

A Standards-Aligned Companion
Project Guide for

Feminism
from
A to Z

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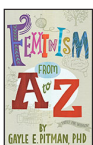
Dive into Feminism From A to Z for an accessible primer on history, current events, and essential issues through the lens of feminist theory and perspective. Not only will you learn something about yourself, your community, your people, and your world, you will discover kick-ass call-to-action suggestions and resources to take your feminism to a higher level!

Guide Created by Debbie Gonzales, MFA
www.debbiegonzales.com



Table of Contents

Introduction	3
Anger	4
Brain	5
C(non)conformity.....	6
Don't.....	7
Easy Bake Oven	8
Family Life	9
Geek	10
Hero(ine).....	11
Intersectionality	12
Joke	13
Knitting	14
Literary	15
Media	16
No!	17
Options.....	18
Privilege.....	19
Queer	20
Radical.....	21
Supergirl.....	22
Tough.....	23
Uterus	24
Violence	25
Woman Trouble	26
XI.....	27
Yin-Yang.....	28
Zero	29
26 Ways to Take Feminist Action- Today!.....	30-31
- Identify a Need	30
- Design a Plan of Action.....	31
Common Core State Anchor Standards Alignment:	
-English Language Arts Anchor Standards for Reading	32
-English Language Arts Anchor Standards for Writing	32
-English Language Arts Anchor Standards for Speaking & Listening ..	32



Introduction

Feminism From A to Z, pgs. x-xi

Learning about feminism is like learning to speak a different language—and when you learn a language, you need to start with the basics (x).

The Project Guide Format:

Author Gayle Pitman. PhD states, "The TRY THIS! sections are action-oriented exercises designed to help you think more deeply about where you've encountered sexism in your life, how you've been affected by it, and how to find power within yourself and among others to resist and dismantle sexism" (x). The purpose for this Project Guide is two-fold. One is to offer a format through which readers can deepen the personal reflection and self-examination experiences offered in the TRY THIS! sections presented at the end of each chapter. The other is to encourage young feminists to take action by creating a video presentation inspired by an issue or idea that resonates within them.

In addition to using a personal notebook, colored pencils, a computer with internet access, art supplies, and writing tools, readers are invited to use the graphic organizers, diagrams, and creative spaces in this Project Guide to delve deeper into the ideas Dr. Pitman explores in the book. Hopefully, readers will become inspired to desire to know more about a topic, and, perhaps take action in some way. If so, Dr. Pitman is inviting readers to become photo-journalists by documenting their experiences in a video format to be shared on her website found at www.gaylepitman.com.

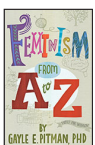
About the Author - Gayle Pitman, PhD:

By day, Gayle E. Pitman teaches psychology and women's studies at Sacramento City College. By night, she writes children's books and engages in other forms of subversive creativity. Her debut picture book, *THIS DAY IN JUNE*, won the 2015 ALA Stonewall Award, it was chosen as a Top Ten pick on the GLBTRT's Rainbow List, and it won the Notable Books for a Global Society award. Her newest book, *WHEN YOU LOOK OUT THE WINDOW*, tells the story of Phyllis Lyon and Del Martin. Gayle lives with her partner and child in Northern California.



About the Illustrator - Laura Huliska Beith:

Laura Huliska Beith is a children's book illustrator living in Kansas City Missouri with her husband, Jeff, and their three dogs; Jake, Sigmund, and Stella. Laura is a graduate of the Kansas City Art Institute where she also spent three semesters as an adjunct instructor teaching junior illustration. Currently she is working on murals for the North Kansas City Public Library, and illustrating books in her attic studio.



Anger

Feminism From A to Z, pgs. 2-9

When girls get the message that anger is bad, they won't use theirs to take appropriate action. But feminism is all about taking action against injustice (5).

The next time you're feeling angry grab your personal notebook, a pen, and a set of colored pencils and try this exercise:

Sit for a moment and let yourself feel your feelings. What thoughts are going through your mind? What sensations do you feel in your body? Take a few minutes to write down responses to these questions in your notebook.

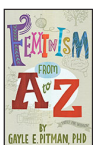
On a scale from 1 to 10 (1 being "not angry at all" and 10 being "the angriest I've ever felt in my life!"), how angry are you feeling?

Now, try to visualize your anger as if it were a character. What color is your anger? What shape is it? How does it move? What are its positive and negative characteristics? Draw your anger in the space below. Give your anger a name.

Now that you've personified your anger, you can have a conversation with it. Interview Anger in your notebook. There are lots of questions you can ask Anger. Here are some examples:

- What does Anger need right now?
- How well do you know Anger?
- Does Anger try to disguise itself as something else?
- Does Anger hide? What do you think would convince Anger that it's okay to come out?
- Does Anger come out too much, or too aggressively? What can you do to keep Anger under control?
- What is Anger trying to tell you?
- How will you know when Anger's issue is resolved?

Put Anger in its place. Be a photo-journalist. Create a video depiction of the rise and fall of Anger as you once knew it.



C(Non)conformity

Feminism From A to Z, pgs. 18-25

There's safety in staying quiet—or so we think (20).

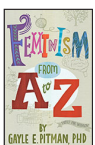
There are many ways to engage in social action. Read the list of actions on the right.

Can you check off ten actions in this list that you would be willing to participate in, and that feel comfortable to you? Why did you choose them? Write about your reasoning in your notebook.

Now check off ten actions that you wouldn't be willing to participate in. Why did you choose them? Take a few minutes to write about the reasons why you wouldn't engage in these actions.

Action	Good idea	Bad Idea
Give a speech		
Sign a petition.		
Start a petition.		
Write a letter to a newspaper, magazine, or organization.		
Sign a letter that was written by someone else.		
Do an interview for the newspaper, radio, television, or Internet.		
Write an Internet blog post.		
Post about an issue on social media (e.g., Facebook, Instagram, Twitter).		
Distribute leaflets and pamphlets.		
Create leaflets and pamphlets.		
Create political protest art.		
Picket.		
Display a flag or banner (e.g., Pride flag)		
Wear a symbol.		
Participate in a vigil.		
Perform in a political skit, play, or musical event.		
Sing a protest song.		
Participate in a political march.		
Participate in a group protest.		
Participate in a teach-in.		
Participate in a walk-out.		
Engage in silent protest.		
Boycott a product, event, business, or institution.		
Encourage others to boycott a product, event, business, or institution.		
Engage in social disobedience.		
Participate in a student strike.		
Participate in a sit-in.		
Participate in a political fast.		
Participate in a hunger strike.		
Participate in a nonviolent occupation.		
Start a hashtag on Twitter.		
Participate in a riot.		
Engage in video blogging.		
Join a political organization.		
Start a political organization.		
Engage in peer education.		
Speak at a school assembly.		
Speak at a community forum.		

Take action! Choose an appropriate issue or activity from the list above and video the experience!!





And the word *don't* is sneaky. Sometimes it doesn't even have to be verbalized (28).

Go to a children's clothing store and bring two copies of the chart featured below with you - one to analyze clothing designed for the girls, and the other for boys. Start with the girls' section of the store. Look at pants, shorts, skirts, tops, sweaters, sweatshirts, jackets, coats, socks, and shoes. Record each item under the heading "Girls' clothing." Next to this list is a column labeled "Qualities of item," with some space underneath to take notes. Here are some things to consider while taking notes:

- What colors are featured most often?
- If the item gets dirty, will the dirt show easily?
- How durable are the fabrics and materials?
- How washable are the fabrics and materials?
- How well would items hold up in rain, snow, or other inclement weather?

Now, do this again, this time with items from the boys' section of the store.

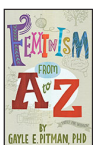
Are there items that our culture would deem appropriate for both boys and girls? If so, mark those items with an asterisk (*).

Go back and review your lists. How appropriate is each item of clothing for engaging in physical play, imaginative play, outdoor play in good weather, outdoor play in rainy or snowy weather, art activities, or fine motor activities? Mark each box with either the word "DO" or the word "DON'T."

What did you discover as a result of this exercise?

Girls' <small>circle one</small> or Boys'	QUALITIES OF ITEMS	PHYSICAL PLAY	IMAGINATIVE PLAY
OUTDOOR PLAY (HOT WEATHER)	OUTDOOR PLAY (COLD WEATHER)	ART ACTIVITIES	FINE MOTOR ACTIVITIES

Take action! Photo-journal your observations. Document your analysis by creating a video report.



Easy Bake Oven

Feminism From A to Z, pgs. 36-43

From the beginning, children are exposed to what our culture associates with being a girl vs. being a boy, and those lessons become more internalized over time (38).

Let's change a tire! Even if you don't have a driver's license or are too young to drive a car, knowing how to change a tire is a good skill to have. There's nothing worse than being stranded at the side of the road, waiting helplessly for someone to come to your rescue. Once you change a tire for the first time, you'll feel like you can change the world!

Equipment (look these up if you're not sure what they are!):

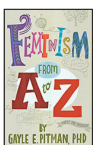
- ~ Spare tire
- ~ Tire jack
- ~ Cross wrench (or cordless impact wrench)
- ~ Tire blocks, bricks, or medium sized rocks

- Make sure the car is parked on level ground, with the engine off and the parking brake on.
- If you have tire blocks, put them under the tires to keep the car in place. You can use rocks too.
- If your car has hubcaps, loosen the lug nuts—these are the nuts that keep the hubcap on. When you use the wrench, remember: lefty-loosey, righty-tighty. If the lug nuts are really tight, jump on the cross wrench. If you have a length of hollow pipe, attach that to the cross wrench for extra leverage. Or you can use WD-40 to loosen the lug nuts. If all else fails, try pouring Coca-Cola over the lug nuts. (If it's powerful enough to loosen stuck lug nuts, you might want to think twice about drinking it.) Don't take the lug nuts all the way off—just loosen them.
- Raise the car off the ground with the jack. All jacks work differently, so consult the instruction manual if you need to. Usually there's a solid metal plate on the car frame, in front of the back tire frame and just behind the front tire. Once you've found this, put the jack under the metal plate, and start pumping. The car will lift off the ground. Make sure the jack stays connected to the metal plate. Stop pumping when the car is 6 to 8 inches off the ground.
- Remove the lug nuts, and put them somewhere safe. Grab the tire and pull it toward you.
- Pick up the spare tire and align its holes with the bolts. Push the spare onto the tire bolts until it stops completely. Replace the lug nuts and tighten, but not all the way.
- Carefully pump down the jack to lower the car, stopping when all four tires are back on the ground.
- Tighten the lug nuts. But don't go in a circle. Tighten the first, then tighten the one across from it, and continue from there.

For addition guidance, access the following videos:

[How to Change a Tire | Change a flat car tire step by step](#) courtesy of Howdini.com
[iHow to Change a Tire](#) courtesy of wikiHow.com

Hey, supergirl! Photo-journal your process. Make a documentary instructing others how to change a tire.



Family Life

Feminism From A to Z, pgs. 44-49

Feminists have been pushing for accurate, comprehensive, and relevant sex education for decades (46).

We're going to design a sex education lesson! To begin, respond to the following questions on the lines below: Have you taken a course in sex education? Was it called "Sex Education," or was it called something else? If it was called something else, why do you think that was the case?

On a scale from 1–10 (1 being lowest, 10 being highest), evaluate what you learned.

What did you learn in that class?	1	2	3	4	5	6	7	8	9	10
How open and honest were the discussions in class?										
How useful was the information that was presented?										
What sexual values did you learn? Were they communicated openly, or were the messages more subtle?										

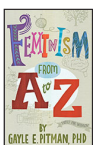
What did you want to know or learn that you didn't? What questions do you still have?

Where, besides sex ed class, have you gotten information about sexuality?

What sexual values do you think are important for teens to learn?

Now it's time to create a course of your own!

Research your chosen topic thoroughly. Now that you're an expert, video a mini-lesson to share with others.





Feminism From A to Z, pgs. 50-57

When people reclaim words that were originally used in hurtful ways, they're engaging in something called re-appropriation (52).

What's the absolute worst thing that someone could call you? Why?

Describe how did being called that name or label made you feel.

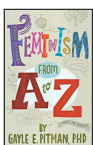
Have you ever been called a name that made you uncomfortable, or that hurt your feelings? How did you handle it?

Now, let's play with cultural re-appropriation.

What happens when you call yourself that name, in the most confident and loving voice possible?

Can you identify anything positive about that name? For example, if someone called you "weird," is there anything about being weird that you could take pride in and feel good about?

Document the contrasting effect of name-calling by filming a video depiction of 'cultural-reappropriation'.



Intersectionality

Feminism From A to Z, pgs. 66-73

When we don't use an intersectional lens, we tend to view people as one-dimensional—and a one-dimensional view never adequately addresses oppression (70).

For this exercise, you'll need 20 index cards and a pen. Take each index card and write "I am" on the front. Leave some room to write more on the card. Then, go back through the stack of cards, and complete the sentence by writing down one of your identities. Take the stack of cards, and arrange them in order of "most important identity" to "least important identity." When you finish that task, answer these questions:

What are your top 5 identity cards? Why are they so important to you?

How easy or difficult was it to rank-order your identity cards?

Which identity cards were easy to rank, and which ones were harder?

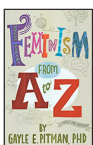
Did any of your rankings surprise you? Why?

Now, we'll do this exercise again, but with a twist. Spread identity cards out in front of you, and arrange them in a way that best represents how your identities shape who you are. You could create a circle, or you could allow identity cards to overlap, or you could have multiple circles. Or you can do something else entirely! It's completely up to you—these are your identities, and you're the one who best understands how they influence your life.

What did you come up with?

Was this easier or harder than rank-ordering your identity cards? Explain your answer.

Document your Identity Card experience. Create a video representation of who you really are!



Joke

Feminism From A to Z, pgs. 74-85

These subtle expressions of sexism are what psychologists and other researchers call *microaggressions* (76).

Create a participatory public art project, either by yourself or with friends, that educates people about sexist microaggressions.

First of all, come up with a name for your project that's catchy and memorable.

Identify the goal of your project. Explain what you want people to learn from it.

What form of creative expression do you think would be most effective in conveying your message? Tell why this is so.

If vandalism, negativity, or some other type of backlash happens, how will you respond to it?

Will you take action directly, or will you let the public participants respond? Explain your answer.

Sketch an image or logo that best represents your intended message.

Take action! Create a video documenting your microaggression project process.



Knitting

Feminism From A to Z, pgs. 86-93

Girlie feminism, as part of the third-wave movement, involved validating traditionally female activities, valuing women's work, embracing sexual experimentation and feminine expression, and respecting the history of women in the world of crafting (90).

Let's embroider! Don't panic—embroidery is one of the easiest things to learn, even if you don't know how to do anything with fabric or thread or yarn.

First, you'll need some supplies. You can find all of these at your local crafts store.

- ~ An embroidery hoop
- ~ Needles
- ~ Embroidery floss
- ~ Scissors
- ~ Fabric (plain cotton works well)
- ~ Iron and ironing board
- ~ Pencil



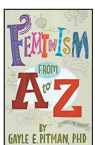
- Think of a word or phrase you'd like to embroider. It could be simple, like a single word. Or it could be a quote, or an entire manifesto!
- Cut a square of fabric that's slightly larger than your embroidery hoop. Iron the fabric so it's nice and smooth. Then take your pencil and lightly write the word or phrase you want to embroider.
- Put the fabric in the hoop. Separate the two hoops, then lay the inside hoop (the smaller one) on your table. Lay your fabric over the inside hoop. Now place the larger hoop on top. It'll look like an embroidery hoop sandwich, with the two hoops on the outside, and the fabric in the middle. Once you've done that, push the two hoops together, then tighten the screw and pull the fabric so it's taut.
- Now it's time to embroider!

Access the links below to watch easy, step-by-step instructions explaining the basics of beginning embroidery.

[Hand Embroidery for Beginners- 10 Basic Stitches](#) presented by Handiworks

[Embroidery Stitches- Beginning to Stitch](#) presented by the Stitching Cow

Make an instructional, howto video demonstrating the ins and outs of embroidery.



Literacy

Feminism From A to Z, pgs. 94-93

Throughout human history, people have gone to great lengths to prevent girls and women from reading (99).

Define the difference between a "boy book " and a "girl book ".

How do you think publishers decide which categories books belong to?

Do you think boys should just read "boy books," and girls should stick with "girl books"? Why or why not?

Hey, guys! Use social media to promote good books! List books featuring girl characters that you feel are great! Post this list on social media with the hashtag #BoysReadGirls.

Hey, girls! Use social media to promote good books! List books featuring boy characters that you feel are great! Post this list on social media with the hashtag #GirlsReadBoys.

Make a video explaining what it takes to write good stories that both boys and girls enjoy reading. #shareit



Media

Feminism From A to Z, pgs. 104-111

Our culture is saturated with toxic media which sends powerful messages to girls and women about how to be beautiful, sexy, flawless, and desirable for others (particularly for boys and men) (105).

If you were to write a magazine, who do you think would be your target audience? Would you want your magazine to appeal to people of all genders, or would you have a more specific focus?

What information do you want to include in your magazine? Do you want to focus on politics, or style and fashion, or sports, or careers, or something else?

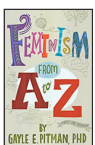
What do you want your magazine to look like? Will it have a slick, professional look, or more of a DIY/zine style? Will you have a print version, an online version, or both?

Who will be featured in your magazine? What images will readers see?

Will you include advertising in your magazine? If so, think about what guidelines you might set with advertisers—lots of feminist publications do this.

You're the editor! Write a "editor's note" that details the purpose of your magazine and what readers can expect to find as they read it.

Photo-journal your magazine writing process. Document your process by creating a promotional video!





Saying "no" is empowering (114).

Identify a "no" you're willing to practice this week. Something that you wouldn't ordinarily say "no" to.

After a week of being more true to yourself in this way, answer the following questions:

Did your feelings change over the course of the week? Explain your answer.

Four horizontal lines for writing an answer to the question about feelings.

Did it get easier to say no the more you practiced? Why or why not?

Four horizontal lines for writing an answer to the question about ease of saying no.

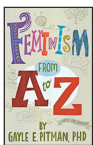
Identify the lessons you learned about yourself and others when you dared to be true to say a sincere "no" rather than a false "yes".

Four horizontal lines for writing lessons learned.

Identify another "no" to practice next week. Then do it all over again!

One horizontal line for writing another "no" to practice.

Photojournal the reaction of others when you surprise them by saying "no" instead of a predictable "yes". Video your experience.



Privilege

Feminism From A to Z, pgs. 126-135

People who have gender privilege, or White privilege, or heterosexual privilege didn't do anything to earn it. They just existed, and that was enough to grant these privileges (128).

Turn to page 131 to consider the original list of forty-six statements in Peggy McIntosh's classic article, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." Read through each of these statements and the others listed at the end of the chapter, then answer "yes" or "no" to each. Once complete, Analyze your "yes" or "no" responses. How many did you have?

Are you surprised by the numbers? Explain your answer.

Which items received a "no" response? Why is this so? Because of your race or some other reason?

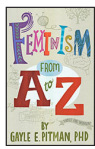
Are there privileges that you have that you weren't aware of? Which ones and why?

Are there privileges that you have that you weren't aware of?

What about privileges that have been denied to you—were any of these surprising? How so?

Describe how this exercise made you feel.

Explore the pros and cons of a selected 'privilege'. Document and create a video of your discoveries.





For many people, LGBT is a sexual or gender identity. Queer, in contrast, is a political identity (138).

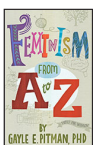
If you are transgender, think about whether you feel very safe, unsure, or very unsafe in each of the scenarios presented on the right, then circle the appropriate response. If you are not transgender, imagine what it might be like for someone who is, then respond to each item.

Scenarios	Very Safe	Unsure	Very Unsafe
In class			
On your school's campus			
In the cafeteria			
At gym class			
In the restroom			
At an afterschool club			
At your school's Gay-Straight Alliance (GSA)			
On a school overnight trip			
At a movie theater			
At a Pride parade			
At a local LGBT center			
At a school football game			
At a restaurant			
At a family event			
At work			
Hanging out with friends			
At the beach			
At the doctor's office			

Explore the following questions:

- How did it feel to reflect on each of these situations?
- How might these opinions be different for a transgender person, compared to a lesbian, gay, or bisexual person?
- Can transphobia exist in gay and lesbian communities, or are those safe spaces for most transgender people?
- Does race and ethnicity make a difference?
- Would your responses be different for transgender people of color?
- Does gender make a difference? Would your responses be different for transgirls vs. transboys? What about for people whose gender is nonbinary?
- Does being queer make a difference?
- How do these scenarios play out for people who embrace queer politics?
- What have you learned as a result of doing this exercise?

Make a video comparing and contrasting the safety of selected situations based on an individual's sexual or gender identity.



Radical

Feminism From A to Z, pgs. 146-155

Imagine how different the world would be if we claimed the power of feminism, rather than running away from it (149).

Below is a set of 'feminism conversation starter' cards. Print the page, then cut out each of the cards. Use the cards with your family, a group of friends, an afterschool club, or a community organization. Discussion groundrules are available on page 154.

What does the word "feminism" mean to you?

What got you interested in feminism?

If you could meet any feminist in history, who would it be? What would you want to discuss with this person?

If you could imagine a world without sexism, what would that look like?

What do you think is the most important feminist issue today? Why?

Do you think that feminism has been inclusive of everyone, or not? If not, what groups or issues have been excluded?

Which feminist philosophy resonates with you the most? Why?

Why do you think so many people refuse to identify as feminists?

If a woman marries a man, is it "feminist" if she takes his last name? What if she marries a woman in that situation, is taking her spouse's last name okay?

What form of oppression impacts you the most? Why?

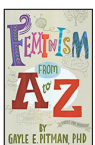
Does the U.S. Constitution need an Equal Rights Amendment?

What's your opinion about abortion? Should it be legal, or not? Should there be any restrictions on abortion?

Can boys and men be feminists? If so, how can they be included in the feminist movement?

Are there forms of feminist activism that you think are inappropriate? Why?

Take action! Video a documentary of a 'feminism conversation starter' session.



Supergirl

Feminism From A to Z, pg. 166-165

You can do anything. Truly. All of us have an inner Supergirl, and it's always exciting to see her come out (160).

The next time you accept a job offer, try these tactics for increasing your pay. Even if you have little to no experience, and you're offered minimum wage, chances are good that if you negotiate, you'll end up with more money.

Step 1: Research

Do your research. What is the going rate for jobs like yours?

Step 2: Planning

Establish a realistic goal. What is the range you're considering making a request for?

Think about what you want to say.

Start with the low-hanging fruit. Request a small increase.

Focus on the positive. Don't downplay your skills. Make a list of your skills below.

Step 3: Reflection

Listen to your employer. They might say "no" to your request, but with the caveat that they'll consider a pay increase in six months, depending on your job performance.

When your employer makes an offer, take some time to think about it. Don't accept or reject it on the spot. Ask if you can have 24 hours to mull it over. If your employer wants an answer sooner than that, ask if you can get back to them later that day.

Whatever the outcome, thank your employer for considering your request. A little appreciation goes a long way.

Give yourself a big pat on the back. If you were able to negotiate a higher wage, congratulations! And if your employer ejected your request, pat yourself on the back anyway. For many girls and women, asking for higher pay is really hard— but you did it anyway! That's something to celebrate.

Make a salary negotiation video documenting the steps and techniques required to make more money!



Tough

Feminism From A to Z, pgs. 166-175

No matter your gender, humans are hard-wired to experience six different emotions—anger, joy, surprise, disgust, fear, and sadness. . .But the last two—fear and sadness—are considered to be less “manly” (167).

Take a piece of paper and divide it into two columns. At the top of the left column, write “Men who cried.” At the top of the right column, write “Why they cried.”

Access your favorite internet search engine. Type in “famous men who cried in public.”

In the left-hand column of your folded paper, write down the names of the men who cried. Next to their names, in the right-hand column, write down why they cried.

How many names are on your list?

Did some of the names surprise you? Identify the names and tell why.

How “masculine” were their reasons to cry, in your opinion?

Are there instances where crying made that person seem weak? If so, why?

Were there instances where crying made that person seem strong? If so, why?

Make a video highlighting tough guys had showed that they were tough enough to cry in public.

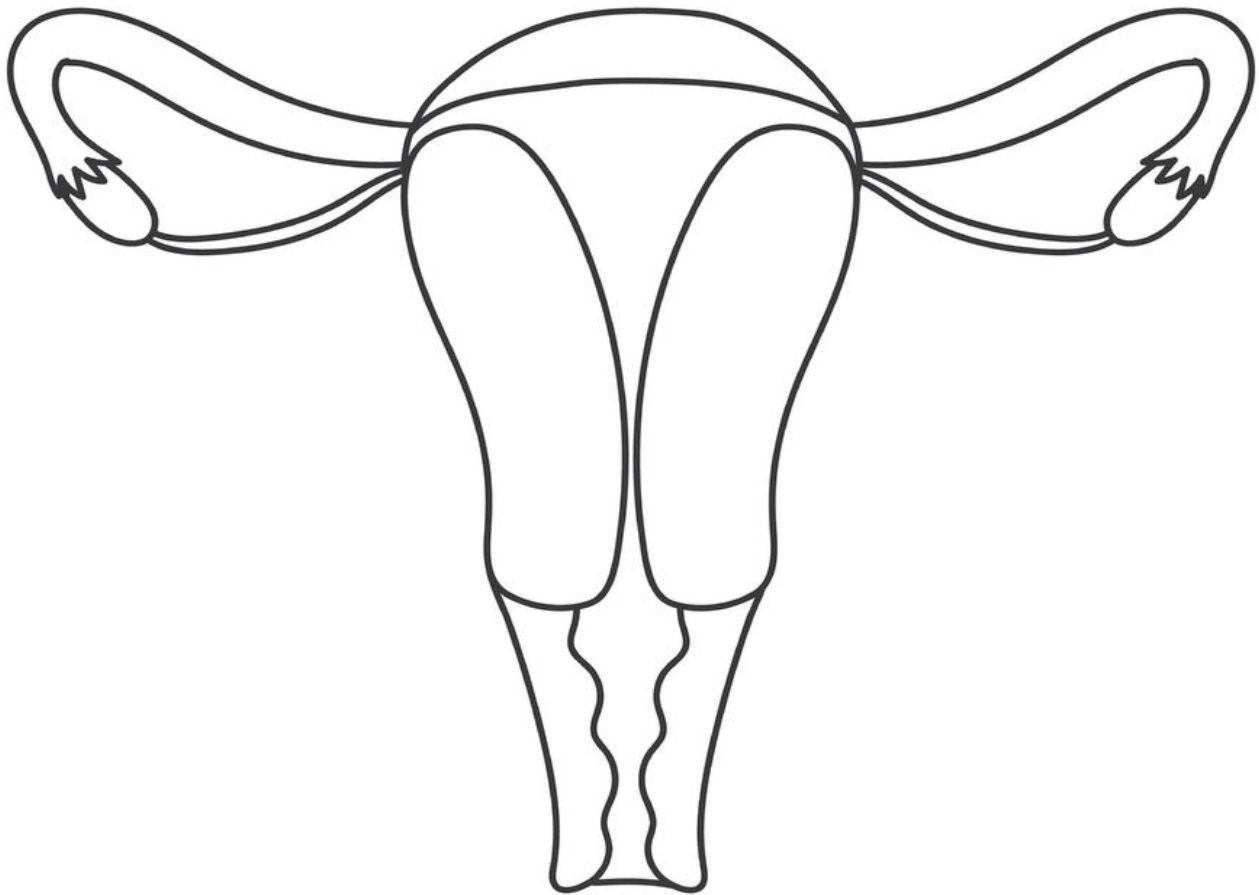


Uterus

Feminism From A to Z, pgs. 176-187

Not all feminists support abortion. But many feminists support the right for women to decide what's best for themselves, rather than the decision being made for them (185).

Participate in The Exquisite Uterus Project! Created by feminists and artists Helen Klebesadel and Alison Gates to raise awareness about political threats to women's reproductive rights, The Exquisite Uterus Project encourages participants to create their own expressive art piece out of an image of a uterus printed on fabric. Follow the instructions printed on pages 185 to 187, use the graphic below as a template for your interpretation of The Exquisite Uterus Project.



*Make a video documentary about Klebesadel's and Gates' The Exquisite Uterus Project!
Tell the story behind the artwork.*

Violence

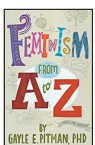
Feminism From A to Z, pgs. 188-199

Violence against girls and women is frighteningly common. But the more information you have about it, the better position you'll be in to get help if you need it (194).

Explore the concepts of "predictable losses", "random losses", and "random and unpredictable losses" by printing this sheet on a piece of standard computer paper. Use scissors to trim around the borders of the labeled strips. Follow the steps for the activity described on pages 197-199.

person you love	person you love	person you love
cherished thing	cherished thing	cherished thing
valued idea	valued idea	valued idea
unforgettable place	unforgettable place	unforgettable place
person you love	valued idea	unforgettable place
	cherished thing	

Make a video documentary clarifying the differences between predictable losses, random losses, and random and unpredictable losses.



Woman Trouble

Feminism From A to Z, pgs. 200-209

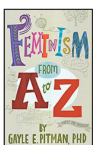
Girls and women are talking openly and unapologetically about menstruation, that's for sure. And that's a good thing (204).

Celebrate the message of your favorite song by making a music video. One tool that's super helpful in making a music video is creating a storyboard. [Wikihow.com states](http://www.wikihow.com/storyboards), "Storyboards are shot-by-shot sketches of a video that are consulted to direct the video's action. See How to [Create a Storyboard](http://www.wikihow.com/Storyboard) for detailed storyboarding advice."

A Music Video Storyboard

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Produce a music video inspired by your favorite song, and have a empowering & awesome time doing it!





Size discrimination is real (213).

Get a large piece of butcher paper, and tape it down to the floor. Lie down on your back, on top of the butcher paper, and ask your friend to trace your body. Now, do the same for your friend.

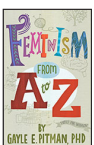
Create art within the outline of your body. Use any art materials you want. Draw or collage images that show what you like about your body. Add descriptive words like strong, flexible, soft, or powerful: words that reflect positive qualities about your body and the wonderful things your body can do. Focus on what's good and valuable about your body. By the end of this exercise, the entire area within the outline of your body should be covered with words, images, and artwork.

Did you struggle with any parts of your body? Explain your answer.

List the positive attributes were you came up with.

Describe the feeling of focusing only on the positive when referring to your body.

Photojournal the experience of visually appreciation for your body. Celebrate the event by creating a video to share.



26 Ways To Take Feminist Action - Today!

Feminism From A to Z, pgs. 239-244

Author Gayle Pitman is calling for young feminists everywhere to let your voices be heard.

Be change-makers. Problem-solvers. Dynamic communciators.

Document your experiences and share them with the world! Here's how. . .

- Identify a Need:

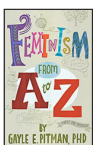
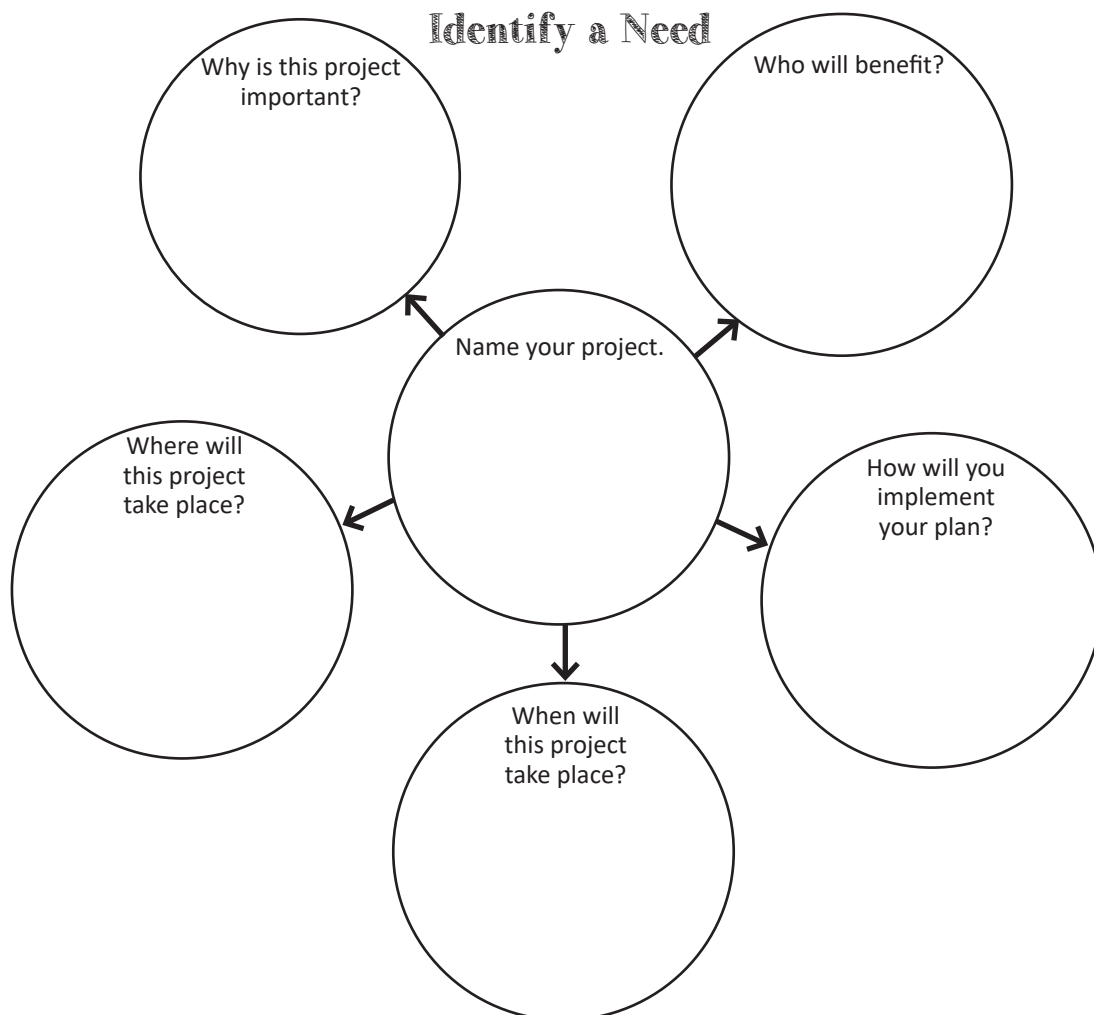
After reading and working through the lessons and projects presented in *Feminism From A to Z*, identify an issue or topic that resonates with you. Use the graphic organizer below as a guide to begin planning a project.

- Design a Plan of Action:

Clarify a plan of action, and then implement your plan. Research your topic. Get prepared. Inspired. Become a photo-journalist and document your experience from the moment of inception, throughout execution to its final resolution.

- Tell Your Story:

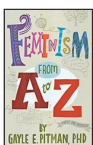
Create a short video documenting your experience to be submitted to author Gayle Pitman. She plans to feature your videos on her website in celebration of your passion, power, and response to the call.



Design a Plan of Action

<p><u>Establish a Mission Statement</u> - a short, concise sentence describing the purpose of your project.</p>	
<p><u>Research Requirements:</u> What additional information do you need and where do you plan on obtaining it?</p>	
<p><u>Resources & Supplies:</u> What do you need? Where and how will you get it?</p>	
<p><u>Support Staff:</u> Is this project a solo endeavor or a team effort? Enlist helpers and designate jobs here.</p>	
<p><u>Document Your Progress:</u> Organize photos and captions from the start.</p>	
<p><u>Create Storyboard:</u> Layout your images and captions in a logical, sequential manner. Tell the story of a lifetime!</p>	

Lights! Camera! Action! It's showtime!!!!



Common Core State Anchor Standards Alignment

English Language Arts Anchor Standards for Reading

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.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.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.10	Read and comprehend complex literary and informational texts independently and proficiently.

English Language Arts Anchor Standards for Writing

CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Arts Anchor Standards for Speaking & Listening

CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

