



Ch-Ch-Changes
Exploring stereotypes in children's media and literature

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This curriculum unit is recommended for:
2nd Grade Literacy

Keywords: stereotypes, digital storytelling, media, children's literature, children's media.

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit

Synopsis: *Ch-Ch-Changes* is a unit plan created with the hopes of provided 2nd graders with a clear understanding of what stereotyping is, and the various forms of stereotyping. Students will be encouraged to explore experiences when they have been the target of stereotypes, and opportunities to analyze their own stereotypes. Their content knowledge will be represented through the use of a recreated children's literature piece and presented in a digital storytelling format.

I plan to teach this unit during the coming year to 18 students in 2nd Grade.

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Ch-Ch-Changes: Exploring Stereotypes in Children's Literature

Kimberly Scouller

Introduction

Exploring Stereotypes in Children's Literature is a unit plan designed for a second grade classroom as a result in my participation as a Charlotte Teaching Institute fellow in the seminar "Media and Minorities: Unpacking Stereotypes." During our time in this seminar, led by Debra Smith, we have examined the various forms of media that our society encounters every day and what impacts the media have on our thoughts, actions, and our own biases. The purpose of this unit plan is to first examine stereotypes and racism that are present in society today, and stereotypes and racism that my students have encountered all through discussions centered on children's media and literature.

I have found throughout my teaching experiences that my students are stereotyped in many ways based upon their gender, age, but mostly experience stereotypes because of their race and socioeconomic status. Although many of them have experienced being stereotyped, the discussions they have had up to this point regarding diversity and stereotypes have been very generic. At the end of implementation of this unit I would like for my students to have an understanding of the different types of stereotypes, why they exist, and feel free to openly discuss the stereotypes they have encountered, and their feelings regarding those stereotypes and to draw a parallel to any stereotypes or biases that they may have.

Rationale

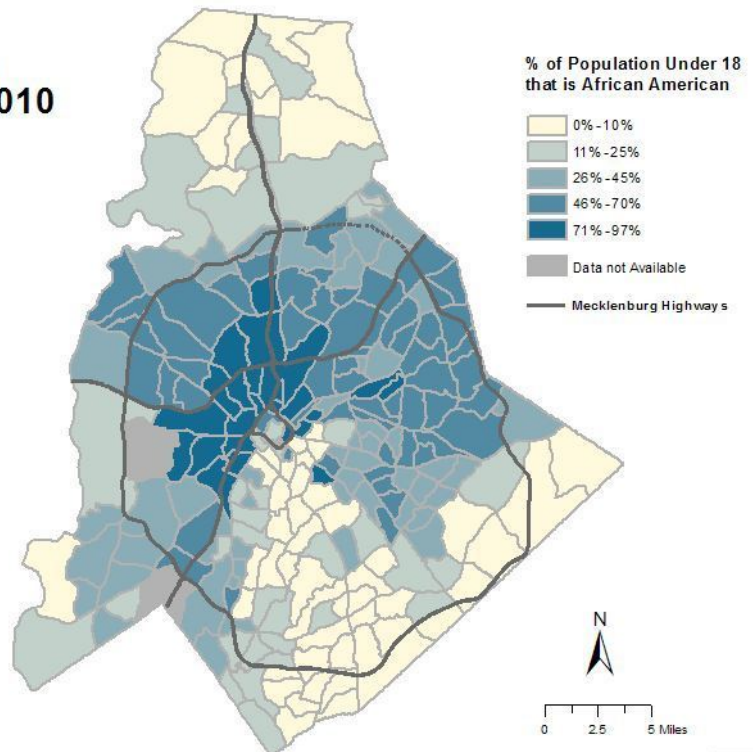
When looking into the complexities and profound insights of stereotypes, cultural biases, and impacts on instruction there was one commonality that stood out, and that was the academic achievement gap as it relates to African American males. According to the US Department of Education, African American males make up only 18% of the entire nation's student population that are enrolled in public schools¹. Additionally, African American males in the educational setting are known for having behavior issues, having a lack of motivation towards academic success, and for low achievement. 33% of African American males have been suspended once, and 50% of those males have been suspended twice or more². African American males are three times more likely to be suspended than their white peers³. While these students are suspended, they are missing critical and necessary instructional time, leading to diminishing academic performance. 42% of African American students attend public schools that are under resourced and considered to be poor performing and 2.5% less likely to be enrolled in talented and gifted programs⁴. Less than half of African American males graduate on time, and when going to college 11% of African American males complete a Bachelor's degree⁵.

African American students make up most of my class demographics. In fact, the youth population in Mecklenburg County is consisted mostly of African American students.

Youth Population in Mecklenburg County, 2010

- Total Number
- Total Percent
- White
- African American
- Hispanic/Latino
- Asian

Source: U.S. Census 2010



As evidenced by the image above, the youth population in the Charlotte-Mecklenburg School District is predominately African American⁶.

As a way to assist in narrowing the achievement gap, Charlotte-Mecklenburg Schools have looked towards culturally responsive instruction. Culturally responsive instruction is “using knowledge of student cultures and modalities to select and apply strategies and resources for instruction, while engaging in self-reflection”.⁷ During implementation of this unit plan, it is necessary to look towards culturally responsive instruction as a way to connect to and gear instruction towards African American students.

Background: *Demographics*

Teacher

I attended The College of St. Rose in Albany, NY receiving my Bachelor of Science degree in Early Childhood Education in 2008. I also attended The College of St. Rose for graduate studies, receiving my Masters of Science in Elementary Education in 2011. I am currently certified as an elementary teacher, grades K-6 in North Carolina, as well as grades 6 through 8 in the field of Social Studies. I have been teaching for 7 years. I began my teaching career as a Universal Pre-Kindergarten teacher in the Albany City School District in Albany, NY for the head start program, which serves low-income families. Upon moving to North Carolina in 2012, I continued teaching Pre-K for head start. I then taught for two years in charter schools in Charlotte, North Carolina, then moving to teach for the Charlotte-Mecklenburg Schools as a 2nd

grade teacher for Barringer Academic Center. My entire teaching career has been spent educating and serving Title 1 schools in urban areas in New York and in North Carolina.

School

Barringer Academic Center (BAC) is one of Charlotte-Mecklenburg's 178 elementary schools, serving grades kindergarten through grade 5 located in the west learning community of Charlotte, North Carolina. BAC opened in 1952 as a full magnet school, meaning that students in grades K-2 were enrolled in the Learning Immersion program⁸. Students in grades 3-5 were Talent Development certified. In 1999 BAC added a Horizons program for highly gifted students. In 2002 BAC became a partial magnet school by adding home school students that were living in the surrounding area. Currently, BAC has 593 students enrolled in grades K-5. 56% of the students are African American, 21% Asian, 16% White, 4% Hispanic, .1% Multiracial, .3% American Indian, and .1% Native Hawaiian or Pacific Islander. The home school are of BAC is an "economically disadvantaged community comprised primarily of African-American students."⁹ 66 The students in the magnet portion of BAC feed into three different high schools: Providence, Myers Park, and South Mecklenburg High School. These schools generally consist of upper to middle class households. BAC currently has 30 classroom teachers, 4 Horizon teachers, and 5 Instructional Assistants to help with small group instruction.¹⁰

Students

I teach 2nd grade in the home school portion of BAC. My class contains 18 2nd graders, 10 males and 8 females. Of the males, 20% are Hispanic and 80% are African American. Of the females in the class, 12.5% are mixed race (white and African American), and 87.5% are African American). All students receive free or reduced lunch. There are five students who are identified as learning disabled with Individualized Education Plans (IEP's). All five students are considered two grade-levels behind and therefore receive pull-out special education services daily. Four students receive pull-out speech therapy services. Additionally, there is one student who has a 504 plan for ADHD and Oppositional Defiant Disorder.

Implementation of this unit plan will take place during literacy and social studies including both whole-group, small-group, and hands-on inquiry based lessons. This unit will take place over a 3 week (14 day) period. The instructional and inquiry time will vary depending on prior knowledge of the children, or the lesson being taught.

Objectives

By the end of implementation of this curriculum unit, my students will be able to meet the following objectives:

- Detail and express stereotypes that they have experienced in their own lives'

- Express how stereotypes faced have impacted their own perceptions on different minorities
- Create a safe environment where they can openly discuss their own stereotypes
- Read various children's books and detail stereotypes and discuss their feelings regarding the stereotypes
- Watch various children's media and commercials and openly discuss their feelings regarding the stereotypes.
- Participate in different role playing scenarios to aid in improving relations within the classroom.
- With their 5th grade buddy class partner, credit, edit, and publish a children's book or media piece that rewrites a piece of children's literature
- Digitally represent and present their published media piece.

Content Research

As part of our current professional development on culturally responsive instruction, it is imperative that we connect with students by peaking their cultural interests in order to close the achievement gap of African American males. Previously, in children's educational experiences and discussions on stereotypes students have focused primarily on the appreciation of differences and diversity of one another.¹¹ It is necessary for all children to develop a true understanding of how racism and racial attitudes came to fruition. In order to do this properly, all students must be exposed to African American history. Exposure and understanding of African American history is essential to all students, and essentially all humans in any effort to eliminate racism. Students must understand that racism exists, and the reasons for it.¹² There are a variety of stereotypes that exist in regards to the African American population, and according to Burrell and Walsh (2001), these stereotypes will continue to exist if "students who are not exposed to African-American history will continue to believe these myths and stereotypes."¹³

Through this curriculum unit, students will be exposed to stereotypes and racism through the use of children's literature. By using children's literature, students are able to look into a world that is unfamiliar to them, African American students will be able to see a world that is reflective of their own lives and experiences. Also through the use of carefully selected children's literature, students will be able to make cultural connections and understand how racism and racial attitudes have been historically constructed.¹⁴ Addressing racism is critical, according to Durren (2000), "failure to address racism reinforces the ideological concept that whiteness is the cultural norm by which all other cultures are compared."¹⁵ In school today, especially during Black History month, students are exposed to the progress and importance of the Civil Rights Movement, especially of Dr. Martin Luther King Jr. Students up to this point have often been taught the importance of the movement, but not where our society may go from

here, “Students need to learn how the accomplishments of the Civil Rights Movement have mitigated, but have not eliminated prejudice and racial discrimination in America.”¹⁶

In order for children to understand racism and stereotypes that exist today, it is necessary to examine the media that children are exposed to, and the stereotypical and racial messages that are portrayed through media. Research has demonstrated that messages that are portrayed children’s television has a significant impact on beliefs, attitudes, and behaviors.¹⁷ People of all ages learn who and what is valued in society from being exposed to media content. Children often imitate behavior that they see from characters on television as often as real life examples such as their parents or peers. Also, there are emotional stereotypes that play a role in children’s beliefs about the behaviors that are expected and appropriate for their gender.¹⁸ Why is this important? Well, while examining children’s television, in 1,034 children’s television shows 172 males appeared for every female. The females that did appear were seen in more caregiving roles and in committed relationships that were less likely to be seen working. Males outnumber females in children’s television and males are more often than not portrayed as aggressive, dominant and active.¹⁹

Similarly, the multicultural literature that many children have been exposed to is typically focused on during Black History Month, and is fairly generic in nature. It is critical to provide literature that is enriching, teaching, and fostering students to have conversations about racism and stereotypes.²⁰ For the purpose of this unit plan, I have selected several books that focus on racism and stereotypes faced by African American characters.

Black like Kyra, White like Me by: Judith Vigna. This book centers around two main characters, one white female child named Christy and one black female child named Kyra. Kyra’s family recently moved into an all-white neighborhood where Christy’s family lives. The two girls meet at a gymnastics class and although they become fast friends, there is one major difference between the two. Christy does not understand why other white children and adults would not like Kyra and her family because they are black. Kyra does understand that people may not like her and her family because of their race. Throughout the story Kyra and her family experience racism and they lean on Christy and her family for support. Christy finally begins to see what Kyra and her family have to go through on a daily basis. Some examples of racism that they deal with throughout the story include when two of Christy’s white friends are told not to play with Kyra because she is black. People who lived in the neighborhood left the block party as soon as Kyra’s family showed up, subsequently also began putting their houses up for sale. The air is also let out of the tires in Kyra’s dad’s van.

White Socks by: Evelyn Coleman. White socks is the retelling of a true story of the author’s grandmother who grew up in Mississippi during segregation. On a hot summer day, she snuck into town alone dressed all in white except for a pair of black shoes. Since it was so hot, she decided to stop for a drink at a water fountain. Since this was during segregation, there was a sign above the water fountain that said “White Only.” Taking the sign very literally, the small girl took off her black shoes and began to drink from the water fountain. Outraged, an older white man pushed her down and began beating her with a belt. A crowd formed, and other black men and women began taking their shoes off and drinking from the water fountain. The crowd settles after an appearance by a man they call the chicken man, who is believed to have magical

powers to turn anyone into a chicken that he believes is not doing the just and right thing. The story ends with the removal of the “White Only” sign and a chicken is seen flapping around the water fountain.

Throughout this unit, we will also focus on classic children’s literature to examine racial and gender stereotypes. The book and movie *Cinderella* seems like a harmless typical love story where a female is saved by a white rich male, but there are several underlying displays of racial and gender stereotyping. For starters, there are no minority characters represented, all of the characters are white. Cinderella is a white female who is forced to be the servant to her evil stepmother and stepsisters. Cinderella is envious of her stepsisters because they have finer clothes and a lavish lifestyle. The Prince is portrayed as the most sought after bachelor in all of the palace who will pick the most beautiful and lucky lady to be his wife. Cinderella was not considered to be beautiful until a magical fairy godmother completely transformed her appearance, and that is how she wins Prince Charming’s heart.²¹ This fairytale sends very mixed signals to children, especially minority children who are not represented.

Processes & Skills Addressed

Throughout this unit plan, the following processes and skills will be addressed

- Identify what stereotypes are
- Give a detailed example of a racial stereotype
- Examine a time when they felt stereotyped against
- View various forms of media and be able to discuss the stereotypes observed
- Utilize the writing process to create a children’s media piece detailing a stereotype they have encountered.
- Analyze popular children’s literature for examples of stereotypes
- Evaluate how children’s literature would change if characters or situations were different.

Teaching Strategies

A variety of instructional strategies will be used throughout the implementation of the curriculum unit. The main instructional strategy that will be utilized is the direct Instruction model. Direct instruction is one of the more common instruction models used. It allows for the teacher to deliver vital information to students straightforwardly. The information that is presented during a direct instruction lesson should be information directly related to the lesson objective in order for the students to achieve mastery.²² An additional instructional strategy that will be utilized is inductive teaching. In the inductive teaching model students will be able to “create or discover important ideas by interacting with concrete materials or other data sources and their peers,” In the inductive teaching model, the teacher guides students to interact with concrete materials in order for the students to not only draw their own conclusions, but to formulate hypothesis.²³

An additional teaching strategy that will be utilized during this curriculum unit is cooperative learning. The cooperative learning model is considered effective because it encourages content learning, social interaction and positive student attitude toward learning the particular subject matter. Students are expected to work together and help each other learn in small groups. Cooperative learning is not simply working in groups, but also needs to incorporate positive interdependence, where students depend on each other for success. Individual accountability, where each student must be accountable for mastery of the objectives. Equal participation ensures that all students contribute equally to the group.²⁴

Students will be recreating a piece of children's literature and publishing and presenting their books through the use of digital storytelling. Digital story telling is a practice in which the art of storytelling is combined with the numerous forms of digital media available today.²⁵ A digital storytelling project is very beneficial to students considering that the presence of digital media is ever growing in today's society, it will help to generate interest, sustain attention, and increase motivation in young students.²⁶ Digital storytelling will also help to showcase the creative side and talents of young students. As they begin to tell their stories, it will assist in enhancing communication skills by learning to organize their own ideas, ask questions, and express their thoughts and opinions.²⁷

A majority of this unit will be taught during the Reading Workshop portion of our instructional day. Reading Workshop is a component of the Balanced Literacy Approach to literacy instruction. Balanced Literacy is a method where teaching whole language and phonics instruction are combined. There are several components to Reading Workshop including independent reading, the use of mini-lessons, and guided reading groups where a group of students are grouped together that are reading a text of similar difficulty to build fluency and comprehension.²⁸

In order for students to fully grasp the gender and racial stereotypes we will be exploring, this unit will utilize the Bloom's Taxonomy method to analyze children's literature. Bloom's Taxonomy is a model of classifying information that is multi-tiered in conjunction with six cognitive levels of complexity. Bloom's is multi-tiered and scaffolded to allow students to deeply analyze each problem set forth.²⁹ The six levels of Bloom's Taxonomy are: Creating, Evaluating, Analyzing, Applying, Understanding, and Remembering. Each defined as:

1. Remembering: Recognizing, recalling, retrieving, and retelling information
2. Understanding: Gathering meaning from messages through various forms such as oral, written, or graphic.
3. Applying: "carrying out or using a procedure through executing, or implementing."
4. Analyzing: Breaking down the parts of a subject and being able to not only understand the connections, but being able to explain these connections to others.
5. Evaluating: "Making judgements based on criteria and standards through checking and understanding"

6. Creating: Putting various components together to form a functional whole.

Classroom Activities

Day 1

Purpose: The purpose of this lesson is to expose students to the idea of stereotyping by allowing them the chance to realize and reflect on stereotypes that they may have in their own mind.

Objective: By the end of this lesson, students will be able to identify through reflection and class discussion personal stereotypes and any personal biases that they may have. Additionally, students will formulate a basis for a definition of stereotyping.

Procedure: For this activity, the students will be sitting on the carpet sitting facing the teacher. Each student will be given two Popsicle sticks of different colors. The particular colors do not matter, just that they each have two different colors, but each student have the same colors. (Example: every child has one blue and one green Popsicle sticks). The teacher will explain to the class that they will be asked a question and shown two choices. The students will remain silent and show their answers by holding up the corresponding Popsicle stick. It's important that the teacher explains that there is no right or wrong answer, and it's important that the students show what they are thinking, not holding up a certain color because the majority or their friends are holding up a certain color. The teacher will ask a test question by showing a picture of a cat and a dog. The question is: "What pet do you like better? Hold up the green for cat or blue for dog".

The teacher will then ask the following questions, holding up a pictures of white male and white females: Pictures found in [Appendix 2](#)

- Which is more likely to be a nurse?
- Which is more likely to be a police officer?
- Which is more likely to be a firefighter?
- Which is more likely to be a doctor?

The teacher will then show a picture of a black child and a white child and ask the following questions:

- Which is more likely to become a basketball player?
- Which is more likely to become a doctor?
- Which is more likely to become a police officer?
- Which is more likely to become a rap artist?

During the questions, there should be no class discussion. The students should be focused on the questions that the teacher is asking. At the conclusion of asking the question, the teacher should

choose one of the questions, such as “which is more likely to become a rap artist?” and lead a class discussion, how do you know? Why? Encourage the class to share their thoughts and ideas and to questions why they have those opinions.

Day 2

Purpose: The purpose of this lesson is a continuation of Day 1. The students will be asked to work in groups and have a discussion to determine which gender fits each picture. The purpose of this being that students now have a chance to discuss with each other their thoughts and feelings.

Objective: By the end of this lesson, students will have the background knowledge needed to form a concrete definition of stereotyping and biases.

Procedure: Prior to the lesson, the teacher needs to split the class into groups of 3 or 4, and depending on class size, prepare a chart paper for each group that has a t-chart on the middle one side labeled man and one side labeled woman. The teacher will also need to prepare cut-out pictures for each group. The pictures ([Appendix 3](#)) are of common gender stereotypes, careers, and activities. The teacher will ask the students to discuss the pictures within their group and determine which category that they fall under, male or female. If the students are unsure, they can put the picture card to the side. The teacher should explain that the students must all agree on where to place the card, and that there is no right or wrong answer, it is just to gather thoughts and ideas and to have a conversation. If the students can't decide where to place a card, they should set it to the side and come back to it later rather than spend the whole activity discussing just one card. After the students have finished sorting their cards on their t-chart, the teacher will discuss each card and have the groups share which side of the chart they place it on. The teacher will facilitate a class discussion similar to the Day 1 lesson, except this time the teacher will ask probing questions to challenge the student's thinking. Such as: “Why can't a male be a nurse? Do you know any men who are nurses?” or similar questions.

Day 3

Purpose: The purpose of this lesson is for students to use the information they have gathered over the last two days to formulate a definition of stereotyping.

Objective: By the end of this lessons, students will be able to define and explain what stereotyping is.

Procedure: Teacher will play the video “Cockroaches: Understanding Stereotypes.” The video is about a cockroach who lives in a house with an elderly couple. Whenever the couple sees the cockroach, they scream and try to kill it. The cockroach sees a ladybug fly into the house and the couple lets the ladybug crawl on them and they are not afraid of it. The cockroach is confused because they are both in the beetle family. So, the cockroach paints itself red and black and trims it's antennae to fit in. It crawls up to the plant the ladybug was on and they have a conversation about why they are not treated the same, just because they are different colors. After viewing the video, the teacher will ask the class to discuss what the central message of the video is. After guiding a class discussion, the teacher will explain what stereotyping is when you

have unfair or untrue beliefs about people with a specific characteristic. The teacher should then lead a class discussion on how the cockroach in the video was stereotyped against. The students will then work in their groups to create a visual representation of what stereotyping is.

Day 4

Purpose: The purpose of this lesson is for students to examine popular children's literature and discuss similarities that they see in the characters in the book.

Objective: By the end of this lesson, students will be able to determine a commonality in popular children's literature by determining similarities in race and gender.

Procedure: For this lesson, the teacher will supply the class with popular children's books, such as: *Cinderella*, *Snow White*, *Jack and the Beanstalk*, *A Bad Case of the Stripes*, *The Cat in the Hat*, *Alexander and the Horrible No Good Very Bad Day*, *Rapunzel*, *Sleeping Beauty*, and *Hansel and Gretel*. The teacher will place the books in four stations around the classroom and split the students into four different groups. The children will rotate through each station looking at the books. In each station the children will discuss the following questions ([Appendix 4](#)), to be displayed at each station:

- What do the characters in the book look like?
- How many races do you see in the books?
- How many females do you see?
- How many males do you see?
- Who is represented to be more powerful, the males or females?

Day 5

Purpose: The purpose of this lesson is to analyze the story of *Cinderella* by asking the students to think about the stereotypes of race and gender.

Objective: By the end of this lesson students will be able to identify the racial and gender stereotypes in the children's book *Cinderella*.

Procedure: The teacher will begin this lesson by reading aloud *Cinderella* by: Marcia Brown. Before reading, the teacher will review the definition of stereotyping with the class and ask the students to look at the characters. Now that they have learned what stereotyping means, the teacher will ask them to think if they see any displays of stereotypes in the book. After reading, the teacher should ask the students what types of stereotypes that they noticed displayed in the book and facilitate a class discussion on the lack of minorities presented in the book, and their thoughts on the gender stereotypes by posing the question: "Do you think *Cinderella* is beautiful? When did you think she was beautiful?" The students will then split into groups and each group will be given a question to answer ([Appendix 5](#)). The questions will be framed as "How would the story change if..."

- Cinderella did not have a fairy godmother?
- The glass slipper fit Cinderella's stepsister?
- Cinderella were black?
- Prince Charming were black?
- Cinderella's stepmother and stepsisters were not evil?

Day 6

Purpose: The purpose of this lesson is to allow students the opportunity to work cooperatively in small groups to explore other popular children's literature. In Day 4 students broke into groups to briefly examine children's books. Today, they will take a deeper look to further analyze racial portrayals in each book.

Objective: By the end of this lesson, students will be able to analyze and form their own conclusions in a cooperative learning group with their peers to identify racial and gender stereotypes in a given children's book.

Procedure: The teacher will break the class up into six different groups. Each group will be assigned a different children's literature book, from the following list:

- *Snow White and the Seven Dwarfs: A Tale from the Brothers Grimm*, translated by: Randall Jarrell; illustrated by: Nancy Burkert
- *Goldilocks and The Three Bears*, Retold and illustrated by: James Marshall
- *Cinderella*, translated and illustrated by: Marcia Brown.
- *The Three Billy Goats Gruff*, by: Paul Galdone
- *Rapunzel* by: Paul O. Zelinsky
- *Jack and the Beanstalk*; retold and illustrated by: Steven Kellogg

The students will read the book together and discuss any examples of stereotyping that they see in the book.

Day 7

Purpose: The purpose of this lesson is to give students the opportunity to read some children's books that have black characters, and to compare and contrast the differences between the previous books that they have been reading.

Objective: By the end of this lesson, students will have analyzed the book *Black like Kyra, White like Me* by: Judith Vigna.

Procedure: This lesson will begin by the teacher reading aloud the book to the class. While reading, the teacher should pause to ask questions asking for the children's thoughts on the relationship between Kyra and Christy, the way Kyra's family was treated throughout the story.

After the story is finished the teacher will facilitate a class discussion by asking the following questions:

1. How does seeing Kyra's family in a story make you feel?
2. How do you feel about the things that happened to Kyra's family?
3. Do you have a connection to anything that happened in this story?
4. How are the characters in this story different from the characters that we have read about in our other books?

Day 8

Purpose: The purpose of this lesson is for the students to compare and contrast the book *I like Where I Am* by: Jessica Harper and *Black like Kyra, White like Me* by: Judith Vigna.

Objective: By the end of this lesson, students will be able to compare and contrast *I like Where I am* and *Black like Kyra, White like Me* by using a venn diagram.

Procedure: The teacher will read aloud the story *I like where I am* to the class. This story is about a young boy and his family who are getting ready to move to a new neighborhood. The boy does not want to move and the book details the packing process with his family. The main difference in this book is that the family is white, and the only portrayal of any black characters are those of the movers. After the teacher has read the book to the class the teacher should lead a class discussion on the book by asking questions such as:

1. What is the plot of this story?
2. What differences do you notice between this book and *Black like Kyra*?
3. What similarities do you notice between this book and *Black like Kyra*?

After the class has a discussion, the students will complete a Venn diagram ([appendix 6](#)) comparing and contrasting these two books.

Day 9-12

Purpose: The purpose of this lesson is to allow students the opportunity to choose a book that they have studied over the course of this unit and to recreate the book to include more diverse characters and free of racial and gender stereotypes.

Objective: By the end of this lessons students will be able to recreate a different version of a popular children's book to include more diverse characters and free of racial and gender stereotypes.

Procedure: The teacher will allow the students the opportunity to recreate a children's book. The teacher will explain to the students that they will be choosing a book to recreate, free of racial and/or gender stereotyping and biases. The students can change the characters, setting, some elements of the plot, and the title, however the audience should be able to determine which

story is being recreated. The students will have several days to complete this project. The teacher should utilize the writing process over the next 3 days where students are drafting, revising, editing, and peer and teacher conferencing about their books.

Day 13-14

Purpose: The purpose of this lesson is for students to publish their written pieces by completing illustrations.

Objective: By the end of this lesson, students will have created a completed, illustrated children's book and to publish the book as a digital story book.

Procedure: Students will have an opportunity to create their digital story book using the iPads. After the students have created their digital storybooks, the teacher should allow time for the students to share their created stories.

Assessments

The following forms of assessment will be used to measure student understanding and academic growth:

- Teacher Observation
- Individual Lesson assessments
- Rubric for recreation of children's book ([Appendix 7](#))

Appendix 1

Standards Addressed in this unit

Common Core Standards for Reading: Literature

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. *Students will be reading, retelling, and analyzing popular children's fairytales.*

CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. *Students will be retelling, writing, and must have understanding of story elements.*

CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. *Students will be using illustrations in various stories to draw conclusions on racial and gender stereotypes.*

CCSS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. *Students will be comparing and contrasting literature using a Venn diagram.*

Common Core Standards for Reading: Informational Text

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. *Students will be reading non-fiction information on racial and gender stereotypes.*

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. *Students will be using timelines, and other non-fiction text features to enhance comprehension.*

CCSS.ELA-LITERACY.RI.2.8

Describe how reasons support specific points the author makes in a text. *Students will be able to determine the main idea of a text.*

Common Core Standards for Writing

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. *Students will be recreating a children's book.*

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. *Students will be revising and editing their children's books.*

CCSS.ELA-LITERACY.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. *Students will be recording their illustrated children's book to create a digital storytelling book.*

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question. *Students will be drawing on their own experiences to create a children's book.*

Appendix 2 – Clip Art



Appendix 3 – Clip Art





illustrations of.com #1244244



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Appendix 4- Questions to be displayed at each station

1. What do the characters in the book look like?
2. How many races do you see in the books?
3. How many females do you see?
4. How many males do you see?
5. Who is represented to be more powerful, the males or females?

Appendix 5- Cinderella Questions

Name: _____

What if Cinderella did not have a fairy godmother? _____

Name: _____

What if the glass slipper fit Cinderella's stepsister? _____

Name: _____

What if Cinderella were black? _____

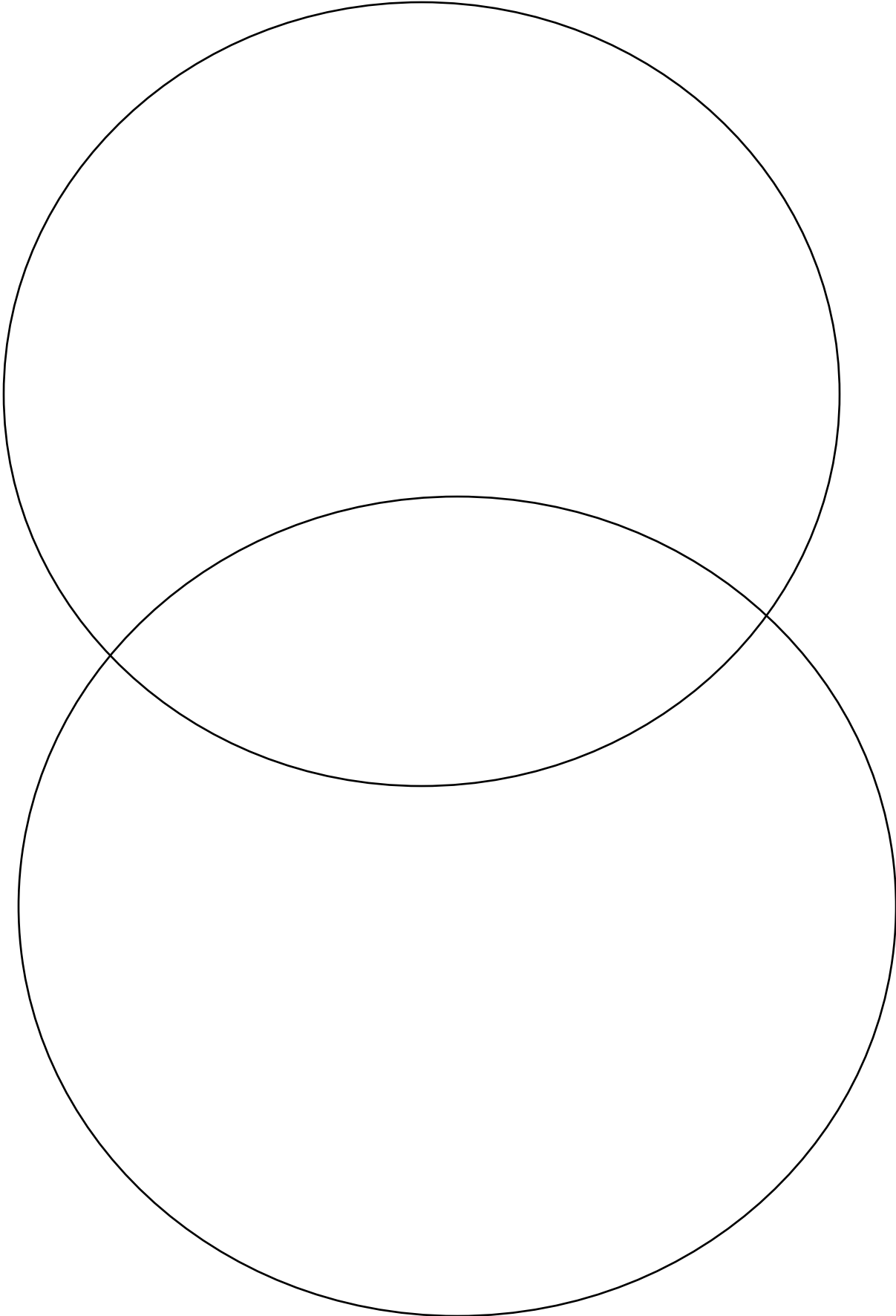
Name: _____

What if Prince Charming were black? _____

Name: _____

What if Cinderella's stepmother and stepsisters were not evil? _____

Appendix 6- Venn diagram



Appendix 7- Evaluation Rubric

Name: _____

Book Creation Rubric

Description	Points
Title- The book has an original title	<u> /5 </u>
It is evident the original book that the recreated book is based on.	<u> /5 </u>
Plot- There is a clear beginning, middle, and end that are connected.	<u> /10 </u>
Setting- The setting of the story is clear	<u> /5 </u>
Illustrations- There are illustrations that match the plot and setting of the story	<u> /10 </u>
Publishing- The digital storybook final product is clear, easy to hear, and easy to understand.	<u> /15 </u>
Total	<u> /50 </u>

Student Resources

Brown, Marcia. "Cinderella." (Aladdin Paperbacks: New York, 1982) *Students will read this book aloud and in small groups to analyze racial and gender stereotypes.*

Jarrell, Randall. "Snow-White and the Seven Dwarfs: A Tale from the Brothers Grimm" (Square Fish: New York, 1972) *Students will read this book aloud and in small groups to analyze racial and gender stereotypes.*

Kellogg, Steven. "Jack and the Beanstalk" (Morrow Junior Books: New York, 1991) *Students will read this book aloud and in small groups to analyze racial and gender stereotypes.*

Marshall, James. "Goldilocks and the Three Bears." (Puffin Books: New York, NY, 1998) *Students will read this book aloud and in small groups to analyze racial and gender stereotypes.*

Zelinsky, Paul, O. "Rapunzel" (The Penguin Group: New York, NY, 1997) *Students will read this book aloud and in small groups to analyze racial and gender stereotypes.*

Teacher Resources

Clip Art Sign. Clipartsign.com *this resource can be used to find clipart for various activities*

Harper, Jessica. "I Like Where I Am" (GP Putnam's Sons, New York, NY, 2004) *the teacher will read aloud this book to the class to use as a comparison in analyzing racial stereotypes.*

Nersesian, Vahne "Cockroach: Understanding Stereotypes" (March 26, 2012)
<https://www.youtube.com/watch?v=UDTVasxLNho> *the teacher will show this video to show a visual representation of stereotyping*

Vigna, Judith. "Black like Kyra, White like Me." (Turtleback Books, New York, NY, 1992) *The teacher will read aloud this book to the class to use as a comparison in analyzing racial stereotypes.*

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- ¹ Allen, Ayanna, Lewis, Chance W., and Scott, Lokia. "Dispelling Disparities for African American Male Students: A Review of Three Successful Charter School Models." *Journal of African American Males in Education*. Vol 5, Issue 1 (Spring 2014). Accessed 09-13-2017
- ² Allen, Ayanna, Lewis, Chance W., and Scott, Lokia. "Dispelling Disparities for African American Male Students: A Review of Three Successful Charter School Models." *Journal of African American Males in Education*. Vol 5, Issue 1 (Spring 2014). Accessed 09-13-2017
- ³ "Race Against Time: Educating Black Boys," National Education Association, last modified February 2011. Accessed 09-21-2017. <http://www.nea.org/assets/docs/educatingblackboys11rev.pdf>
- ⁴ "Race Against Time: Educating Black Boys," National Education Association, last modified February 2011. Accessed 09-21-2017. <http://www.nea.org/assets/docs/educatingblackboys11rev.pdf>
- ⁵ "Race Against Time: Educating Black Boys," National Education Association, last modified February 2011. Accessed 09-21-2017. <http://www.nea.org/assets/docs/educatingblackboys11rev.pdf>
- ⁶ "Explore the Youth Population in Mecklenburg County." *UNC Charlotte Urban Institute*. Accessed 09/21/2017. <http://ui.uncc.edu/display/explore-youth-population-mecklenburg-county>
- ⁷ Wisniewski, R, Fawcett, G, Padak, N, and Rasinski, T. "Evidence-based instruction in reading: Professional Development for Culturally Responsive Instruction." (Boston, MA: Pearson), Page 2
- ⁸ School Improvement Plan. October 26, 2015. Accessed October 13, 2016. http://schools.cms.k12.nc.us/barringerES/Documents/Barringer_SIP_2015-2016.pdf
- ⁹ School Improvement Plan. October 26, 2015. Accessed October 13, 2016. http://schools.cms.k12.nc.us/barringerES/Documents/Barringer_SIP_2015-2016.pdf
- ¹⁰ School Improvement Plan. October 26, 2015. Accessed October 13, 2016. http://schools.cms.k12.nc.us/barringerES/Documents/Barringer_SIP_2015-2016.pdf
- ¹¹ Duren, Emma Buffington. "Critical Multiculturalism & Racism in Children's Literature" *Multicultural Educations*. Vol 7 Issue 3. (Spring 2000) Accessed 08-25-2017
- ¹² Burrell, Leon and Walsh, Robert. "Teaching White Students Black History: The African-American Experience in the Classroom." New England Board of Education. Fall 2001. Accessed 09-01-17
- ¹³ Burrell, Leon and Walsh, Robert. "Teaching White Students Black History: The African-American Experience in the Classroom." New England Board of Education. Fall 2001. Accessed 09-01-17
- ¹⁴ Duren, Emma Buffington. "Critical Multiculturalism & Racism in Children's Literature" *Multicultural Educations*. Vol 7 Issue 3. (Spring 2000) Accessed 08-25-2017
- ¹⁵ Duren, Emma Buffington. "Critical Multiculturalism & Racism in Children's Literature" *Multicultural Educations*. Vol 7 Issue 3. (Spring 2000) Accessed 08-25-2017
- ¹⁶ Burrell, Leon and Walsh, Robert. "Teaching White Students Black History: The African-American Experience in the Classroom." New England Board of Education. Fall 2001. Accessed 09-01-17
- ¹⁷ Martin, Rebecca. "Gender and Emotion Stereotypes in Children's Television." *Journal of Broadcasting & Electronic Media*, Vol 61 Issue 3, pages 499-517. Accessed 09-15-17
- ¹⁸ Martin, Rebecca. "Gender and Emotion Stereotypes in Children's Television." *Journal of Broadcasting & Electronic Media*, Vol 61 Issue 3, pages 499-517. Accessed 09-15-17
- ¹⁹ Martin, Rebecca. "Gender and Emotion Stereotypes in Children's Television." *Journal of Broadcasting & Electronic Media*, Vol 61 Issue 3, pages 499-517. Accessed 09-15-17
- ²⁰ Duren, Emma Buffington. "Critical Multiculturalism & Racism in Children's Literature" *Multicultural Educations*. Vol 7 Issue 3. (Spring 2000) Accessed 08-25-2017
- ²¹ Woldorf, Blair. "Racism in Cinderella" *Popcult Gossip* January 25, 2016 <https://popcultgossipblog.wordpress.com/2016/01/25/cinderellaraceperspective>
- ²² Guillaume, Andrea. "K-12 Classroom Teaching: A Primer for New Professionals 2nd Edition" (New Jersey: Pearson Education, Inc. 2004)
- ²³ Guillaume, Andrea. "K-12 Classroom Teaching: A Primer for New Professionals 2nd Edition" (New Jersey: Pearson Education, Inc. 2004)
- ²⁴ Guillaume, Andrea. "K-12 Classroom Teaching: A Primer for New Professionals 2nd Edition" (New Jersey: Pearson Education, Inc. 2004)
- ²⁵ Robin, Bernard R. "The Educational Uses of Digital Storytelling." *Technology and Teacher Education*, Annual 1, (2006) page 709.

²⁶ Robin, Bernard R. "The Educational Uses of Digital Storytelling." *Technology and Teacher Education*, Annual 1, (2006) page 709.

²⁷ Robin, Bernard R. "The Educational Uses of Digital Storytelling." *Technology and Teacher Education*, Annual 1, (2006) page 709.

²⁸ Wren, Sebastian. "What Does a Balanced Literacy Approach Mean?" (2009) Accessed 09-21-2017
c2derrystd.schoolwires.net/CMS/lib/PA0900000801/centricity/ModuleInstance/1495/SEDL_What_Does_Balanced_Literacy_Mean.pdf

²⁹ Forehand, Mary. "Bloom's taxonomy." *Emerging perspectives on learning, teaching, and technology* 41 (2010): 47.

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Allen, Ayanna, Lewis, Chance W., and Scott, Lokia. "Dispelling Disparities for African American Male Students: A Review of Three Successful Charter School Models." *Journal of African American Males in Education*. Vol 5, Issue 1 (Spring 2014). Accessed 09-13-2017 *this resource gave information on the needs of African American Male students.*

Burrell, Leon and Walsh, Robert. "Teaching White Students Black History: The African-American Experience in the Classroom." New England Board of Education. Fall 2001. Accessed 09-01-17 *this resource gave important information regarding the importance of teaching history to young students.*

Duren, Emma Buffington. "Critical Multiculturalism & Racism in Children's Literature" *Multicultural Educations*. Vol 7 Issue 3. (Spring 2000) Accessed 08-25-2017 *this resource gave information regarding the need for more diverse children's literature.*

"Explore the Youth Population in Mecklenburg County." *UNC Charlotte Urban Institute*. Accessed 09/21/2017. <http://ui.uncc.edu/display/explore-youth-population-mecklenburg-county> *this resource gave a visual representation of the breakdown of race in Mecklenburg County.*

Forehand, Mary. "Bloom's taxonomy." *Emerging perspectives on learning, teaching, and technology* 41 (2010): 47. *This resource gave information on the Bloom's Taxonomy model.*

Guillaume, Andrea. "K-12 Classroom Teaching: A Primer for New Professionals 2nd Edition" (New Jersey: Pearson Education, Inc. 2004) *This resource gave information on various teaching strategies*

Martin, Rebecca. "Gender and Emotion Stereotypes in Children's Television." *Journal of Broadcasting & Electronic Media*, Vol 61 Issue 3, pages 499-517. Accessed 09-15-17 *This resource gave information on the different stereotypes*

"Race Against Time: Educating Black Boys," National Education Association, last modified February 2011. Accessed 09-21-2017. <http://www.nea.org/assets/docs/educatingblackboys11rev.pdf> *this article gave information on the importance of educating African American males and making education relevant to children's interests.*

Robin, Bernard R. "The Educational Uses of Digital Storytelling." *Technology and Teacher Education*, Annual 1, (2006) page 709. *This article details the importance of digital storytelling.*

School Improvement Plan. October 26, 2015. Accessed October 13, 2016. http://schools.cms.k12.nc.us/barringerES/Documents/Barringer_SIP_2015-201.pdf. *This resource gave information on the demographics of Barringer Academic Center.*

Wisniewski, R, Fawcett, G, Padak, N, and Rasinski, T. "Evidence-based instruction in reading: Professional Development for Culturally Responsive Instruction." (Boston, MA: Pearson), Page 2 *This reference gave information on the importance of Culturally Responsive Instruction*

Wren, Sebastian. "What Does a Balanced Literacy Approach Mean?" (2009) Accessed 09-21-2017
c2derrystd.schoolwires.net/CMS/lib/PA0900000801/centricity/ModuleInstance/1495/SEDL_What_Does_Balanced_Literacy_Mean.pdf *this reference gave information on the details of a Balanced Literacy Model.*

Woldorf, Blair. "Racism in Cinderella" *Popcult Gossip* January 25, 2016
<https://popcultgossipblog.wordpress.com/2016/01/25/cinderellaraceperspective> *this reference gave information on racism and gender stereotypes in Cinderella.*