LOST LA

CURRICULUM PROJECT

HISTORICAL INQUIRY QUESTION

How can we create our own narratives to foster the stories of our community?

LOST LA EPISODE

Shindana Toy Company: Changing the American Doll Industry

How can we create our own narratives to

foster the stories of our community?

Author of Lesson
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Content Standards
3.3.3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

CCSS Standards
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lost LA Episode

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This lesson aligns with Lost LA's Season 4, Episode 6 entitled "Shindana Toy Company: Changing the American Doll Industry" in which researchers explore how Operation Bootstrap, a non-profit community-centered organization, facilitated change through community empowerment. In this classroom lesson, we learn about the impact that the Shindana Toy Company had on the community while also addressing the lack of representation in other toy companies. We ask students to reflect on their community experiences as they create a doll to represent the life and impact of a community member.

Overview of Lesson

In this lesson, students will explore the impact of community-led organizations while examining the importance of representation in a community. Students will engage in class discussions, a gallery walk, and analyze primary source photographs and advertisements to learn about the community of South Los Angeles. Students will be able to write a narrative about an important member of their community and will design their own doll that represents an important community member.

Sources

A. "Learn, Baby, Learn" Slogan Advertisement. "The Black Dolls That Made a Difference".https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference
B. "Repurposed Dolls," Courtesy of Debbi Garrett. "The Black Dolls That Made a Difference".https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference
C. "Wanda Nurse," Courtesy of Billie Green. "Operation Bootstrap: Empowering the African American Community through Entrepreneurship" https://www.kcet.org/shows/lost-la/operation-bootstrap-empowering-the-african-american-community-through-entrepreneurship.
D. "Wanda Ballerina," Courtesy of Billie Green. "Operation Bootstrap: Empowering the African American Community through Entrepreneurship" https://www.kcet.org/shows/lost-la/operation-bootstrap-empowering-the-african-american-community-through-entrepreneurship.
E. "Wanda Steweress," Courtesy of Billie Green. "Operation Bootstrap: Empowering the African American Community through Entrepreneurship" https://www.kcet.org/shows/lost-la/operation-bootstrap-empowering-the-african-american-community-through-entrepreneurship.
F. "Baby Nancy Doll," Still from "Lost LA" *Shindana Toy Company: Changing the American Doll Industry*, https://www.youtube.com/watch?v=AEir1HNPTBg
G. "Kim Jeans 'N Things," Courtesy of Billie Green. "The Black Dolls That Made a Difference".https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference
H. "Slade the Super Agent," Courtesy of Billie Green. "The Black Dolls That Made a Difference".https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference

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I. "Slade the Super Agent with Beard," Courtesy of Billie Green. "The Black Dolls That Made a Difference." https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference
J. "Wanda Action Career Dolls," Courtesy of Billie Green. "The Black Dolls That Made a Difference".https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference

Background Knowledge
Prior to teaching this lesson please read and/or watch the information provided below as well as the list of articles and the KCET episode connected to this lesson.

Background information about the Watts Riots*, accessed from the Digital Library of Georgia, is included below:

"The Watts Riot, which raged for six days and resulted in more than forty million dollars worth of property damage, was both the largest and costliest urban rebellion of the Civil Rights era. The riot spurred from an incident on August 11, 1965 when Marquette Frye, a young African American motorist, was pulled over and arrested by Lee W. Minikus, a white California Highway Patrolman, for suspicion of driving while intoxicated. As a crowd of onlookers gathered at the scene of Frye's arrest, strained tensions between police officers and the crowd erupted in a violent exchange. The outbreak of violence that followed Frye's arrest immediately touched off a large-scale riot centered in the commercial section of Watts, a deeply impoverished African American neighborhood in South Central Los Angeles. For several days, rioters overturned and burned automobiles and looted and damaged grocery stores, liquor stores, department stores, and pawnshops. Over the course of the six-day riot, over 14,000 California National Guard troops were mobilized in South Los Angeles and a curfew zone encompassing over forty-five miles was established in an attempt to restore public order. All told, the rioting claimed the lives of thirty-four people, resulted in more than one thousand reported injuries, and almost four thousand arrests before order was restored on August 17. Throughout the crisis, public officials advanced the argument that the riot was the work outside agitators; however, an official investigation, prompted by Governor Pat Brown, found that the riot was a result of the Watts community's long standing grievances and growing discontentment with high unemployment rates, substandard housing, and inadequate schools. Despite the reported findings of the gubernatorial commission, following the riot, city leaders and state officials failed to implement measures to improve the social and economic conditions of African Americans living in the Watts neighborhood."
"Watts Riots" Civil Rights Digital Library. 2022. The University of Georgia Libraries.
https://crdl.usg.edu/events/watts_riots/

Additionally, the KCET episode and KCET articles are linked below. Teachers are advised to watch the episode ahead of time and to read the partnering articles:

- https://www.youtube.com/watch?v=AEir1HNPTBg
- https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference
- https://www.kcet.org/shows/lost-la/operation-bootstrap-empowering-the-african-american-community-through-entrepreneurship

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** In the episode, the "Watts Riots" is referred to as the "Watts Uprising" or the "Watts Rebellion." These language choices reflect the terminology identified by the subject matter experts featured in the episode, and are informed by evolving conversations around how we talk about and discuss this period of American history.*

Procedures

To access a Google Slide Deck to support when teaching the lesson please click here: Shindana Toy Company: Changing the American Doll Industry Slide Deck

Day 1

1. Warm Up: The teacher will have students answer the following questions to create interest and activate prior knowledge.
    - What is your favorite toy? What qualities make this your favorite toy?
    - Does your toy remind you of *you* or your community? Why or why not?

    Teacher will model the think-pair- share strategy as students respond to the first question. Teacher will ask a few students to share their response with the whole class.

    Students will think-pair-share the second question, and the teacher will ask a few students to share their response with the class.

2. The teacher will then introduce and unpack the inquiry question: **How can we create our own narratives to foster the stories of our community?**
    - Teacher will unpack the words: *narratives, foster, community*
        - *Narratives: The art of telling stories*
        - *Foster: Promote the development of*
        - *Community: A group of people living in the same place with common interests. The teacher can discuss examples like classroom community, school community, neighborhood community, etc.*
    - **Possible rephrasing:**
        - How might we share stories about our community, so that people can learn about what makes our community special?

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3. Before diving into the lesson, the teacher will show **Source A** ("Learn, Baby, Learn" Slogan Advertisement) and will ask students to reflect on what they think this advertisement is for. What might "Learn, Baby, Learn!" mean?

Observe/Infer/Reflect/Wonder Group Discussion
In the next few steps, the teacher will play short clips from the episode. After playing each clip, students will discuss using a discussion protocol. Sit students in groups of four. The teacher can assign roles to students, or each group can work together and choose their roles.

Observe: This student will share their observations with their group.

Infer: This student will make inferences of what they saw in each clip.

Reflect: This student will make connections to their life/ community.

Wonder: This student will share questions that came up for them as they watched the video.

4. The teacher will play a clip from the episode from **7:29- 9:26.** In this short clip, students will listen to the purpose of Operation Bootstrap and the meaning of "Learn, Baby, Learn". The teacher can replay the clip a few times for students to listen again if needed.
    - Observe: This student will share their observations with their group.
        - What did you notice as you watched the video?
        - What stood out to you, why?
    - Infer: This student will make inferences of what they saw in each clip.
        - What can you infer about the community based on how they responded to social injustices?
        - What do you think the Operation Bootstrap believed in?
    - Reflect: This student will make connections to their life/ community.
        - Why did Operation Bootstrap create the slogan "Learn, Baby, Learn"?
    - Wonder: This student will share questions that came up for them as they watched the video.
        - What questions do you have about Operation Bootstrap?

5. After the group discussion about Operation Bootstrap, the teacher will pass a post-it out to each student. Each student will write/draw what they learned about Operation Bootstrap. **(Teacher can reference Handout A)** Teacher can have students place their post-it note on the anchor chart and share what they learned in the video.

    Possible questions for students to respond to on their post-it:
    - Why was Operation bootstrap started?
    - What did Operation Bootstrap do for its community?
    - What do you think Operation Bootstrap believed in?

6. The teacher will then explicitly say the purpose of Operation Bootstrap. (Possible phrasing: "*The purpose of Operation Bootstrap was to give community members the tools to advance their careers when they were not receiving the same opportunities elsewhere due to racism and social injustices*"). The teacher can also write the purpose on an anchor chart for students. **(See Handout A for possible layout)** Then, the teacher will play a clip from the episode from **11:07- 11:35.** In this clip, students

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will learn about how Shindana Toy company was a product of Operation Bootstrap. The teacher can check for understanding by asking students: How is the Shindana Toy Company connected to Operation Bootstrap?

7. Teacher will play a clip from the Episode from **1:40-3:15**. In this part of the episode, students will get a close-up look at the Shindana Toy products. Students will reflect on the following questions in their discussion groups after the video clip. Possible phrasing: While you are watching, I would like you to remember your role and think about the following questions to discuss with your group after the video. Teacher will show questions on Google slides.

    - Observe: This student will share their observations with their group.
        - What did you notice as you watched the video?
        - What stood out to you, why?
    - Infer: This student will make inferences of what they saw in each clip.
        - What can you infer about the Shindana Toy company based on the dolls they created?
        - What do you think the Shindana Toy company believed in?
    - Reflect: This student will make connections to their life/ community.
        - Do you have toys that represent real people and their impact in your community?
        - Why do you think it is important to include toys that can also teach about real people?
        - If Shindana Toy Company still created "Career Wanda" dolls, what other types of jobs do you think Career Wanda should include?
    - Wonder: This student will share questions that came up for them as they watched the video.
        - What questions do you have about what was shown/discussed in the video?
        -

8. Teacher will resume the clip from the episode from **3:16- 5:40**. In this part of the episode, the doll collector shares how the Shindana Toy Company changes the toy industry forever. Before playing the video, the teacher will introduce the clip. Possible phrasing, "We are now going to resume another clip from the episode. While you are watching, I would like you to remember your role and think about the following questions to discuss with your group after the video. Teacher will show questions on Google Slides.

    - Observe: This student will share their observations with their group.
        - What did you notice as you watched the video?
        - What stood out to you, why?
    - Infer: This student will make inferences of what they saw in each clip.
        - How do you think kids felt when they received a doll made by the Shindana Toy Company? What did you see/hear that makes you say that?
    - Reflect: This student will make connections to their life/ community.
        - In the video, they said "People are different, so dolls can be different too." What do you think this means?

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        - According to the video, how did Baby Nancy change the toy industry?
- Wonder: This student will share questions that came up for them as they watched the video.
        - What questions do you have about what was shown/discussed in the video?

Interactive Partner Discussion

9. The teacher will now facilitate an interactive partner discussion comparing a Shindana doll and "repurposed" dolls. The teacher will project two images from **Handout B** and ask the following questions using the partner discussion technique explained below. Sentence frames are included for support.

10. Teacher will instruct students to stand up, and begin walking around the room. When the teacher says a chosen "keyword," students will stop walking around the room and will pair with the person closest to them. The teacher will ask students to respond to a question with their partner. The teacher will say a *keyword* that lets students know they can begin walking around the room again, and another keyword for students to "stop" and respond again. This process can occur for each question.
    - What do you notice in the pictures?
      I noticed that…
    - What things are similar? What is different?
      Some things that are similar are… Some things that are different are…
    - Why do you think some things are similar? Why do you think there are differences?
      I think that there are similarities because… I think that there are differences because…
    - What do these dolls remind you of?
      These dolls remind me of…

11. The teacher will instruct students to return to their seats to close out the discussion for the day. Teacher will end the discussion by asking "Why might it be important for dolls to reflect the culture of the children who play with them?"

12. Teacher will prepare students for Day 2. (Optional phrasing) "Now that we have learned about the positive impact the Shindana Toy Company had in the community, you will get a chance to impact your community. Think about an important member of your community. This can be a family member who has lived in your community for a long time, a business owner in your community, or even someone in our school community.

13. Teacher will create a class list of examples of community members that students can choose from. Possible phrasing: Who are some community members that are important to you? Teachers can research examples of community members to provide examples.
    - Mail Carrier, Street Vendors in the community, store owners, teachers, family members are some examples of community members.

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14. The teacher will inform students of the interview questions they will be asking the community member they choose. **[See Handout 3]** The teacher should allow students a week to complete the interview with a community member. The teacher should also discuss how to safely interview a community member. If the teacher chooses to, they can also send a letter home to families informing them about the interview and how to support their student when completing the interview.

Day 2

15. Teacher will remind students of the work they have already done by saying "Yesterday we learned about Operation Bootstrap and the Shindana Toy Company. What are some things that you learned yesterday?" Students will respond. Teacher will say, "Since we now have an understanding how how the Shindana Toy company created dolls that reflected the skin tones, clothing, and backgrounds of children in the Los Angeles community, we are doing to look at many more examples of other toys that the Shindana Toy Company used to positively impact their community."

16. The teacher will inform their students that they are going to be participating in a gallery walk. The teacher will discuss "norms" of the gallery walk that they have established in their class (i.e. walking in a certain direction, looking but not touching, and using gallery voices).

17. The teacher will print out and place images contained in **Sources C-J** all around the classroom (prior to activity).

18. Teacher will give students multiple post-it notes. Students will write noticings on each post-it note and place it by the advertisements that stand out to them.
    - The teacher can write/ project possible questions for students to respond to on their post-its as they participate in the gallery walk.
        - What do you notice?
        - What do you wonder?
        - What message does it send?
        - How do you feel about this toy, would you want to purchase it? (Why/Why not)

19. Class discussion of gallery walk: Think-Pair-Share: How might these dolls have an impact on the community?

20. The teacher will now introduce the assessment for the lesson. Students will create their own doll celebrating a community member of their choosing, and they will also write a narrative about that person's life. The teacher can reference **Handout 3** to support students as they write the narrative about their community member.

21. Lastly, after students have written the rough draft of their narrative using **Handout 3**, students can use **Handout 4 for their final product.** Students will write the final draft of their narrative and draw a doll inspired by their community member. Students will share their final products with their class. The teacher can facilitate another gallery walk of final products as well.

Assessment

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Students will write a narrative and create a doll inspired by an important community member. Students will share the story of the community member's life and how they have impacted their community. Students will be able to celebrate and teach others about their community by sharing the story of an important community member.

Bibliography

- Bass, Matt, director. *Shindana Toy Company: Changing the American Doll Industry*, KCETLink & USC Libraries, 19 Nov. 2019, Accessed 19 Sept. 2022. https://www.youtube.com/watch?v=AEir1HNPTBg

- Hester, Yolanda. "The Black Dolls That Made a Difference". Public Media Group of Southern California, 20 Nov. 2019. Accessed 19 September 2022. https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference

- Nittle Nadra. "Operation Bootstrap: Empowering the African American Community through Entrepreneurship". Public Media Group of Southern California. 19 November 2019. Accessed 19 September 2022. https://www.kcet.org/shows/lost-la/operation-bootstrap-empowering-the-african-american-community-through-entrepreneurship

- "Watts Riots" Civil Rights Digital Library. 2022. The University of Georgia Libraries. Accessed 16 November 2022. https://crdl.usg.edu/events/watts_riots/

SOURCE A

"Operation Bootstrap adopted slogan advertisement 'Learn, Baby, Learn.'" Hester, Yolanda. "The Black Dolls That Made a Difference"
Public Media Group of Southern California, 20 Nov. 2019.
The Black Dolls That Changed the Toy Industry Forever | Lost LA | Food & Discovery | PBS SoCal

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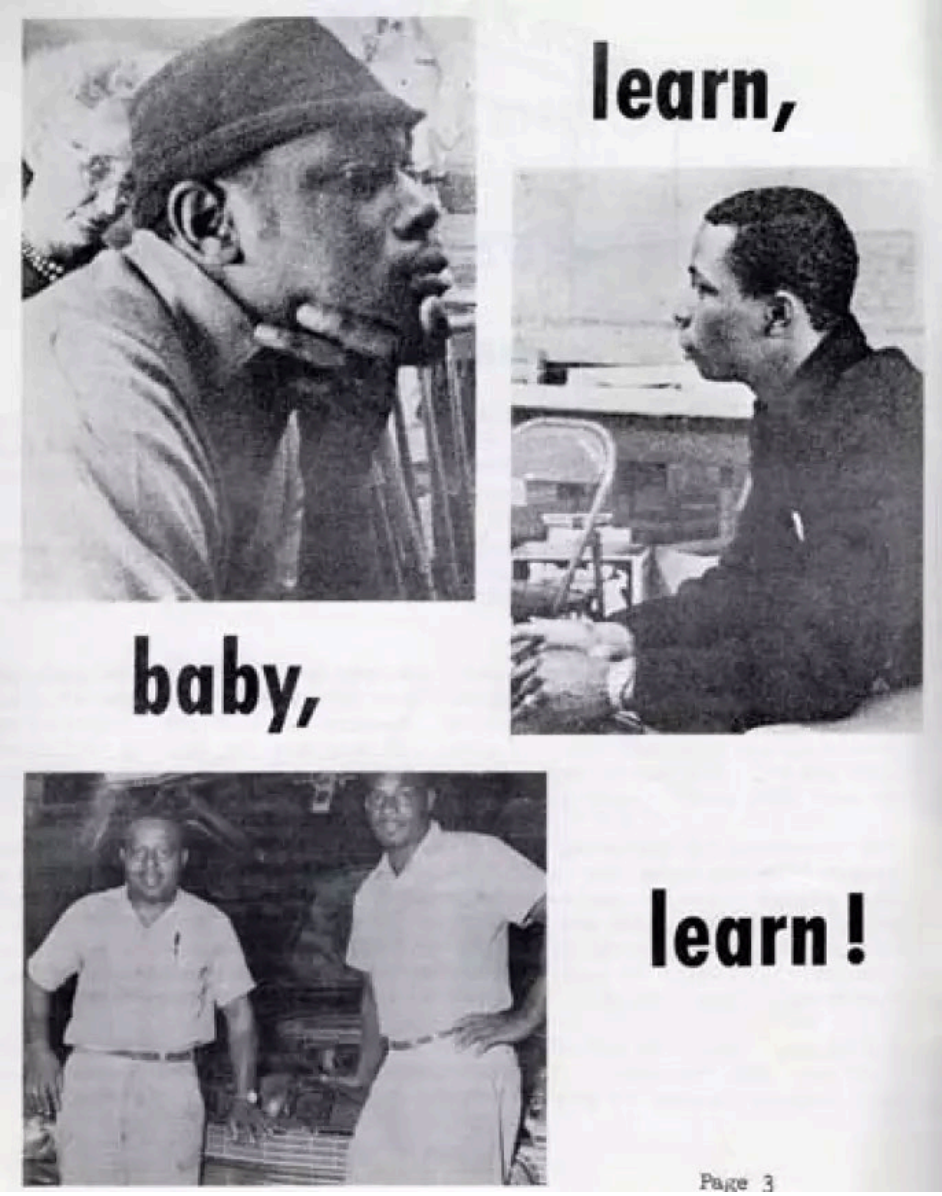

SOURCE B

"The Black Dolls That Made a Difference" by Yolanda Hester
Public Media Group of Southern California, 20 Nov. 2019.
The Black Dolls That Changed the Toy Industry Forever | Lost LA | Food & Discovery | PBS SoCal

Debbi Garrett.

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SOURCE C

"Wanda Nurse." Nittle Nadra. "Operation Bootstrap: Empowering the African American Community through Entrepreneurship" Public Media Group of Southern California. 19 November 2019.

Operation Bootstrap: Empowering the African American Community through Entrepreneurship | Lost LA | Food & Discovery | PBS SoCal.

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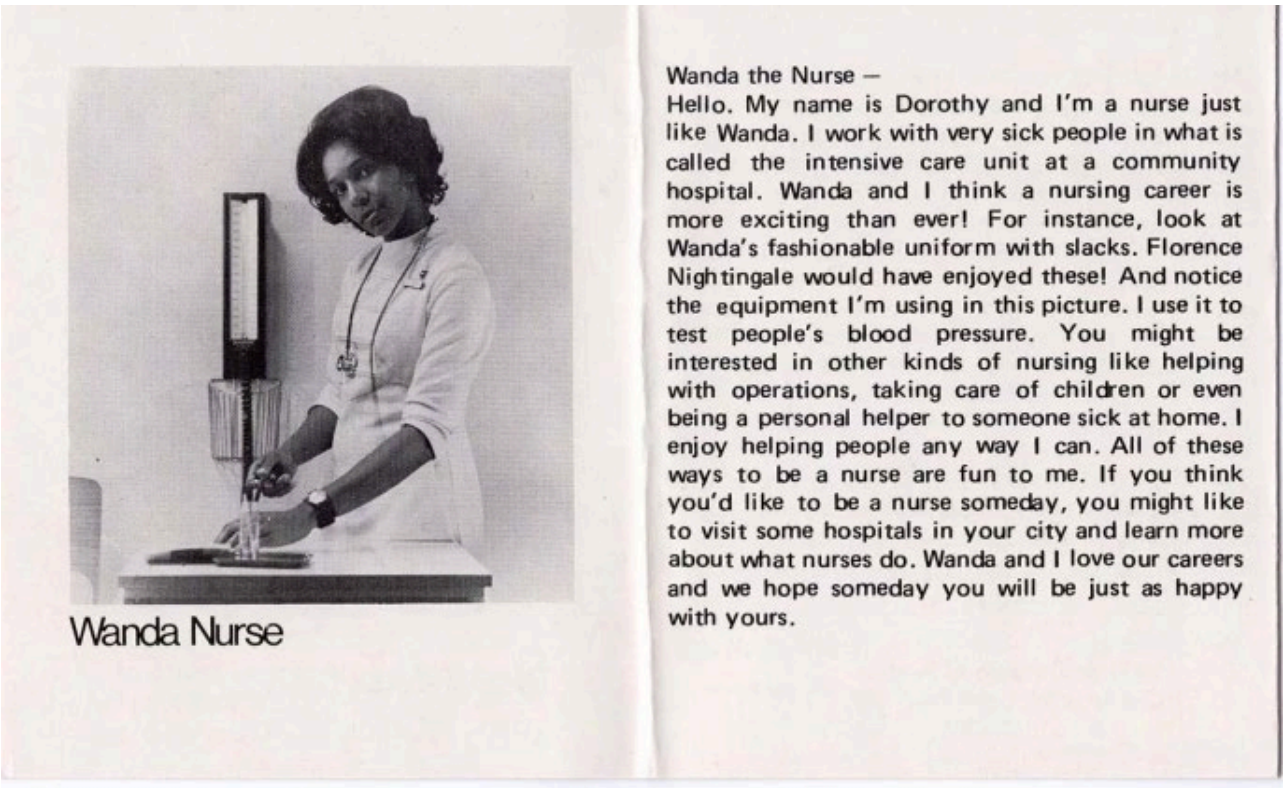

Wanda Nurse

Wanda the Nurse —
Hello. My name is Dorothy and I'm a nurse just like Wanda. I work with very sick people in what is called the intensive care unit at a community hospital. Wanda and I think a nursing career is more exciting than ever! For instance, look at Wanda's fashionable uniform with slacks. Florence Nightingale would have enjoyed these! And notice the equipment I'm using in this picture. I use it to test people's blood pressure. You might be interested in other kinds of nursing like helping with operations, taking care of children or even being a personal helper to someone sick at home. I enjoy helping people any way I can. All of these ways to be a nurse are fun to me. If you think you'd like to be a nurse someday, you might like to visit some hospitals in your city and learn more about what nurses do. Wanda and I love our careers and we hope someday you will be just as happy with yours.

Image Courtesy of Billie Green.

SOURCE D

"Wanda Ballerina." Nittle Nadra. "Operation Bootstrap: Empowering the African American Community through Entrepreneurship". Public Media Group of Southern California. 19 November 2019.

Operation Bootstrap: Empowering the African American Community through Entrepreneurship | Lost LA | Food & Discovery | PBS SoCal.

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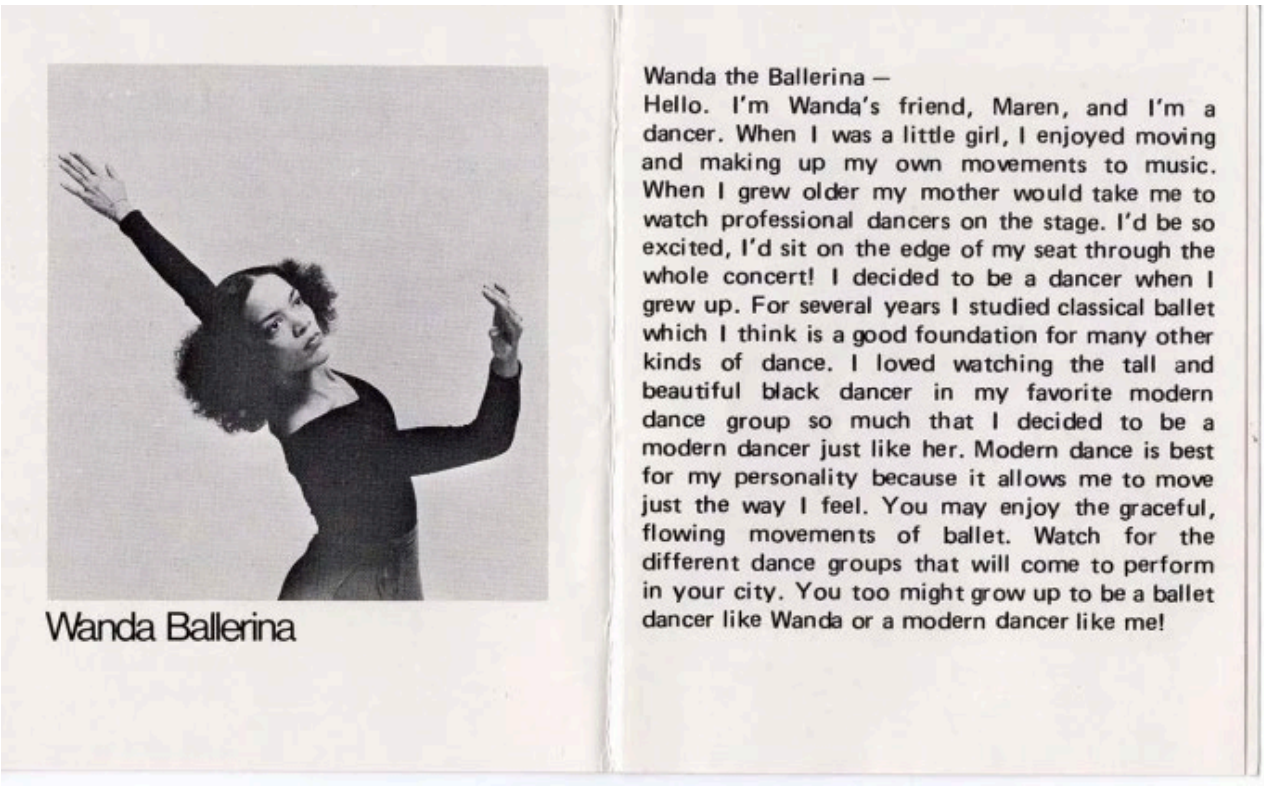

Wanda Ballerina

Wanda the Ballerina —
Hello. I'm Wanda's friend, Maren, and I'm a dancer. When I was a little girl, I enjoyed moving and making up my own movements to music. When I grew older my mother would take me to watch professional dancers on the stage. I'd be so excited, I'd sit on the edge of my seat through the whole concert! I decided to be a dancer when I grew up. For several years I studied classical ballet which I think is a good foundation for many other kinds of dance. I loved watching the tall and beautiful black dancer in my favorite modern dance group so much that I decided to be a modern dancer just like her. Modern dance is best for my personality because it allows me to move just the way I feel. You may enjoy the graceful, flowing movements of ballet. Watch for the different dance groups that will come to perform in your city. You too might grow up to be a ballet dancer like Wanda or a modern dancer like me!

IMAGE COURTESY OF BILLIE GREEN

SOURCE E

"Wanda Stewardess." Nittle Nadra. "Operation Bootstrap: Empowering the African American Community through Entrepreneurship". Public Media Group of Southern California. 19 November 2019.
Operation Bootstrap: Empowering the African American Community through Entrepreneurship | Lost LA | Food & Discovery | PBS SoCal.

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Wanda Stewardess

Wanda the Stewardess —
Hello. I'm Wanda's friend, Bernadette. I'm in charge of seeing that all the stewardesses on a TWA 747 airplane are doing their very best to make all our passengers comfortable and happy. That's a big job on a 747. If you've ever seen a 747 you know they hold many, many people. I want to be sure everyone has a good meal, plenty to read, and the right information for helping him get settled in the city he's visiting. My job is also fun because part of my training includes make-up, posture and general good grooming. Now I know how to be sure I look my absolute prettiest all the time. And that's important to all of us girls. You might like to visit the different airline companies at the airport in your city and find out more about where stewardesses travel and what their responsibilities are. You could grow up to be a stewardess just like Wanda.

Image courtesy of Billie Green.

SOURCE F

"Baby Nancy Doll." Bass, Matt, director. *Shindana Toy Company: Changing the American Doll Industry*, KCETLink & USC Libraries, 19 Nov. 2019.
Shindana Toy Company: Changing the American Doll Industry | Lost LA | Season 4, Episode 6 | KCET

Creative Commons: License: CC BY-NC-SA 4.0 DEED

SOURCE G

"Kim Jeans 'N Things collection." Hester, Yolanda. "The Black Dolls That Made a Difference". Public Media Group of Southern California, 20 Nov. 2019.
The Black Dolls That Changed the Toy Industry Forever | Lost LA | Food & Discovery | PBS SoCal

Creative Commons: License: CC BY-NC-SA 4.0 DEED

Image Courtesy of Billie Green.

SOURCE H

Slade the Super Agent

Hester, Yolanda. "The Black Dolls That Made a Difference". Public Media Group of Southern California, 20 Nov. 2019.

The Black Dolls That Changed the Toy Industry Forever | Lost LA | Food & Discovery | PBS SoCal

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IMAGE COURTESY OF BILLIE GREEN.

SOURCE I

"Slade the Super Agent with Beard." Hester, Yolanda. "The Black Dolls That Made a Difference". Public Media Group of Southern California, 20 Nov. 2019.

The Black Dolls That Changed the Toy Industry Forever | Lost LA | Food & Discovery | PBS SoCal

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IMAGE COURTESY OF BILLIE GREEN

SOURCE J

"Wanda Action Career Dolls." Hester, Yolanda. "The Black Dolls That Made a Difference". Public Media Group of Southern California, 20 Nov. 2019

https://www.kcet.org/shows/lost-la/shindana-toys-dolls-that-made-a-difference

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Wanda™ Action Career Dolls

Wanda™ is Shindana's 9″ action career doll that comes in three careers for 1977. All Wandas™ feature a twist waist, movable arms, bendable legs and real rooted eyelashes and hair.

Wanda™ Sky Diver-Racing Car Driver comes complete with a packable parachute, helmet and sky diving boots.

Wanda™ Singer-Performer is dressed in a elegant floor-length gown with a chiffon overlay. Also included are a microphone and a casual outfit, consisting of cutoffs, a halter top and shoes.

Wanda™ Tennis Pro is ready for court action with her own tennis racket, sun visor, bag, and tennis fashion ensemble. Each Wanda™ doll comes packaged with a folder containing career information and instructions on how little girls can join Shindana's unique Wanda Career Club.

Wanda™ Assortment
#2065
Includes 4 each of Singer-Performer, Sky-Diver-Racing Car Driver, and Tennis Pro (12 items). Wt. 6 lbs.
Pkg. Size 10½″ x 14½″ x 10⅛″
Four-color chipboard self-display window box

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IMAGE COURTESY OF BILLIE GREEN.

HANDOUT A: ANCHOR CHART

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What is the purpose of Operation Bootstrap?

The purpose of Operation Bootstrap was to give community members the tools they need to advance their careers when they were not receiving the same opportunities elsewhere due to racism and social injustices.

How does Operation Bootstrap impact the community?

Community members take matters into their own hands to support and create change in their community.

Students will place post-it notes here after watching video clip.

Community members start to create their own businesses that uplift and reflect the culture of their community.

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HANDOUT B: INTERACTIVE PARTNER DISCUSSION VISUAL

"Repurposed" Dolls

Shindana Toy Company Doll

Project this visual during the Interactive Partner Discussion. Students will respond to the following questions.

- What do you notice in the pictures? ***I notice that…***
- What things are similar? What is different? ***Some things that are similar are… Some things that are different are…***
- Why do you think some things are similar? Why do you think there are differences? ***I think that there are similarities because… I think that there are differences because…***

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- What do these dolls remind you of? ***These dolls remind me of…***

HANDOUT 3: INTERVIEW AN IMPORTANT COMMUNITY MEMBER

1. What is your name?

_____

2. Where are you originally from? When did you come to Los Angeles?

_____

_____

3. How did you begin the work that you are doing in the community?

_____

_____

4. What inspires you to create change in your community?

_____

_____

5. What has been a challenge when doing the work that you do?

_____

_____

6. What is your favorite part about doing the work that you do in the community?

_____

_____

7. What have you learned about your community through your work?

_____

_____

8. Make up your own question:

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_____

_____

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HANDOUT 4: WRITING THE COMMUNITY MEMBER NARRATIVE

This writing strategy can be used to support students in the writing of the "Assessment" portion of this Lesson.

Introduction: Introduces who the narrative will be about.

What is the name of your community member? Where are they from?

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Detail #1: The beginning of this person's life.
What was the early life of the community member like?

Detail #2: Actions this person took to create change in the community.
How has this person helped the community? What inspired them to create change?

Detail #3: The impact this person made on the community.
How has this person changed the community?

Closing: The lesson we can learn from this person.
What can we learn about your community through this person?

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HANDOUT 5: DOLL AND NARRATIVE FINAL DRAFT TEMPLATE

This template can be used to support students in the creation of their doll during the "Assessment" portion of this Lesson.

Possible Guidelines for template:

- **Above the bolded line:** The name of the doll that the students are creating.
- **Textbox with lines:** Students can write the final draft of their narrative in these lines, similar to the Shindana Toys advertisements that provided stories of the Wanda doll.
- **Artifacts:** Students can include an additional "artifacts" to their doll that highlights something that their community member has contributed to their community, or it can feature a specific talent/cultural artifact, etc. that may be important to their community member.
- **Blank Space:** Students may choose to create a doll in a variety of ways that they have access to. The doll can be drawn/glued/printed into the blank area, or even physically created with various materials.
    - How might you represent the community member's culture by the clothes you include in your drawing?
    - What artifacts will you include to represent the impact of the community member or the culture of the community member?

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Artifacts!

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