



Stay Woke
Exploring, Unpacking and Finding out Who I am

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This curriculum unit is recommended for:
5th Grade ELA and Social Studies

Keywords: self-image, woke, media literacy, power, minorities, stereotypes

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

Synopsis: *Stay Woke* is a unit plan created to help students in 5th grade learn about themselves in depth. According to the North Carolina common core standards an essential tool for fifth graders is to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. This North Carolina standard gives me the flexibility to explore different historic or present events that have an effect on the perception of self-image within the media. The students will see a wide range of media clips, audio, visual, and written. This will help them connect the information with the stereotypes they have seen and even experienced that can potentially deter children from who they truly are within.

I plan to teach this unit in the second and third quarter of the 2017-2018 school year to 50 fifth grade students.

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Overview

“The person I am every single day is the person that’s growing and getting better. The more people that look up to me, the more important it is to be concise with what message I want to leave. That’s where I feel like I’m a role model. Maybe not to everyone, but for a lot of minorities, I am, and I kinda love that – the role model for the underdog.” –Ruby Rose

The quote from Ruby Rose really inspired me to educate our students so much more because every day that I go to work I am that role model that all of my students look up to. I want to be the role model they should inspire to be instead of what they see in the media. Young females and young males should not have to dress provocatively or perpetuate the stereotype, use obscene language, or pretend to be someone else just to be on television. This quote is exactly the way that I feel. I want to be very concise with the message I am giving to young females and males within my school community and also outside of that small community.

The unit that I am creating is intended to teach young students about the many stereotypes that surround African American and other minorities. I also would like to make sure that students know who they are despite what the media says about them. I feel that this can be done through the comparison of novels, cartoons, and other media outlets. The target audience for this unit are fifth graders. This is a relevant topic because students within elementary school struggle with self image and identity everyday, especially students in fifth grade. Students are moving from elementary to middle school. Students in fifth grade are going through the early stages of puberty and start to wonder, “Who am I within my school and home community.”

Children, both males and females, do not see themselves accurately represented within the media because stereotypes sell. Students today seem to want to be like their favorite rapper, NBA player, or NFL player. This unit will show students a different side of these careers and how stereotypes do not disappear because of their money. When you walk into a room, the first thing that someone sees is your “privilege” and let’s hope you are on the right side of that “privilege”.

I would like to bridge the gap to help my students defeat the stereotypes that are thrown toward all women and men of color and how those stereotypes can destroy some of the best people. The students will read multiple books in class as a read aloud and class book study. The students will also learn about the importance of media literacy. This unit will take about four weeks to complete. This unit can be used in both social studies and English language arts classes for all students with modification.

School / Student Demographics

Mountain Island Lake Academy is located in the North Learning community of Charlotte Mecklenburg School system. The school was originally named Mountain Island Lake Elementary when it opened in 2002 but changed when the transition to a Pre k- eight was introduced in 2013. It is the first school in CMS that transition from a regular elementary school into a Prekindergarten through eighth grade academy by community choice. Mountain Island Lake Academy is a STEM-focused Cambridge International Program school that uses balanced literacy as a foundation. MILA is a feeder school into Hopewell High school with the same Cambridge program. The school has an enrollment number of 924 students. Within the middle school we offer dance, band, physical education, basketball, football, volleyball, cheerleading, soccer, and many other opportunities for the students.

Based on the statistics for the year of 2017-2018 there are currently 924 students enrolled. 22.2% are white, 63% African American, 8.4% Multi- racial, and 4% Asian.ⁱ We have one principal, one elementary assistant principal, one middle school assistant principal, and one dean of students. We currently have 74 staff members that assistant or teach the students of Mountain Island. All teachers are certified and 45.8% of the teachers at Mountain Island have Masters Degrees.ⁱⁱ

Grades 4-8 implement the Cambridge program within the classroom. The Cambridge Programme is an innovative and accelerated method of academic study offered solely through the University of Cambridge International Examinations (CIE). The program promotes academic rigor in English, math, and science. In a Cambridge classroom you will find that the teachers are flexible to promote creativity, they emphasize thinking outside the box, inquiry-based learning, prepare students for high school Cambridge programs. The teachers present a global focus while also promoting cultural sensitivity. While students are in third grade, they participate in a pre-Cambridge classroom to see if they would like to participate in the program in 4-8. Students have to apply for the Cambridge program and entry is based on students' test scores, application, and teacher recommendations.ⁱⁱⁱ

On the elementary side of Mountain Island, the grade level teams have multiple days to perfect their craft through lesson planning with team members, facilitators, and administration. Within these meetings teachers analyze data from common and formal assessment, plan units, talk about possible academic or behavior problems with students, and share concerns with team or administration about anything.

As a teacher at Mountain Island Lake Academy I use the most valuable resources within the school which are my colleagues to help further my education as a teacher. I am a fifth grade teacher that implements the Cambridge program daily in the classroom. I teach ELA and social studies to 50 students. At Mountain Island Lake Academy, we use the latest North Carolina common core standards and other research based techniques to help us provide the best

education possible to students. This is my second year teaching at Mountain Island Lake Academy and one of the biggest challenges is self-identity. I see students who have grown up wealthy, well-exposed, and have the best of the best but I also see the other side where students are living under the poverty line, never travel, and sometimes are homeless. No matter the economic standard they are living, each one of these students struggle to understand themselves and would rather be like someone else than to be true to themselves. This is a growing pain but also a reality that no teacher ever addresses.

Rationale

Based on the many things that our students have to face in today's society, I do not believe that my students have a true understanding of how people are perceived and where these preconceived notions about race and status within a society come from. My students are unaware of the ethnic notions that have shaped our history for the worse and how they have continued to destroy the representation of African American people and other minorities. This is the thing that I hope to change within my students by revealing some of the underlined stereotypes displayed within the media that they consume each day.

My goal for this unit is to make students first understand who they are, who they want to be, and how they would like to be perceived. Change within the media does not happen unless someone speaks up and makes the change. The students will explore the many opportunities they have and others that are not afforded to them because of what they look like. I also would like to help my students become literate historians and upstanding learners/educators within their community. I would like my students to see that money rules the media but they do not have to believe everything about a certain group of people just because the media says it is that way. Finally, I would like my students to learn how to analyze media and express their opinion or argument based on research they have taken the time to find.

This unit is important for my students to learn because if we wait until they are in high school to teach them about media literacy and a sense of self, we have already lost them. Children are exposed to so many things in the span of one hour on television that it slowly gets imbedded into their brains that this has to be true. Students come to class singing songs about sex, money, drugs, and violence, and they think this is the way to act and feel. School is not promoted in the media for minorities. Minorities are predominantly the ones getting in trouble at school for violence and drugs or they are the first one to be suspected of any crime. In school, young African American males are seen as hostile, violent, disrespectful, or simply having no "home training". Young African American females are seen the same but also promiscuous, loud, ghetto, and too aggressive. I would like the students in my classroom to see themselves as great, powerful when they feel powerless, confident in who they are, and know that no matter what people say they are, just know in their heart who they really are.

Finally, this unit is important for my students to learn because they get to explore different avenues of themselves and show all the different layers of people they are and want to be seen as in the media. This unit will help them see how some of these stereotypes were formed, how they are perpetuated, and why they still have power in the 21st century. The students will be critical consumers of media no matter the form it will be consumed.

Objective

This unit is designed for fifth grade ELA and social studies class. Students will be able to identify the negative stereotypes associated with all people. This unit will support the students writing, analytical, and reasoning skills. Students will explore, discuss, evaluate/analyze, and write about the different stereotypes they see within the media they consume. This unit will incorporate projects, in school and outside of school that will require research, technology, and analytical skills.

I teach two blocks a day and each of the classes stay together between the two switches that they make. This unit is designated for both classes but some of the activities will have modifications to accommodate the differences between the classes and of future classes. Each of the activities will be incorporated into the different classes that I teach.

This unit will focus on the students learning about themselves and media literacy. Medialit.org defines media literacy as the ability to access, analyze, evaluate and create media in a variety of forms. Learning how to become a critical viewer will help the students find out how they are viewed within the media. Are they represented as a villain or a hero? Where can they find themselves? Is there any representation of them anywhere? Does their character or representation fit with the character they feel they really are?

After learning about what media literacy really is the students will then start to analyze, evaluate, and create their own media that will represent them in a positive light. At the end of the unit the students will present their project to the classroom which is a vision board of the career they would like to have when they grow up. The students will have to find different types of media that will show how they're represented within their career. Along with the vision board they will have to create a script of how their first week of their career will go with a plot twist. The students will pick a stereotypical situation they may encounter and develop a way their characters will address the situation and educate their audience.

Content Research

Students will have to learn about the history of many stereotypes and how they were created. The students will also need to know why these stereotypes are wrong and continue to affect the lives and minds of people in the 21st century. There are so many stereotypes that are out in the world so this unit will focus on the stereotypes associated with mainly African Americans.

Victor C Strasburger, Barbara J. Wilson, and Amy B. Jordan wrote the book *Children, Adolescents, and the Media* in 2009. This book provides a comprehensive research-oriented background to the developmental impact of the varied interactions children and adolescents have with the modern media.^{iv} The approach is grounded in the media-effects tradition. The authors target areas most controversial and at the heart of debates about mass media and public health, thus equipping students to approach the media as critical consumers.^v This book really helped me see the message that I would like to send to my students and help them understand what they would need to learn while consuming media. Power comes from the people that have it and children, most of the time, feel that they do not have power at all. This book will also help teachers understand the effect that media has on the mind of a child.

Rhonda S. Jamison, Travis Wilson, and Allison Ryan wrote an article named *Too Cool for School? The Relationship Between Coolness and Academic Reputation in Early Adolescence*. This text provides a relationship between peer-nominated coolness and academic reputation was examined at two time points spanning the first year of middle school.^{vi} This text is really helpful to understanding the motivation of students when they are trying to impress their friends. The article centers on the first year in middle school, which is a pivotal moment in a child's life. The article will help teacher see how the actions of a middle school student is subject to reputation and being cool with friends. At this age coolness is more important than anything. What is considered cool is not academics. It relates back to what is seen in the media by their favorite rapper, singer, reality star, NBA and NFL player, and etc.

Megan Reynolds wrote an article called *Minorities in Children's Television Commercials: An Examination of Representation and Status*. This text provides insight into the effects of children being exposed to commercials in which minorities are usually underrepresented and portrayed negatively.^{vii} I found this article really interesting because after reading it I became a more critical viewer of commercials. While watching television I could see how commercials were showing other races in a more positive light compared to people of minorities. For example, the cereal pops recently put out an ad recently showing all of the pops having fun, swimming, playing with friends, etc. But in the center of the ad, there is a pop that is dressed in blue, headphones on, cleaning the floors, and brown.^{viii} If you know anything about pops, you know that pops are yellow. None of them have ever been brown. This ad went through multiple people in the examination room and it went out to the public. It is a gross negligence to the public, even more so the children. This cereal is a target for children. This is not acceptable for children and it does not paint the picture that all people can be successful and have fun with

their friends at the mall. Another example of commercials that show minorities in a negative light is the Pepsi commercial with Kendall Jenner.^{ix} Kendall sees commotion in the streets during a photo shoot. The camera goes to what is happening outside and lots of people drinking Pepsi. There are a lot of people protesting in the streets against police. Kendall Jenner stops the photo shoot and joins the protesters. She picks up a Pepsi and starts walking toward the front of the protest where the police are standing. She greets people standing there and proceeds to walk toward the police officers handing one of them the Pepsi she had in her hand. When he opens the Pepsi, all of the protesters start to cheer and hug in celebration. All of a sudden the protest is over and everyone is walking away happy. This is not the reality of things and to show this to children is a misrepresentation of the hard work, dedication, and efforts that the black lives matter movement has done for African Americans and so many others. A standoff with the police can be solved with a simple can of Pepsi? It shows children that I have to be a tiny, white, famous woman to end the long standing feud with police and African American or any other group of people. Surprisingly, this commercial was aired in 2017. Who's writing the commercials? Who has the power?

The Doll test was conducted in the 1940s. This test was to test the effects of segregation on African American children.^x The doll test was based on the perception of which doll was the best. The dolls were all identical except for color. The children were all between the ages of three and seven. The children were asked to identify both the race of the dolls and which color doll they prefer. Most of the children preferred the white doll and assigned positive characteristics to it. The negative characteristics or statements were always associated with the black dolls or the darker skinned dolls. The doll test was replicated by Anderson Cooper in 2010 and many other people in the more recent years.^{xi} There is always an overwhelming amount of children that think that the black doll is bad, ugly, more adults like, and etc. The white or paler skin doll is majority of the time called pretty, liked, well-behaved, and etc. This is sad to see how children who are as young as four feel negatively about themselves. This test showed the depth of self-hate that children poses. Building their self-image at a young age will help young males and females of minorities know that they are worthy. This can help teachers understand that self-image is destroyed and built by so many factors but the stain of the "bad" child has been built for so many years.

Portrayal of Minorities in the Film, Media and Entertainment Industries by Yurii Horton, Raagen Price, and Eric Brown is the history of minorities in the media. The article gives a detailed account of the journey that African Americans have taken in the media since the beginning.^{xii} The authors detail African Americans debut into the film industry with blackface.^{xiii} African Americans were not allowed to be in early cinemas, so white people would smear black, almost tar like, make-up on their face with big white or pink lips to portray the "happy-go-lucky" black person at the time. The article also talks about the evolution of the black character within movies. As time passed, African Americans were casted in films but they were casted as the

typical “darkie” that was not skilled or smart but a good dancer who lacked any responsibility, which was then put on the black mother or women.^{xiv} The constant negative stereotypes have not changed from the beginning of time because there are many popular shows that children consume each week, which perpetuate the stereotypes of African Americans and other minorities in the media.

S. Robert and Linda S. Lichter explain their study of ethnic images shaping the minds of children within our community in the article, *Does TV Shape Ethnic Images?* These researchers asked over 1,200 students at a public high school in Queens, NY about their attitudes towards race and ethnicity in real life and on television. They chose this school because it contained a multiethnic population, with large numbers of African American students. The survey was conducted in 1986.^{xv} Most of the students did not show signs of hate toward another racial group. What was learned from this article was that an overwhelming amount of African American students feel that television and reality are one. Most also feel that they learn from the television shows that they watch. I found this interesting because even though this is dated from 1986, the television shows that are now on networks now have content that can either be damaging or informative to children. For example, a show that is currently airing on the ABC network that shows both positive and negative stereotypes about black people is *Black-ish*. This show gives so much information and insight into how some black children are raised and the constant reminder that as African American’s we have to work twice as hard to be noticed. Privilege.

Black-ish was created by Kenya Barris. The show addresses many issues that African American parents and children deal with on a daily basis.^{xvi} Both parents are educated, wealthy, but also come from different backgrounds. Andre Johnson, the father and an advertising executive, comes from a family of “hustlers” and Rainbow Johnson, the mother and a doctor, comes from a family of “hippies”. The Johnson’s are made of two married parents, five children, and two live in grandparents. The children age from high school senior to a few months old baby. I will use clips from this show to critic and discuss.

During this unit the students are going to read through multiple books to help them see the different stereotypes and discriminations that children their age go through. Some of those books are *Wonder* by R.J. Palace, *The Boy Who Grew Flowers* by Jennifer Wojtowicz, *Return to Sender* by Julia Alvarez, and *Full Cicada Moon* by Marilyn Hilton. Some of these books will last longer than the duration of the unit.

Wonder by R.J. Palace is about a young boy named August Pullman who was born with a face different from everyone else.^{xvii} His face has prevented him from going to any mainstream school. But now that he is preparing to start 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid- but his new classmates cannot get past Auggie’s

extraordinary face. This book goes through multiple characters' point of view. These perspectives converge in a portrait of one community's struggle with empathy, compassion, and acceptance. I would like to use this book because within adolescence, children deal with so many internal issues with self but this book would help students see that no matter what you are dealing with, someone else has it worse. I also would like to use this book because it teaches children acceptance of things they cannot change and also compassion for other people no matter the way they look. Students sometimes do not understand that their actions can alter the way that others look at them and how they feel about themselves.

The Boy Who Grew Flowers by Jennifer Wojtowicz is based on a boy named Rink. Rink comes from an unusual family and Rink loves to grow flowers all over his body when the moon is full. The townspeople do not understand him or his family but one day a new girl, Angelica, arrives at Rink's school and soon Rink discovers that she has some unique qualities too.^{xviii} This story teaches acceptance and that what makes us different also makes us beautiful. I would like to teach this book because this book also teaches acceptance about being different.

Return to Sender by Julia Alvarez is about a young boy Tyler whose father was in an accident. His family hires undocumented Mexican workers to help keep their Vermont farm running. Despite his reservations, Tyler soon bonds with a worker's daughter, who is in his sixth-grade class. Tyler's problems are nothing compared to what Mari has to deal with.^{xix} The book focuses mainly on Tyler and Mari and their development as young adults. This book teaches friendship, cooperation, and understanding.^{xx} I would like to teach this book because this book really touches some sensitive issues that some of my students deal with like deportation and a mother not being in their lives physically. This book can somehow teach the students that with the help of others we can gain some type of sympathy for the situation.

Full Cicada Moon by Marilyn Hilton is set in 1969 when a multi-race, half black and Japanese, young girl moves to a predominantly white Vermont town. She is seen as an outsider. Her appearance is all anyone notices and she struggles to fit in with her classmates. She fights for her right to join a club that girls do not seem to be able to join and different events at the school that leave her isolated at times. She is told no over and over again but she is determined to pursue her dreams.^{xxi} This book is told over the course of one year through poetry.

Teaching Strategies

Students in fifth grade need to learn how to create positive self images and to sustain those positive images throughout their lives. These positive self images will change throughout their time in school but neither the less, students need to have something to help them to cope when they are feeling down. Students also need to be able to decipher whether the media outlets they are taking part in or looking at on a daily basis represents them in a positive light. This is why I would like students to figure out who they are and why they do the things they do.

I want students to take the information they are going to learn in the unit and help themselves throughout their time in fifth grade and middle school. A great way to start this unit is to have class meetings that will build students confidence each day. The students can also use white board activities to help themselves and others learn about how great they are and how much they have to learn. The students will start to learn through this unit second quarter. This unit will take roughly four weeks.

Here are some of the teaching strategies that I will use to help facilitate this unit:

- Cooperative learning is a teaching strategy in which small groups use a variety of learning activities to improve their understanding of a subject
- Presentations are speaking engagements in the classroom. The students will speak with a group and also alone.
- Creating media is a way for the students to use technology to help them create a piece of a piece of critical media.
- Discussions are interactive conversations between two or more people. This is a way for the students to share ideas and collaborate.
- Jigsaw is a method to organize classroom activities. This method breaks down the information and the student groups.
- Inquiry based learning is active learning that starts by posing questions, problems/scenarios, instead of giving a straight path to the knowledge.
- Projects are a way for the students to display their learning in a creative way.
- Debates are formal discussions which have opposing arguments on the same topic. This teaching strategy will help the students get their chance to express their feelings and thoughts.
- Direct instruction is explicit teaching. This teaching strategy is needed to teach specific skills.
- Close Reading is a critical analysis teaching strategy. The students will take a text and “read between the lines” to think deeply about the text over multiple readings. Each reading the students read deeper and deeper within the text.
- Modeling is a way to show the students what you would like them to do with the assignment or with a piece of literature.

- Summarizing and note taking is a teaching strategy for students to find the main idea and use details from the text to help them understand what is happening.
- Socratic seminars are facilitated conversations that continue through open-ended questions being asked to further the conversation. Students are listening closely to the conversation in order to form their rebuttal or own thoughts.
- Graphic organizers are a visual demonstration of facts. These charts and graphs help to guide the student's thinking as they fill in the visual maps.
- Accountable talk is meaningful, respectful, and speech that helps the listeners. This kind of talk is used to stimulate higher-order-thinking.
- Academic vocabulary is used to help the students understand the information taught.
- Gallery Walks are walks around the classroom or room to look at the work of others. Students can do this strategy to help them see others ideas or to comment on the other students work in a respectful manner.
- Comparing and Contrasting is a way to tell the similarities and differences between two things. This is important because the students will have to use this strategy to understand multiple characters within the book and also show how these characters are the same and different.
- Brainstorming is a teaching strategy to help the students think through the problems they are having.
- Think-pair-share is a way for the students to collaborate and share their ideas with other people in the classroom.
- Comprehension questions is a way see if the students are understanding the information that come from the books or the content that is taught to the students.

Activities for the Unit

The purpose of every activity is to help the students recognize how to find themselves and build self confidence. All minorities are not represented equally within the media which shows a false representation when minorities are seen within the media. African American women are seen as loud, rough, degrading to men, too independent or too lazy, too masculine. All women are treated poorly but woman of color seem to become the bottom of the barrel. If women of color do not act a certain way they are seen as an outsider. This also goes for African American males. Most of the time black males are seen as threatening, aggressive, thugs, violent, and lazy. These are not the ideals or images that I want my present or future students to see or feel like on any given day. I would like my students to confront the stereotype and embrace those words for the good. Take a negative and make it a positive.

Entire Unit Timespan: Vocabulary

Purpose: Understand the language that is used throughout the unit.

Objective: The students will understand and use the vocabulary words throughout the unit and interconnect these words from one activity to the next.

Procedure: Before starting the unit the students will need to learn different vocabulary to help them through the unit. Some of the words are sex (female/male), ethnic group, religion, social class, denomination, clergy, lay, and many other. The students need to understand the vocabulary before the power flower is taught and the books are read. This will help the students clearly understand the book and the activity. A vocabulary activity that I will do with the students is to have them create an action to go along with the word to help them remember the meaning. The students will think-pair-share with others to help them come up with movements to remember the vocabulary. Then the students will play a game of charades with the vocabulary words mainly from the books.

Day 1: Marker Sparker

Purpose: Reveal the underline biases that we all have and where it comes from.

Objective: Students will, without talking, write down their thoughts or feelings based on the picture or quote they see on a piece of poster paper. At the end of the lesson the students will learn to see things from different people perspectives.

Procedure: At the start of the unit, the students will complete the activity called marker sparker. This activity is done in about 45 minutes. The students will get a picture or a quote about the topic and without talking the students will write around the picture or topic about what it makes them think about or any other feelings that they have toward the topic. This will be done within a group of no more than 4-5 students. If there are 25 students in the classroom, there should be 5 or 6 different photos or pictures to help the students share their thoughts on the paper. Give the students 5-10 minutes to write down as much as they can. During this time, the students are not allowed to speak verbally. If there is anything on the paper they would like to respond to, they will have to do so on the paper and not verbally. Once the timer has gone off, the students will hang up their poster with their writing and picture or quote on it.

Next, the entire class will take a gallery walk and use post it notes to add any comments or questions they may have about the picture, the quote, or the conversation on the paper. The students will also take a notecard and write down one thing they thought was amazing off of one of the posters. The students will then go back to their seat and add that notecard to their journal and write about why they choose either the comment or the quote to record on their notecard.

Lastly, the students should discuss at their tables what they thought about the pictures and posters verbally. As an extension, the students could write a reflection piece on how they felt from the start of the activity until the time they had to discuss with their group.

Days 2 and 3: Who are you? [Appendix 2](#)

Purpose: See what self-images the students have about themselves at this point

Objective: At the end of this lesson, the students will learn to look at themselves positively compared to what is shown about them in the media.

Procedure: The students will create a t-chart and poster to help them describe themselves based on how media has portrayed them. This activity will take them about 30-45 minutes each day. The students will use newspapers, social media, and television shows to describe themselves. They will find someone from the mainstream media and describe them the way that media sees them. On the other side of the poster, the students will put up a picture of themselves and put descriptions around it that they feel are a true representation of them. For accommodations, the students can complete this activity with a partner.

The students will present these mini posters to the class within a Socratic seminar. Students will ask questions about the information within the student's posters and where specifically they got the information. The students will also question the purpose of putting the words or feelings on the posters and how they directly affect that person's mental, physical, or emotional self. An extension of this activity would be for the students to write an essay on the comparison between how the media has shown them compared to how they see themselves.

Days 4 & 5: Interview

Purpose: The purpose of this lesson is to gauge what the students, in their eyes, see as a negative stereotype of a woman and a man of color.

Objective: At the end of this lesson the student will understand what is a negative stereotype and how we can all overcome those stereotypes.

Procedure: Students will create a PowerPoint slide on a famous woman and man in history. Students will use primary sources on these people to help create an interview. In the notes the student will describe each slide in detail. The students can ask as many questions as they would like but the minimum limit is 5.

Some of the questions within the interview:

- How do you think you are portrayed in history?
- What stereotypes did you live with? How did you overcome those stereotypes?
- How would you have liked to be seen in the media or society?
- Would you label yourself? If so then what label would you like to have?

Day 6: Book study *Wonder*^{xxii}

Purpose: The purpose is to analyze different characters and show that even though this is a fictional book, everyone struggles to find themselves.

Objective: Students will analyze different characters, compare and contrast different situations in the book, find themes presented in the book, and debate between which is better: the book or the movie.

Procedure: During the duration of the unit the students will read through the book *Wonder*. Each day the teacher will have discussion questions and comprehension question the student will complete. Once the book is complete. The students will compare and contrast the movie with the book.

- Are the characters the way you imagined them? Why?
- Did the producers miss anything important?
- Would you have done something different?
- Compare and contrast the character charts we made about each one of the characters from the book to the new character developments or conclusions you have about the characters based on the movie.

Day 7 and with some books: Power Flower^{xxiii} [Appendix 3](#)

Purpose: The purpose of the power flower is to help students see who has the power in the school, at the house, and within their circle of friends.

Objective: Students will compare and contrast power flowers with others within the classroom to see how some of their friends are seen within society and feel within their everyday lives.

Procedure: The students will get a power flower. Based on the vocabulary from the beginning of the unit the students will understand what each section means. The students will fill in the

categories with the class so that we all have the same criteria. Based on the criteria set from the class, the students will then highlight where they would fall. The categories inside of the flower are considered to have the power over the outside petal. Students will calculate which category they have more of and compare it to the other people in the group.

Some questions that could be asked:

- Do the females have the power or do the males have more power in school?
- Who has more or less power within the races of females? Why do they think this about themselves?
- Do you have more power than the teacher based on your flower?

Extension: As a whole group we will create a power flower for all the characters within the book *Wonder* based on the criteria we have laid out for our power flowers. Who has the least power? Who has the most power? Does power effect the way or fashion in how we react to a challenging situation?

Day 8: Who wore it best?

Purpose: The purpose of this activity is to show the students how our minds can be changed by what the other people have said and what the media says is perfect or wonderful.

Objective: At the end of the lesson I want the students to understand how easily their minds can be swayed because of what someone says.

Procedure: Students will select five iconic hairstyles that students would wear. The teacher will find those hairstyles on different women or men from different races. Students will be put in five different teams. The students will take a gallery walk to rate who looks the best with the hairstyle and why. Before the students reveal who wore it best the teacher will put different labels on the pictures that have been said about each celebrity. Students will take a second gallery walk to look at the pictures and the labels that were added. Students will have the chance to change their answer of who wore it the best but they have to explain why they switched their answer.

Students will discuss their answer with their group and as a group they will decide on an order of who wore it the best. Students will create a poster of their rating and why they choose this order as a group. Extension question: Who gets to be what according to the media?

Days 9 & 10: What to do with a box [Appendix 4](#)

Purpose: The purpose is to give a snapshot of the different stereotypes that are displayed within the media that children watch all the time.

Objective: The students will confront the stereotypes they see on television to make others aware how these stereotypes will and can affect the lives of young children.

Procedure: The students will demonstrate a stereotype that has been talked about within the classroom. Some examples:

- Girls only like pink
- Boys cannot play with dolls or do hair because those are girl things
- African American males are thugs or gangsters
- Hispanic people are illegal and illiterate
- Blond white girls are dumb and clumsy

Students will work in groups of three to complete the activity. After the students have made the model of the stereotype, the students must find someone that defeats the stereotype and explain why the stereotype is incorrect. The components are: paper, box that shows a scene described in the paper, and an oral presentation that will last only 5-7 minutes. Each student must share the load of work. The project will be graded based on a rubric that the teacher and participants will fill out.

Days 11- 15: What I would like to be and Why do I matter? Project [Appendix 5](#)

Purpose: The purpose of this project is to show students that they can choose whatever career path they would like no matter how media presents them.

Objective: At the end of the project the students will understand why they matter and a possible career path they would like to pursue.

Procedure: The students will follow the directions in the project. This will be done in and outside of class.

Day 16-20: Advertising for a New Television show- Final Project [Appendix 6](#)

Purpose: The basis of the show must defeat the stereotypes that we have learned about throughout the unit.

Objective: Students are going to create an advertisement for a new television show they will create across all curriculum standards. The basis of the show must defeat the stereotypes that we have learned about throughout the unit.

Procedure: The student's will create an advertisement video that shows why people should watch the show. Students will research different cartoons and advertisements for kid's shows to see how they are created and what exactly they did to promote the new show. The student must have a plan of action and staff that will help them. On the final project, students will work alone but will have a rubric to help them throughout the process and time to collaborate with other people in the classroom to bounce ideas off. Students must have a portfolio that describes everything they need for their show, including a proposal of funds. Students will write a one-page paper on the purpose of their show and a pilot script. At the end, the students will share their projects with the class. Everyone will vote and we will open it up to their entire fifth grade. The top three students will receive a trophy.

Appendix 1

Standards addressed in this unit

Common Core Standards for Literature:

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-LITERACY.RL.5.8

(RL.5.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Common Core Standards for Informational text

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Appendix 2

Seminar Questioning Cheat Sheet

Reason and Evidence Probes (continued):

- Could you explain your reasons to us?
- Are these reasons adequate?
- Can you explain how you logically got from _____ to _____?
- Do you see any difficulties with their reasoning here?
- Why did you say that?
- What led you to that belief?
- How does that apply to this case?
- What would change your mind?
- But is that good evidence to believe that?
- Is there a reason to doubt that evidence?
- Who is in a position to know if that is so?
- What would you say to someone who said _____?
- Can someone else give evidence to support that response?
- By what reasoning did you come to that conclusion?
- How could we find out whether that is true?

Origin or Source Questions:

- Where did you get this idea?
- Do your friends or family feel the same way?
- Has the media influenced you?
- Have you always felt this way?
- What caused you to feel this way?
- Did you originate this idea or get it from someone else?

Implication and Consequence Probes:

- What are you implying by that?
- When you say _____, are you implying _____?
- But if that happened, what else would happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only probably happen?
- What is the probability of this result?
- What is an alternative?
- If this and this are the case, then what else must also be true?
- If we say that this is unethical, how about that?

Viewpoint Questions:

- You seem to be approaching this issue from _____ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that _____ would make?
- What might someone who believed _____ think?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Hillary and Gombu's ideas alike? Different?

Clarification Questions:

- What do you mean by _____?
- What is your main point?
- How does _____ relate to _____?
- Could you put that another way?
- What do you think is the main issue here?
- Let me see if I understand you; do you mean _____ or _____?
- Jane, would you summarize in your own words what Juan has said?... Juan, is that what you meant?
- Could you give me an example?
- Would this be an example: _____?
- Could you explain that further?
- Could you expand upon that?

Questions About the Initial Question or Issue:

- How can we find out?
- What does this question assume?
- Would _____ put the question differently?
- How could someone settle this question?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- Is this question easy or hard to answer? Why?
- Does this question ask us to evaluate something?
- Do we all agree that this is the question?
- To answer this question, what question would we have to answer first?
- I'm not sure I understand how you are interpreting the main question at issue.
- Is this the same issue as _____?
- How would _____ put this issue?
- Why is this question important?
- Does this question lead to other questions or issues?

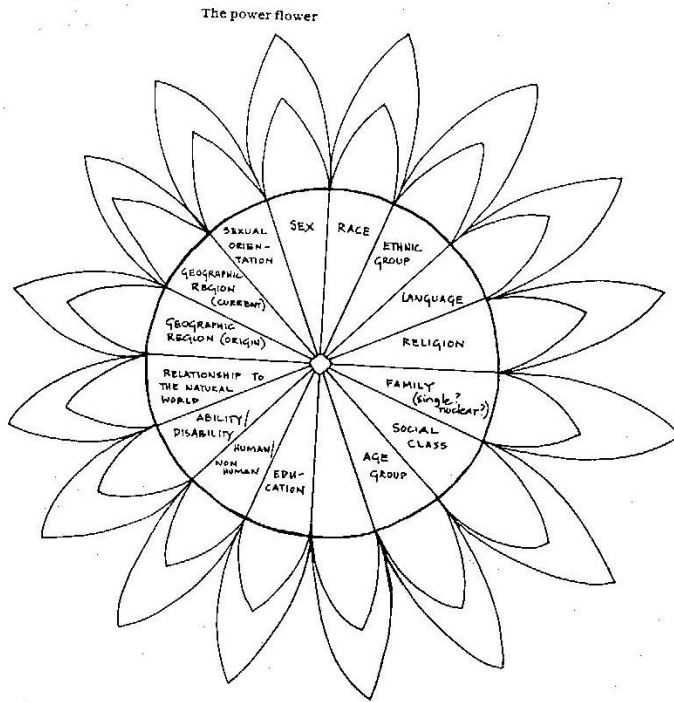
Assumption Probes:

- What are you assuming?
- What is Erika assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ rather than _____?
- You seem to be assuming _____. How would you justify taking this for granted?
- Why would someone make this assumption?

Reason and Evidence Probes:

- What would be an example?
- How do you know?
- Why do you think that is true?
- Do you have any evidence for that?
- What difference does that make?
- What are your reasons for saying that?
- What other information do we need?

Appendix 3



Appendix 4

What's in the Box			
Please check the rubric to make sure that you are completing all things.			
	Proficient 33 Points	Emerging 25 Points	Beginning 17 Points
Content: Stereotype	Covers topic in-depth with details. Subject knowledge is excellent.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Content: Explanation of how this stereotype can be defeated.	Covers topic in-depth with details. Subject knowledge is excellent.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Presentation	Interesting, with smooth delivery that holds audience attention.	Relatively interesting, with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth and audience attention lost.

Appendix 5

Who am I and Why do I matter?

Name: _____

My Dream Job is: _____

Project Due Date:

Explanation of Project

For our Narrative writing unit, you will be completing a project on the dream job of your choice. Think carefully about what you would like to be, because you can only choose one job. This project has 5 components that you will need to complete:

1. A written paper about your dream job
2. A written narrative about what you think your first week would be like
3. A poster (make a vision board)
4. Short narrative on why you matter
5. Actual presentation

A rubric (how you will be graded) is provided as the last sheet in this packet. The rubric tells you what you will be graded on and the value of each component of the project. The project is worth a total of 200 points!!

Expectations of You

While you work on this project, I expect you:

1. Diligently spend time researching your dream job.
2. Ask for help when needed, but make sure it is YOUR work and not a family member's work.
3. Use all types of available resources (internet, books, magazines, people, etc.)
4. Try your best to gather all the necessary information to show that you put time and effort into completing this project.
5. Budget your time well and not wait until the week before it is due to begin working on the project. Try to work on it a little bit each day.

Components of the Project

(Home) Dream Job (30 points): In this component, you are going to tell about your career. This part should be at least a page and a half long **typed**. While you write, remember to include the following in your paper:

- The kind and amount of schooling, training, or education you need to perform this job.
- Kinds of subjects you will have to study to become qualified in this job.
- Any prior experience that would help you prepare for this job.
- What kinds of tools, equipment, or machinery do you use to perform your job?
- Explain WHY you chose this job. Who or what inspired or influenced you to pursue this job? Do you know someone with this job?
- What are the best things or the most interesting things about your job?
- Find an article about the importance of your job.
- What steps do you have to take to get to your career?
- What things or people can help you get to that point?
- How does this job affect my community?
- When I search my job, is there anyone that looks like me?

(School) Dream Job Narrative (50 points): In this component, you are going to write a fictional story about what you think the first week of your dream job will be like. This part should be at least a page and a half **typed**. While you write, remember to include the following in your paper:

- Adjectives (descriptive words)
- Action
- Dialogue
- Figurative Language
- Developed characters
- Prepositional phrases
- Use transitional words

(Home) Project Poster (50 points): You will need to create one of the following to present to the class the week your project is due. Be creative and have fun with it. Within this presentation and model, please explain how you defeat the stereotype about you and how you will educate others

1. Poster: Design a poster explaining your job through words and pictures. Make sure it is colorful and neatly organized. You can cut pictures out of magazines, print them off the computer, or illustrate yourself. Be sure to highlight the important aspects of your job. Use the information from the first component to make your poster.

(Home) Why you matter (50 points): You will need to think about why you matter to this job, your community, and to you. Think about two different times. First think about why you matter right now. It is important to know why you matter. Then think about why you are going to continue to matter.

For example:

I matter right now because I have the talent to make educate others and I am an inspiration to the people around me. I know this because I have shape the minds of children each day that I come to the classroom. I am a role model and a continuous servant for my community.

I am going to matter when I get into my career to be a sign language interpreter because I will connect people with an amazing language. I will be the person that someone depends on to get their voice heard or just to order food. I matter to my community because I will be able to help others in need. Most of all, I will matter to myself because I am able to do something bigger than me. I am able to connect with other people without verbal language.

Presentation Component (20 points): During the week that you have signed up for in the classroom, you will be asked to present your dream job project that you created. You will briefly explain your project to the class and share the most important aspects of your job. The other students may have questions for you as well.

Sources of Information

What resources did you use to gather your information?

Be sure you include books, magazines, Internet websites, and/or people. If you interviewed anyone, please tell me who and which questions you asked the professional. You can include this information on a separate sheet of paper and put it at the last page.

For example:

Book: Dentist Days by Herbert Blink

Magazine Article: A day in the Life of a Dentist by: Mary Keeper

Internet website: www.dentistdays.com

Professional: Dr. Frank Green; works at Carolina Dentistry

Helpful Tips

- Have your parents or another adult reread what you write/type.
- Pace yourself. Work on your project a little every day.
- Remember where you gather your information, so you can refer back to it whenever you need to.
- Be creative and have fun! This is supposed to be a fun, learning experience for you. Good Luck!!

Appendix 6

Advertising for a New Television Show

Please check the rubric to make sure that you are completing all things.

	Proficient 25 Points	Emerging 19 Points	Beginning 13 Points
Content: Stereotype	Covers topic in-depth with details. Subject knowledge is excellent.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Plan on how to create the advertisement and why it works (examples)	Covers topic in-depth with details. Subject knowledge is excellent.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Portfolio	Has everything you need: <ul style="list-style-type: none"> - Budget - Why is this show beneficial? - What makes this stand out? - How many people will you need? - What stereotype are you defeating? - What type of show is this? - Script 	Includes essential information about the show but does not explain the ideas behind the show or answer all questions.	Content on the show is minimal and there are several errors and missing information.
Presentation	Interesting, with smooth delivery that holds audience attention.	Relatively interesting, with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth and audience attention lost.

Student Resources:

Palacio, R. J. *Wonder*. New York: Alfred A. Knopf, 2017. *Students will read this book in class as a book study.*

Alvarez, Julia. *Return to sender*. New York: Yearling, 2010. *Students will read this book at home.*

Teacher Resources:

Hilton, Marilyn. *Full Cicada Moon*. Dial Books, 2015. *This book will be used as a reference.*

Palacio, R. J. *Wonder*. New York: Alfred A. Knopf, 2017. *Teacher will need this book to read along with students.*

"Seminar Questioning Cheat Sheet." Seminar Questioning Cheat Sheet. Accessed November 19, 2017. <https://www.ocde.us/AVID/Documents/Qs-for-SSeminar.pdf>. *This will be used for the Socratic seminar.*

Wojtowicz, Jen, and Steve Adams. *The boy who grew flowers*. Cambridge, MA: Barefoot, 2012. *This book will be used as a read aloud to the students.*

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Barris, Kenya, writer. "Black-ish." ABC. 2014-. *This show was used as research and can be shown as clips.*

Billante, Jill, and Chuck Hadad. "Study: White and black children biased toward lighter skin." CNN. May 14, 2010. Accessed November 19, 2017. <http://www.cnn.com/2010/US/05/13/doll.study/index.html>. *This was used to see the comparison between 1960 and 2010 doll test.*

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Lichter, Robert, and Linda S. Lichter. "Does TV Shape Ethnic Images?" *Media and Values: Ethnic Diversity: Challenging the Media*, no. 43 (Spring 1988). Accessed November 19, 2017. <http://www.medialit.org/reading-room/does-tv-shape-ethnic-images>. *This was used to understand how student felt about tv.*

"NAACP Legal Defense Fund : Defend, Educate, Empower." Brown at 60: The Doll Test | NAACP LDF. Accessed November 19, 2017. <http://www.naacpldf.org/brown-at-60-the-doll-test>. *This was used to understand the self-images of children.*

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"Ruby Rose is back on TV and she's 'fired up and excited about everything again'." NewsComAu. May 17, 2015. Accessed November 19, 2017. <http://www.news.com.au/lifestyle/sunday-style/ruby-rose-is-back-on-tv-and-shes-fired-up-and-excited-about-everything-again/story-fnrmugv2-1227357715339>. *This is where I got the quote from Ruby Rose.*

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