

***The Good, the Bad, and the Barbie:  
A Doll's History and Her Impact on Us***

By Tanya Lee Stone

Grades 6 and up

**Anchor Standards Reading**

**Key Ideas and Details**

- Make inferences about the positive and negative influences the Barbie doll has had over the past 50 years and cite evidence from the text that supports those inferences.
- State the central idea of the book and give the reasons that the author says contributed to the rise of Barbie's popularity. Locate and use key details to support your explanation for this rise.
- Explain why Barbie became a part of American culture and discuss how the doll reflected changes in society through the years.
- **CCSS.ELA-Literacy.CCRA.R.1** 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.
- **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

- Find examples of ways words and phrases are used to show the times and changing ideas of society. [Chapter Five has good examples.]
- How does Stone structure the book's information? Examine and explain why the chapters are ordered the way they are and compare and contrast the relationship of early chapters to later ones.
- From whose point of view is the story told and how did this point of view affect the content and style of the book?
- **CCSS.ELA-Literacy.CCRA.R.4** 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.
- **CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

- What part do the images play in addressing the content and ideas in the book? Do they support or reduce the effectiveness of the text? Explain using information in the book.
  - How do the photographs support the objective ideas stated in the text? Do they persuade you to take one side or the other?
  - The author presents Barbie dolls in an objective manner. What arguments can be made that Barbie is harmful to young girls or that she is a role model? Point out examples of both from the book.
  - Read *Almost Astronauts: Thirteen Women Who Dared to Dream* and compare and contrast the issues the women had to face in that book with the thoughts and beliefs of the real women who looked back on their Barbie experience. How does the author address those ideas? Discuss the changes over time in both books.
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1
  - **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Anchor Standards Writing

### Research to Build and Present Knowledge

- Use two or three resources from the bibliography and conduct your own research using the information from those sources. Make a list of questions after reading the additional material and discuss those topics as to how they are used in the book.
  - Locate a source that takes a stand for or against playing with Barbie dolls. Compare that source with the book. Tell why you believe the authors present differing ideas on the same topic.
  - Explain the significance of the wide use of sources in book. Why it is important to examine all sides of an issue fairly?
- **CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - **CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - **CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Anchor Standards Language

### Vocabulary Acquisition and Use

- Identify vocabulary that could be identified as challenging. Write a definition using context clues and word parts, and then look up the word in a reference book. Compare the meanings and note any differences.
  - Locate specific examples in the book that use figurative language. How do the author's word choices add to the meaning of the paragraphs, page, or chapter? Discuss how another word might affect the meaning.
  - Locate one or two from the book that include examples of grade level vocabulary. Substitute a simpler synonym and notice how the voice and tone of the meaning vary. Defend the author's choice of words.
- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Reading: Informational Text

### Key Ideas and Details

- Choose a passage from Chapter 5, "Plastic Makes Perfect," and explain its meaning. Draw an inference from that passage and support the inference using specific examples from the text.
  - Give an example from the text that supports one of the book's statements of fact using evidence found in the text.
  - Locate a passage in Chapter 5 that could be considered to leave matters uncertain. Identify specific examples that illustrate this.
- **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - **CCSS.ELA-Literacy.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - **CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - **CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
  - Summarize the main idea of the book. Use details from the book to support your ideas.
  - How is the central idea of the book developed through the text? Give examples of details that show support of that idea's development.
  - Summarize the text in an objective manner.
  - Identify and list significant details that support the book's main idea.
  - Analyze the development of the theme and its relationship to the doll's popularity or to Ruth Handler's career.
- **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-Literacy.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Describe the connection between Ruth Handler and the Barbie doll. Discuss why the connections are critical in showing their story.
- Choose a specific, revealing detail and explain how it is introduced, illustrated, or elaborated in the book.
- Find a series of events leading up to the doll's development. Analyze the way the author introduces those events and the effect they had on the sales market over time.
- Explain how Stone's use of dialogue moves the story forward.
- How did the storyline propel the drama or reveal the key players' character?
- Trace the relationship of the events and how they developed over the course of the text.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- **CCSS.ELA-Literacy.RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **CCSS.ELA-Literacy.RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **CCSS.ELA-Literacy.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **CCSS.ELA-Literacy.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### **Craft and Structure**

- Locate words that relate directly to the doll. How do those terms affect the meaning, information, or tone of the book?
- How does the vocabulary and phrasing in the book make an impact on the tone of the text? Give specific examples from the book to support your explanation.
- Find examples of vocabulary in the book that reveals an identity with one side of the issue or the other. In other words, find “loaded” vocabulary that reflects an association with one side or the other and explain how it does so.
- How does the choice of words impact the tone and voice of the times?
- **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **CCSS.ELA-Literacy.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **CCSS.ELA-Literacy.RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **CCSS.ELA-Literacy.CCRA.SL.4** 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.
- **CCSS.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- How does Stone structure the book? Does that structure contribute to the book's impact and ideas presented in it? Cite a specific example and explain.
  - Choose a paragraph and tell how the sentences lead to a particular key concept's explanation.
  - Analyze the effectiveness of Stone's structure of the book and point out particular points that support that structure to make the text clear and convincing.
- **CCSS.ELA-Literacy.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
  - **CCSS.ELA-Literacy.RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
  - **CCSS.ELA-Literacy.RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
  - **CCSS.ELA-Literacy.RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
  - **CCSS.ELA-Literacy.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - **CCSS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
    - Read other books or texts about Barbie, or choose resources from the back matter. Identify similarities and differences in the accounts.
    - How does the author show her point of view on this topic? Compare any conflicting points of view on the issue and cite evidence from the book that supports these differences.
    - How did the content and style contribute to the persuasiveness of the text?
- **CCSS.ELA-Literacy.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - **CCSS.ELA-Literacy.RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
  - **CCSS.ELA-Literacy.RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - **CCSS.ELA-Literacy.RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
  - **CCSS.ELA-Literacy.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - **CCSS.ELA-Literacy.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

## Integration of Knowledge and Ideas

- Read more about Barbie dolls and the time in which the doll was developed. How did the era set the stage for the development of Barbie? Find an example of a detail or anecdote that differs or supports one from the book.
  - Read or listen to other accounts about Barbie dolls in a variety of media. Decide which version best provides the most and most accurate information and explain why.
  - Using multiple sources, explain how the author's balanced information might have been changed to emphasize one side or the other of the issue surrounding Barbie dolls.
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- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - **CCSS.ELA-Literacy.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
  - **CCSS.ELA-Literacy.RI.7.7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
  - **CCSS.ELA-Literacy.RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
  - **CCSS.ELA-Literacy.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
  - **CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
    - Use multiple sources to prepare a speech or write an essay about the information and present it. How do the sources differ? What similarities do they exhibit?
    - Give an analysis of two sources and identify where, if any, they disagree on the interpretation of the information. Locate any conflicting information and explain which better serves the actual facts.
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- **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
  - **CCSS.ELA-Literacy.RI.6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
  - **CCSS.ELA-Literacy.RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
  - **CCSS.ELA-Literacy.RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## History/Social Studies Grades 6-8

### Key Ideas and Details

- Look at the primary and secondary sources in the back matter. Then locate several details in one chapter that give evidence of each.
  - Read one of the sources and identify information in it that is based on a primary or secondary source. Objectively summarize the central idea of that source.
  - Locate and identify the key steps involved in the development of the Barbie doll or how Barbie was changed by a changing society.
  - Give evidence relating to the validity and accuracy of the primary and secondary sources.
  - What insights did you gain from the specific details relating to the whole text? Cite evidence that shows this.
- **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
  - **CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  - **CCSS.ELA-Literacy.RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### Craft and Structure

- Locate examples of vocabulary related to different eras in Barbie’s history and explain their meaning.
  - How does Stone order the information and how does that order affect the overall text?
  - Describe the author’s point of view in telling this particular story and give examples of certain facts that support this view.
- **CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - **CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
  - **CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

- How do the visual images trace the history of Barbie and support the text in the book? Give specific examples.
- Identify ways the visual information compares with other information on the topic and tell how the two work together to integrate the book’s information.
- Find examples of fact, opinion, and reasoned judgment and explain how each is supported.



- Explore the author’s use of primary and secondary sources. Locate a passage where both kinds of sources are used and explain their relationship and effectiveness regarding the way they support the facts.
- **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- **CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

## **English Language Arts Standards>>History/Social Studies>>Grades 9-10, Grades 11-12**

### **Key Ideas and Details**

- Locate a passage in the text referencing a primary or secondary source. Analyze the source and comment on why it is considered a valid source. Explain how it supports the information in the text.
- Look at a primary or secondary source and state its central idea.
- Summarize the key events in the development of Barbie or Barbie’s influence on social actions taking place in each decade.
- Consider the key events in the book and discuss the relationship in their order.
- Summarize a primary or secondary source. Trace the development of the relationships in that source and compare and contrast it with Stone’s book.
- **CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### **Craft and Structure**

- Locate examples of vocabulary or phrases relating to social aspects in history and explain their meaning and significance.

- How does the structure of the book emphasize the key points? How does that advance the explanation of the facts?
  - Read another text that discusses Barbie or Barbie dolls. Compare the point of view in the two books and note the emphasis each author makes.
- **CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  - **CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
  - **CCSS.ELA-Literacy.RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
  - **CCSS.ELA-Literacy.RH.11-12.5**  
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
  - **CCSS.ELA-Literacy.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### **Integration of Knowledge and Ideas**

- Assess the evidence Stone uses to present a balance point of view and cite specific examples of this.
  - Locate several of the primary or secondary sources and read them. Compare and contrast the way the two authors treat the information.
- **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
  - **CCSS.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
  - **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.