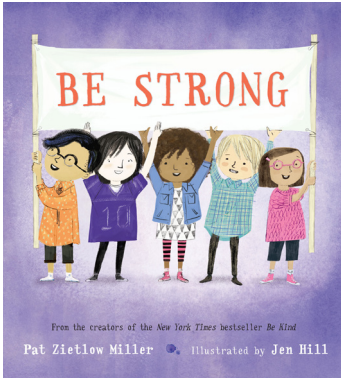




## Curriculum Guide

# Be Strong

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### SUMMARY

The rock wall in gym class seems insurmountable. Tanisha wonders if she will ever be strong enough to climb to the top. This leads her to a bigger question-- what is strength, anyway? As Tanisha asks her loved ones what it means to be strong, she begins to learn that strength is not simply defined by power. True strength comes from kindness, perseverance, and advocacy.

### THEMES

Multigenerational Family Life, Values, Self-Esteem



### COMMON CORE CONNECTIONS\*

#### CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

#### CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

#### CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### MATERIALS

- Easel/whiteboard and markers
- A.V. equipment
- *Be Strong* movie
- *Be Strong* book
- Response sheet (with a box for drawing and lines for writing)

\*The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit [corestandards.org](http://corestandards.org).



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## Activities



### OBJECTIVES

- Students will recount and explain key details from the text.
- Students will generate a written response that incorporates elements from the text as well as their original ideas.

### BEFORE VIEWING ACTIVITIES

As a whole class, discuss ideas related to learning and trying new things. Prompts may include:

- What does it mean to be strong?
- Who is the strongest person you can think of?
- Is strength always about having power?
- What are some ways that you can be strong as a friend?
- What are some ways that you can be strong as a member of your community?
- How can being a strong person help make a difference in the world?

Be sure to document the students' thoughts and ideas on the board.

After the discussion, introduce *Be Strong*. Encourage students to look for specific examples of ways that Tanisha learns to show strength.

### AFTER VIEWING ACTIVITIES

Reconvene the class. Discuss the movie and check for comprehension. Guiding questions may include:

- What was this story/movie mostly about?
- What did this movie teach you about being strong?
- Was Tanisha strong at the end of the story?
- What is some of the advice that Tanisha's family gives her? Cite specific examples.
- How does Tanisha follow the advice of her family?
- Can you relate to Tanisha?
- What do you do to show strength and kindness?

**(CCSS.ELA-LITERACY.RL.1.1, CCSS.ELA-LITERACY.RL.1.3)**

After discussing and recounting central ideas from the story, students will create a written response to the following question: What is one way that Tanisha shows strength in *Be Strong*? What is one way that I can show strength like Tanisha?

**(CCSS.ELA-LITERACY.W.1.5)**

Be sure to have at least one print or digital copy of the book accessible. That way, students can easily revisit the text for ideas.

As the students work, circulate the room and provide assistance. Once students have completed and edited their written responses, they should create an illustration depicting how they show personal strength.

After this assignment is complete, allow students the opportunity to share their responses with the class.

### OTHER SIMILAR TITLES

- Be Kind
- The Little Butterfly That Could
- Our Table



Curriculum Guide

# Response Sheet



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