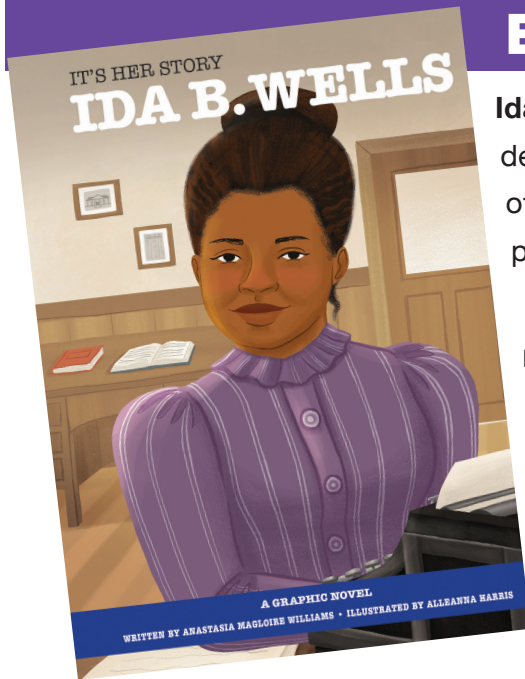


# It's Her Story: Ida B. Wells - A Graphic Novel

## EDUCATOR GUIDE



**Ida B. Wells** was a groundbreaking journalist and civil rights activist in the decades after the Civil War. She worked fiercely for the equal treatment of Black people in schools, in society, and at the voting booth. With her powerful voice, she spoke out against injustice wherever she saw it.

It's Her Story: Ida B. Wells

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Ages 7 to 10

48 pages

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Hardcover, 6.2 x 8.6 inches

## DISCUSSION

Ask these questions to the class as a whole or have students discuss in small groups.

1. What were some of the ways Ida's parents influenced her life path? Who were some of the people she influenced during and after her life?
2. In Memphis, white people saw Ida's investigations into lynching as a menace, and they destroyed her newspaper's offices (p. 24). Why do you think some found her newspaper menacing?
3. On p. 33, Ida says to the women's rights leaders, "Pardon me, just finding my spot." Is there a time when you felt someone wanted to stop you from "finding your spot"? What or who helped you?

## IDENTITY CONNECTION

Tell students: Many women's rights advocates resisted Ida's participation because she was Black, and some civil rights advocates resisted her leadership because she was a woman. Ida B. Wells was a woman, a Black person, a mother, a journalist, an activist, and many other things. She was not each of these things; she was *all* of these things at once. We can *each* answer "I am..." in different ways.

1. Draw a picture of yourself in the middle of the page. All around the page, at least five times, write the statement "I am \_\_\_\_\_." Then fill in the blanks. Here are some examples:  
I am a kid.                      I am a girl.                      I am Asian American.                      I am a big sister.  
I am a Chicagoan.                      I am a dog lover.                      I am a basketball player.
2. Now, make some notes.
  - Which "I am" statement did you write down first? Make a star next to it.
  - Which "I am" statement do you think most other people first see or understand when they meet you? Make an arrow next to it.
  - Which "I am" statement do you find the hardest for other people to see or understand? Underline it.
  - Which "I am" statement do you find the easiest to talk about with other people? Circle it.
3. Imagine crossing out one of your "I am" statements. That would probably be very, very hard to do! Have you had an experience where someone tried to "cross out" something about who you are? How did you respond?



## JOURNALISM CONNECTION

As an investigative journalist, Ida B. Wells conducted interviews, went on location, and looked up data. These techniques can be used in reporting to shed light on injustices, but they can also be used to better understand a place or people. For this activity, your students will conduct interviews, site visits, and local research to explore their school and its people.

1. As a class, brainstorm different things to learn about the school community, such as:
  - a. What it's like to be a student/teacher/staff member here
  - b. What kinds of facilities and equipment there are, and how those things help people
  - c. The building's layout and history
2. As a class, brainstorm different ways students can learn the things listed in Step 1 by asking:
  - a. Who can we interview? (students, teachers, support staff)
  - b. What different areas of the school grounds can we observe and photograph or sketch?
  - c. What data about the school can we research? (number of students, size of schoolyard, past media coverage)
3. Assign students or groups of students to cover the various sources and angles discussed, using a table like the one below.

### INVESTIGATIVE REPORT ASSIGNMENTS - ALL AROUND OUR SCHOOL

	Interviews	Photos and descriptions	Research
Group 1	Students	Playground	Student Population
Group 2	Teachers	Classroom	Computers
Group 3	Custodial Staff	Cleaning Equipment	Garbage Pick-Up Schedule
Group 4	Front Office Staff	Front Office	Landline Phones
Group 5			
Group 6			
Group 7			
Group 8			
Group 9			
Group 10			

4. Have each student or group share their top three discoveries with the class.
5. Cover a wall of the classroom or hallway with the students' work. You can group work by type (interviews in one section, photos in another) or theme (photos of the cafeteria grouped with cafeteria staff interviews).
6. If your school has video-editing equipment, you can convert this assignment to a multimedia format.

