Some Girls Do
Instructional Resource Guide

Suggested Grade Levels: 9-12
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User's Guide
Designed for use with high school students, these writing prompts provide opportunities for students to develop a deeper understanding of the following topics/standards:

+ RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
+ RL.2 Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary.
+ SL.1 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.
+ W.1 Write arguments to support claims with clear reasons and relevant evidence.
+ W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
+ W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Important Note: Many of the prompts investigate the experiences of marginalized identities; therefore, offering students a choice of prompts allows them to select one that resonates with them the most.

About the Author
Jennifer Dugan is an avid young adult and comic writer who strives to create the stories that she wishes she had growing up.

About the Book
Morgan, an elite track athlete, is forced to transfer high schools late in her senior year after it turns out being queer is against her private Catholic school’s code of conduct. There, she meets Ruby. The two are drawn to each other and can’t deny their growing feelings. But while Morgan doesn’t want to keep their budding relationship a secret, Ruby isn’t ready to come out yet. With each girl on a different path toward living her truth, can they go the distance together?

Discussion Questions
+ “[A]ctivism isn’t something that happens in just one way or in just one place. There will always be more battles, and beating yourself up about not being able to do it all, all at once, doesn’t do anyone any good.” (p. 218)
  ○ Are there ongoing movements in our society of which you want to be a part? What are some “battles” that you believe are worth fighting, for yourself or for others? [Standard SL.1]
+ “Love is letting someone have the power to hurt you in ways you haven’t even thought of yet.” (p. 267)
  ○ In what ways can relationships “hurt” people? What can we do to avoid being “hurt” or “hurting” others in relationships? What are some of the positive outcomes of close relationships and how can we support others in relationships? [Standard SL.1]
+ “Morgan, my coming out is mine. It’s not something to slap in your win column so you can feel better about yourself.” (p. 277)
What does “coming out” mean? Why did Ruby insist that “my coming out is mine”? What circumstances might lead a person to decide to hide parts of their identity? How can this impact their relationships with others? What can we do to support others in their coming out journey? [Standards RL.1 & SL.1]

**Writing Prompts**

+ “[A]ctivism isn’t something that happens in just one way or in just one place. There will always be more battles, and beating yourself up about not being able to do it all, all at once, doesn't do anyone any good.” (p. 218) Write an essay in which you take a position on an issue about which you feel strongly. What about this issue makes you feel that it’s worth fighting for yourself or for others? [Standard W.1]
+ “Love is letting someone have the power to hurt you in ways you haven’t even thought of yet.” (p. 277) Write a speech about relationships: how they can “hurt” people, what can we do to avoid being “hurt” or “hurting” others in relationships, as well as what we can do to support others in relationships. Use examples from real life, literature and/or other media. [Standard W.2]
+ “I'm not spending my life pretending I'm something I'm not, or making myself smaller and quieter, just because someone else thinks I should.” (p. 115) Write a short narrative about a time you or somebody you know decided to live as their authentic self, despite the fear of what others might think. [Standard W.3]
+ Throughout the book, multiple characters challenge gender stereotypes. Using evidence from the book as support, write an essay about how these characters challenge gender stereotypes, their reasons for doing so and the consequences of their stereotype-breaking. [Standards RL.1 & W.2]
+ “Morgan, my coming out is mine. It's not something to slap in your win column so you can feel better about yourself.” (p. 277) Write an essay about how coming out / being outed develops characters throughout the book. [Standards RL.2 & W.2]