***Wonderful Hair: The Beauty of Annie Malone*** by Eve Nadel Catarevas, illustrations by Felicia Marshall

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Curriculum guide available at www.crestonbooks.co Educational Description: nonfiction narrative prose, based on true events, picture book biography of Annie Turnbo Malone, diversity title, third person narrative. History: post-Civil war. Technology/invention: design, patent. Story elements: setting, plot and character development, problem and solution, author's purpose, illustrations enhance meaning and tone. Themes: racial and gender discrimination, problem-solving, cause and effect, invention, change, hope, determination, innovation, creativity. Back matter: Note from the Author. Guided Reading Level P, Grade equivalent 3, Lexile Level 560; Decoding Display 81, Very High, Semantics 88, Very High,Syntactics 79, High, Structure 80,High. CCSS/ELA-Literacy: W.2.1,2,3,5,6,7,8; SL.2.1,1b,1c,2,3,4,6; RF.2.3,3c,3d,3f,4,4a,4c; L.2.3,4,4a,4b,4c,5,5a,5b,6; RL.2.1,2,3,4,5,7,10

**Themes:** invention, creativity, determination, problem-solving.

This guide is divided into three sections to facilitate discussion: **Prereading, During Reading, and Post-reading.**

**Pre-reading:**

Get the readers thinking about what it takes to start a business. First you need something to sell. What kind of products do they see a need for?

During this pre-reading stage, you could also have students generate discussion as to what they would want to invent and what problems they would encounter (too young, not enough experience, not enough money...)

Draw a picture of what you think a typical business owner looks like. Are there other ways someone who starts a business could look? What kind of people are inventors? What qualities do you need to be an inventor? Do you need to be curious? Do you need to be patient? Do you need to be strong? Do you need to be a scientist? Do you need to be a singer?

What qualities do you think you need to start a business? Do you need to plan things out? Do you need help from other people? What kind of help?

**During Reading:**

The storyallows for several places to stop and discuss Annie’s feelings and her character traits that are coming through. This will show her evolving and changing as a character and human being facing obstacles. Guide the students to notice a character's motivation and problem-solving tactics. Who is standing in her way? Who helps her? Why is she experiencing this? What sense of Annie's character do you get from the book? Point to specific pages that give you an idea of her personality.

How does Annie's life change from the beginning of the book to the end? How does she make things different for herself? How does she make things different for others?

**After Reading:**

Revisit the Pre-Reading discussions and have the students point out what her challenges ended up being and why. Was Annie a typical Black woman for her time (the 1890s)? How or how not? What do you imagine life was like for most black women in the 1890s? Could Annie vote? Could she own property? Could she go to college? Could she be a doctor or a lawyer? What kind of jobs do you think most Black women had in the late 1800s? What kind of jobs did her friends tell her she could do?

What were the problems that Annie was trying to solve? What were her solutions? How did she find them? Did she make mistakes along the way or get things right the first time? If she made mistakes, how did they help her or get in her way?

Annie does more than create new products, she builds a business that helps other women. How does her Poro College help women? What does she teach? What opportunities does she create for others?

Think of a problem that you would like to find a solution for. Problems are the starts of all inventions. The woman who invented the windshield wiper was trying to figure out how to keep a screen clear so drivers could see even in the rain. Annie was trying to help Black women care for their hair and be proud of how they look.

Describe your problem. Now try to think of an invention that could solve your problem. The invention can be fantastical or realistic. It could be a flying robot or a new kind of hover skateboard. Draw your invention and label as many parts as you can. How would you describe it to submit it for a patent? Think of ways to describe your invention that help someone see exactly how it would work.

Some inventions look very simple like the folding lip on milk cartons. Some look more complicated, like the zipper. Make a list of inventions you think are the most important, whether simple or complicated. Now do research on who made the inventions on your list. Did you find any surprises?