

Who Says Women Can't Be Doctors?

The Story of Elizabeth Blackwell

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Grades K-3

Anchor Standards Reading

Key Ideas and Details

- What was the usual role of women during the time when Elizabeth Blackwell lived? Use details to discuss why wasn't it common for women to become doctors then?
- What is the most important idea expressed in the book. Give a detail that supports the reason this is the main idea.
- Use information from the book to explain the reason why Elizabeth had to think so long and work so hard in order to become a doctor.
- [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-Literacy.CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- What does this sentence from the book mean and why do you think the author chose these words? "Some people are afraid of anything new or different."
- How does the introduction on the first page relate to information on the last two pages? Tell why you think so.
- Explain the reason why you think the author might have wanted to tell this story by writing a book.
- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- [CCSS.ELA-Literacy.CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- [CCSS.ELA-Literacy.CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Use the art to find examples of ways to show people saying no and how the art shows Elizabeth is not a conventional girl.

- What are some examples of ways the writing backs up the idea that Elizabeth was a determined person.
- Read the book, *Elizabeth Leads the Way*. Compare the kind of person Elizabeth Cady Stanton was with Elizabeth Blackwell and her struggle to achieve her dreams. Were the two books by the same author similar or different in any ways?
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
- **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Anchor Standards Language

Vocabulary Acquisition and Use

- One page in the book says, “She refused to give up. She was as stubborn as a mule. Quite rightly!” What do the last two sentences mean in context with the first sentence in that paragraph?
- What does the phrase “stubborn as mule mean and why does that describe Elizabeth?
- Find 2-3challenging words from the text and explain them using context clues.
- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading: Informational Text

Key Ideas and Details

- Ask a question that is related to information in the text and answer it using a specific detail or details from the book to support that answer.
- **CCSS.ELA-Literacy.RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - What is the main idea of the book and give examples using details that prove why you think so.
 - What would be the two most important ideas of the book? Provide details to support your answers.
- **CCSS.ELA-Literacy.RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy.RI.1.2** Identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy.RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.
- **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - What was the relationship between Elizabeth and her classmates in medical school? Did the relationship change between the male students and Elizabeth? Tell how. How did the townspeople view Elizabeth?
- **CCSS.ELA-Literacy.RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-Literacy.RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- Find examples of words that relate to history and explain their meaning by using context clues.
(some examples might include: sewing circle, seamstresses, spyglass, townspeople)

- **CCSS.ELA-Literacy.RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **CCSS.ELA-Literacy.RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-Literacy.RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **CCSS.ELA-Literacy.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
 - Identify the parts of a book and look for parts that each section has that are alike and different. (K)
 - What structure did the author use to explain the information found in the book? Review the structure of *Elizabeth Leads the Way*. In what ways were the books structured in a similar way and how did they differ?
- **CCSS.ELA-Literacy.RI.K.5** Identify the front cover, back cover, and title page of a book.
- **CCSS.ELA-Literacy.RI.1.5** N/A
- **CCSS.ELA-Literacy.RI.2.5** N/A
- **CCSS.ELA-Literacy.RI.3.5** N/A
- **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **CCSS.ELA-Literacy.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
 - Explain the purpose of the words and pictures and tell how each one gives the information.
 - What information is the author seeking to provide to the readers?
 - Read another reference on the life of Elizabeth Blackwell. What similarities and differences are presented in other versions compared to this book?
- **CCSS.ELA-Literacy.RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **CCSS.ELA-Literacy.RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **CCSS.ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.RI.3.6** Distinguish their own point of view from that of the author of a text.
- **CCSS.ELA-Literacy.RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

- **CCSS.ELA-Literacy.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- How does the art help tell this particular story?
- Retell the story in your own words using only the pictures as a prompt.
- Locate additional information about Elizabeth Blackwell and correlate it with facts from the book.
- **CCSS.ELA-Literacy.RI.K.7** 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).
- **CCSS.ELA-Literacy.RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-Literacy.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 - Choose a statement presented about Elizabeth Blackwell from the book. Give some reasons stated in the book that shows that statement is true.
 - Choose a page and analyze the connections between the sentences and paragraphs on that page. How do they support the writing?
 - Locate examples of reasons and evidence given by the author to make or support a particular idea.
- **CCSS.ELA-Literacy.RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- **CCSS.ELA-Literacy.RI.1.8** Identify the reasons an author gives to support points in a text.
- **CCSS.ELA-Literacy.RI.2.8** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-Literacy.RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **CCSS.ELA-Literacy.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- Read another book on this topic. Find ways the two books are similar and ways they are different.
 - Use another book on women’s rights and compare and contrast the important points. What kind of relationship do the two books have?
 - Combine knowledge from various other sources to summarize the life and contributions made by Elizabeth Blackwell.
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- **CCSS.ELA-Literacy.RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - **CCSS.ELA-Literacy.RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - **CCSS.ELA-Literacy.RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
 - **CCSS.ELA-Literacy.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
 - **CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
 - **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.