

CURRICULUM/EDUCATOR
ACTIVITY GUIDE FOR



GOOD NIGHT
STORIES
FOR REBEL
GIRLS

The title is set against a dark purple background. 'GOOD NIGHT' is in white with a blue outline, 'STORIES' is in blue, 'FOR' is in yellow, 'REBEL' is in pink with a white outline, and 'GIRLS' is in yellow with a white outline. The text is surrounded by various icons: a yellow crescent moon, a red planet with a white ring, a green rocket, white stars, and white diamonds.

100 REAL-LIFE TALES
OF BLACK GIRL MAGIC

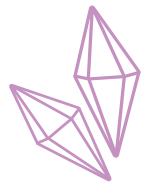


These questions and activities can also be adapted based on which text (or texts) you are using.

It includes general and subject specific questions and activities, providing a reference for educators and families who may want to further engage with these stories following the reading.

The discussion questions and activities reinforce themes of resilience, perseverance, boldness, creativity, and innovation that embody the Black Girl Magic stories shared in this text.

The Common Core State Standards listed here are taken from the 3rd grade but can easily be adapted for older or younger students.



ENGLISH LANGUAGE ARTS: SPEAKING AND LISTENING



CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.4

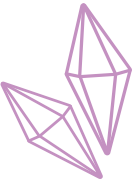
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

DISCUSSION QUESTIONS FOR STUDENTS AND FAMILIES

- If you could talk with any of the women and girls featured in this book, who would it be? What would you want to know about them, and what would you share with them about your life?
- What is your favorite quote featured in *100 Real-Life Tales of Black Girl Magic*? What does this quote mean and how does it inspire you? What is a quote that someone you love has shared with you? How does it make you feel?
- There are lots of interesting stories of Rebel girls that can inspire you. What are some of your favorite stories? What are some common characteristics that your favorite Rebel girls have in common? In what ways are their stories like your own? In what ways are they different?
- There are many athletes in this book. What sports do they play? Which sports do you find most exciting to watch or play? Which sports would you like to learn to play one day? Organize a table that shows the sports that some of the Rebel girls play. You can make a table, a bar graph, tally chart, or pie chart. Be creative in your data display.
- Aretha Franklin (page 36), Anne-Marie Imafidon (page 34), Judith Jamison (page 110), and Beverly Loraine Greene (page 56) were a few of the Rebel girls that were able to take a talent or interest they had as a child and turn it into a career that allowed them to have fun and be successful. What is something that you are good at and have fun doing that could result in a career? Find at least three other people who currently have this for a career. What is something that they have in common? What could you learn from their experience?



ARETHA FRANKLIN





• Marsai Martin (page 138) was able to flourish in her career as an actress and producer because she surrounded herself with people who believed in her dream and pushed her to keep going. She learned early that her friend groups were important. Who are your best friends, and what are some things that make them a good friend to you?

• Samarria Brevard (page 176) is a Rebel girl who loves to push boundaries. She pushed herself and sometimes her body in order to accomplish her athletic goals. What is a skill that you have worked hard—mentally and physically—to master? Many skateboarders like to use stickers and artwork to decorate their boards. Draw the shape of a skateboard on a sheet of paper, then design it any way you like!

• Rebel girls often find a way to overcome their fears to achieve their big dreams. Thokozile Muwamba (page 200) was nervous on her first flight, but that didn't stop her! What is something that you would like to do that sometimes scares you? Thokozile's aunt was also a pilot. She gave her advice on staying calm and her words made Thokozile feel better. What makes you feel better at the times when you may feel nervous or scared?

• Identify a poet or author from the book who interests you. Look up her work. Choose a poem, short story, or a passage from a novel, and record yourself reading the work aloud. Make sure to practice a few times before hitting record!



ENGLISH LANGUAGE ARTS: READING INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- After returning to the Dominican Republic, Carolina Contreras (page 62) learned to love her hair in its natural state, with its curls, coils, and waves. Feeling good about how she looked made her feel confident and proud. Hair is just one part of Carolina that made her feel beautiful. What are some of the things about you that make you feel beautiful and confident? Write a love letter to yourself celebrating the parts of you that you love the most.
- Carolina Contreras (page 62) opened her own salon and used natural products to use on her hair. Here is an easy recipe that you can use to make your own hair conditioner. Follow these directions with an adult.

INGREDIENTS

1 avocado (mashed)

1 cup of coconut milk

1 tablespoon of honey

DIRECTIONS

Shampoo your hair. Mix all three ingredients into a bowl. Ask your grownup to help massage the mix into your hair and scalp. Cover your hair with a towel or shower cap for up to 60 min. Rinse out the mixture with shampoo and conditioner. Style your hair however you'd like. Voila!

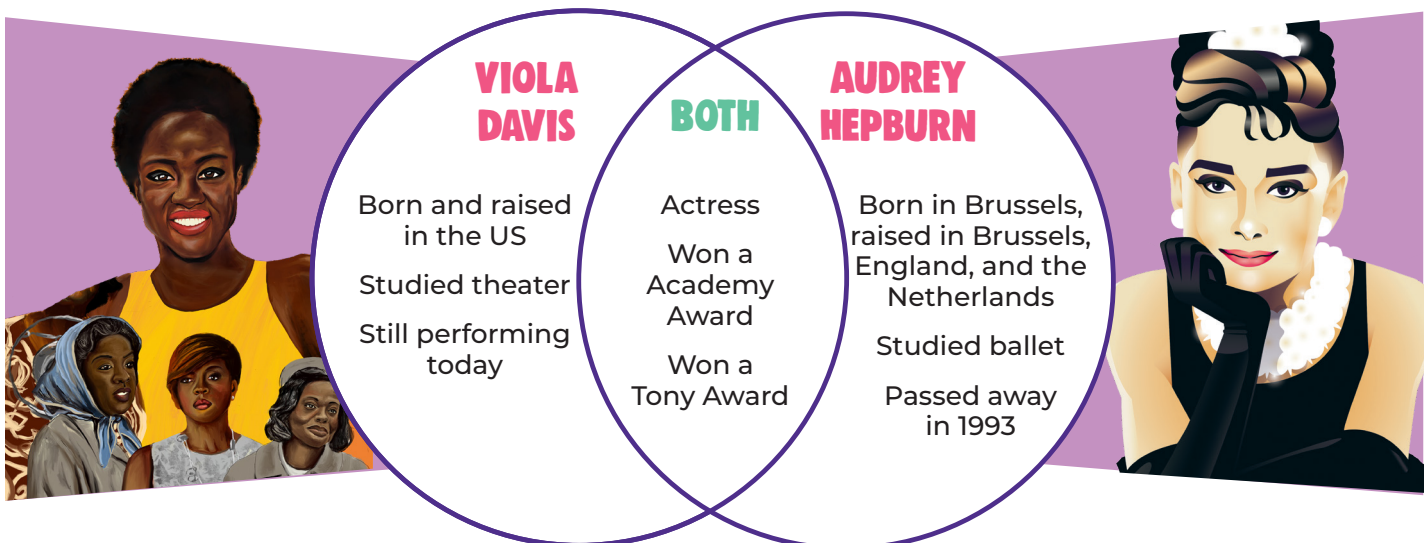
CAROLINA CONTRERAS



- Ruth E. Carter (page 174) loved drawing, working with fabrics, and sewing. She put these skills together to create her dream job as a costume designer. Rebel girls know how to forge their own way! Think of two or three things that you enjoy doing. Imagine putting them together to create a new job or profession. Write a description of this job.



- Ruth E. Carter (page 174) often chooses fabrics that are colorful and show off a variety of patterns using different shapes and sizes. Design your own fabric using different colors, shapes, and patterns. What would you use this pattern to make? Draw your idea. Who is a famous person you would like to wear your design?
- Make a Venn diagram that compares Ava Duvernay (page 46) and Toni Morrison (page 202). Remember that a Venn diagram helps identify characteristics that are the same and different. Here is an example of a Venn diagram.



- Many of the stories of Rebel girls in *100 Real-Life Tales of Black Girl Magic* are examples of courage, perseverance, and finding a way to overcome obstacles. Rebel girls know how to push themselves. They also know how to take breaks and care for themselves. Think of the things you do that are challenging or require a lot of focus. Use words and pictures to describe some of the difficult things you do. Then describe some of the ways you like to rest and recharge. Rebel girls know how to have balance. Turn your list into a table. Use that table to set a goal for the week to keep track of times when you are going to commit to work hard and conquer difficult things and times when you are going to rest and have fun.

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas, concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- Ruane and Sheila Jeter (page 172) were inventors. They always thought about how people would use their inventions. One of their inventions was called the Tiltster. It was similar to a regular toaster, but the slots for the bread were angled so it would be easier for people to pull out the toast when it was ready to eat. What would you like to invent? What would it be used for or who would it benefit? Draw a picture of your invention. Label the different parts of it. Then, write step-by-step instructions for how someone would use your invention.

- Sanité Bélair (page 180) fought for freedom in Saint-Domingue, now called Haiti. She did not want her country to be ruled by the French any longer. Describe events of the Haitian Revolution. When did the French take over the island? When did the Haitian people win independence? What happened in between? And what part of these historical events did Sanité participate in?
- Taytu Betul (page 198) was the empress of Ethiopia. As with all people, some events or accomplishments in her life led to other events. Identify some things in her life that caused other things to happen. Be sure to use transitional words like “first,” “then,” “next,” and “lastly,” as you retell these events.

ENGLISH LANGUAGE ARTS: WRITING

CCSS.ELA-LITERACY.W.3.2

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

- Leah Chase (page 124) was a Rebel girl who loved to cook. She loved food and, more than anything, she loved sharing her food with others. As a chef, she was able to use the flavors and styles of cooking from her Creole background to influence her recipes. What are some of your favorite things to eat? Take a look at a cookbook in your house or explore recipes online. Choose a recipe, then write down why you picked it and share some information about the ingredients. Do some research to find out what flavors and styles that have influenced the dish. Where are the main ingredients from? With your grown-ups’ help and permission, make this dish with someone you love.
- Muriel Tramis (page 144) was a Rebel girl who took her love of games and puzzles and turned it into a career making video games. Her games sometimes include events and people from history. Think of a time in history that would make an exciting setting for a video game. Design a video game based on this time period. Who are the characters? What are they trying to accomplish? What powers do they have? What other features of your game make it fun to play? If your friends or classmates played your game, what new things would they learn? Write down an explanation of your video game idea.

- Lisa Leslie (page 128) was helped along by others in her family. Lisa’s mother encouraged her when people teased her about her height. Who is someone who has helped you grow or get better? Write them a thank you note or send them a text message to thank them. Be sure to say in your message how they supported you and what you plan to do to get better.



LEAH CHASE





CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.3.3

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

- Octavia Butler (page 154) used her imagination in her writings. She dreamed up and described fantasy worlds based on new things she imagined. What other fantasy stories do you like to read? What fantasy stories do you like to watch? Describe them.
- Now it's time to use your imagination to write a fantasy story of your own. First, try writing a story that includes realistic characters and events. Then, add fantasy features to your story. Be descriptive so the reader can imagine what you are describing in your story. Share your story with a friend.
- Choose two women in *100 Real-Life Tales of Black Girl Magic* and write a story about them meeting. Describe where and how they meet. What is their interaction like? Use dialogue to show what would they say to each other.
- Léopoldine Doualla-Bell Smith (page 126) was the world's first Black flight attendant. Many passengers in the 1960s did not believe that a Black woman should have that job. Some passengers on the airplanes where she worked ignored her, and some treated her unkindly. She traveled to many places where Black people and other nationalities were not welcomed. Instead of letting this defeat her, Léopoldine persevered. Do you believe it is important to be kind to people, even if they aren't kind to you? What do you think Léopoldine did when people treated her unfairly? What are some strategies you can use when dealing with people who are rude and mean?
- Alexa Canady (page 18) was a Rebel girl who wasn't afraid to work hard despite facing obstacles. Her strong work ethic helped her find her perfect path in studying medicine. As a successful pediatric surgeon, she often trusted her gut when treating her young patients. Trusting your gut requires listening to the little voice inside of your head that encourages you to keep going and sometimes steers you away from making poor choices. Think of a time when you listened to the little voice inside. How did you feel? What did you learn?

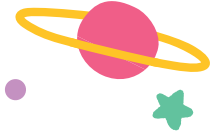
Please note: K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The Common Core Standards in social studies mean that students investigate people, places, and historical events, gather evidence from primary source documents, and construct their own knowledge about the past, based on their findings. The following activities have been aligned to NY State recommended standards for social studies (2017).



OCTAVIA BUTLER



SOCIAL STUDIES AND HUMANITIES CIVIC PARTICIPATION



- F4.** Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.
- F6.** Identify situations in which social actions are required and suggest actions.
- F8.** Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.

- Many of the women in *100 Real-Life Tales of Black Girl Magic* used their skills and compassion to help or uplift their communities. Choose a few of them and explain what they did to improve their neighborhood or community. Think about the neighborhood you live in. What are some things that you like about your neighborhood? What are some things that you think would improve your neighborhood? How might adding this affect others in the community?
- Alicia Garza, Opal Tometi, and Patrisse Cullors (page 20) were Rebel girls who grew up to be activists. Like Angela Davis (page 26), Bree Newsome Bass (page 58), and Olive Morris (page 156), they used their voices to inspire others and bring attention to things that mattered to them. What is something that you would like to bring more attention to? Design a poster or advertisement that brings attention to this cause. Be creative! Have an adult take a picture of your poster or ad and share it with the hashtag #RebelGirls.
- Rebel girls can be found in your community and in communities all over the world. Select a Rebel girl who was born in a different country from you. Look up at least five facts about the country or region that Rebel girl is from.
- Kamala Harris (page 114) was a Rebel girl who grew up to have a powerful job. She learned that being strong and standing up for what you believe is important. As vice president of the United States, she must make a lot of difficult decisions. Imagine that you are the vice president. What is one change that you would work to make happen? Who are the people that would be impacted by this change? How might this change help the world? Use this prompt to write a letter to Madam Vice President to share your ideas for making the world a better place.



KAMALA HARRIS





BUSINESS PLAN TEMPLATE



DESCRIBE YOUR BUSINESS

(What product will you sell or what service will you do for your customers?)

WHO WILL YOUR CUSTOMERS BE?

(Who will want to buy your product or service? How will your product or service make your customers' lives better or easier? How will your customers interact with your business—in a store? Online?)

DESCRIBE YOUR COMPETITION

(Does anyone else make a product like yours? How is your product or service different from the others on the market? What makes your product better?)

WHAT'S YOUR BUDGET?

(What materials and equipment do you need? How much does it cost to make your product or perform your service? How much do you think people will pay for your product or service? If you subtract your expenses (your costs) from the money you will make selling your product, how much is left over? This is your profit. Explain how much time it takes to create your product or perform your service. Make sure your profit is worth it for the time you put in!)

