



Book of the Month

Presented by ADL's Education Division

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.

She Persisted

Chelsea Clinton (Author), Alexandra Boiger (Illustrator)

Throughout U.S. history, there have always been women who have spoken out for what's right, even when they have to fight to be heard. In early 2017, Massachusetts Senator Elizabeth Warren's refusal to be silenced in the U.S. Senate inspired a spontaneous celebration of women who persevered in the face of adversity. This book celebrates thirteen U.S. women who helped shape our country through their tenacity, sometimes through speaking out, sometimes by staying seated, sometimes by captivating an audience. They all certainly persisted. This book features: Harriet Tubman, Helen Keller, Clara Lemlich, Nellie Bly, Virginia Apgar, Maria Tallchief, Claudette Colvin, Ruby Bridges, Margaret Chase Smith, Sally Ride, Florence Griffith Joyner, Oprah Winfrey and Sonia Sotomayor.

ISBN: 978-1524741723

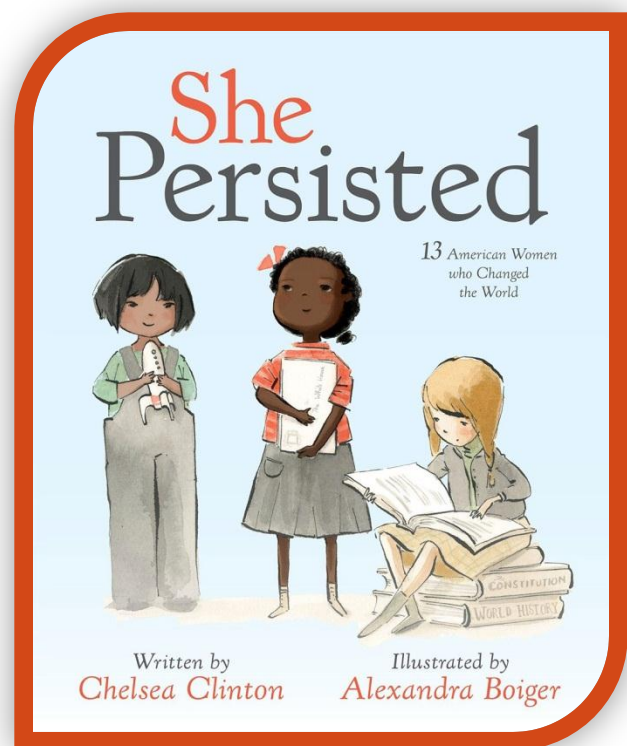
Publisher: Philomel Books

Year Published: 2017

Age Range: 4–8

Book Themes

Persistence, Notable women, Social justice



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 their 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 [Definitions Related to Bias, Injustice and Bullying for Elementary Age Children](#).

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|-------------------------|-----------------|------------------------|
| ■ anesthesiologist | ■ judge | ■ strikes |
| ■ Civil Rights Movement | ■ media | ■ Supreme Court |
| ■ equal | ■ monstrosity | ■ surgeon |
| ■ free speech | ■ opportunities | ■ taunting |
| ■ freedom | ■ persisted | ■ unbroken |
| ■ impossible | ■ picket lines | ■ underground railroad |
| ■ integrate | ■ protestors | ■ voice |

Discussion Questions

[Note to Teacher: You can explain the origin of the title of the book by reading the front page: "Inspired by Elizabeth Warren and in celebration of all women who persist every day." Explain that Elizabeth Warren is a U.S. Senator from Massachusetts who, in 2017, was giving a speech about how she did not support Senator Jeff Sessions who was a nominee for Attorney General in President Trump's administration. Other Senators tried to stop Senator Warren from speaking by saying her speech was too long. Kentucky Senator Mitch McConnell and then Senate Majority Leader said, "She was warned. She was given an explanation. Nevertheless, she persisted." After she was stopped from continuing, Senator Warren went outside the Senate chamber and continued to speak, which included her reading aloud a 1986 letter written by Coretta Scott King, the wife of civil rights leader Martin Luther King Jr. The term "she persisted" went viral on social media as a way of highlighting how women have to persist when others try to silence them.]

Before reading the book aloud, ask pre-reading questions:

Depending on the age of the students, you can determine how much of this to share and also simplify your language for younger children.]

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

As you read the book aloud, ask a few discussion questions periodically throughout the reading to check for comprehension and keep the students engaged:

- Who are the women in the paintings? (page 5)
- Why is it called the Apgar score? (page 14)
- In what sport did Florence Griffith Joyner participate? (page 26)

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

- What is the book about?
- What is persistence? (If necessary, elicit/define persistence as: “continuing to do something or to try to do something even though it is difficult or other people may want you to stop.”)
- What did the thirteen women have in common?
- What are some of the differences between the thirteen women?
- What women had you heard about before reading the book? What more did you learn about them?
- What women had you not heard of before reading the book? What did you learn about them?
- What other women would you include in a book like this?
- What is your favorite quote in the book and why?
- Which of the women stand out for you? What makes them stand out?
- What are some examples of these women showed persistence?
- What does persistence mean to you?
- Why do you think the author chose this title?
- What do you think is the overall message of the book?

Extension Activities

Below are activities that you can do with students in order to extend the learning from the book.

1. What is Persistence?

Ask students: *What is persistence?* Ask them to think about the women and stories from the book as a way to understand persistence. Define **persistence** as continuing to do something or to try to do something even though it is difficult or other people may want you to stop. Ask students why they think the author chose the title, *She Persisted*? Have students turn and talk with a partner about a time they felt they used persistence. If they can't think of an example about themselves, they can share about someone else they know who persisted. Explain that persistence can be a range of things like learning how to ride a skateboard or fighting for the right to vote. Then have students share their ideas with each other in the larger group. Finally, have them use their story (or another one) to create a drawing about themselves, someone they know, or a historical figure and how they persisted in order to achieve something that was important to them. Have students draw their picture and write a brief description on the page. When completed, put all the pages together and create a class book about people who persisted.

2. Quotes

A quote from each woman featured in the book is provided. If students do not know, explain that a quote is the words someone said, using their exact words. Quotes are often used to share something inspiring about the person. Re-read a few of the quotes in the book and share one example by asking students what they think the quote means. Then have students work in pairs and pick a quote from the book that they especially like. (You can prepare in advance and provide a handout with all of the quotes from which to choose). After pairs have selected their quote, have

them read aloud their quote and answer the following questions, either in discussion or in writing: (1) What does the quote mean? (2) Why do you like or not like the quote? (3) How do you relate to the quote? Each pair will then share what they discussed or wrote with the class. Wrap up the activity by talking about the importance of quotes and ask students to share other quotes they like from outside the book. These can include quotes from family members, famous people, a movie, a poem or song.

3. Research Project: Learn More about Notable and Important Women in U.S. History

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 celebrate women, explore women's achievements and struggles throughout history, and honor women's contributions to our society and culture. On the board/smart board, list the women featured in the book. Then ask students: *What other women have been important in U.S. history?* To prompt their thinking, ask them to think about actors, artists, athletes, politicians, inventors, musicians, activists, scientists and more, explaining each of the categories. Add those names to the list on the board/smart board. For homework, have students interview their parents and family members and come up with more names to add to the list. After receiving more names of important women, students can then do Internet and other research to find even more names of famous and important women using resources from [Biography Online](#), [Scholastic](#), [Fact Monster](#) and others. After generating a long list of women, have students pick one of the women about whom they will conduct a research project, which will take place over several days or weeks. Have students select a project format through which they will share what they learned. Some project ideas include: (1) a drawing or sculpture of the woman (with a detailed caption), (2) timeline about the woman's life, (3) word cloud with words and phrases about the woman, (4) research essay, (5) imagined diary entries of the woman, or (6) quotes by the woman with an analysis of those quotes.

ADL Resources

The following are curriculum and other educational resources on notable women, social justice and sexism.

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

Harriet Tubman on the \$20 Bill: The Power of Symbols, www.adl.org/education/educator-resources/lesson-plans/harriet-tubman-on-the-20-bill-the-power-of-symbols

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

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

Shirley Chisholm: Unbought, Unbossed and Unforgotten, www.adl.org/education/educator-resources/lesson-plans/shirley-chisholm-unbought-unbossed-and-unforgotten

Who is Malala Yousafzai?, www.adl.org/education/educator-resources/lesson-plans/who-is-malala-yousafzai

Websites

Anti-Bias Education

www.adl.org/what-we-do/promote-respect/anti-bias

Provides training program offerings for pre-K through 12th grade school communities—educators, administrators, youth and families—which focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and bullying.

Creating an Anti-Bias Learning Environment

www.adl.org/education/resources/tools-and-strategies/creating-an-anti-bias-learning-environment

Provides tips for the classroom educator to create an anti-bias learning environment.

How Can I Prevent Gender Bias in Young Children?

www.adl.org/education/resources/tools-and-strategies/question-corner/prevent-gender-bias-in-young-children

From the Question Corner: Early Childhood FAQs, this resource provides answers to this frequently asked question. Suggestions are provided on a variety of measures adults can take to create fair and gender-equitable environments for young children.

Toward Communication Free of Gender Bias

www.adl.org/education/resources/tools-and-strategies/toward-communication-free-of-gender-bias

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

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 & Sexism, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[171\]=171&tid\[175\]=175](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[171]=171&tid[175]=175)

Social Justice: Women's Rights, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?subsocial=womens-rights&tid\[230\]=230&tid\[237\]=237](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?subsocial=womens-rights&tid[230]=230&tid[237]=237)