



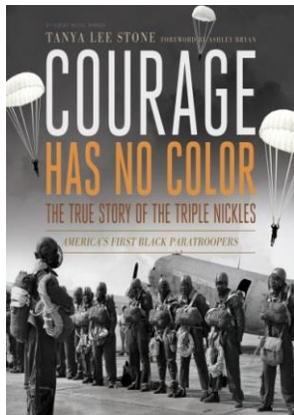
FOCUS: AUTHOR TANYA LEE STONE

This education resource guide supplements the presentation made by Tanya Lee Stone at *In Search of Wonder: Common Core and More*, a professional development day presented by The National Children’s Book and Literacy Alliance, in conjunction with the Perry Ohio School District. Included on these pages are engaging activities and discussion questions based on Common Core English Language Standards for two of Stone’s books: *Courage Has No Color* and *Who Says Women Can’t Be Doctors?*. We invite you to print and share these materials as needed. This document is formatted so you can print it double sided on 3-hole punch paper and store in a binder. Education resource guides for authors Chris Crutcher, Nikki Grimes, Steven Kellogg, and Katherine Paterson are available at: thencba.org

You know the young people in your own classroom. You know their academic prowess, their study habits, and the level of their literacy skills. You know what resources you have on hand and your students’ capabilities using those resources. You know what your students will find exciting and challenging. Consequently, we present these activities and discussion questions for general use in classrooms and libraries, hoping that you will use your own insightful creativity and sound judgment to shape the ideas, activities, and resources we offer, expanding on them to meet the needs of your students. These materials were created by Renee Critcher Lyons, Advisory Board member of The National Children’s Book and Literacy Alliance.

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COURAGE HAS NO COLOR: THE TRUE STORY OF THE TRIPLE NICKLES, AMERICA'S FIRST BLACK PARATROOPERS

by Tanya Lee Stone

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*“Nothing separates you from the sky
but one last sliver of floor.”*

SUMMARY: Step back in time to World War II. American, British, Polish, Russian, and French allied forces were striving to prevent Adolf Hitler and his totalitarian, murderous regime from ruling the greater part of the world. During this period, in the U.S., African Americans fought their own war on the home front—racial discrimination. Schools, movie theatres, restaurants, stores, water fountains, and restrooms in many sections of the country were segregated. In the armed services, African-American men were allowed only to perform menial service jobs in the military.

Enter the men of the 555th, the *Triple Nickles*, America's first African-American paratrooper unit. These brave men fought preconceived notions related to their abilities and strengths. They fought hateful words and non-inclusion practices. They confronted professional jealousy and a military structure and administration that refused to employ the *Triple Nickles'* talents to their full effect. Surmounting all these barriers, the Triple Nickles ignored and overcame hate and racial prejudice, and reaching the pinnacle of paratrooper excellence, extinguished a Japanese attack on the American mainland.

Grade Levels: 6-9, but can be used for advanced 5th graders and may be applicable for certain students and topics in grades 10-12.

COMMON CORE ENGLISH LANGUAGE STANDARD:

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Application:

In her article “Nurturing the Pursuit of Learning,” Tanya Lee Stone reflects, “It is empowering to embrace not only thinking about what topic was speaking to me, but **why**...from that moment on, my point of view shifted to put story ahead of content and search for new truths... **Color** is a story you won't find in any social studies book...the first black paratroopers in WWII broke down barriers, helped change how the military viewed African-American soldiers, and paved the way for others who came after them.”

Share this author's insights with students, and thereafter conduct the following discussions. Ask students to reference specific passages in the book supporting their insights and reflections.

Classroom Discussion: Meaning Behind Learning

- ❖ Think of a time one of your teachers explained why a lesson was important to learn. Did the explanation make learning more personable and exciting? Did you learn more as a result? Provide an example of such a learning experience and relate what your teacher told the class prior to the start of the lesson.
- ❖ If your teacher doesn't explain the meaning of the lesson each and every time, can you ask yourself this same question? Can you conduct research and find out why it is such an important lesson?
- ❖ Along these same lines, ask students: Why are the lessons contained in *Courage Has No Color* important? What meaning did the author hope to convey? Why do you think she wrote the book? What was her story?

Classroom Discussion: New Truths

- ❖ Ms. Stone refers to the black paratroopers breaking down barriers. What did she mean by that statement? What were the paratroopers' barriers?
- ❖ How would you show others you were worthy of going to school if, for some reason, you were forced out of participation in school learning opportunities and events? Would you follow the example of any of the men highlighted in Ms. Stone's book? Which one and why? Point out the degree of courage it would take to make a stand against the injustice of not being able to attend school. (Compare the stakes associated with your imagined actions to jumpstart justice against the stakes of the man within Ms. Stone's book whom you have chosen as a role model).

Creative and Critical Thinking Art Activity: Design a Dream Parachute

Ask students to imagine themselves as a paratrooper and consider: Where would you want to jump and land? For what important, significant purpose?

After handing out an open parachute model (or allowing students to design their own), which may be painted, colored, added to, or drawn upon, ask students to design an individual "dream chute," one which would allow anyone coming across the artwork to determine exactly where the parachutist hopes to land and what he or she hopes to accomplish upon landing. Post the dream parachutes on an "art museum" wall. Sponsor a "dream chute museum" field day in which students from differing classrooms view and ponder their peers' dreams.

Creative Writing Activity: Leaving on a Dream Parachute

Provide students the following writing prompt either alone or in conjunction with the art activity "Design a Dream Parachute." Write either a script or letter explaining your plans to leave on a paratrooper adventure entailing some sort of mission or purpose, such as firefighting, rescue operations, surveillance. Instruct the students as follows:

- ❖ For a **script**, write the scene in which you are informing a loved one you will be leaving, providing the backdrop and noise, time period, entry and exit, dialogue, and character actions.
- ❖ For a **letter**, explain to a loved one your reasons for leaving, describing with flourish and heart your passion for the adventure and why it will impact the lives of others. Also, describe any mixed feelings, such as sadness, associated with leaving loved ones. Call upon memories or experiences to justify your reasoning and/or feelings. Insert a bit of humor if appropriate.

Creative and Critical Thinking Group Activity: Jump for Education

Share the following statistics from the American Psychological Association with students and ask them to imagine themselves as a student experiencing such socioeconomic challenges and barriers. What do they feel as they place themselves within the shoes of these students? How might those feelings affect their ability to achieve?

- ❖ Despite dramatic changes, large gaps remain when minority education attainment is compared to that of Caucasian Americans (American Council on Education, 2006).
- ❖ African Americans and Latinos are more likely to attend high-poverty schools than Asian Americans and Caucasians (National Center for Education Statistics, 2007). In 2005, the high school dropout rate of Latinos was highest, followed by those of African Americans and American Indians/Alaska Natives (National Center for Education Statistics, 2007).
- ❖ In addition to socioeconomic realities that may deprive students of valuable resources, high-achieving African-American students may be exposed to less rigorous curriculums, attend schools with fewer resources, and have teachers who expect less of them academically than they expect of similarly situated Caucasian students (Azzam, 2008).

Next, ask students to imagine they are members of an advocacy-based paratrooper initiative hoping to raise awareness regarding these barriers. As a class, develop an advocacy campaign plan. Ask students the following questions to help them develop the plan:

- ❖ What groups will be targeted by your campaign? Politicians? Educators? City Planners? Governing bodies? Employers?
- ❖ What paratrooper activities and/or jumps/events will you hold in order to raise awareness?
- ❖ Where will such events take place and why will you choose this location?
- ❖ What will your parachutes look like as you jump?
- ❖ Will you design a particular type of air display?
- ❖ What other activities will be waiting on the ground?
- ❖ What sort of information will you hand-out to spectators?
- ❖ Who will support you (either individuals, groups, or organizations)?
- ❖ Might your plan be placed into action in your local community, with or without parachutists?

COMMON CORE ENGLISH LANGUAGE STANDARD:

Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

Critical Thinking and Writing Skills Individual and Group Activity: Multimedia: Flash in the Pan or Lasting Impression?

When first introducing *Courage Has No Color* to students, read selected portions of the text out loud to one group or class of students without showing any of the illustrations. Ask students to reflect upon the information and meaning received from the read aloud, also detailing their impressions and feelings, in a personal journal entry (either at home or during creative writing quiet time).

The following day, ask students to discuss and share the meaning taken from the text (knowledge, ideas, lessons, and emotions). List student comments on a board or easel pad.

Thereafter, display the illustrations used by Ms. Stone in association with the excerpt read aloud to students. Ask students to reflect upon the information and meaning received while viewing the images, also detailing their impressions and feelings, in a second personal journal entry.

During class on the fourth day, ask students to discuss and share meaning taken from the images (knowledge, ideas, lessons, and emotions). List student comments beside the comments gleaned from the textual reading. Compare and contrast the lists and create a second group listing of the advantages and disadvantages of both the textual presentation and the illustration presentation. When considering comments for this listing, ask students to consult their reflective journals and the manner in which meaning was internalized differently (or the same) as each media type was introduced.

With another student group or class, follow the same instructions above, yet introduce the illustrations first and, thereafter, the text.

With a third group, introduce both types of media at once and ask students to reflect in their journals for two days instead of one. This group will make comments as to meaning taken from the presentation as a whole as well as a listing of advantages and disadvantages of the presentation as one unit (combination of print and illustrations).

As a final part of this activity, ask all three groups or classes to come together and discuss the differences (if any) between reflections as found in the advantage/disadvantage charts.

Critical Thinking Video Production Activity: Lights, Camera, Accurate?

Assign *Courage Has No Color* for individual student reading. As a group, watch Tanya Lee Stone's interview regarding the perfect reader for *Courage Has No Color*:

<https://www.youtube.com/watch?v=6weRJqNm484>

Enter a discussion about the video interview by asking the following questions:

- ❖ To which group do you belong, the reader who loves history or the reader who is discovering that history is a subject to love? Are you part of yet a different category?
- ❖ Do you believe Ms. Stone describes her readers accurately?
- ❖ Do you believe video interviews are an excellent way for readers to get to know an author? What are the advantages of such interviews? Are there any disadvantages?
- ❖ Would a personal letter from the author, or a visit from the author, have made a greater impression? Why or why not?

Next, watch the book trailer (<https://www.youtube.com/watch?v=blaSF12VKBE>). Then, ask the following questions:

- ❖ In hindsight, after reading the book, do you believe the trailer was accurate to the story? In other words, does it portray what the book will be about? What the reader will learn from the book?
- ❖ Does the interest level of the book trailer coincide with the interest level you enjoyed or attained while reading the book?

Based upon these class discussions, determine how the class as a whole might have changed the book trailer if called to produce it. Using video production software, as a group, create a book trailer more advantageous to the readers within your particular classroom.

COMMON CORE ENGLISH LANGUAGE STANDARD:

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of an idea.

Tanya Lee Stone stated in *Nurturing the Pursuit of Learning*: “*Courage Has No Color* has two narratives woven together, as I could not tell the story of the Triple Nickles without discussing what life was like for African Americans at the time of World War II and just before. These two stories had to go hand in hand so readers had the context they needed to take in all aspects of the story and think about it.”

Critical Thinking and Art Activity: Hand Basket

Ask students to assist in drawing two very large hands, one right and one left, either on the bulletin board or cut from large sketch paper. Add three-dimensional aspects such as palm pads, lines, veins, nails, etc. and color. Dissect *Courage Has No Color* by picking out the major sections of the book with regard to the following:

- ❖ African-American discrimination during the World War II period.
- ❖ The training, pursuits, and accomplishments of the black paratroopers.

On each finger of the right hand, place major headings and sub-headings associated with African-American discrimination. On each finger of the left hand, place corresponding headings and sub-headings associated with the experiences of the Triple Nickles.

The catch: If the hands were weaved together, as when a person weaves his fingers together to form a basket, the cause-and-effect relationship must match the narrative and story which occurred in real life, as set forth in *Courage Has No Color*. The thumbs are a bit different and must “touch,” or match. In other words, the headings and sub-headings shown on the thumbs must show the progression of these men’s contribution: a changed, integrated military force.

If students so choose, they may draw another set of hands in which the fingers are clasped together in a basket and place the headings and sub-headings as previously determined on the interwoven fingers (and touching thumbs) in order to provide a creative timeline associated with *Courage Has No Color*.

COMMON CORE AND MUCH MORE: MULTIPLE-DISCIPLINARY APPROACHES!

American History: Discrimination and Civil Rights

Research, Creative Writing, and Theatre Arts Individual and Group Activity: Prejudice and Pride “Bring-Back-to-Life” History Museum

Tanya Lee Stone has written, “The visual layer of storytelling in *Courage Has No Color* also encourages readers to think more deeply about prejudice and discrimination and the power of people to overcome such gargantuan obstacles.”

Ask students to pick an American historical figure who has overcome prejudice despite the odds. Selections may be gleaned from the following listings:

http://www.goodreads.com/list/show/3454.Civil_Rights_Books_for_Children#58382

http://www.goodreads.com/list/show/3689.Biographies_for_Kids

<http://www.biographyonline.net/people/overcame-difficult-odds.html>

<http://www.biographyonline.net/people/famous/human-rights.html>

<http://www.thefamouspeople.com/revolutionaries.php>;

<http://www.who2.com/job>

<http://www.pitara.com/magazine/people.asp>

After selecting a figure, students will visit the library to research the life and contributions of their selected person in history (may still be living). Students should gather information on: childhood experiences, obstacles and barriers endured, means by which such barriers were overcome; actions which encouraged others in the same situation and which sparked positive societal change; famous quotes; manner of dress, personality and expression; lifestyle, and settings.

Upon researching the selected person, the student will prepare a synopsis, complete with citations, based on the above provided framework. Upon receiving feedback from the instructor, students will develop a short script revealing the figure's contributions and life work, also considering attire, manner of expression, familiar settings, and life quotes.

Again, upon receiving feedback from the instructor, students will participate in a class (or school) event: a "bring-back-to-life" history museum. In the library, students will create a small background setting, find clothing similar to their selected figure, be prepared to recite their short script, and, as visiting students or school stakeholders walk by, deliver their script to reveal the importance of their selected figure to the prevention and/or elimination of discriminatory practices in society.

This activity will mirror the work of many museums around the country, which strive to preserve artifacts and objects allowing viewers to remember, learn about, and learn from significant events and persons in history. Many museums also have displays which highlight events, time periods, or persons. An example is the Lyndon B. Johnson Presidential Library Museum, which highlights this President's Civil Rights platform (<http://www.lbjlibrary.org/exhibits/civil-rights>). Or, museums may create and organize permanent or temporary stationary, digital, or traveling exhibits focusing upon a certain historical person, era, or movement, such as the Library of Congress' oral history collection relevant to the 1960s Civil Rights Movement. (<http://www.loc.gov/exhibits/civilrights/exhibit.html>).

Sometimes, in association with these displays or exhibits, museums even have actors dress up and "interpret" (or act like) those persons making history, and your students may do the same! See <https://www.youtube.com/watch?v=Kg61r2LaQxY>

Other books of fiction and non-fiction featuring the subject of overcoming barriers based in discrimination include (may be used for compare/contrast exercises or further reading):

***We Are The Ship: The Story of Negro League Baseball* by Kadir Nelson** (Non-Fiction)

This multiple award winner tells the story of the Negro baseball league, organized in the 1920s due to exclusion of African Americans in the major leagues. It follows the league's history from its beginnings until 1947, when Jackie Robinson crossed over and integrated the sport.

***The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis** (Fiction)

The Watsons are on the move from Flint, Michigan, to Birmingham, Alabama, to visit Grandma, for she is the only one who can make Kenny's thirteen-year old brother, Byron, shape up. Trouble is, trouble follows right along behind the family, and the visit is far from a bed of roses!

***When Marion Sang: The True Recital of Marian Anderson* by Pam Munoz Ryan** (Non-Fiction)

Read (and listen to) Pam Munoz Ryan's lyrical interpretation of the journey of Marian Anderson, a singer best known for an integrated public concert held at the Lincoln Memorial in pre-Civil Rights America (1939), at which over 75,000 people attended.

***Glory Be* by Augusta Scattergood** (Fiction)

Not only is Glory having to deal with turning twelve, she is also losing her best friend and her sister is starting high school. That's nothing compared to the debate over whether the public pool should accept any and all visitors and pay no heed to race or color! Read Glory's story surrounding the integration of public spaces, based on real-life events.

***One Crazy Summer* by Rita Williams-Garcia** (Fiction)

Join 11-year old Delphine and her two younger sisters as they attend a summer camp run by the Black Panthers. Along the way, Delphine will learn lots about herself, her family, and her country.

***Rosa* by Nikki Giovanni** (Non-Fiction)

EXCERPT: She had not sought this moment but she was ready for it. When the policeman bent down to ask "Auntie, are you going to move?" all the strength of all the people through all those many years joined in her. She said, "No." Read this lyrical narrative of the incredible courage exhibited by Civil Rights activist, Mrs. Rosa Parks, arrested only for refusing to give up her seat on a bus.

***Through My Eyes* by Ruby Bridges** (Non-Fiction)

Join Ruby's memories of walking with federal marshals, in 1960, into a newly integrated public school, at the tender age of six years old!

***A Wreath for Emmett Till* by Marilyn Nelson** (Non-Fiction/Mixed Genre)

Using poetry the author weaves a wreath in tribute of Emmett Till, the thirteen-year-old boy visiting Mississippi in 1955, brutally murdered and lynched by a mob, supposedly only for whistling at a white woman. Emmett's widespread and publicized story became the catalyst for the Civil Rights Movement.

***Claudette Colvin: Twice Toward Justice* by Phillip Hoose** (Non-Fiction)

Before Rosa Parks, teenager Claudette Colvin refused to give up her seat on a bus. Unlike Rosa, she was shunned by her peers and the community. Yet, within a year she was an important party to a court action which set aside Montgomery's Jim Crow laws.

ONLINE RESOURCES

WWII: Discrimination Against the African-American Soldier

http://news.nationalgeographic.com/news/2001/02/0215_tuskegee.html

<http://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-americans-world-war-ii>

<http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/what-was-black-americas-double-war/>

<http://www.nationalww2museum.org/assets/pdfs/african-americans-in-world.pdf>

WWII: Triple Nickles

http://history.army.mil/news/2014/140200a_tripleNickel.html

<http://www.thedropzone.org/training/555.html>

<http://www.triplenickle.com/history.htm>

Military Segregation/Integration

<http://www.pbs.org/black-culture/connect/talk-back/executive-order-9981/>

http://www.defense.gov/home/features/2013/0713_integration/

Civil Rights/Civil Rights Leaders

<http://reportingcivilrights.loa.org/timeline/?decade=1940>

<http://www.history.com/topics/black-history/civil-rights-movement>

<http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/crm.htm>

Military Paratroopers and Unit Missions

<http://www.bragg.army.mil/82nd/Pages/History.aspx>

<http://screamingeagle.org/division-history/>

http://www.pbs.org/wgbh/amex/dday/sfeature/sf_paratrooper.html

<http://home.hiwaay.net/~magro/parahistory.html>

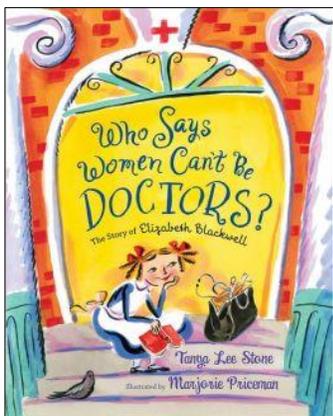
ONLINE RESOURCES FOR *COURAGE HAS NO COLOR*

Courage Has No Color: Existing Online Educational Materials

<http://www.tanyastone.com/assets/files/Courage-Has-No-Color-CCSS.pdf>

http://www.teachingbooks.net/media/pdf/Candlewick/CourageHasNoColor_Guide.pdf

<http://howtoteachanovel.blogspot.com/2013/03/courage-has-no-color.html>



WHO SAYS WOMEN CAN'T BE DOCTORS? THE STORY OF ELIZABETH BLACKWELL

by Tanya Lee Stone

illustrated by Marjorie Priceman

©2013

“Some people are afraid of anything new or different. Not Elizabeth.”

SUMMARY: Even though women have always served as herbal healers or mid-wives, women could not become certified, practicing medical doctors until the mid-1850s. Society believed women were too weak, or too sensitive, or not smart enough, to attend medical school and become professional doctors. Who changed that paradigm? Elizabeth Blackwell, that's who! Read this book and come to know the spunky girl who grew up to be the first female doctor in America.

Grade Levels: K-3

COMMON CORE ENGLISH LANGUAGE STANDARD:

Describe how reasons support specific points the author makes in a text (Grade 2).

Creative Writing Activity: Should I Say...WHO, WHY, AND HOW?

Tanya Lee Stone's picture book *Who Says Women Can't Be Doctors?* reveals a number of personality traits which helped Elizabeth Blackwell become the first female doctor. The author also explains *why* Elizabeth wished to achieve this goal, the idea capturing her interest day after day.

Discuss these *traits*, *reasons*, and *interests* with students while defining the three terms in depth (traits, reasons, interests), providing additional examples. Then, ask the class to think about ways the text shows *HOW* Elizabeth became the first female doctor. Students will write two paragraphs explaining the steps Elizabeth took to enter, attend, and graduate from medical school and begin a medical practice (be sure to read the author's note to students for additional steps).

After students write their paragraphs, ask them to go home that night and think about their own traits and talents—how they would describe themselves, also thinking about what they do well. The following day, during writing activities, ask students to describe their own traits and talents and interests in writing, also providing their guess as to what they will become when they grow up.

On the third day, talk to students about the “repulsive” aspects of life, defining the term and providing details from both the text and your own life. Finally, ask students to write about anything that “repulses” them or from which they hide. Will this repulsion possibly contribute to whom they will become?

COMMON CORE ENGLISH LANGUAGE STANDARD:

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (Kindergarten)

Critical Thinking and Art Activity: Artists Are Historians, Too!

Look at the illustrations in Tanya Lee Stone's book *Who Says Women Can't Be Doctors?* The people are dressed differently than those living in today's age, are they not? The teachers have different desks and materials, the furniture, buildings, and streets are not the same, and even closets are different (such as the one Elizabeth hid in). Ask students the following questions:

- ❖ What are the illustrations telling you about life in the 1800s? What was the lifestyle?
- ❖ What did people wear?
- ❖ How did people see at night?
- ❖ How did people get from one place to another?
- ❖ What was it like to be a child?
- ❖ What did medical professionals use to help their patients?
- ❖ How did people wash and dry their clothes?
- ❖ Where did most women work? How did they spend their leisure time?

Ask students to decide upon a time in history they have really enjoyed learning about, whether in a book, in class, on TV, or in a story. Share images of the chosen time periods with students. Ask students to draw a picture showing what they learned about the way people lived in their favorite time period.

COMMON CORE AND MUCH MORE: MULTIPLE-DISCIPLINARY APPROACHES!

Science Connections: Your Pediatrician Is a Scientist!

Ask students: Did you know your doctor is a scientist, even if she/he doesn't wear a lab coat and carry around flasks and tubes! The next time you visit your doctor, try not to be so sick for just a few minutes and ask her (or him) why she or he is considered a scientist!

Vocabulary and Humanities Connections: A Healer by a Different Name

Doctors have been (and are) called different names in different places. Find pictures of the following healers and learn more about who they were (are) and what they did (do) to help people feel better: shaman, medicine man, surgeon, witch doctor, faith healer, sorcerer, priest, granny woman, herbalist, psychiatrist.

ONLINE RESOURCES

Elizabeth Blackwell

http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography_35.html

http://www.softschools.com/timelines/elizabeth_blackwell_timeline/84/

<http://www.biography.com/people/elizabeth-blackwell-9214198>

<http://www.nwhm.org/education-resources/biography/biographies/elizabeth-blackwell/>

<http://www.famousscientists.org/elizabeth-blackwell/>

Women Firsts!

<http://www.timeforkids.com/news/womens-history-milestones/9731>

<http://www.scholastic.com/teachers/unit/womens-history-month-everything-you-need>

<http://www.palmbeachschools.org/ec/SocialStudies/documents/FY12WomensHistoryMonth.pdf>

Art and History

<http://www.pinterest.com/mayraella/a-history-of-adults-and-childhood-portrayed-throug/>

<http://www.visual-arts-cork.com/genres/history-painting.htm>

http://www.philamuseum.org/doc_downloads/education/lessonPlans/What%20do%20Primary%20Sources%20tell%20us%20about%20lifestyles.pdf

<http://www.philamuseum.org/education/resources.html?lppID=4&lpsID=3>

History of Medicine

<http://www.historyforkids.org/learn/science/medicine/>

http://www.historylearningsite.co.uk/history_of_medicine.htm

<http://www.kidsdiscover.com/shop/issues/medicine-for-kids/>

<http://knowitall.org/kidswork/hospital/history/index.html>

ONLINE RESOURCES FOR *WHO SAYS WOMEN CAN'T BE DOCTORS?*

<http://www.tanyastone.com/assets/files/Who-Says-Women-CCSS.pdf>

<http://classroombookshelf.blogspot.co.uk/2013/05/who-says-women-cant-be-doctors-story-of.html>

<http://images.macmillan.com/folio-assets/teachers-guides/9780805090482TG.pdf>

<http://twowritingteachers.wordpress.com/2013/03/10/elizabethblackwellbook/>

IDEAS AND ONLINE RESOURCES FOR MORE BOOKS BY TANYA LEE STONE:

American Culture (Grades 6 and up)

The Good, the Bad, and the Barbie

Read how the Barbie Doll has influenced American culture.

Author Audio (Backstory): http://www.teachingbooks.net/book_reading.cgi?id=6379&a=1

Review and Author Q&A: <http://pigtailpalsblog.com/2010/10/the-good-the-bad-and-the-barbie-qa-with-author-tanya-stone/#.VAcNtPmwJcR>

Instructional Guide: <http://tanyastone.com/assets/files/Good-Bad-and-Barbie-CCSS.pdf>

Up Close: Ella Fitzgerald

This biography introduces a tough songstress who ushered in a new era of jazz in the 1940s.

Author Audio Interview: <http://tanyastone.com/ella-fitzgerald.html>

Author Instructional Guide:

https://www.teachervision.com/tv/printables/penguin/fitzgerald_dg.pdf

A Bad Boy Can Be Good for a Girl

In the pages of this novel in verse, meet three young ladies who do not back down when charmed by a bad boy.

Author Interview: <http://cynthialeitichsmith.blogspot.com/2006/02/author-interview-tanya-lee-stone-on.html>

Instructional Guide: http://www.tanyastone.com/assets/files/pdfs/badboy_guide.pdf

Women's Rights (Grades 3-5)

Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote

Learn how this lady go-getter helped lead the charge for women's right to vote.

Review: <http://www.publishersweekly.com/978-0-8050-7903-6>

Instructional Guide: <http://www.tanyastone.com/assets/files/Elizabeth-Leads-the-Way-CCSS.pdf>

Instructional Guide: <http://www.tanyastone.com/assets/files/pdfs/Reading%20Guide.pdf>

Art History (Grades 2-4)

Sandy's Circus

Meet artist Alexander Calder, who knows how to play, despite being a giant of a man, as well as how to make circus animals, made of wire and trinkets, dance!

Instructional Guide: <http://www.tanyastone.com/assets/files/Sandys-Circus-CCSS.pdf>

Instructional Guide:

<http://www.tanyastone.com/assets/files/pdfs/Sandys%20Circus%20Reading%20Guide.pdf>

ONLINE AUTHOR RESOURCES

Tanya Lee Stone: General Information

<http://www.tanyastone.com/>

<http://www.candlewick.com/authill.asp?b=Author&m=bio&id=7228&pix=y>

http://www.cbcbooks.org/wp-content/uploads/2013/08/KQ_MayJune2013.pdf

Tanya Lee Stone: Interviews

<http://www.slj.com/2013/01/authors-illustrators/interviews/a-mission-above-and-beyond-them-an-interview-with-tanya-lee-stone/#>

<http://cynthialeitichsmith.blogspot.com/2013/03/career-builder-tanya-lee-stone.html>

<http://www.tanyastone.com/assets/files/pdfs/VOYA200602AuthorTalk.pdf>

<http://yalsa.ala.org/blog/2010/01/04/nonfiction-award-interview-with-tanya-lee-stone/>

Tanya Lee Stone: Videos

Reading Rockets interview: <http://www.readingrockets.org/books/interviews/stone>

Interview on encouraging reluctant readers:

<https://www.youtube.com/watch?v=zW2PvJcImfU&feature=youtu.be>

C-Span interview on *Almost Astronauts*: [http://www.c-span.org/search/?searchtype=Videos&personid\[\]=1032290&bioid\[\]=577756](http://www.c-span.org/search/?searchtype=Videos&personid[]=1032290&bioid[]=577756)

Interview entitled “Books in the Family:” <http://www.adlit.org/authors/stone/23075/>

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