



WHO SAYS WOMEN CAN'T BE DOCTORS?

AUTHOR: TANYA LEE STONE

ILLUSTRATOR: TANYA LEE STONE

See a video of the book read aloud here: [Who Say's Women Can't Be Doctors?](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

In the 1830s, when a brave and curious girl named Elizabeth Blackwell was growing up, women were supposed to be wives and mothers. Certainly, no women were doctors. Elizabeth refused to accept them common beliefs that women weren't smart enough to be doctors, or that they were too weak for such hard work. Although she faced much opposition, she worked hard and finally when she graduated from medical school and went on to have a brilliant career and proved her detractors wrong.

-Amazon

ABOUT THE AUTHOR/ ILLUSTRATOR

Tanya Lee Stone is best known for telling little-known stories of women. Stone studied English at Oberlin College, later earned a Master's Degree, and she was an editor of children's nonfiction for many years before becoming a writer.

-Tanya Lee Stone

THE READ ALOUD

BEFORE READING

Use these questions before reading the story to help students activate background knowledge and make predictions:

- Give a thumbs-up if you think women can be anything they want when they grow up.
- What do you think of a female football player, astronaut or scientist?
- Do you think this story is fiction or nonfiction?
- I wonder why this is the title? Let's read about the TRUE story of Elizabeth Blackwell and she why she is so important.

DURING THE STORY

Use these questions while reading the story to help students interpret the action and content.

WHO SAYS WOMEN CAN'T BE DOCTORS?

TOPICS & THEMES:

- History
- Science
- Perseverance
- Inequality

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

(Comprehension – connections to world/self – print referencing – open ended questions – phonological awareness)

- (p.2) How do you think it would feel if only men were allowed to become doctors?
- (p.6) What are some words that would describe Elizabeth’s personality?
- (p.10) Give me a thumbs-up if you ever felt like Elizabeth.
- (p.14) How do you think people will respond to Elizabeth’s idea about becoming a doctor?
- (p.18) What would you have done if you got those rejection letters?
- (p.24) I am noticing Elizabeth studying, what do you think she’d have to learn to become a doctor?

AFTER READING

Use these questions while after reading the story to help students understand what they just read.

- How do you feel about Elizabeth Blackwell?
- Did you learn anything surprising from the reading?
- Why do you think the author wanted us to read this book? What was the moral of the story?
- How do you think Elizabeth’s path helped other people?
- What kind of challenges did Elizabeth face during her journey to become a doctor?

BRINGING THE BOOK TO LIFE!

- What do you want to be/do when you grow up?
- What do you do when someone tells you that you can’t do something?

COOPERATIVE LEARNING

- Can you think of jobs that people think only boys can do or jobs that only girls can do? (Can boys be ballerinas? Can girls be construction workers?)
- What can we do to change how people think about what boys can do versus what girls can do?

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- I wonder why men didn’t think women could be doctors? Was that fair?
- I wonder why Elizabeth started a medical school for women in the 1860’s?
- Can you think of a problem in the world that you would like to help change?
- Does this story remind you of any other famous people who strived for equal rights?

Suggested Optional Activity:

- Watch the 3-minute video “[Elizabeth Blackwell](#)” Discuss all the challenges Elizabeth faced and how different everything looked in the video compared to today.
- Write/talk about why do you think it is important for women AND men to become doctors.

2. WRITING ACTIVITY

- Write a letter to the president of the United States detailing the importance of equal rights for all people to become anything they want to be.

3. EXTENSION ACTIVITY

- Choose a profession you would like to be involved with when you grow up. List the steps you need to take to reach this goal!

COMMON CORE LINKS

Common Core links CCSS.ELA literacy, RL1.1, 1.2, 1.7