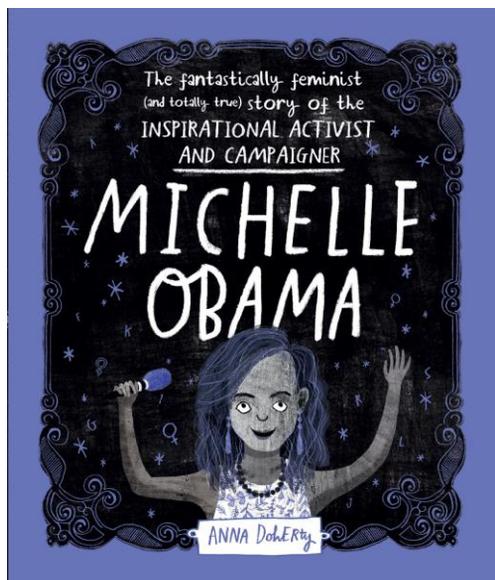


Fantastically Feminist: Michelle Obama

By Anna Doherty



9781526361097 HB £12.99

Meet the marvellous Michelle Obama: A+ student, passionate piano player, and a girl who's not afraid to dream big. Determined to make the world a better place, the grown up Michelle gets to work in helping the community in whatever way she can. But then she meets and falls in love with Barack Obama, who is equally passionate about changing the world and he tells her he wants to become the first African American President of the United States, Michelle knows it's time to really find her voice...

This inspiring, empowering and fantastically feminist book is the perfect gift for young readers who dream big!

Resources created by Reading Rocks



Assembly

This is a book that will certainly deliver when looking to promote positive values, such as resilience and kindness. It will keep the attention of children of all ages from EYFS to Year 6, so it is perfect for a whole school assembly.

Before you read:

Does anyone know who Michelle Obama is? What do we know about her?

Introducing the book:

Look at the title: 'Fantastically feminist (and totally true) story of INSPIRATIONAL ACTIVIST AND CAMPAIGNER Michelle Obama' and first focus on the notion that this is a TRUE story. Emphasise this point, especially for younger children, so they really understand that Michelle is real and that can be a true inspiration to us.

Share the definition of 'feminism' as the advocacy of women's rights and equality, and a 'feminist' as someone who supports this.

Pose the question: 'Do you have to be a female to be a feminist?' and bring out the idea that anyone can be a support of equality, whether male or female.

Look at the words 'activist' and 'campaigner' as someone who is doing something about it, focussing on the action link to activist.

Let's see what we can learn from Michelle's life so far.

Assembly

Reading aloud:

There are some moments below to 'pause and ponder'. For the rest of the book, try to keep the flow of the book going, to keep engagement in the story. Use the print out cards to emphasise the key points at each P&P moment.

Pause and Ponder:

1978 – As I read, can you hear any inspiring attributes or actions?

“without complaining”

“works the absolute hardest”

Discuss what it means to be resilient.

1981 –

“her teachers aren't surebut she works extremely hard”

“a little out of place.....helps set up an after school club for children of colour”

How does Michelle show resilience here? Discuss how she turns her negative into a positive for others.

2001 –

“If they work hard, they can achieve anything”

What values is Michelle sharing with her children?

2008 – (part 2)

What is most important to Michelle?

Ask children to consider what is most important to them?

Finish reading at 2017.

To conclude:

Look at the collected phrases. Ask children to talk with a partner: what has inspired them? How would they like to be like Michelle Obama?

Remind children that Michelle came from small beginnings. Encourage children that they too can be active about their values.

Lesson Ideas

Lesson 1:

A letter to Michelle

Writing to an inspirational role model can really help children consider what it is about that person that is indeed inspirational.

Getting started:

Read through the whole book together to give a full picture of Michelle's life. This will give you chance to clear up any unknown words or concepts, too.

As you read, ask children to pick out their favourite thing about Michelle's life.

Finish this initial reading by asking children to share their favourite parts. Give them a scaffold to support their oracy:

“I really like the way..... because.....”

“ really stood out to me because.....”

“ very much resonated with me because”

“ I was drawn to because.....”

Gathering Ideas:

Ask children to re read now in pairs or small groups.

Give children the job of collecting the following three things: INSPIRING ACTIONS, QUESTIONS, IDEAS.

Give them a bundle of post it notes to jot ideas on.

Inspiring Actions:

Children should jot down specific attributes or actions from Michelle’s life that have inspired them, giving a reason why.

Questions:

Children should jot down questions they’d like to ask Michelle about specific events and times in her life.

Ideas:

Children should jot down ideas of their own, that link to Michelle’s life, such as how they can show resilience or help others.

Writing:

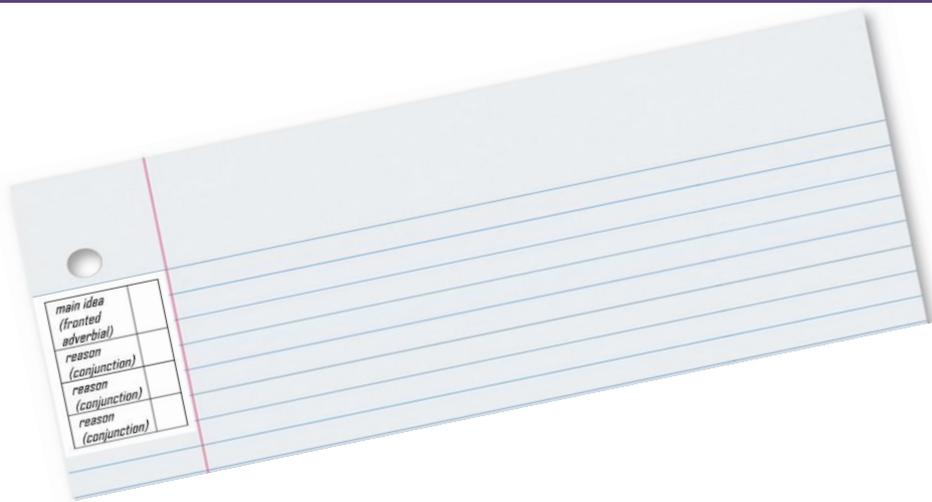
Now, collect the post it notes from the pages of the book and group into paragraphs: inspiring actions, questions and ideas. This is a good time to remind children that like ideas go together in a paragraph.

Model the structure of a formal letter to children, using the school’s address for the sender. Remind children to start with *Dear Mrs Michelle Obama* and end with *Yours Sincerely*.

main idea (fronted adverbial)
reason (conjunction)
reason (conjunction)
reason (conjunction)

main idea (fronted adverbial)
reason (conjunction)
reason (conjunction)
reason (conjunction)

main idea (fronted adverbial)
reason (conjunction)
reason (conjunction)
reason (conjunction)



As you write a sentence, tick it off on the margin checker. This will also help children to use consistent punctuation.

Best Draft:

Best drafts of letter can be written on the letter frame sheet. You may wish to send the best to Michelle Obama, or maybe tweet her it as a picture.

Lesson 2

Speech Writing

Speech writing is a great lesson for developing children's oracy and speaking aloud skills. It's also great if you are doing School Council elections.

Getting started:

Read the quote from Michelle's final speech as First Lady:

"I want our young people to know that they matter, that they belong. So don't be afraid ... Be focused. Be determined. Be hopeful. Be empowered. Lead by example with hope, never fear. And know that

I will be with you, rooting for you and working to support you for the rest of my life."

You can watch part of this speech in action here:

<https://www.youtube.com/watch?v=dAPj7UAxz80&feature=youtu.be>

Discuss the purpose of the speech.

Gathering Ideas:

Here, children can decide the purpose of their own speech. This could link to the current school value you are focussing on, a charity of choice, a school council campaign, plastic pollution awareness...etc. To get the best speeches, allow children to select something that they have strong opinions and ideas on

Look closely at the structure of the speech, identifying these sentences starters and writer tools:

- I want
- Be.... Be.... Be... (command sentence)
- Lead by
- Know that

Speech planning ideas:

Hopes for the future:

What you want your audience to believe:

What you want your audience to do (values to uphold):

What you want your audience to remember:

Lesson 3:

Make a Difference

Getting Started:

- Read together the section from 2009



- Discuss why Michelle did this?
- Who do children in your class want to help?

Research:

- Look at how you can help the local foodbank in your area. Check out this website to find out where your nearest is based and which items they are looking for:
www.trusseltrust.org
- Make a list of items they require.

Call to Action:

- Children can think of lots of ways to promote the local food bank collection – they may design a post for your school social media accounts, a school newsletter article, posters to put up around school, a short talk for school assembly.
- Ensure that children include items to collect and reasons to support.

Further Activities:

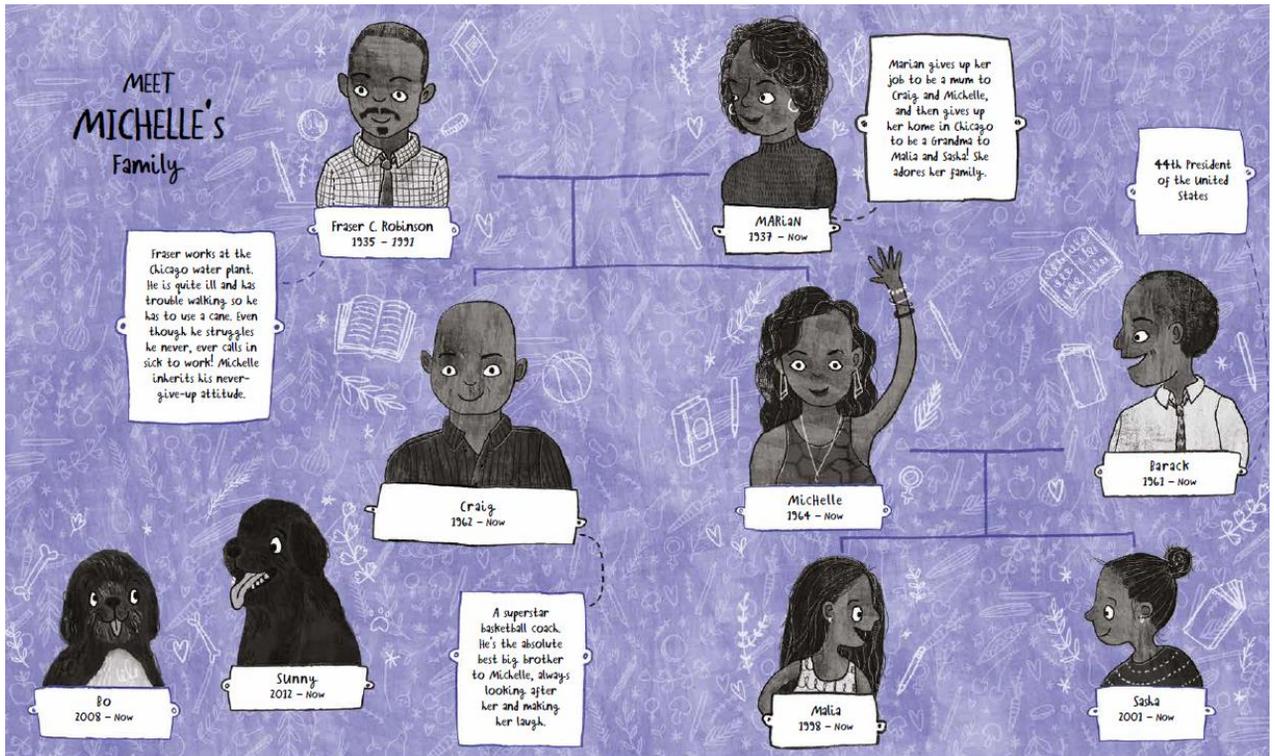
- Look up some vegetable soup recipes. List the ingredients and design a vegetable patch to match that soup.
- Design your own soup recipes.
- Hold a soup kitchen day, inviting in local families, or visiting a local care home.

Lesson 4:

I can do anything!

Getting Started:

- Ask children to bring in photos of their close family and carers. If this isn't possible, children can draw them.
- Look at Michelle's family tree and discuss the people in her life and how they have influenced her.



Linking to ourselves:

- Ask children to arrange their own family tree.
- Next, they should jot around each person all the attributes and actions that they admire in them.
- Discuss together how each person has influenced the child. Sentences scaffold will help good oracy here:

"..... has helped me be by"

"I think encourages me to be by"

"I love the way my is It makes me try to be"

Gratitude Attitude:

- Children should choose someone to say a big thank you to for being a positive influence.
- Design and create Thank You cards to send to the chosen person with a thank you message.

Writing a Nomination:

- Children should write a nomination or citation for the award, making sure they include at least two values and two examples to go with each value.
- Model organising these ideas in a paragraphs:
 - main idea: shows resilience in all situations, even when things are tough.
 - reason 1: They showed this when.....
 - reason 2:
- You may like to show several sentence starters to support writing:
 - Another occasion they showed is
 - You can rely on to be..... because.....
 -is always, especially when
 - Even when..... , still
 - It's always great to see

Celebrating:

- Why not share the awards in a special ceremony?
- Children could design certificates, badges or awards to give out.
- Read aloud the nominations/citations to share and celebrate all the brilliant attitudes and values shown in your class.

Lesson 6:

Celebrating Art

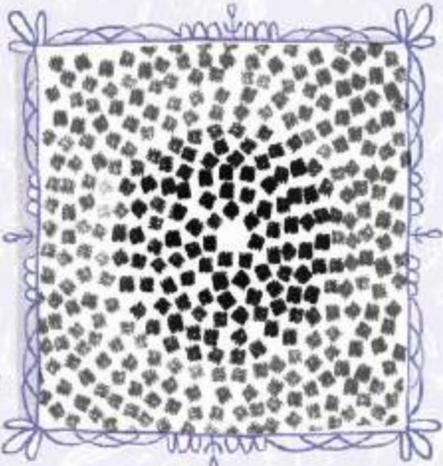
Getting Started:

Look at the artwork Michelle chose to put up in the White House.

Even though they are surrounded by lots of people, the Obamas try to have a normal family life. They eat dinner together, play with their dogs, have sleepovers and do homework.

Family is very important to Michelle – she even invites her own mum to come and live with them!

Michelle hangs up a painting called *Resurrection* (1966) by Alma Thomas. It's the first painting by an African American woman to be hung in the White House.



- You can see the actual painting here:
<https://www.whitehousehistory.org/photos/resurrection-by-alma-thomas>
- Discuss the significance in this choice. Think about all the artists that children may know. How many of them are people of colour? How many are women?

Imitating:

- Try out printing with sponges or root vegetables to get a similar effect to Alma Thomas.
- Discuss the shape and colours Alma Thomas used.

Innovating:

- Encourage children to try out their own design now, selecting a shape and colours to create their own artwork to hang with pride.

Further research:

You may wish to discover more artwork by people of colour. There are a few examples here to start you off:

<https://artuk.org/discover/stories/ten-black-british-artists-to-celebrate#>