



**Title:** Who Says Women Can't Be Doctors?

**Author:** Tanya Lee Stone

**Illustrator:** Marjorie Priceman

**Themes:** History of Women Doctors

**Hear the book read aloud here:** [Who Says Women Can't Be Doctors?](#)

Volunteer readers should review the Author's Note at the end of the story for relevant background information beforehand.

### ★ 2<sup>nd</sup> Grade Common Core Reading Standard ★

**Describe how reasons support specific points the author makes in a text.**

#### I. INTRODUCTION (PREP QUESTIONS)

- Have students discuss the title and share their opinions. Using the cover illustration, have students determine the time period (a long time ago) and cite evidence.
- Ask students if anyone would ever like to grow up and be a doctor. Why or why not?
- Model a think-aloud strategy for the students: “I wonder whoever could have said that women couldn’t be doctors? I bet the girl on the cover does not believe the title because she is smiling, she has medical equipment, and she’s reading. I bet this is Elizabeth Blackwell, who maybe did grow up to be a doctor.”

#### II. INTEGRATIVE STRATEGIES

##### During Reading:

- P. 1: Read; ask students to wonder why women might not have been allowed to be doctors. Discuss time period and have students cite evidence from the illustrations.
- Pp. 2-3: Read; explain *seamstress* to students.
- Pp. 4-5: Read; have students discuss character traits that we are learning about Elizabeth as we read, using context and picture evidence (small but strong, tough, loves challenge).
- Pp. 6-7: Read; same as above (curious).
- Ask students what a **compound word** is (two little words stuck together to make a bigger word). Remind students that they can understand the meaning of a compound word by thinking about what each of the little words means alone.
- Point out each compound word in the following way: say **entire** compound word; then hold up your **right fist** while you say the **first little word of the compound**; then hold up your **left fist** widely separated from the other fist while saying the **second little word of the compound**; finally, bring your fists together while repeating the actual compound word. This is a visual scaffold to help students understand the composition of compound words.
- Compound word on this page: *spyglass*.

- Pp. 8-9: Read; have students define queasy using picture and context clues. Identify other character traits (impatient, didn't like anyone fussing over her). Use the same procedure for compound words noted above for the compound word *eyeball*.
- Pp. 10-11: Read; what started Elizabeth's dream of being a doctor?
- Pp. 12-13: Read; what reasons help us understand that Elizabeth could not stop thinking about being a doctor? (not sewing, spilling tea)
- Pp. 14-15: Read; now we learn what the reasons were for not allowing women to be doctors. Discuss and have students share their opinions, along with reasons why. Have students identify more character traits (brave in face of ridicule, didn't give up).
- Pp. 16-17: Read; what message do the pictures tell? How would you feel right now if you were Elizabeth? Why? Have students share more character traits (*still* doesn't give up).
- Pp. 20-21: Read; use the same procedure for compound words noted above for the compound word *townspeople*. Ask students to infer why the townspeople acted as they did.
- Pp. 22-23: What does the author mean when she writes, "But the joke was on them!"?
- Pp. 24-25: Read; ask students what is happening in the picture (p. 24), and what it says about Elizabeth, and why.
- Pp. 26-27: Read; ask students what changed on these pages, and how they know (Elizabeth is starting to be respected because the boy students were asking her for her opinions).
- P. 29: What was Elizabeth's accomplishment?

### III. INTEGRATIVE STRATEGIES

#### **Post Reading:**

- Have students review the character traits that helped her to realize her goal. Ask students why they think such personal traits are helpful?
- Ask students why it is important for us to read about the lives of important people in history. What can we learn?
- What message did the author want us to learn from Elizabeth's story, and why?