

*Wilma Mankiller (Little People, BIG DREAMS)*

**Discussion Guide**

Grades Pre-K – 2<sup>nd</sup>

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Read the back of the book with your class. Ask: *What makes a strong leader?* (Pair, Share)
- Use RIF's [K-W-L chart](#) individually or as a class to activate students' thinking as they begin reading a new book.
- Frontload vocabulary: *ancestor, persuade, bully, mistreat, cause, improve, protect, harmony*

**During Reading: to engage students, check for understanding, and make connections.**

- Why were members of the Cherokee tribe, and other tribes, forced to leave their home?
- How was Wilma treated at school in San Francisco?
- In what ways was Wilma acting as a leader in her community? Be specific in your examples.
- What were some of Wilma's accomplishments when she became the leader of the Cherokee Nation?

**After Reading: to summarize, question, and reflect.**

- Discuss ways that Wilma Mankiller was able to overcome obstacles. Ask: What can we learn about Wilma and her actions?
- As a class, explore the resources in the [Native American Women collection](#) from the National Museum of the American Indian.
- Consider using RIF's Historic Figures Activity Guides to allow for students to make connections and expand on what they have learned.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.
- Visit RIF's [Sustainable Futures](#) center to learn more!