



# 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.

## Enough! 20 Protesters Who Changed America

Emily Easton (Author), Ziyue Chen (Illustrator)

The U.S. has been molded and shaped by those who have taken a stand and said they have had enough. In this dynamic picture book, stand alongside the nation's most iconic civil and human rights leaders, whose brave actions rewrote history. Join Samuel Adams as he masterminds the Boston Tea Party, Ruby Bridges on her march to school, Colin Kaepernick as he takes a knee, and the multitude of other U.S. activists whose peaceful protests have ushered in lasting change. The book includes short bios about each protester to provide additional context about their respective movement and the form of protest they used.

ISBN: 978-1984831972

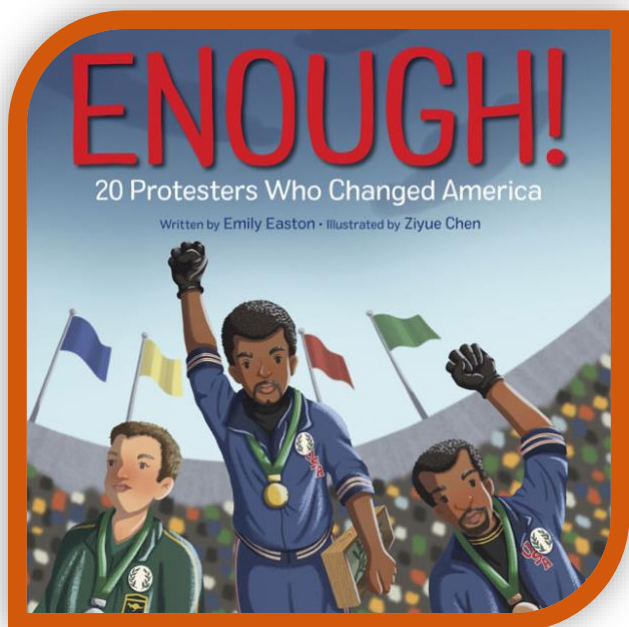
Publisher: Crown Books for Young Readers

Year Published: 2018

Age Range: 5–8

### Book Themes

Activism, Diversity, Social Change



## Key Words

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. See also ADL's [Education Glossary Terms](#).

- |                 |                |                    |               |
|-----------------|----------------|--------------------|---------------|
| ■ activism      | ■ environment  | ■ police brutality | ■ taxes       |
| ■ arrested      | ■ equality     | ■ protest          | ■ tragedy     |
| ■ assassinated  | ■ freedom      | ■ racism           | ■ transgender |
| ■ cast          | ■ human rights | ■ refuse           | ■ union       |
| ■ Civil Rights  | ■ Identity     | ■ Slavery          | ■ vote        |
| ■ demonstration | ■ pride        | ■ suffered         |               |

## Discussion Questions

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

- What is the title and subtitle of the book?
- Who do you see on the cover of the book; what do you think is going on with them?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers.

Because there are very few words on each page about the person(s) featured, as you are reading aloud, we suggest that you share some of the information on the back pages of the book (pages 38-41) about them.

- What is Harriet doing and do you know who she is? (page 7)
- What is Ruby doing and what are the others doing? (page 15)
- Why do you think Gilbert is sewing a rainbow? (page 29)

After reading the book aloud, ask some or all of the following discussion questions:

- What is the book about?
- As you listened and learned about the different people who are protesters, what were your thoughts and feelings?
- What do all of the people in the book have in common? In what ways are they different?
- Did you recognize any of the people in the book before you found out who they were? Who do you recognize and what do you already know about them?
- What people in the book did you not know?
- What people in the book interested you and do you want to learn more about?
- What other protesters or activists do you know?

- Which of the protesters could you relate to the most? The least?
- What do you think is difficult about being an activist or protester?
- What do you think feels good about being an activist and/or protesting?
- Why do you think the book is *called Enough!*?
- What do you think is the overall message of the book?

## Extension Activities

Below are activities in which you can engage students in order to extend the learning from the book.

### 1. Identity and Explore Meaningful Quotes

As you read the book aloud or afterwards, read the quotes in the back of the book on pages 38–41; there is one quote attributed to each activist(s). Print all of the quotes on separate pieces of paper and post them around the room or use a PowerPoint to share the quotes. Have students read all of the quotes and identify one that is compelling or meaningful to them. Explain that they don't have to necessarily agree with the quote. Engage students in an exploration of that quote by having them create a booklet or presentation that includes the following, each on separate pages: (1) the quote with an accompanying illustration, which can be either an original drawing, photograph or web illustration, (2) a sentence or two about why they think the person said it, (3) a sentence or two about what the quote means to them, (4) a sentence about whether they agree or disagree with the quote and why and (5) how they would rephrase they quote in their own words. Provide a few class periods for students to work on these and/or assign as a homework project assignment. When complete, have students share them aloud with the whole class.

### 2. Conduct Research about Activists

Have students brainstorm a list of protestors and activists, starting with the people in the book and adding other activists that they have heard about. You can also have them do additional online research to collect more names and interview parents/family members about activists they may know. After creating a long list of possible activists, have students choose one to learn more about. Have students work in small groups of 2–3 to conduct their research and present what they learned. Possible areas of inquiry can include: (1) where the person grew up, (2) aspect(s) of their identity that may have shaped the issue they focused on, (3) the issues they care about, (4) what inspired them to get involved in activism and (5) the activism strategies they used. Have students culminate their research into a final essay or poem about the person (it can be an acrostic poem using their name), PowerPoint presentation, imagined journal entries (5–8) or a portrait of the activist (drawing, painting, collage, sculpture) that includes a short blurb about them—similar to what you would see in a museum. Have all students present their culminating projects to the whole class.

### 3. Write a Speech

After reflecting on the book and learning about the different issues people are addressing in their protests and activism, brainstorm issues that are important to students by asking: *What is something in our school, community or world that you think is unfair? What is something you want to change? What is an issue you care about?* Explain to students that the issues can be those referenced in the book (e.g., guns, LGBTQ rights, racism) or other issues that are important to them. After coming up with a list of issues, explain that sometimes activists or protesters give a speech to express their opinions to groups of people. Ask students if they have ever heard (either on TV/video or in person) a speech and explore the different parts of a speech that they noticed. Have students create their own speeches about an issue that is important to them and deliver the speech to the class. For younger

students, the speech could be just a few sentences and for older students, a few paragraphs. Have students either write their whole speech out in advance or create notecards to sum up their main points, using some or all of the following elements: (1) opening attention-grabbing sentence, (2) the topic you will be talking about, (3) a clear statement about your opinion, (4) facts, data, statistics, quotes or other information that will help to convince your audience, (5) a summary of your main points and (6) final "call to action" where you tell the audience what you hope they will do. Provide time for students to write, revise and practice their speeches. When completed, you can consider inviting parents/families in to hear the speeches or record them and share it with the families and/or rest of school.

## ADL Resources

The following are curriculum and educational resources on activism, diversity and social change.

### Curriculum Resources

Sneakers and Prejudice: Letters to Challenge Bias, [www.adl.org/education/educator-resources/lesson-plans/sneakers-and-prejudice-letters-to-challenge-bias](http://www.adl.org/education/educator-resources/lesson-plans/sneakers-and-prejudice-letters-to-challenge-bias).

Social Justice Poetry, [www.adl.org/education/educator-resources/lesson-plans/social-justice-poetry](http://www.adl.org/education/educator-resources/lesson-plans/social-justice-poetry).

We Can All Be 'Kid President', [www.adl.org/education/educator-resources/lesson-plans/we-can-all-be-kid-president](http://www.adl.org/education/educator-resources/lesson-plans/we-can-all-be-kid-president).

Who Am I? Identity Poems, [www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems](http://www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems).

Who is Malala Yousafzai?, [www.adl.org/education/educator-resources/lesson-plans/who-is-malala-yousafzai](http://www.adl.org/education/educator-resources/lesson-plans/who-is-malala-yousafzai).

### Websites

10 Ways Youth Can Engage in Activism

[www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism](http://www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism)

A list of ideas for bringing social activism into the classroom and outside of the school walls. These strategies can be acted upon individually, organized together as a group and young people can join with a larger effort that is taking place locally or nationally.

Be an Ally: Six Simple Ways

[www.adl.org/education/resources/tools-and-strategies/be-an-ally-six-simple-ways](http://www.adl.org/education/resources/tools-and-strategies/be-an-ally-six-simple-ways)

Some simple things a student can do to be an ally to targets of name-calling and bullying.

Empowering Young People in the Aftermath of Hate

[www.adl.org/education/resources/tools-and-strategies/empowering-young-people-in-the-aftermath-of-hate](http://www.adl.org/education/resources/tools-and-strategies/empowering-young-people-in-the-aftermath-of-hate)

A guide for educators and families that provide the tools they need to help young people confront hate effectively in the aftermath of hate violence or terrorism in their community.

Helping Students Make Sense of News Stories about Bias and Injustice

[www.adl.org/education/resources/tools-and-strategies/helping-students-make-sense-of-news-stories-about-bias-and](http://www.adl.org/education/resources/tools-and-strategies/helping-students-make-sense-of-news-stories-about-bias-and)

Provides suggestions, strategies and resources to help make discussions about national news stories that involve incidents of bias and injustice rich and productive for students.

### Children's Books

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

People, Identity and Culture, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-7=1&tid\[201\]=201&tid\[202\]=202&tid\[203\]=203&tid\[204\]=204&tid\[205\]=205&tid\[206\]=206&tid\[207\]=207&tid\[208\]=208&tid\[209\]=209&tid\[210\]=210&tid\[211\]=211&tid\[212\]=212&tid\[213\]=213&tid\[214\]=214&tid\[215\]=215](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-7=1&tid[201]=201&tid[202]=202&tid[203]=203&tid[204]=204&tid[205]=205&tid[206]=206&tid[207]=207&tid[208]=208&tid[209]=209&tid[210]=210&tid[211]=211&tid[212]=212&tid[213]=213&tid[214]=214&tid[215]=215)

Social Justice, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-10=1&tid\[231\]=231&tid\[232\]=232&tid\[233\]=233&tid\[234\]=234&tid\[235\]=235&tid\[236\]=236&tid\[237\]=237](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-10=1&tid[231]=231&tid[232]=232&tid[233]=233&tid[234]=234&tid[235]=235&tid[236]=236&tid[237]=237)