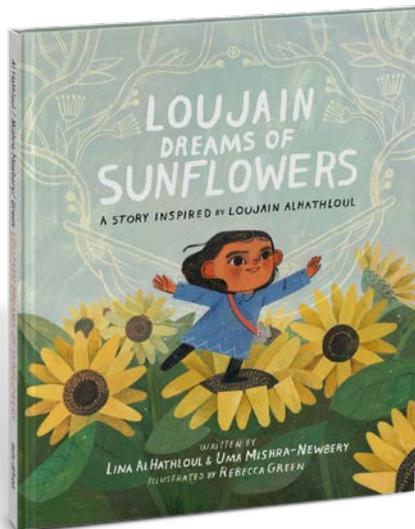


LOUJAIN DREAMS OF SUNFLOWERS

TEACHING GUIDE



ABOUT THE BOOK

Loujain Dreams of Sunflowers tells the story of a courageous girl who follows her dream of learning to fly. Loujain watches her beloved baba attach his feather wings and fly each morning, but her own dreams of flying face a big obstacle: only boys, not girls, are allowed to fly in her country. Yet despite her classmates' taunts, she's determined that she, too, will learn to do it—especially because Loujain loves colors, and only by flying can she see the color-filled field of sunflowers her baba has described to her and she dreams about. Encouraged by Loujain's mother, her baba agrees to teach her, and Loujain's impossible dream becomes reality—inspiring other girls to dare to learn to fly.



Inspired by coauthor Lina AlHathloul's sister, Saudi women's rights activist and Nobel Peace Prize nominee Loujain AlHathloul, who led the successful campaign to lift Saudi Arabia's ban on women driving, it's a beautifully illustrated story that is as lyrical and moving as it is inspirational.

PreK-Grade; Ages 4–10
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ABOUT THE CREATORS



Lina AlHathloul is the youngest sister of Loujain. Since her older sister was detained in May 2018, alongside more than a dozen other women human rights defenders, Lina has become one of the few family members able and willing to speak out on behalf of an incarcerated relative. A lawyer by training, Lina is based in Brussels and therefore more able to speak and travel freely—many relatives of Saudi political prisoners are subject to travel bans themselves or are cowed by fear of retaliation by the present Saudi government. Lina has become a tireless advocate for her sister Loujain and has spoken to numerous media outlets, at international events and gatherings, and to representatives of the US government and the United Nations. Lina continues to bring to light the widespread mistreatment and torture of prisoners such as her sister at the hands of the Saudi government.



Uma Mishra-Newbery is a global social justice and women’s human rights leader and the former executive director of Women’s March Global. Her transparent, visionary yet grounded leadership was instrumental in furthering the mobilization and assembly of women globally around women’s rights issues. Uma has organized and built coalitions on the issues of women’s human rights defenders, freedom of association and assembly, bodily autonomy, and white supremacy. As a leader in the global women’s rights movement Uma has been interviewed by CNN, Jane Dutton, *Newsweek*, and *Devex*, and her writing has been published by *Ms. magazine*, *Time*, and *IPS*.

Uma helped to bring Loujain’s story to the United Nations and was instrumental in coordinating Lina’s first statement in support of Loujain at the United Nations Human Rights Council.

Uma currently serves on the board of directors of Minority Veterans of America and is the initiator and facilitator of The Racial Equity Index. Uma has a master’s of fine arts in creative writing from Cedar Crest College.



Rebecca Green is an American children’s book author and illustrator and the illustrator of the New York Times best seller, *How to be a Good Creature*; her debut picture book, *How to Make Friends with a Ghost*, won an Alcuin Award for Excellence in Book Design and was one of the Globe and Mail 100 Best Books of 2017. Her other illustrated titles include *Madame Saqui: Revolutionary Rope Dancer*; *The Unicorn in the Barn*; and *Kafka and the Doll*. She also illustrated *Iqbal and His Ingenious Idea* (written by Elizabeth Suneby), which won the AAAS/ Subaru SB&F Prize for Excellence in Science Books and was selected as part of the United Nations SDG Book Club. Her editorial contributions appear in publications, such as *Bravery Magazine* (a quarterly print publication for girls and boys that features strong female role models), *Illustoria* magazine, the *Wall Street Journal*, and Amnesty International. She was featured as an artist for the New York Times LIVE ART in 2017 and has shown work in galleries across the US and Japan. She currently lives in Michigan.

ABOUT THE GUIDE

This guide consists of discussion opportunities and classroom extension activities that can be used when reading, teaching, or discussing *Loujain Dreams of Sunflowers*.

This text allows the readers to think about literary components such as research, making connections, analyzing themes, and vocabulary. There are also opportunities for activities about human and women's rights. The discussion opportunities and classroom extension activities in this guide are designed to be used in any grade as these texts are read as a whole group, small group, or independently.

The Common Core Anchor Standards that can be addressed using the discussion questions and activities in this guide are:

Anchor Standards for Reading

- CCSS.ELA-LITERACY.CCRA.R.2 Central Ideas & Themes
- CCSS.ELA-LITERACY.CCRA.R.4 Words & Phrases
- CCSS.ELA-LITERACY.CCRA.R.6 Point of View & Purpose
- CCSS.ELA-LITERACY.CCRA.W.4 Produce clear & coherent writing
- CCSS.ELA-LITERACY.CCRA.W.7 Short research projects

National Standards for Civics and Government

- NSS-C-K-4.1 What is Government?

National Curriculum Standards for Social Studies

- Theme 1. Culture
- Theme 2. Time, Continuity, and Change
- Theme 3. People, Places, and Environments
- Theme 4. Individual Development and Identity
- Theme 6. Power, Authority, and Governance
- Theme 10. Civic Ideals and Practices

National Core Art Standards

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Next Generation Science Standards

- K-PS2-1 & 3-PS2-1 Motion and Stability: Forces and Interactions
- 1-LS1-1 From Molecules to Organisms: Structures and Processes



For more information on the standards, visit:

corestandards.org, educationworld.com/standards/national/soc_sci/,
socialstudies.org/national-curriculum-standards-social-studies-chapter-2-themes-social-studies#1,
nationalartsstandards.org, and nextgenscience.org.

DISCUSSION QUESTIONS

Use these questions as whole group discussion, reading check-ins, or writing prompts with *Loujain Dreams of Sunflowers*.

- What is something that others said you couldn't do and you proved them wrong?
- Loujain was a natural flyer, what is something that you are naturally good at and love?
- Why do you think the authors chose to write a fictional story instead of a nonfiction biography?
- Who is an adult in your life that helped you when you needed their support?
- Loujain walks to school and loves taking photos on her way. How do you get to school and what do you do to keep busy when you are on your way to school?
- At the beginning of *Loujain Dreams of Sunflowers*, we meet Loujain, a young girl who dreams of flying and seeing the carpet of a million sunflowers. Why do you think Loujain's dreams are so important to her?
- When Loujain asks her father if she can go to see the sunflowers he responds, "One day, Lulu, I believe you will." What makes her baba's response so significant?
- Loujain learns from her schoolmate Ali that she cannot fly because she is a girl. How do you think this made her feel?
- Because Loujain achieved her dream of flying, who else was able to follow in her example?
- What do you think Loujain feels as she runs around the garden with her wings?
- Do you think her feelings change as she sees her baba fly away?
- What was Loujain's dream?
- Why was Loujain not able to do what she dreamed of?
- Why was it so important for Loujain to learn how to fly?
- Do you think Loujain would have ever flown if it wasn't for her parents?
- What is the theme of *Loujain Dreams of Sunflowers*? How can you apply this lesson to your life?



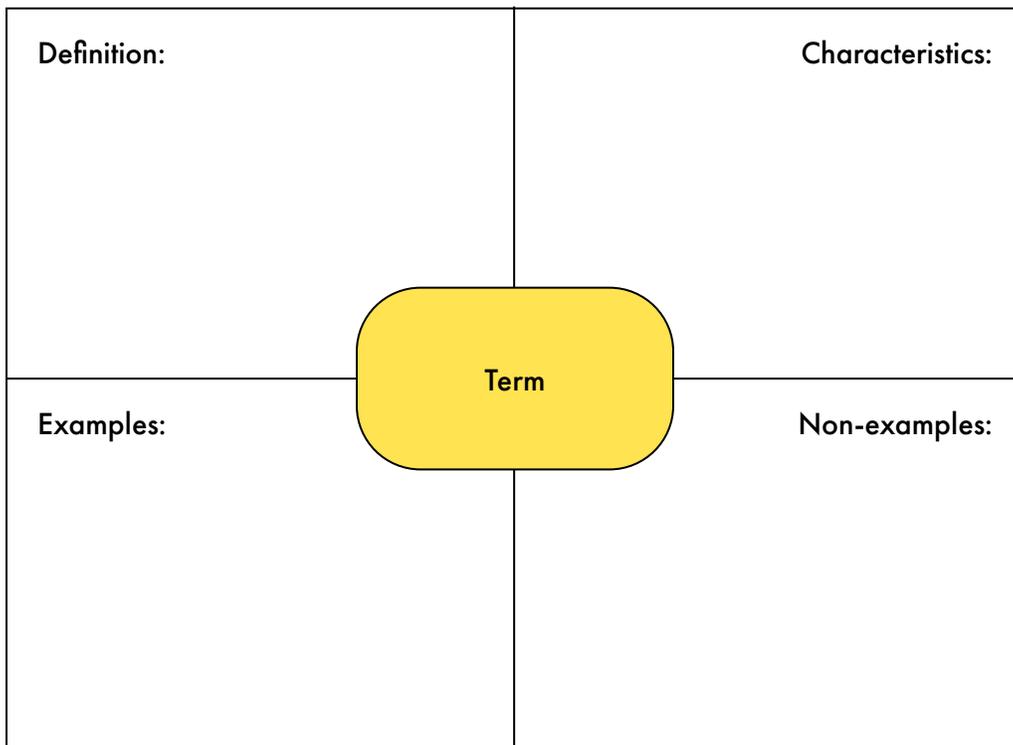
VOCABULARY

There may be words found throughout the book that students are unfamiliar with. Use these words as a starting point for a vocabulary study with *Loujain Dreams of Sunflowers*. Research shows that reading and discussing vocabulary within the context of reading is one of the most effective ways to learn vocabulary.

Some suggestions of words that are found in the book's text and back matter are:

- o baba
- o soared
- o beige
- o gathered
- o support
- o awakening
- o memorize
- o visible
- o uncertainly
- o immediately
- o definitely
- o rights
- o inspire
- o courage
- o matter
- o activists
- o guardian
- o overthrow
- o awareness
- o constraints
- o imprisonment
- o significant

One strategy when students encounter new words is the Frayer Model:



In addition to these four sections found in the Frayer Model, sections for synonyms, antonyms, illustrations, and sentences can be added.

ACTIVITIES

Use these activities to extend students' learning with *Loujain Dreams of Sunflowers*.

Loujain AlHathloul

- o *Loujain Dreams of Sunflowers* was inspired by one of the co-author's sister named Loujain AlHathloul, who is a Saudi women's rights activist.
- o As a class, read about Loujain AlHathloul:
<https://n.pr/3yfieST> (npr.org); <https://bbc.in/3jpWrn4> (bbc.com); loujainalhathloul.org
- o Then, using a compare/contrast graphic organizer like a double bubble map or Venn diagram, compare Loujain AlHathloul with Loujain in the book.

Women's Rights Activists

- o Like Loujain fought for women's rights in Saudi Arabia, there are women all over the world and all over history who have fought for rights. Introduce your students to "Britannica Presents 100 Woman Trailblazers" at www.britannica.com/explore/100women/the-women/profiles.
- o Have each student/group/class choose a woman trailblazer and complete research notes (may be modified depending on age/ability of students):

Women Trailblazers Research	
Who?	Name:
	Who did she influence?
	Who disagreed with her?
What?	What was her goal?
	What was she motivated by?
	What obstacles did she encounter?
When?	When did she live? Or when was she born?
	When did she start activism?
Where?	Where does/did she live?
	Where did she have the most influence?
Why?	Why was she considered an activist?
	Why did she work so hard to achieve her goal?
How?	How did she achieve her goal?
	How did she impact others?
	How would the world be different without her?

ACTIVITIES

Color Wall

- o Loujain loves color and often takes photos of colorful things in her life.
- o Give each student a small notebook and have them take notes on colorful things they see during their days for a week.
 - If possible, allow them to take photos of these colorful items.
- o At the end of a week, have them create a color wall.
 - Option 1: If students took photos on a smartphone or iPad, they can create this color wall digitally using a digital collage maker like Canva.
 - Option 2: If able to print the photos, students can physically make a color wall collage.
 - Option 3: If photos are not an option, have students create their color wall on their own drawing the colorful things they saw.



ACTIVITIES

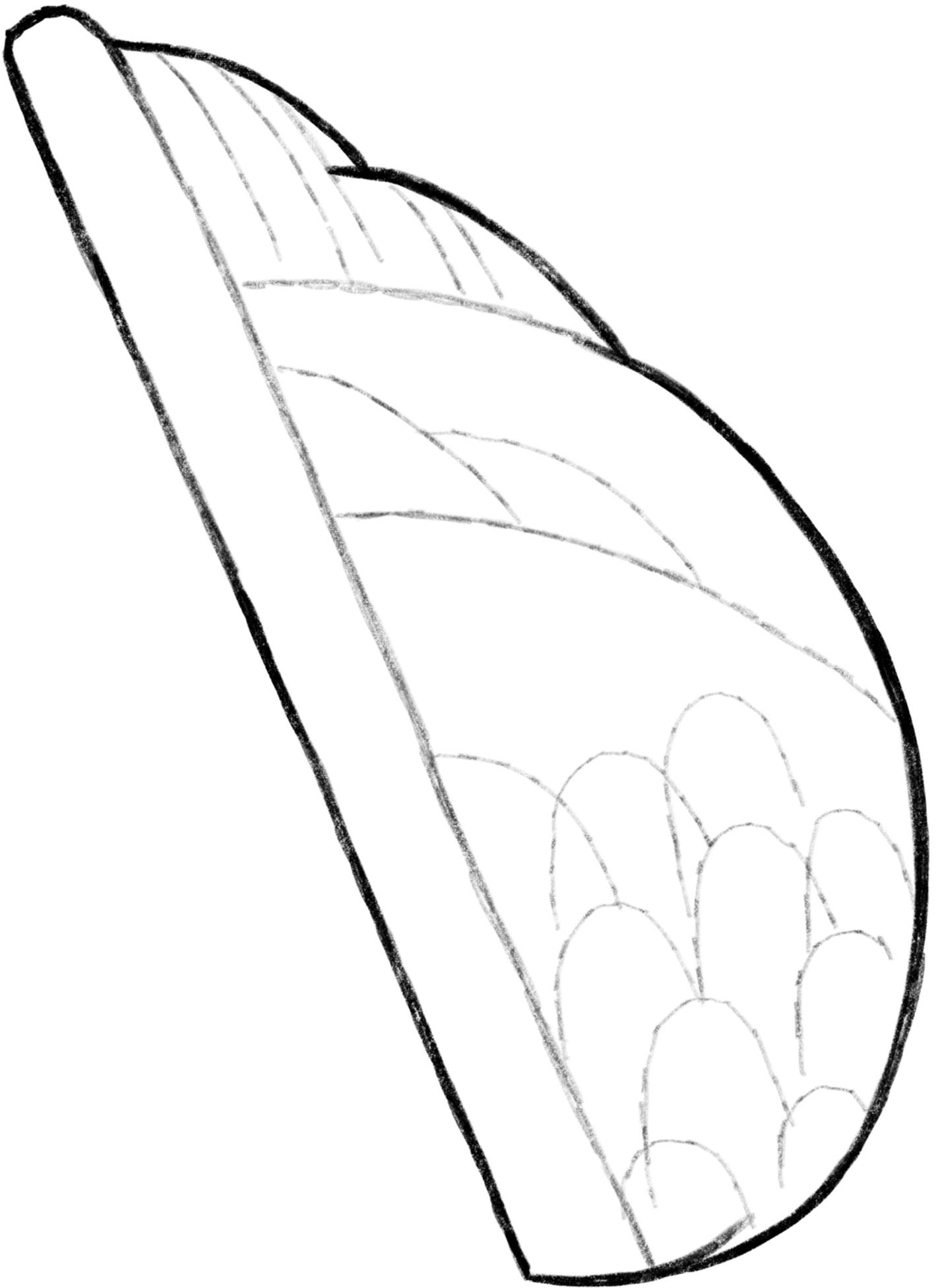
Wings

- Loujain did something that others didn't dare to do, and there have been humans over time that have tried to do the same by building wings for humans. Share with students the different times over history where this was attempted.
 - Abbas ibn Firnas
 - Eilmer of Malmesbury
 - Hezârfen Ahmet Çelebi
 - Leonardo da Vinci
 - Otto Lilienthal
 - Wright brothers
 - Dean Potter
 - Jhonathan Florez
 - Ellen Brennan
 - Jeb Corliss

- For each invention of wings, complete the following graphic organizer:

Inventor	Date	About their wings	Successes	Failures

- Then, ask students to create their own wings.
 - Option 1: Give each student a wings illustration and ask them to decorate them as they'd like. See pages 9 and 10 for sample wings.
 - Option 2: Have students use construction paper, tissue paper, craft feathers, and more to create their own wings.
 - Option 3: Create giant wings and have your class decorate them together.
- Finally, ask students to reflect on where they would visit if they had wings.
- Science extension opportunity:
 - Study wings with your students.
 - Introduce how bird wings work by watching Smarter Every Day 62 on YouTube "How Bird Wings Work (Compared to Airplane Wings)" youtu.be/4jKokxPRtck.
 - Then, look at humans versus birds with students because although Loujain and her baba fly in the book, humans have biological reasons why there hasn't been a way to make humans fly like birds. Yale Scientific article "Q&A: Why Can't Humans Fly?" is a good resource bit.ly/2QwWuRU.





ACTIVITIES

Dreams

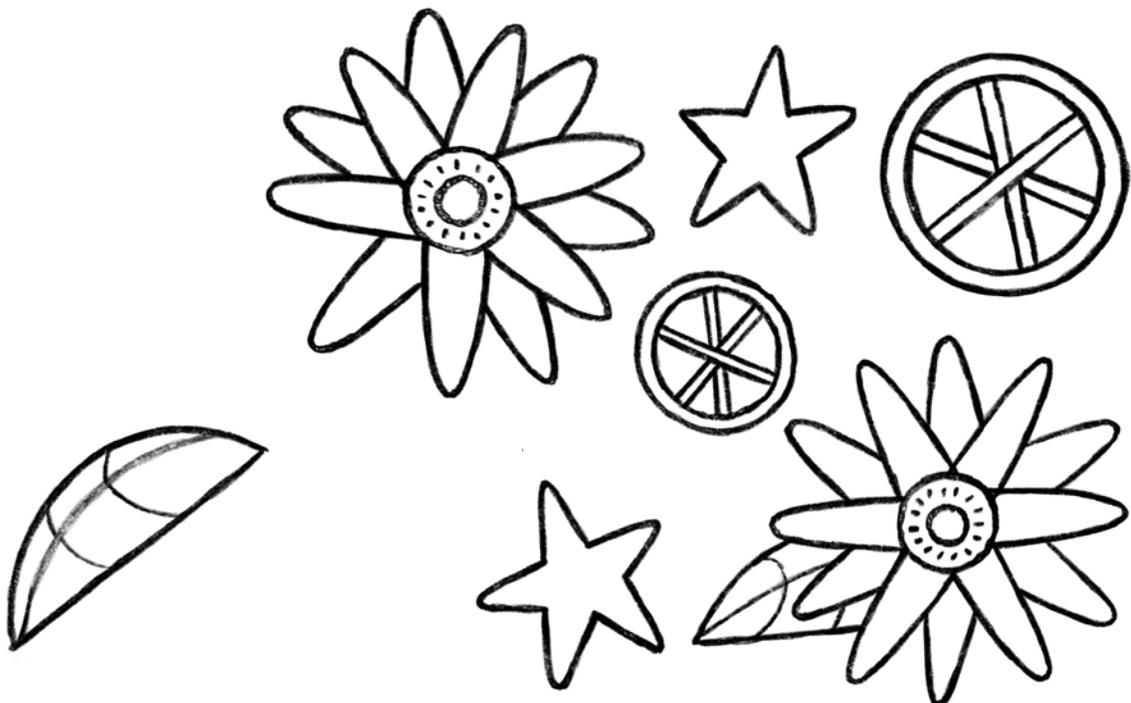
- o Ask your students about what their dreams are. It can be where they dream on visiting, something they dream of doing, or any other dreams.
- o First, ask your students to draw their dream (and make sure they make it colorful like Loujain would like!)
- o After your students draw their dream, ask them to write a caption for their illustration.

International Human Rights Day or International Women's Day

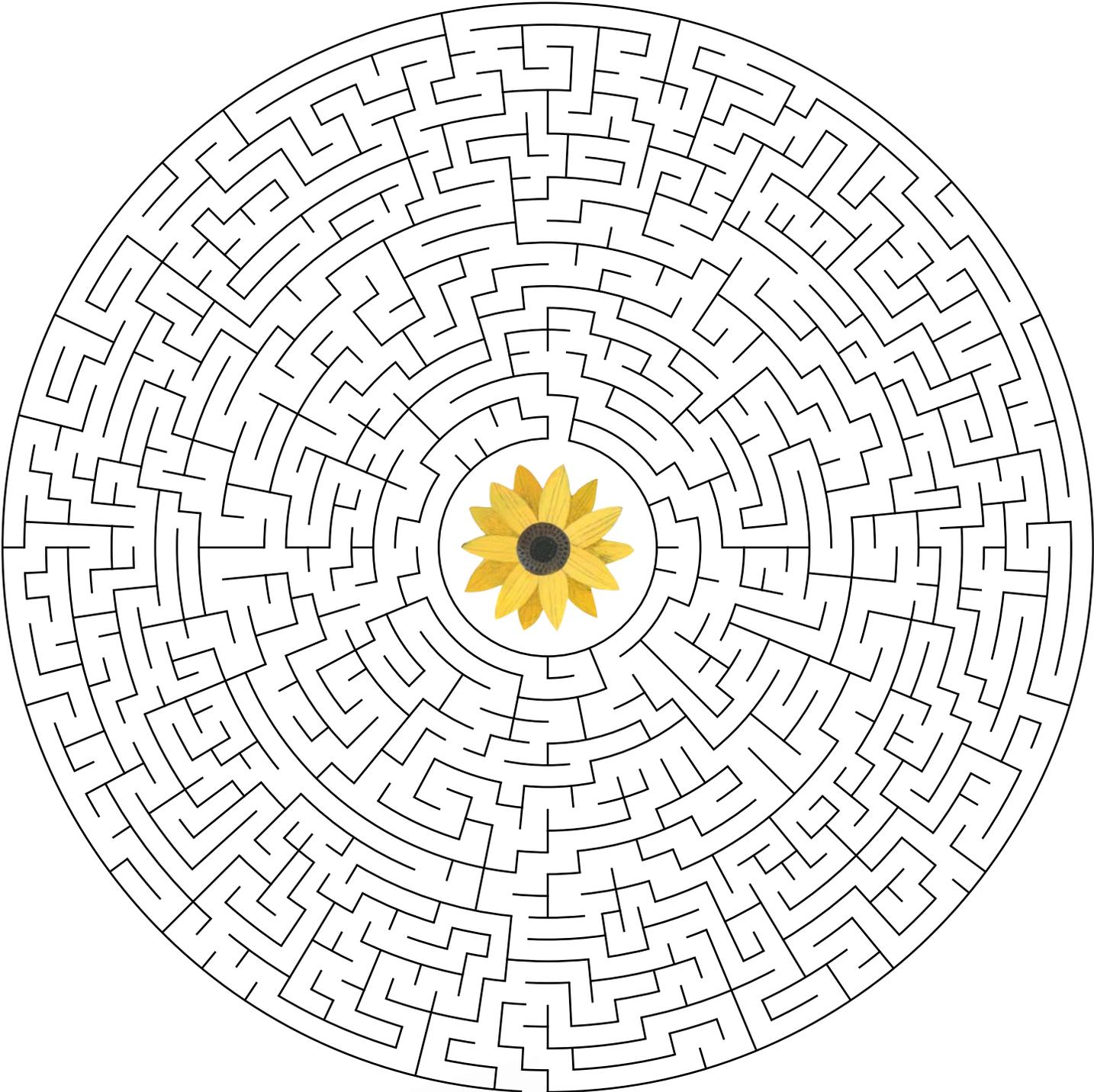
- o On December 10 (Human Rights Day) or March 8 (International Women's Day), have your class take part in the international human rights events.
- o Visit internationalwomensday.com to learn more about the days and how to take part in the events.

Sunflowers

- o Sunflowers symbolize freedom to Loujain.
- o As a class, grow your own sunflowers! Use this opportunity to discuss how plants grow.
- o Have students make their own carpet of sunflowers to float in the sky. Have students decorate and cut out the sunflowers. Have them write things that make them happy on the back of the sunflowers. Then make holes at the top, and tie each sunflower to a string. Use a stick, cardboard tube, or coat hanger to tie each sunflower to it (at different lengths) to make a mobile.
- o Give each student a print-out of a maze and let them find the way to the sunflower. Find a printable version on the next pages.

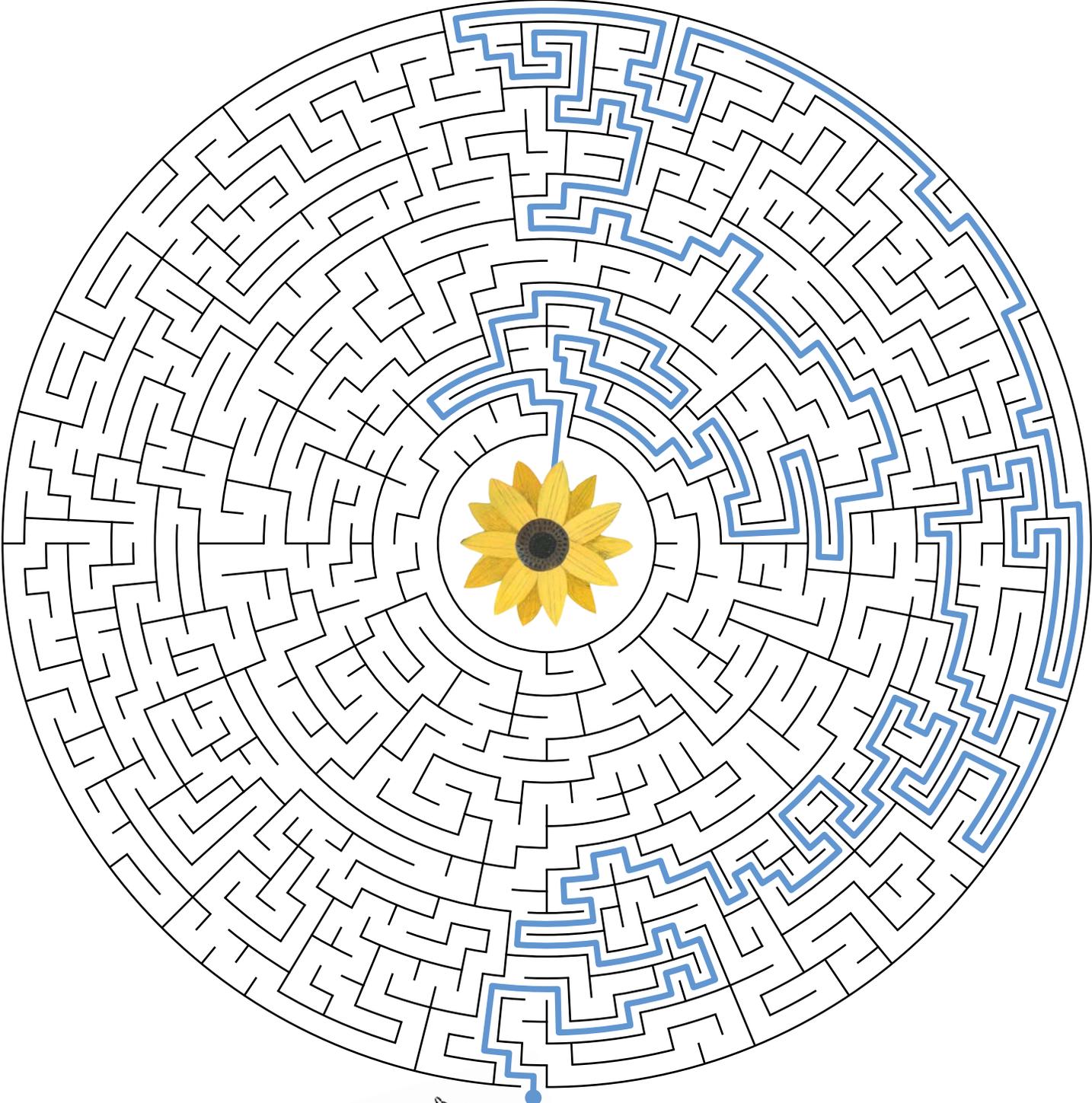


HELP LOUJAIN FIND THE SUNFLOWERS BY FLYING HER THROUGH THE MAZE!



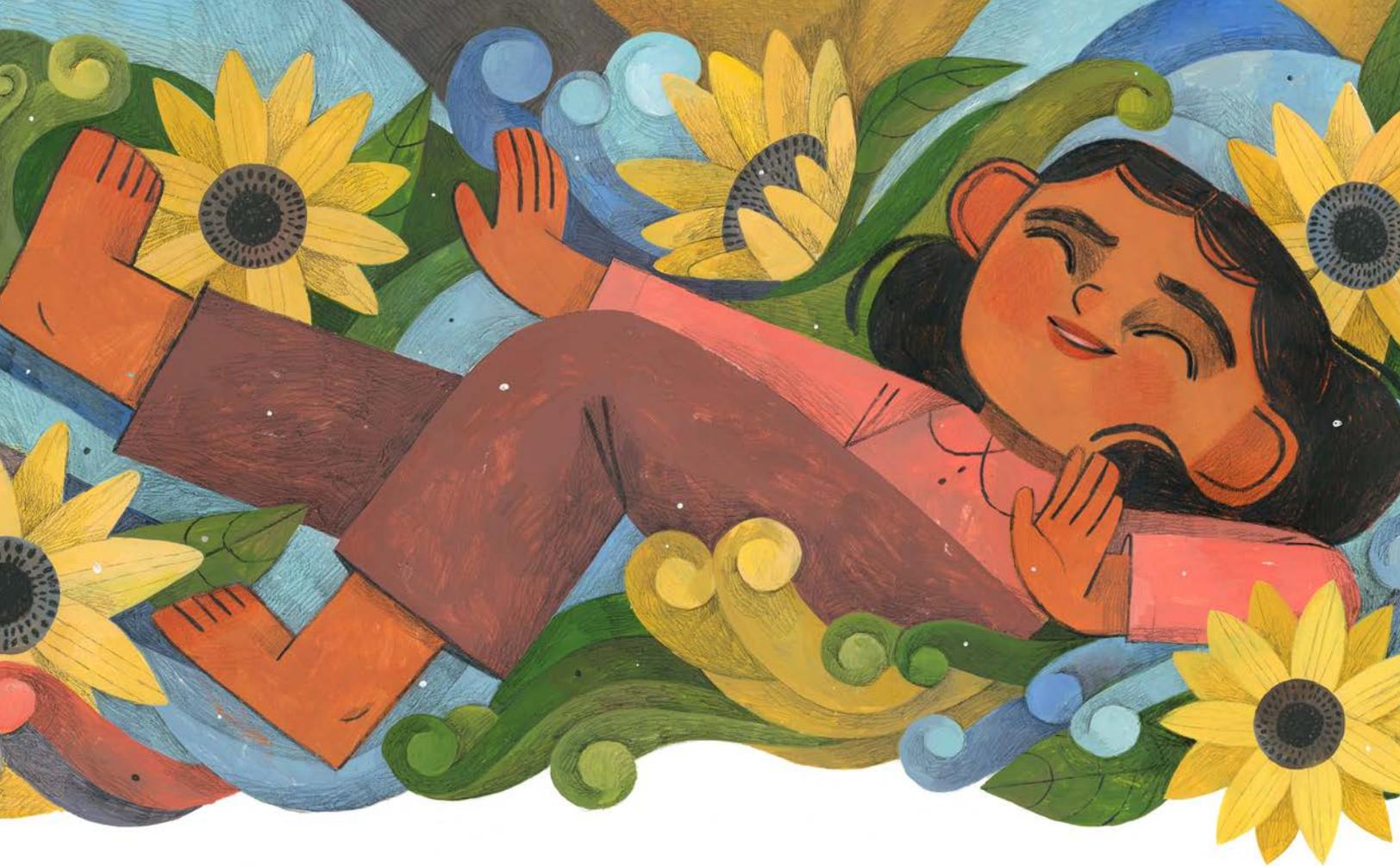
ACTIVITIES

Solution: The correct way through the maze.









This guide was created by Uma Mishra-Newbery, coauthor of *Loujain Dreams of Sunflowers*, and Kellee Moyer, a middle school teacher-librarian in Orlando, Florida.

Uma Mishra-Newbery holds degrees in English language and literature, chemistry, and creative writing and has been an adjunct professor of chemistry and taught chemistry and middle school science as well as elementary school English and English as a Foreign Language (EFL).

Kellee Moyer is the author of various teaching guides for all levels; the coauthor of the blog [Unleashing Readers](#); a jury member then cochair of the 2020–2021 Schneider Family Award Jury; on the 2016–2018 ALAN Board of Directors and current social media chair for ALAN; a member then chair of the Amelia Elizabeth Walden Book Award committee from 2012–2014; and a member of NCTE, ALAN, and ALA. Kellee can be reached at Kellee.Moyer@gmail.com.