as:
_____ is my hero because _____.
I can encourage others by _____.
One goal I have for myself is _____.
I will work hard toward my goal by _____.

Topics for Discussion:

- Discuss what a “hero” is and why the girls in the first four programs were considered heroes. Ask students to identify present day heroes and tell why they are thought to be heroic. Invite each student to tell who his or her hero is. Discuss the fact that heroes are not always famous people.
- Discuss the meaning of “courage”. Stress to students that there are many levels of courage, from saving a life to trying something new...and that all of them are significant.
- Talk with students about the importance of having goals and the value of working hard to achieve them. Discuss why it is important not to be discouraged by others.
- After viewing **Amazing Grace**, talk about how important self-confidence is for success. Discuss how Grace’s family helped her to feel good about herself. Ask students to share who encourages them and in what ways. Discuss with students how they can encourage others.
- Discuss the meaning of the word “stereotype” with the class. Talk about how stereotyping could have prevented the females in the programs from reaching their goals. Discuss situations familiar to students in which stereotypes have been broken, such as the ones in the video.
- Accomplishing a difficult task is generally more meaningful than completing an easy one. Ask students to describe something that was difficult for them to do (or learn to do) and how they managed to succeed.

Activities to get started:

- Enlist the aid of the media specialist to help locate books about accomplished females. Read these books to the class. Compare and contrast the females and their achievements.
- Ask students to choose successful women in history and research their contributions. Brainstorm ideas of different ways to present their materials to the class.



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Activities to get started, con't.:

- After students have completed their research, have them create an art gallery of the women. Ask students to draw portraits of their chosen subjects and write a brief synopsis including such information as the woman's name, when and where she lived, and her primary accomplishment.
- Talk with students about how they grow and change and acquire new skills. Discuss things they could not do when they were younger that they can do now. Have them each make a book entitled "When I Was Little". On each of the left pages, ask students to complete the sentence, "When I was little, I _____." On each opposing page, ask them to finish the sentence, "but now I _____." Be sure to have students illustrate each page and make a book cover with their names as the authors and illustrators.
- Brainstorm a list of occupations. As students suggest them, discuss that both women and men can work at each job. Use inclusive language as you write the list, e.g., police officer rather than policeman. Have each student select an occupation from the list that interests him or her and provide time and resources to research that career.
- Invite women into the classroom to talk about their careers. Encourage them to talk about how they got started and the roadblocks they faced in achieving their goals.
- **Kate Shelley and the Midnight Express** and **Keep the Lights Burning, Abbie** are biographies. Explain that some biographies may tell about a person's entire life, while others may relate only a portion of someone's life. Discuss biographies as a type of literature. Ask students what kind of information they can find in a biography. With the help of the media specialist, locate other picture book biographies for students to read. Have students look for incidents in the people's lives in which they showed courage.
- After viewing both **Kate Shelley and the Midnight Express** and **Keep the Lights Burning, Abbie**, make a Venn diagram comparing Kate and Abbie. As students discuss these two main characters, compare and contrast their stories as well.
- As a class, write a diary based on the **Keep the Lights Burning, Abbie** from Abbie's point of view. Have students think about what she might have written each day, from the time her father left until he returned.
- After viewing **Ruth Law Thrills a Nation**, discuss the fact that there was no television at the time of her flight. Role play a television reporter interviewing Ruth at the beginning and at the end of her flight. Have the class brainstorm what questions they would ask her. Do the same for the females in the other programs.