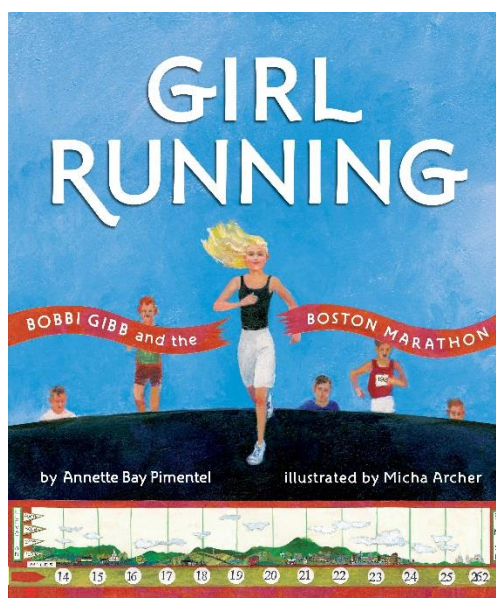




DISCUSSION & ACTIVITY GUIDE



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BACKGROUND

★ "A bright salutation of a story, with one determined woman at its center." –*Kirkus Reviews*, starred review

The inspiring story of the first female to run the Boston Marathon comes to life in stunningly vivid collage illustrations.

Because Bobbi Gibb is a girl, she's not allowed to run on her school's track team. But after school, no one can stop her--and she's free to run endless miles to her heart's content. She is told no yet again when she tries to enter the Boston Marathon in 1966, because the officials claim that it's a man's race and that women are just not capable of running such a long distance. So what does Bobbi do? She bravely sets out to prove the naysayers wrong and show the world just what a girl can do.

Text by Annette Bay Pimentel is based on Gibb's autobiography, an interview with her, and historical research. Collage art by Micha Archer includes map elements. The back matter includes information about Gibb's legacy and source information.

ABOUT THE AUTHOR & ILLUSTRATOR

Annette Bay Pimentel loves true stories about real people. She also wrote the picture book *Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service*. She spends her days reading nonfiction picture books and reviewing them on her website, researching in libraries, and writing about the people she discovers.



Micha Archer wrote and illustrated *Daniel Finds a Poem*, and has also illustrated several books for educational presses, including *The Wise Fool* and *Lola's Fandango*. Working in collage and oil, her use of color and pattern is influenced by the folk art, crafts, and architecture of the countries she has visited and lived in. She realized the importance of the book as a teaching tool after teaching kindergarten and raising two children. Micha divides her time between Costa Rica and western Massachusetts, where she lives in the house she and her husband built, surrounded by gardens and forest to roam in.



SUGGESTED LEARNING ACTIVITIES

LANGUAGE ARTS ACTIVITIES

Vocabulary that may be new to students: *marathon, continent, physiologically, baggy, acknowledge, sanction*. Allow students to guess at the meaning from context. Discuss with students other strategies to learn the meaning of an unfamiliar word. **(RL 4.4; RI 4.4; RF 4.4; L 4.4)**

Vivid writing uses sensory-rich descriptions. Read pages 6 and 7. Make a list of the descriptions of things Bobbi heard, felt, and saw as she ran. Take a run outside. Make a list of the things you heard, felt, and saw. Write a journal entry about your run using sensory-rich descriptions. **(RL 3.7; W 4.2B, W 4.3D)**

Point of view is important to consider when analyzing texts. Whose story is being told? How does it affect your understanding of other stories? Students can compare and contrast the experiences of other female barrier-breaking athletes by comparing *Girl Running* to *Wilma Unlimited* and *Mermaid Queen*. Use a Venn diagram to compare and contrast themes in the books. **(RL 4.6, 4.9; RI 4.3, 4.9; W 4.9; SL 4.3, 4.4)**

SOCIAL STUDIES ACTIVITIES

Bobbi Gibb believed the reasons for excluding women from long-distance running were wrong. Research biographies of other individuals who disagreed with rules and found ways to make society reconsider whether those rules were fair. You might invite students to read picture book biographies like *The First Step*, *Goldie Takes a Stand*, *Separate is Never Equal*, *The Case for Loving*, *Brave Girl, I Dissent*, and *Around America to Win the Vote*. Have children report on the people they researched, using Power Point or other technology. **(RI 4.1, 4.3, 4.9; W 4.7; SL 4.4, 4.5, 4.6)**

The book has several maps incorporated into the artwork. Look at how Micha Archer uses images and place names to convey information. Collect images that represent a space you know well—perhaps your path home or your classroom. Create a collage map by combining images with place names. **(THESE ARE TIE SING CORE—CHANGE RI 4.3, 4.7, 4.9; W 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9; SL 4.4, 4.5; NGSS4-ESS3.A)**

SCIENCE AND MATH ACTIVITIES

To prepare for her marathon, Bobbi Gibb practiced by regularly running. See if regular practice makes you a faster runner. Mark a path and time how long it takes you to run it. Every day run the same path and record your time on a graph. **(CCSS.MATH.CONTENT.1.MD.C.4, CCSS.MATH.CONTENT.3.MD.A.1)**

Officials need to measure distance to be sure their race is the proper length. Discuss different methods you could use to measure a one mile race. Consider both manual methods, such as pacing or using a measuring wheel, and electronic methods, such as GPS devices. Lay out a one mile path. **(CCSS.MATHCONTENT 2. MD.A.1)**

Some races are measured in customary units like miles and others are measured in metric units. Figure out how long a marathon (26.2 miles) and a half-marathon (13.1 miles) are in metric units. Figure out how long a 10K race and a 5K race are in customary units. Make a chart that compares the lengths, from shortest to longest. **(CCSS.MATH.CONTENT.2.MD.A.3)**

