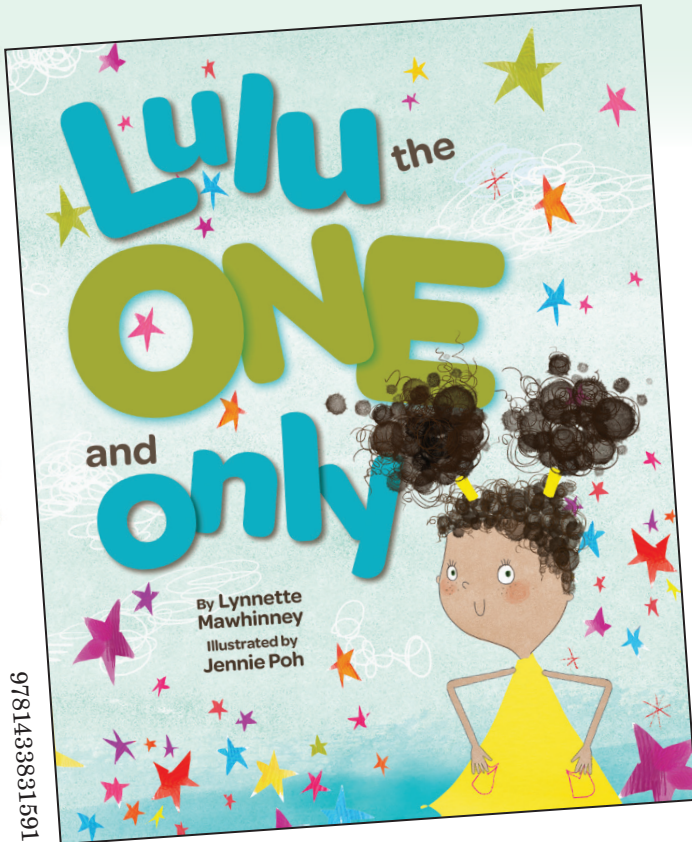


# Curriculum Guide



## Lulu the One and Only

BY  
**Lynnette Mawhinney**

ILLUSTRATED BY  
**Jennie Poh**

*It's not what you are, it's who you are!*

**L**ULU LOVES HER MIXED-RACE FAMILY, but she hates it when people ask her, “What are you?” Her brother helps her come up with a power phrase so she can easily express *who* she is, not *what* she is, when she gets the dreaded question.

Author Lynnette Mawhinney, PhD, the only biracial person in her family, helps to prepare future urban teachers for the classroom and is an expert on diversity in education. *Lulu the One and Only* includes an Author’s Note with advice for navigating the complexity of multiple racial identities within a family—tips helpful for celebrating diversity in the classroom as well.

★ “This book does more than simply tell a single story of biracial experience: It talks about navigating everyday racism in sensitive, but frank, ways. This affirmation is just as important as the power phrase. . . . All children will benefit from this pitch-perfect discussion of race, identity, complexity, and beauty.”

—*Kirkus Reviews*, starred review

[lynnettemawhinney.com](http://lynnettemawhinney.com) [maginationpress.com](http://maginationpress.com)

**Magination Press**  
Books for Kids From the  
American Psychological Association

The Common Core State Standards addressed by the discussion questions, activities, and worksheets in this guide are noted throughout. For more information on the Common Core, visit [corestandards.org](http://corestandards.org).

# Discussion Questions

-  Describe how Lulu’s mom feels about her daughter. Why do you think that pearls are important to Lulu and her mom? [CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#)
-  Compare how Lulu feels when she is with her family to the way she feels when she is in public with others. Cite evidence from the text to support your observations. [CCSS.ELA-LITERACY.RL.1.9](#); [CCSS.ELA-LITERACY.RL.2.9](#); [CCSS.ELA-LITERACY.RL.3.9](#)
-  Look carefully at the illustrations of Lulu on the pages where she is talking about THAT question. How does the illustrator of this story show how Lulu feels when she is asked, “What are you?” [CCSS.ELA-LITERACY.RL.K.7](#); [CCSS.ELA-LITERACY.RL.1.7](#); [CCSS.ELA-LITERACY.RL.2.7](#); [CCSS.ELA-LITERACY.RL.3.7](#)
-  Lulu describes her brother, Zane, as someone who makes her laugh a lot. Though Zane can be silly, he can be helpful as well. In what ways is Zane helpful to Lulu when she seeks advice for how to deal with THAT question? [CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#); [CCSS.ELA-LITERACY.RL.3.1](#)
-  When does Lulu have a chance to share her power phrase for the first time? What is the reaction after Lulu states her power phrase? [CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#); [CCSS.ELA-LITERACY.RL.3.1](#)
-  Zane tells Lulu that he is good at so many things because of their mom and dad. What does he learn from each of his parents? What special things have you learned from your family? [CCSS.ELA-LITERACY.RL.K.1](#); [CCSS.ELA-LITERACY.RL.1.1](#); [CCSS.ELA-LITERACY.RL.2.1](#); [CCSS.ELA-LITERACY.RL.3.1](#)
-  Lulu and Zane are not the only ones who have to face questions about “what” they are from others. Their parents are also asked about their children and how they are related. Look at the pages where people are asking Lulu’s parents about how they are connected to Lulu or Zane. What power phrases could the parents use to help others understand their family? [CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#)
-  Lulu is faced with a problem to solve in this story. With the support of her brother, Zane, Lulu can now handle the challenging question of “what” she is. What important lesson does Lulu learn as she solves her problem? [CCSS.ELA-LITERACY.RL.2.2](#); [CCSS.ELA-LITERACY.RL.3.2](#)
-  Look back through the story and find examples of when the text is displayed in all capital letters or in italics. Practice reading these parts of the story aloud with a partner. Discuss why you think these words are highlighted in the story. [CCSS.ELA-LITERACY.RL.1.4](#); [CCSS.ELA-LITERACY.RL.2.4](#)
-  Lulu finds a connection with her brother, Zane, when she discusses THAT question. Think carefully about the difficulties Lulu and Zane face when others make assumptions about who they are based on how they look. How do you connect with this difficulty? Has there been a time in your life when others judged you by how you look? Discuss as a class. [CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#)

# Activities for Students

## Hello, My Name Is . . .

Luliwa Lovington introduces herself on the first page of the story and shares that her name means “pearl” in Arabic. Research the story of your name. Were you named to honor a family member or friend? If so, what characteristics did this family member or friend have that made your family select this name for you? Does your name have special meaning in another language? Everyone calls Luliwa Lovington “Lulu”—do you have a nickname? Write the story of your name and prepare to share it with your class. Adding details makes this sharing a lot of fun and highlights how special you are! Practice reading your piece several times before your presentation.

[CCSS.ELA-LITERACY.W.K.3](#); [CCSS.ELA-LITERACY.W.1.3](#); [CCSS.ELA-LITERACY.W.2.3](#); [CCSS.ELA-LITERACY.W.3.3](#)

## My Power Phrase

Zane, Lulu’s brother, offers Lulu a strategy to deal with THAT question. He tells her that she can turn the question of *what* she is into *who* she is with the aid of a power phrase. What power phrase could you create that would help others go beyond what you look like to understand who you are? Create a colorful poster of your new power phrase. Practice saying it aloud to someone you trust. Display your power phrase posters in your classroom.

## Palm Portraits

Think of something that makes you special. For Lulu, it might be a pair of beautiful black pearl earrings. What represents you? Your love of tacos? Your skateboard? A favorite book? Your soccer skills? Trace your hand on a piece of paper, then carefully cut out your hand print. On your paper palm, draw a picture of what makes you YOU. Display your palm portraits around your classroom. Have classmates guess who drew which portrait. Talk about what you selected to represent yourself and why.

## Our Museum of Culture

With your guardian’s permission, bring a personally meaningful object from home to school. This item could be a photo, a toy, a book, or an object used as part of a family celebration. On an index card, write a description of your personal object and explain why it’s important to you. Put all the objects and their descriptions on display for a gallery walk in your classroom.



## Getting to Know You

Brainstorm a list of interesting facts you might like to discover about your classmates: Who speaks another language? Who likes to sing? Who lives with a grandparent? Who has been to another state? Who is mixed race? Who has been to a Passover seder? Who has traveled outside the U.S.? etc. Create a questionnaire and roam around your classroom interviewing students. As a class, share and discuss your results. What connects you to your classmates? What makes each person special?

The discussion questions, activities, and worksheets in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both master’s and doctoral degrees in education, with an emphasis on curriculum and instruction.

**Lulu the One and Only Curriculum Guide**

Illustrations copyright © 2020 by Jennie Poh. All rights reserved. This page may be photocopied for free distribution.

# Where I'm From



People ask Lulu, “what are you?” She comes up with a way to describe *who* she is in response. Lots of things help us to define *who* we are. Use words to describe what makes you uniquely you by completing the “Where I’m From” poem. Share your poems with classmates. [CCSS.ELA-LITERACY.W.1.8](#); [CCSS.ELA-LITERACY.W.2.8](#)

## Where I'm From



(any object from your home) → I am from \_\_\_\_\_

(two things your family uses a lot) → from \_\_\_\_\_ and \_\_\_\_\_.

(what people would see when looking at your home) → I am from \_\_\_\_\_

(a phrase one of your family members says) → and from “\_\_\_\_\_.”

(a plant, tree, or natural object from your home) → I am from \_\_\_\_\_

(names of two relatives older than you or ancestors) → from \_\_\_\_\_ and \_\_\_\_\_.

(a tradition in your family) → I am from \_\_\_\_\_

(two things you love about your family) → from \_\_\_\_\_ and \_\_\_\_\_.

(two foods your family loves) → I am from \_\_\_\_\_ and \_\_\_\_\_.

(something else your relatives say) → from “\_\_\_\_\_.”

(your favorite toy when you were small) → I am from \_\_\_\_\_

(say what that toy meant to you) → \_\_\_\_\_.

By: \_\_\_\_\_

This poem template is inspired by George Ella Lyon’s poem “Where I’m From” and was adapted from [freeology.com](#) by the Pasadena Public Library and further adapted for this worksheet.

NAME: \_\_\_\_\_

# Making Connections



Reading is more than just saying the words on the page. Reading involves making meaning by connecting to the story events through your feelings, reactions, and personal experiences. Use the following prompts to help you make a stronger connection to the story of Lulu and THAT question.

[CCSS.ELA-LITERACY.RL.K.3](#); [CCSS.ELA-LITERACY.RL.1.3](#); [CCSS.ELA-LITERACY.RL.2.3](#); [CCSS.ELA-LITERACY.RL.3.3](#)

In *Lulu the One and Only*, the part where \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ reminded me of \_\_\_\_\_

\_\_\_\_\_.

One way I am like Lulu: \_\_\_\_\_

\_\_\_\_\_

One way I am different from Lulu: \_\_\_\_\_

\_\_\_\_\_

I think *Lulu the One and Only* is a good title for this story because \_\_\_\_\_

\_\_\_\_\_

For me, the best part of *Lulu the One and Only* is \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_.



NAME: \_\_\_\_\_

# Feelings Tracker



Lulu goes through a variety of emotions as she tries to solve the problem of creating an answer for THAT question. Look for one story event from the beginning, one from the middle, and one from the end of the story that show the different feelings that Lulu experiences throughout the book. Describe each event, write an adjective that describes how Lulu feels in connection to the event, and draw an illustration of Lulu's face to reflect how she felt in each section of the story.

CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7; CCSS.ELA-LITERACY.RL.3.7;  
CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3

## BEGINNING OF STORY

Description of story event: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ *Adjective*



**DRAW LULU**

## MIDDLE OF STORY

Description of story event: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ *Adjective*



**DRAW LULU**

## END OF STORY

Description of story event: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ *Adjective*



**DRAW LULU**

# Who I Am

What makes you uniquely YOU?  
Fill in the blanks below and draw  
a picture of your beautiful face.

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

My birthday is \_\_\_\_ / \_\_\_\_ / \_\_\_\_.

My Power Portrait

I live with \_\_\_\_\_.

I have \_\_\_\_\_ pets.

My favorite activities are \_\_\_\_\_.

My favorite subject in school is \_\_\_\_\_.

My favorite food is \_\_\_\_\_.

My least favorite food is \_\_\_\_\_.

I am happiest when \_\_\_\_\_.