



A Common Core State Standards-Aligned
Discussion & Activity Guide for Grades 1 - 2

REAL PRINCESSES CHANGE THE WORLD

ISBN-10: 1250751438
ISBN-13: 978-1250751430

Written by Carrie A. Pearson

Illustrated by Dung Ho

Published by Roaring Brook Press

There are so many ideas of what princesses are: Princesses are sweet, beautiful, and gracious. Princesses wear poofy dresses and strut about their castle. Princesses are just missing a handsome prince. But what message does that send to the children who look up to them?

This picture book compiles biographies of eleven different princesses, highlighting who they truly are: diplomats, engineers, activists, athletes, and so much more. It focuses on their achievements and contributions, situating them as active members in the global and local community. From Nigeria to Japan, Saudi Arabia to Sweden, and Thailand to Tonga. This picture book takes readers on a trip that spans the whole world.

Guide created by
Debbie Gonzales, MFA



Table of Contents

Pre-reading Discussion	3
Post-reading Discussion.....	4-5
Who Am I?: A Matching Game	6
Princess Picture Label Cards	7
Who Am I? Cards.....	8-9
The Bio-Pyramid Research Project.....	10
The Bio-Pyramid Research Project Template.....	11
Advice for the Heirs Apparent	12
Advice for the Heirs Apparent Template	13
Common Core State Anchor Standards:	
• Reading	14
• Writing	14-15
• Speaking & Listening	15



Pre-Reading Discussion

Consider the front cover of the book. Answer the following questions:

- What does the word *princess* mean to you?
- Describe the clothing a princess might wear.
- Do all princesses have the capability to perform magic? Explain your answer.
- The word *real* means true, actual, and honest-to-goodness. Is there a difference between a princess that is real and a pretend one? How so?
- Examine the illustration on the cover of REAL PRINCESSES CHANGE THE WORLD. Describe the images of the women and girls featured there. Do they look like real princesses? Explain your answer.
- Predict what this picture book is going to be about.

Meet the Author - Carrie A. Pearson:

- REAL PRINCESSES CHANGE THE WORLD is a nonfiction picture book, meaning that the events and people described in the book are real and true. In the Author's Note, Carrie explains that she found inspiration for writing this book while watching her young girls play pretend "princess-y" games. Determine how watching fictional play could spark the desire to write a true story about real princesses.
- The word *power* means strength, mightiness, and force. Carrie believes in the "power of story." What does she mean by this statement? Can a story possess enough strength to change thinking or to empower others? Explain your answer.
- Carrie has written a number of nonfiction picture books for young readers, all of which explore important topics such as caring for the environment, a reverence for nature, and inspirational people who have made a difference in the world. Predict which of these topics will be explored in REAL PRINCESSES CHANGE THE WORLD. How so?



Meet the Illustrator - Dung Ho:

- Dung Ho says that she loves to create interesting characters with unique personalities. REAL PRINCESSES CHANGE THE WORLD is a picture book profiling eleven contemporary real-life princesses and four heirs apparent from all around the world. Determine how interest in creating diverse characters prepared her to illustrate this picture book.
- Dung Ho has a passion for illustrating picture books, meaning that she feels deep emotion and joy while engaged in such projects. Do you think that some of the princesses featured in this book possess that same sort of passion for projects they believe in? If so, what types of projects could that be?
- Dung Ho is a best-selling illustrator who lives in Ho Chi Minh, Vietnam. Carrie Pearson is an award-winning author living in Marquette, Michigan. Consider how two creative individuals from opposite sides of the world might join together to create a picture book about princesses from all around the world. Determine how their partnership is an example of the strength and power of story.



Post-Reading Discussion

Even so, each princess shows how one person can work hard to make small changes, and those changes can add up to make a better world!

- Whether born into the role or becoming one through marriage, a princess is the next person to lead a monarchy. A *monarchy* is a form of government led by one person – a huge responsibility requiring tremendous leadership skills. The word leadership means authority, influence, and control. Explain how a person might develop the skills needed to serve as a royal monarch.
- What does it really mean to be a leader? Can a leader do a good job while being true to themselves? Explain your answer.
- The word *traits* means quality, character, and mannerisms. Each of the princesses featured in this book demonstrate their own unique leadership style and traits. Identify the similarities and differences between their leadership traits and ways of serving as real princesses.

Princess Abze became an engineer, but she never forgot how hard it was to learn when she was younger.

- Examine Princess Abze’s desire to serve and make a difference for the people of her country through the MAMA-Light. Tell how she used her talents to make a lasting change in their lives.
- Consider Princess Kako of Akishino’s dedication to a life of service to her people. Discuss how her commitment to them offers lasting support to them and a deep appreciation for their culture and way of life.
- Explain why Princess Angelika Lātūfuipeka Tuku‘aho’s dedication to preserve, protect, and celebrate the Tongan culture serves and benefits her people. Examine how caring for the past brings about change in the future.
- The Duchess of Cambridge, Kate Middleton, is devoted to caring for the children of her country. What does she mean in saying, “Big change starts small.”? Tell how focusing on the needs of children serves and benefits all of the United Kingdom.

Now her job is to manage how her country uses computers and other technology. She creates connections between people and businesses to build a stronger nation.

- Princess Sikhanyiso Dlamini was raised with a sense of purpose. Identify ways that she has served the people of Eswatini since she was very young.
- Determine how researching environmental needs and spending time with scientists prepared Princess Victoria of Sweden with a sense of purpose as a future leader of her country.
- As a lawyer, Princess Bajrakitiyabha serves as a voice of change for female prisoners in Thailand and around the world. Consider how her leadership directly impacts and improves the lives of others.



Princess Keisha shows children that their hair is beautiful and, most importantly, that they are beautiful.

- The word *authentic* means genuine, true, and original. Consider how Princess Keisha's genuine love for the texture of her hair has encouraged others to do the same.
- Authentic leaders have *integrity*. This means to act upon strong beliefs by working hard to improve the lives of others. Tell how Princess Reema Bint Bandar Al Saud's passion for sports provided opportunities for girls in Saudi Arabia.
- Authentic leaders have *credibility*, meaning that, because of their experiences, they are skilled and can be trusted to lead in a positive way. Princess Charlene of Monaco was an Olympic swimmer when she was young. Discuss how her experience as an athlete prepared her to champion water safety for children.
- Sometimes being an authentic leader requires asking questions about equity. The word *equity* means equality, justice, and balance. When Meghan, Duchess of Sussex, was very young she questioned the perception of women in television advertising. Explain how her willingness to challenge unfairness as a child has served to define her life's work.

Each day, these princesses discover that becoming a good leader takes time and preparation.

- Define the words service, authenticity, integrity, credibility, and equity in your own words. Tell how the real princesses in the book demonstrated these leadership qualities.
- Give examples of how the real princesses grew into their leadership roles over time. Tell how their childhood experiences prepared them for their regal roles.
- To *emulate* means to imitate, model, or to take as an example. Is there a real princess that you would like to emulate? One whose leadership style and traits have inspired you to follow? Explain your answer.



Who Am I?: A Matching Game

Objectives: Analyze aspects of the text to discover clues revealing how featured individuals behave, believe, and inspire others.

Materials:

- REAL PRINCESSES CHANGE THE WORLD, the book
- Princess Picture Label Cards (Guide, pg. 7)
- Who Am I? Cards (Guide, pgs. 8-9)
- A Globe or a World Map
- Cardstock
- Scissors

Procedure:

- Print Princess Picture Label Cards and the Who Am I? cards on cardstock. Use scissors to trim around the borders of the cards.
- Reread REAL PRINCESSES CHANGE THE WORLD, taking care to notice details in the illustrations, quotes, and personal information.
- Choose a Who Am I? Card. Read the clues. Search through the collection of Princess Picture Label Cards to find the match.
- Locate each princess's home country on the globe or world map.
- Examine the quotes featured on each Who Am I? card. Determine how the words represent the values, authenticity, and sense of purpose and service demonstrated by each princess. Tell how each quote is an expression of her unique leadership style as a member of the monarchy.
- Continue the process until all of the cards have been matched.
- Use the information featured on these cards as inspiration to complete the remaining activities featured in this guide.



Princess Sikhanyiso Dlamini



I am a real princess from Eswatini, Africa.

I am also a computer expert connecting people to make a stronger nation.

I once said, "A better connected Eswatini will translate to a more prosperous Eswatini."

Who am I?



Princess Reema Bint Bandar Al Saud




I am a real princess from Saudi Arabia, Asia.

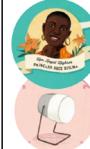
I am also a visionary dedicated to encouraging girls to participate in sports.

I once said, "It's not about being first; it's about being one of many to come."

Who am I?



Princess Abze Djigma



I am a real princess from Burkina Faso, Africa.

I am also the engineer who created the MAMA-light.

I once said, "We can be engineers and we can be female."

Who am I?



Princess ... of ...

Princess ...

Victoria, Crown Princess of Sweden

I am a real princess from Monaco

I am a real princess from Thailand, Asia.

I am also a lawyer who acts of behalf of women everywhere.

I once said, "Social harmony will only be achieved when everybody realizes their own rights without violating the rights of others."


Who am I?




Princess Picture Label Cards



Who Am I? Cards




I am a real princess from Burkina Faso, Africa.




I am also the engineer who created the MAMA-light.

I once said, "We can be engineers and we can be female."

Who am I?



I am a real princess from Eswatini, Africa.



I am also a computer expert connecting people to make a stronger nation.

I once said, "A better connected Eswatini will translate to a more prosperous Eswatini."

Who am I?



I am a real princess from Nigeria, Africa.



I am also a businesswoman who encourages children to love themselves for their inner beauty.

I once said, "I LOVE receiving checks...with my name on them."

Who am I?




I am a real princess from Japan, Asia.



I am also dedicated to my country and to the monarchy.

I once said, "I do have dreams, but I prefer to keep them to myself."

Who am I?



I am a real princess from Saudi Arabia, Asia.



I am also a visionary dedicated to encouraging girls to participate in sports.

I once said, "It's not about being first; it's about being one of many to come."

Who am I?




I am a real princess from Thailand, Asia.



I am also a lawyer who acts of behalf of women everywhere.

I once said, "Social harmony will only be achieved when everybody realizes their own rights without violating the rights of others."

Who am I?



I am a real princess from Tonga, Australia/Oceania.



I am also an ambassador for my unique Tongan culture.

I once said, "Our dances show the proud history of our past, preserving our values for our present generation and ensuring a promising future for generations to come."

Who am I?



I am a real princess from Sweden, Europe.



I am also an environmentalist with a passion to impact climate change.

I once said, "The world is so big -- at the same time amazingly small. Everything is connected in a complex and fragile interaction. If we only look at one part, we miss out on the big picture."

Who am I?



I am a real princess from Monaco, Europe.



I am also an athlete who swam competitively in the 2000 Olympic Games.

I once said, "It is equally important for me to be with my children as to reach many children, to help them, to educate them, to make a difference for them, and to save their lives."

Who am I?




I am a real princess from The United Kingdom, Europe.




I am also a feminist speaking up for the rights of women.

I once said, "If things are wrong and there is a lack of justice and equality, someone needs to say something -- and why can't it be you?"

Who am I?



I am a real princess from The United Kingdom, Europe.



I am a voice for children by helping adults understand how important childhood is.

I once said, "It is our duty. . . to give all children the space to build their emotional strength and provide a strong foundation for their future."

Who am I?



Bio-Pyramid Research

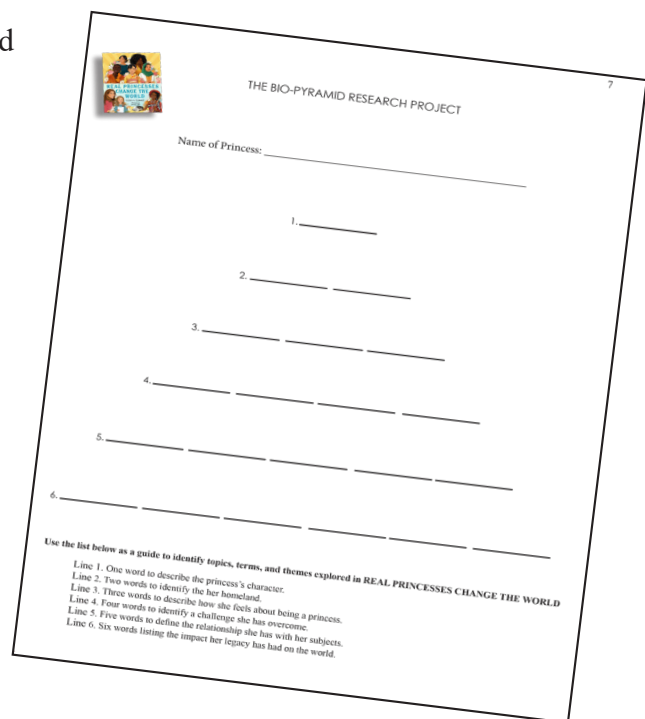
Objectives: Write informative/explanatory essay examining information presented in the text.

Materials:

- REAL PRINCESSES CHANGE THE WORLD, the book
- Bio-Pyramid Research Template (Guide, pg. 11)
- Princess Picture Label Cards (Guide, pg. 7)
- Who Am I? Cards (Guide, pg. 8-9)
- Cardstock
- Scissors

Procedure:

- The Bio-Pyramid is a research tool designed to enhance interpretation of information, summarize facts, and communicate understanding in a concise and creative way. The Bio-Pyramid features six lines to be filled with a designated number of words in correlation with the topic described.
- Using the Princess Picture Label Cards and Who Am I? Cards as inspiration, instruct students to choose a Real Princess to research.
- Instruct students to use their research to answer the sequentially numbered questions featured on the Bio-Pyramid about their selected princess.
- Have students to write an essay summarizing the information gathered in the Bio-Pyramid.
- Encourage students to share their Bio-Pyramid and essay with the class.



THE BIO-PYRAMID RESEARCH PROJECT

Name of Princess: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Use the list below as a guide to identify topics, terms, and themes explored in REAL PRINCESSES CHANGE THE WORLD.

Line 1. One word to describe the princess's character.

Line 2. Two words to identify the her homeland.

Line 3. Three words to describe how she feels about being a princess.

Line 4. Four words to identify a challenge she has overcome.

Line 5. Five words to define the relationship she has with her subjects.

Line 6. Six words listing the impact her legacy has had on the world.





THE BIO-PYRAMID RESEARCH PROJECT

Name of Real Princess: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Use the list below as a guide to identify topics, terms, and themes explored in REAL PRINCESSES CHANGE THE WORLD

- Line 1. One word to describe the princess’s character.
- Line 2. Two words to identify the her homeland.
- Line 3. Three words to describe how she feels about being a princess.
- Line 4. Four words to identify a challenge she has overcome.
- Line 5. Five words to define the relationship she has with her subjects.
- Line 6. Six words listing the impact her legacy has had on the world.



Advice for the Heirs Apparent

Objective: To write a short narrative essay drawing evidence from informational texts to support analysis and reflection.





Materials:


- REAL PRINCESSES CHANGE THE WORLD, the book
- The Advice for the Heirs Apparent Template (Guide, pg. 14)
- Princess Picture Label Cards (Guide, pg. 7)
- Who Am I? Cards (Guide, pgs. 8-9)
- The Bio-Research Pyramid (Guide, pg. 11)


Procedure:


- Examine the illustrations and photos of the four princesses who are the heirs apparent to become queens of their monarchies. Encourage students to identify ways that they are similar and different from one another.
- Consider how each of these young women must prepare themselves for the leadership roles they will assume. Analyze the leadership traits demonstrated by the Real Princesses presented earlier in the book. Discuss the types of values, sense of authenticity and individuality, as well as a commitment to purpose and service each heir apparent must embrace when they become queen.
- Using the Advice for the Heirs Apparent template as a guide, instruct students to describe aspects of leadership that would benefit them in their future roles as queens. Have students write the name of each selected Real Princess referenced in the space provided in each statement.
- Instruct students to write an explanatory essay examining reasons for their point of view, citing how their advice has been inspired by the leadership traits demonstrated by a selected Real Princesses.
- Encourage students to share their essays with the class.

Advice for the Heirs Apparent Template 9

 Catharina-Amalia, Princess of Orange	 Princess Ingrid Alexandra of Norway
 Princess Elisabeth, Duchess of Brabant	 Leonor de Borbón, Princess of Asturias

 My best advice for when you become queen is to authentically embrace your personality, values, and beliefs like _____. Here are some examples of how this Real Princess has done so.

 My best advice for when you become queen is to boldly champion your sense of purpose like _____ has done. Here are some examples of how this Real Princess has done so.

 My best advice for when you become queen is to embrace your call to duty and service to the people of your kingdom like _____. Here are some examples of how this Real Princess has done so.



Advice for the Heirs Apparent Template



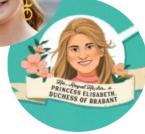
Catharina-Amalia,
Princess of Orange



Princess Ingrid
Alexandra of Norway



Princess Elisabeth,
Duchess of Brabant



Leonor de Borbón,
Princess of Asturias



My best advice for when you become queen is to authentically embrace your personality, values, and beliefs like _____ . Here are some examples of how this Real Princess has done so.

- 1.
- 2.
- 3.



My best advice for when you become queen is to boldly champion your sense of purpose like _____ has done. Here are some examples of how this Real Princess has done so.

- 1.
- 2.
- 3.



My best advice for when you become queen is to embrace your call to duty and service to the people of your kingdom like _____. Here are some examples of how this Real Princess has done so.

- 1.
- 2.
- 3.



Common Core State Standards

		Discussion	Who Am I?	Bio-Pyramid Research	Advice to Heirs Apparent
College and Career Readiness Anchor Standards for Reading					
<i>Key Ideas and Details</i>					
	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	✓	✓	✓	✓
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	✓	✓	✓	✓
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	✓	✓	✓	✓
<i>Craft and Structure</i>					
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	✓	✓	✓	✓
<i>Integration of Knowledge and Ideas</i>					
	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	✓	✓	✓	✓
<i>Range of Reading and Level of Text Complexity</i>					
	Read and comprehend complex literary and informational texts independently and proficiently	✓	✓	✓	✓
College and Career Readiness Anchor Standards for Writing					
<i>Text Types and Purposes</i>					
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content			✓	
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences				✓
<i>Production and Distribution of Writing</i>					
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✓	✓
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach			✓	✓
	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			✓	✓
<i>Research to Build and Present Knowledge</i>					
	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			✓	✓



			Discussion	Who Am I?	Bio-Pyramid Research	Advice to Heirs Apparent
		Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism			✓	✓
		Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓	✓
College and Career Readiness Anchor Standards for Speaking and Listening						
<i>Comprehension and Collaboration</i>						
		Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓
		Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	✓	✓	✓	✓
<i>Presentation of Knowledge and Ideas</i>						
		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	✓	✓	✓	✓
		Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	✓	✓	✓	✓
		Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓

