



Book of the Month

Presented by ADL's Education Department

About the Book of the Month: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

Shaking Things Up: 14 Young Women Who Changed the World

Susan Hood (Author)

This book introduces fourteen revolutionary young women—each paired with a noteworthy female artist—to the next generation of activists and trailblazers. In this book of poems, you will find Mary Anning, who was just thirteen when she unearthed a prehistoric fossil. You'll meet Ruby Bridges, the brave six-year-old who helped end segregation in the South. And Maya Lin, who at twenty-one won a competition to create a war memorial, and then appeared before Congress to defend her right to create. This poetry collection was written, illustrated, edited, and designed by women and includes an author's note, a timeline, and additional resources.

ISBN: 978-0062699459

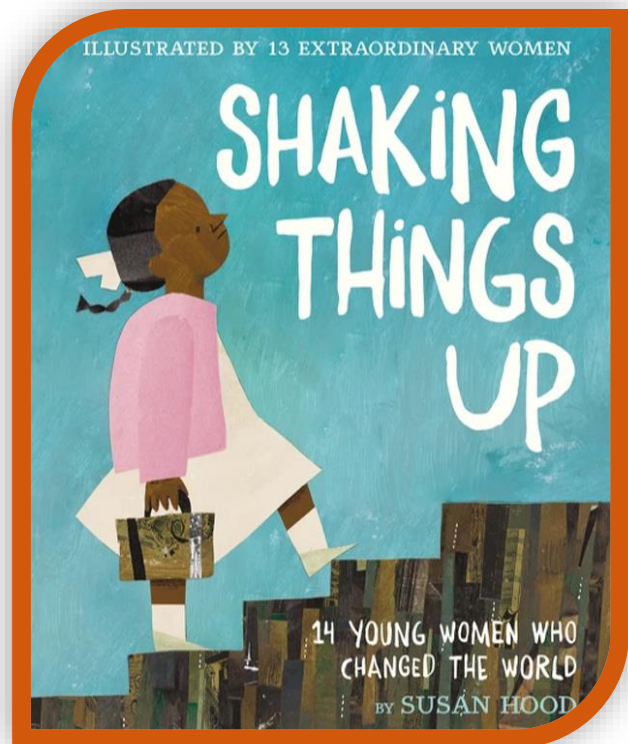
Publisher: Harper Collins

Year Published: 2018

Age Range: 4–8

Book Themes

Gender, Women, Sexism, Poetry, Social Justice



Key Words

Each poem has its own key words to explore; the words below represent a sample of relevant vocabulary.

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of the words' meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. For definitions that are differentiated for young children, see ADL's [Education Glossary Terms](#).

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|--------------|--------------|---------------------|-----------------|
| ■ acclaim | ■ courier | ■ multicultural | ■ segregation |
| ■ adept | ■ defenders | ■ Nobel Peace Prize | ■ self-portrait |
| ■ apprentice | ■ deprived | ■ pioneer | ■ servant |
| ■ architect | ■ escape | ■ praise | ■ streamlined |
| ■ arrested | ■ empowering | ■ pride | ■ strength |
| ■ bilingual | ■ heal | ■ protested | ■ traditional |
| ■ brave | ■ hope | ■ reporter | ■ transmitter |
| ■ bullies | ■ invented | ■ resistance | ■ undercover |
| ■ contested | ■ memorial | ■ role model | ■ voiceless |

Discussion Questions

Before reading the book aloud, ask some or all of these pre-reading questions:

- What is the title of the book? What do you see on the cover?
- What do you think the girl is doing?
- What do you think the book might be about?

Read one or two poems during read aloud time; the whole book of poems is too much to read aloud in one sitting. For each poem read aloud, review new vocabulary (see above), check for comprehension, share information about the featured woman (see the bottom of each page and pages 36-39 in the back for biographical information) and discuss how their story is conveyed through the poem. For older students, you can also ask questions about poetry elements and styles used. Below are some sample for each poem:

- What thoughts and feelings come to mind?
- What did you learn about the person?
- What was life like during that time period and place? How were things different than they are now? What connections can you draw to our lives or world today?
- What elements of poetry (imagery, symbolism, rhythm) are used in the poem? What messages do they convey?
- What bias or barriers did she face?

- What more do you want to know about the woman?
- How did the subject of this poem “shake things up?”
- What is their story? How did they “change the world?”

After reading the entire collection of poems, engage students in a general conversation by asking some or all of the following discussion questions:

- Which of the women do you already know about? Which are new for you?
- What did you learn that you didn't know before?
- What are some similarities about the women featured in the book? How are they different?
- Which of the women did you most relate to and why?
- Whose story did you want to learn more about?
- Why do you think it's important to learn about young women who “changed the world?”
- Is there something about the world you want to change? If so, what is it and why?
- Why do you think the book is called *Shaking Things Up*?
- What is the overall message of the book?

Extension Activities

Below are activities for students that can extend learning from the book.

1. Write an Acrostic Poem

Re-read the poem on page 17 about Pura Belpré and make sure to show children how the poem looks. Ask: *Do you know what kind of poem this is?* Explain that it is an **acrostic poem** and ask if anyone knows what an acrostic poem is. Explain that an acrostic poem is a poem that uses the first letter of each line to spell out a word or phrase. In the Pura Belpré poem, every letter of the alphabet in order is used to create the poem. Tell students they will use their names to create an acrostic poem. First, have them decide what part of their name they will use (first, middle, last, nickname or a combination). Then show them an example, using your own name or another name. Explain that for each letter, they will write a word or words to convey something about themselves. If time permits, have students conference with each other to get feedback and revise their poems. When completed, have students read their poems aloud and consider inviting families in to listen to the poetry reading.

2. Learn More About... Research Projects

Ask students: *Why do you think the book focuses on women?* Explain that since 1987, the U.S. has been recognizing Women's History Month during the month of March. This dedicated month provides an extra opportunity to honor women, explore women's achievements and struggles throughout history, and focus on women's contributions to our society and culture. Explain that the reason a month is dedicated to honoring women's history is because sometimes women are not included when we discuss and teach history due to sexism, bias and exclusion.

As you read each of the poems in the collection, also share the information about the highlighted woman at the bottom of the page and the back pages on pages 36-39. For each person, ask students: *What did you learn about the person? What more do you want to know?* When you have completed reading all the poems (which could take several days or weeks), have students select one

of the women to learn more about them. Invite them to use books, articles and internet sources to learn more, using their questions as a source. Remind students to not only focus on aspects of their life and their triumphs, but also how they overcome bias, sexism or other barriers. To culminate their research, have students present their information in one of the following ways: (1) make a speech about the person, either about the person or in the voice of them, (2) draw a portrait or make a collage about the person with a few sentences describing more about them (3) write a few short, imagined diary entries based on what they learn about the person or (4) create a timeline about their life with illustrations and short blurbs.

3. Young Women Who are Changing the World Right Now

Explain that the young women featured in the poems are mostly about women that took place in the recent or distant past. Talk with students about current teenage and young women who are changing the world right now. You can choose from the list below, or identify others by brainstorming, researching, and having students ask others for suggestions of names. Share information about them, ask students what more they want to know and invite students them to learn more, if time permits. You could highlight one per day or one per week, depending on your schedule.

- Marley Dias (diversity and equity activism)
- Emma Gonzalez (gun control)
- Bellen Woodard (diversity and representation)
- Amariyanna "Mari" Copeny (Flint's water crisis)
- Sophie Cruz (immigration activist)
- Amanda Gorman (social justice poetry)
- Greta Thunberg (climate activist)
- Shamma bint Suhail Faris Mazrui (youth activist)
- Isra Hirsi (climate activist)
- Anna Landre (disability rights)
- Yara Shahidi (civic engagement)
- Jazz Jennings (LGBTQ and trans rights)
- Xiuhtezcatl Martinez (climate activist)
- Jasilyn Charger (health advocate)

After learning about some of these young changemakers, talk with students about their own interest in changing the world. Ask: *What do you see in school, your community or world that you think is unfair? What is a problem in the world you want to help solve?* Have them turn and talk with someone sitting near them about something they think is important to "change the world." Afterwards, have them create drawings or collages that illustrate themselves doing that.

ADL Resources

The following are curriculum and educational resources on women, gender and sexism, poetry and social justice.

Curriculum Resources

7 Ideas for Teaching Women's History Month, www.adl.org/education/educator-resources/lesson-plans/7-ideas-for-teaching-womens-history-month.

Mo'ne Davis and Gender Stereotypes, www.adl.org/education/educator-resources/lesson-plans/mone-davis-and-gender-stereotypes.

Moving Beyond Gender Barriers in Our Lives, www.adl.org/education/educator-resources/lesson-plans/moving-beyond-gender-barriers-in-our-lives.

Role Models and Stereotypes: Misty Copeland's Story, www.adl.org/education/educator-resources/lesson-plans/role-models-and-stereotypes-misty-copelands-story.

Social Justice Poetry, www.adl.org/education/educator-resources/lesson-plans/social-justice-poetry.

What "Draw-A-Scientist" Reveals about Gender Stereotypes, www.adl.org/education/educator-resources/lesson-plans/what-draw-a-scientist-reveals-about-gender-stereotypes.

Websites

Toward Communication Free of Gender Bias

www.adl.org/education-outreach/curriculum-resources/c/toward-communication-free-of.html

Guidelines to help in the transition toward a more inclusive and less gender-biased language.

The Question Corner: Early Childhood FAQs

www.adl.org/education/resources/tools-and-strategies/question-corner

A collection of answers to frequently asked questions about anti-bias issues faced by early childhood professionals and family members interested in promoting respect for diversity among young children. See "[How Can I Prevent Gender Bias in Young Children?](#)" for tips and strategies on how adults can create fair and gender-equitable environments for young children.

Women's History Month Resources

www.adl.org/education/resources/tools-and-strategies/womens-history-month-resources

A list of PreK-12 curriculum and other educational resources to bring Women's History Month to classrooms and schools.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Gender and Sexism, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-3=1&tid\[171\]=171&tid\[172\]=172&tid\[173\]=173&tid\[174\]=174&tid\[175\]=175](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-3=1&tid[171]=171&tid[172]=172&tid[173]=173&tid[174]=174&tid[175]=175)

Social Justice: Women's Rights, www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid%5b237%5d=237