

CLASSROOM GUIDE

HER FEARLESS RUN

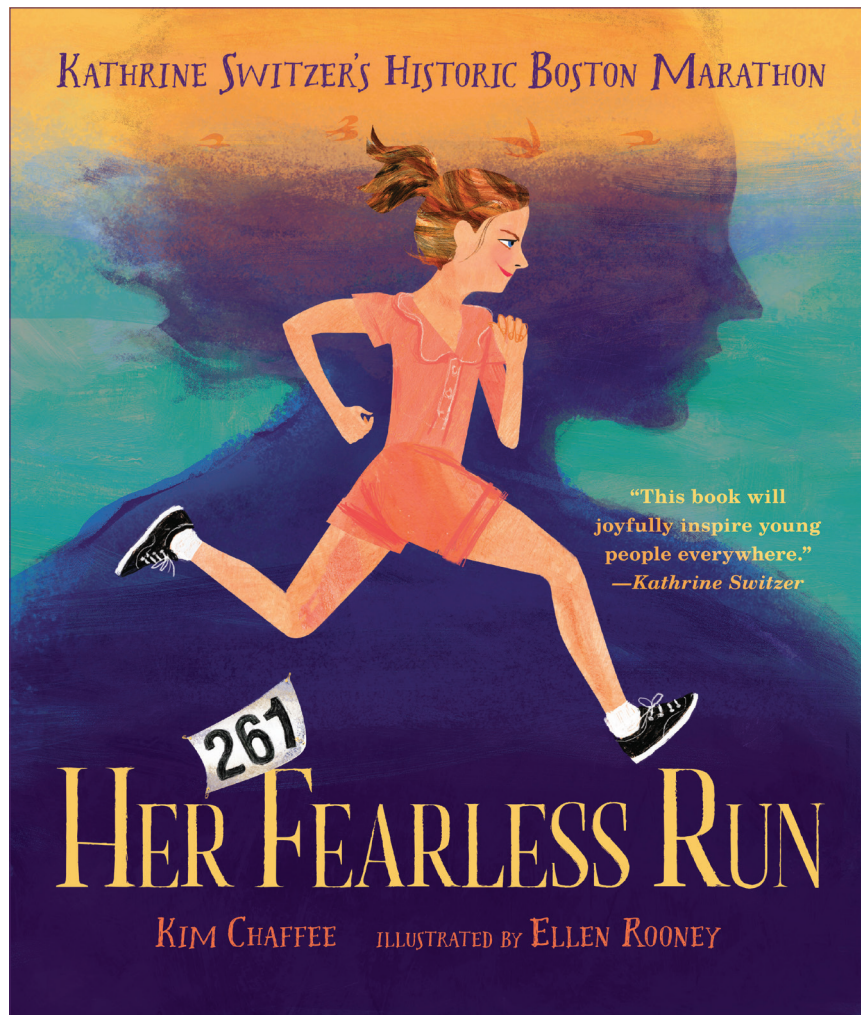
KATHRINE SWITZER'S HISTORIC BOSTON MARATHON



A teacher's guide created by **MARCIE COLLEEN**

based upon the picture book biography

written by **KIM CHAFFEE** and illustrated by **ELLEN ROONEY**



Published by



HER FEARLESS RUN

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HOW TO USE THIS GUIDE

This classroom guide for *Her Fearless Run* is designed for students in first through fifth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Her Fearless Run* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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ENGLISH LANGUAGE ARTS

Reading Comprehension

Before reading *Her Fearless Run*, look closely at the Front Cover:

- Describe what you see.
- Who do you think the woman is?
- In your own words, what does it mean to be fearless?

The Back Cover:

- Read the text aloud. What additional information do you learn from this text?
- When do you think this story takes place? Today or a long time ago? What clues tell you this?
- Can you guess what the story might be about? What are some clues that tell you the setting?

Now read or listen to the book. Help students summarize in their own words what the book was about.

- Why do you think Kathrine is making chalk marks on the tree as she passes?
- Kathrine's running, at a young age, gets attention because girls weren't supposed to run. Look closely at "the mailman stared" spread. What do you think each person is thinking?
 - Using sticky notes, create thought bubbles for each person.
- Why do you think Kathrine thought running was magic?
 - Do you agree with her? Why or why not?
- While at Lynchburg College, Kathrine could run on the men's running team. What was different when she went to Syracuse University?
- Who was Arnie Briggs?
 - What did Arnie think about a woman running the Boston Marathon?
- How long was Kathrine's last training run for the Boston Marathon?
 - How many miles longer than the marathon was it?
- What name did Kathrine use to get an official number for the Boston Marathon?
 - Why do you think she used this name?
- How did other runners react to seeing Kathrine on the marathon course?
 - How did the newspaper photographers react?
 - How did the race officials react?
- What does it mean that "suddenly finishing wasn't just about her (Kathrine)"?
- Look closely at the many faces in the "Kathrine watched the women standing on the sidelines" spread. Create sticky note thought bubbles for at least four of these women.
 - Why do you think some women cheered?
 - Why do you think some women didn't cheer?
 - Would you cheer if you were on the sidelines? Why or why not?

Let's talk about the people who created *Her Fearless Run*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

HER FEARLESS RUN

Reading Nonfiction

While reading *Her Fearless Run* aloud to the class, have students take notes in two columns:

- *Things We Learned*
- *Questions We Have*

Pause before each page turn to add notes to the columns. These columns can either be individual or put on the smartboard and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the *Questions We Have* column.
 - Were any of these questions answered as the story went along?
 - If so, ask students to find the answer within the text.
 - Record the answer next to the question in a third column labelled *Answers We Found*.
- For all remaining questions in the *Questions We Have* column that have yet to be answered, students will need to take the steps to find answers, either through the Internet or book research.
 - Discuss how to find answers to questions through research.
 - Assign students to specific questions to help them focus.
 - Record all answers in the *Answers We Found* column.
- After the answers have been shared with the class, engage in a discussion on research practices.
 - What was the most difficult part about finding answers?
 - Was it easier to find answers on the Internet or in a book?
 - Which source is more reliable, the Internet or a printed book? Why?
 - How can you determine whether to trust a source?
 - What tips would you give someone who is about to do research?
- Read the Author's Note and additional information at the back of the book.
 - Create an additional chart to document what information in the back matter was included in the story and what information was not included.
 - Why do you think Kim Chaffee chose to include certain information and leave other information to the back matter?
 - Choose three facts from the back matter and explain why you think each was not included in the story.

Extension: Design and illustrate posters representing each Fact, Question, and researched Answer based on *Her Fearless Run* and display them within the classroom.

For additional information regarding Kathrine's historic run in her own words, watch this video from PBS: <https://www.youtube.com/watch?v=fOGXvBAmTsY>

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Writing Activities

But Not Kathrine: Writing a Persuasive Essay

In 1967, people believed that “women weren’t supposed to sweat. Women weren’t supposed to compete. They were too weak, too fragile, to run” a marathon. Kathrine needed to persuade them. She did so by proving them wrong.

Ask your students if they know what “persuade” means. If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times you might want to persuade someone (e.g., persuade your parents to let you stay up late, persuade your teacher to not give a test)

Writing to persuade tells the reader: what you believe; gives the reader at least three reasons why you believe it; and has a good ending sentence. You want to try and convince the reader to agree with you.

Have students pretend to be Kathrine Switzer and write a persuasive essay about why women should be able to compete in the Boston Marathon. Use the following TREE structure:



T = Topic sentences	The topic sentence tells the reader about yourself (Kathrine). Example: <i>I am writing to you because I think running is magic and women should be able to compete in the Boston Marathon.</i>
R = Reasons	The reasons why you (Kathrine) think women should be given the chance. Write at least two to four sentences supporting each of the three reasons. Use evidence directly from the text.
E = Ending	The conclusive sentence wraps everything up, summarizing your reasons.
E = Examine	Read over your essay. Do you have all your parts? Revise, if necessary.

Share your essays with the class. Which is the most persuasive? Why do you think so?

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Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Her Fearless Run* to life in your classroom and have fun with speaking and listening skills!

Choral Reading

- Turn *Her Fearless Run* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression. Students can chime in with the onomatopoeia sounds.

Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills. Add sound effects.

Drama

- Make and record a radio version of *Her Fearless Run*. Using the onomatopoeia in the book as inspiration, students can decide what to use for the sound effects to create a mental picture of the story.
- Create a Flipgrid or PowerPoint presentation to encourage people to read *Her Fearless Run*.
- Have students work together to create a newscast about Kathrine Switzer's historic run to present to their classmates. Students will write a script and take on the roles of anchors and on-site reporters. Students can choose to interview characters and eyewitnesses. Videotape the final newscasts so that students can watch themselves on TV.

Language Activities

Onomatopoeia

Onomatopoeia is an imitation of a sound in words. In *Her Fearless Run*, onomatopoeia is used to describe the sounds of Kathrine's running.

- Discuss why writers use onomatopoeia, and perhaps why author Kim Chaffee chose to use onomatopoeia when writing about running.
- Create a list of onomatopoeia from *Her Fearless Run*. What are some other sounds you can think of?
- As a class, create the sounds of the Boston Marathon.
- Demonstrate how conductors use hand motions to set the tempo and noise level of an orchestra. Conduct the class in a musical symphony of running sounds.



HER FEARLESS RUN

MATH

How Far is 26.2 Miles?

A Marathon is 26.2 miles.

The .2 is a concept that can be very hard for kids to get. Therefore, it is best to create something concrete that will help them better visualize and understand.

Create little packages of candy or pennies or buttons. Each package should include 10 pieces in it to make a whole. Therefore, if one bag equals one mile, how many bags would constitute a marathon? Obviously the .2 would not be a complete bag.

In New York City, 20 city blocks = a mile. Measure out a mile near your school or a well-known neighborhood nearby. You can even use a track (4 rotations of a running track = 1 mile). The children will then figure out how many rotations would equal a marathon.



SCIENCE

The Science of Running

Watch the following PBS video on the science behind running a marathon:
<https://www.youtube.com/watch?v=2WuB8BhUJrc>.

This video contains many “science- and running-related” words that might be new for students. Encourage them to use context clues from the video to figure out meaning.

bipedalism	kinetic energy	ATP (adenosine triphosphate)
striated muscle	mitochondria	glycolysis
Krebs cycle	electron transport chain	glucose
glycogen	carb-loading	fatigue

Additional Exploration:

- While they watch, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.

Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.

Ask the Marathoner

Invite a marathoner to your class or ask them to visit via Skype to teach about running, why they run, how they prepare for a race, and what they do during the race to keep themselves moving. What do you want to know about? Write a list of questions ahead of time and provide them to the marathoner.

During the visit, practice taking notes and creating follow-up questions.

After the visit, draft a written report and present what you learned.

SOCIAL STUDIES

Famous Female Athletes

Assign a famous female athlete for students to research in the library and on the Internet. A list of ten are below, but do not feel limited to those on the list.

- Billie Jean King
- Jackie Joyner-Kersey
- Danica Patrick
- Babe Didrikson
- Mia Hamm
- Wilma Rudolph
- Ronda Rousey
- Nadia Comaneci
- Sonja Henie
- Grete Waitz

Possible sources for information:

- Nonfiction books
- Library research
- The Internet

Take notes and gather as much information as possible on the following five topics about your athlete:

- Early Life/Childhood/Family
- Life as an athlete
- Legacy
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.



Gender Bias in Sports

We hope students today realize that girls can do and be anything boys can. But, bias still exists in the sports.

While we rarely recognize biases within our own thinking. This activity will raise consciousness and spark discussion.

1. Ask children to draw a picture of an athlete. They may not ask any questions to you or any of their peers. They must simply draw the first athlete that comes to their minds, with no talking or sharing.
2. Then, students should create a brief written description of who their athlete is and what their athlete does.
3. Ask them to share their drawings and descriptions with the class.
4. While students are sharing, chart the number of male and female athletes that students create on a graph. Do not reveal what you are doing to avoid skewing the results.

Discuss the results. Often children draw mostly male athletes. Share the graph with the students. Do the results show an internalized gender bias? Challenge the class to discuss where they feel this bias comes from and why it is harmful to society.

Use Kathrine Switzer's experience in *Her Fearless Run* as an example.

- How has running changed for females since Kathrine's time?
- How have they stayed the same?
- How can we take steps to end gender bias in all sports?

Kathrine Persevered

Explain how someone who persevered is someone who makes a good role model or someone to "look up to." Why would Kathrine be a good role model?

Introduce the idea of "Perseverance" or "never giving up."

- Sing "The Itsy Bitsy Spider." How does the spider show perseverance? What obstacles does the spider have? Why does the spider continue to try?
- Read *The Carrot Seed* by Ruth Krauss. How does the boy in the story show perseverance? What obstacles does the boy have? Why does the boy continue to try?
- What about Kathrine? What obstacles stood in Kathrine's way? Who tells her she can't do it? Why does she continue to try?

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Mural Activity

Tell the class that they will be working together to make a mural of Kathrine's story. First brainstorm a list of the things they want to include in the mural, including the people, the race event, etc. Use many art supplies to make the different objects and characters with markers, glue, scissors, and colored paper.

When everyone is finished, arrange the pictures on a large piece of bulletin board paper. Then use quotes from the story to make labels for the different pictures on sentence strips.

Don't be afraid to reach for your dreams! Have children write down or draw at least one of their dreams or something that they want to accomplish.

Display these dreams near the mural with the title "I Am Fearless."

Everyone Wins: Setting Goals

In a very competitive world, it is important to teach a lesson on personal victories.

Although only one person WINS the marathon, everyone receives a medal.

Explain to the children about setting goals and reaching them and how that is winning. Winning isn't always about beating someone; it can be about reaching a goal or succeeding for yourself. Have each child set a goal for the week or another set period of time. It can be reading a certain number of books or getting a certain grade on a quiz. Or something physical like doing a certain amount of sit ups. Once they complete this goal, have a "medal" or award for them.

