



***Challenging Stereotypes and Redefining Great Literature:
A Kindergarten Exploration***

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This curriculum unit is recommended for:
Kindergarten, Literacy, Art, and Social Studies

Keywords: media, minorities, literacy, stereotypes, gender, race, bias, children's literature

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

Synopsis: This unit helps Kindergarten students begin to explore the meaning of stereotypes and understand their own biases. Students will participate in meaningful discussions, examine what types of people are represented and missing from the TV, movies, and books they encounter, and think about their own biases. Students will rewrite classic children's literature stories to include characters who look like themselves or their friends.

I plan to teach this unit during the coming year to 75 students in Kindergarten English Literacy classes.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

Targeted Goals

1. Students will examine a wide variety of media sources (books, TV, movies, and more) to begin to understand and analyze who is and is not represented.
2. Students will learn about stereotypes and how to challenge them.
3. Students will retell a story with a beginning, middle, and end.
4. Students will write simple sentences and create detailed pictures to retell a story with a beginning, middle, and end.
5. Students will use listening and speaking skills to have conversations with their peers.
6. Students will develop their own stories, with goals of inclusivity with the characters.

School Demographics/Rationale/Unit Plan

I work in a language immersion school where our teachers and students come from all over the globe. We have dozens of countries and languages represented in school, and from the day they enter, students learn from many people who come from all different backgrounds and experiences. Our students and staff participate in numerous cultural events from the time they set foot in the door each year. Although our school places a great emphasis on respect of all cultures and people, students are still affected by the experiences they have outside of school, and what society has taught them before entering school.

Even in a school that works to teach inclusivity and acceptance, many of the resources, including books and movies students come in contact with, do not represent our diverse student body. Students may have seen few (if any) books with characters who look like them. It is likely that many of the television shows and movies they watch do not have characters that represent them well, or at all. This sends a message to our students that they are not valued, and it is our job as teachers to help change this.

To begin this Kindergarten unit, I want to help students explore their own stereotypes and beliefs about the people they encounter in their everyday lives, either in person or through media. Some examples of these people are teachers, doctors, nurses, scientists, athletes, and firefighters, just to name a few. I want to encourage the children to think about what they picture in their minds when they think of these community members. I will encourage the students to discuss with each other, share examples, and talk about different traits these people may possess. This will help me to gain understanding about my students' perceptions and assumptions about the world we live in. In addition, it will help me to understand their current knowledge about stereotypes and how they affect us.

I've identified many readings as listed above to further my own knowledge about this topic. The readings listed above focus on stereotypes involving race and gender, racial diversity, (or more importantly the lack of racial diversity in books and media,) and the white person's role in these important topics. These readings will help me to dive deeper into this important subject with my students. The research findings more than adequately prove the crucial need for immediate action on the part of educators everywhere to teach racial and cultural acceptance and respect in school.

To dig deeper into what students' perceptions are, I am going to assign a community member to each table of students and ask them to draw a picture of what they think this person looks like. They will also be encouraged to list (or dictate to scribe) traits (either physical or personality) this person may possess. To further conversation, students will share their pictures,

read their sentences, and explain what experiences led them to believe this is how the particular person may look. For example, a student may share that a teacher is a white female because all of their teachers so far have been white females. Or, a student may state that a firefighter is a man because the firefighters he or she sees in the neighborhood are all males. This will help the students and me to both understand their current thinking and perceptions.

As discussion continues, students will be asked if they believe all community members look the way they are portrayed in each picture. Students will be encouraged to think deeply about community members they may know or have seen before. I will then present a PowerPoint presentation similar to what Debra presented to us at the CTI Open House. It will show pictures that contradict society's typical assumption about community members. For example, there will be a picture of a male teacher, a female basketball player, and a female scientist. I will encourage discussion among the students about all the different types of people who do different jobs in the community and world.

After much discussion and introspection into how we view and portray people, the students will be encouraged to begin challenging these stereotypes. They will be encouraged to think about how they portray themselves and if they believe they are able to become anything when they grow up. The students will be asked to think about what jobs they may like to have when they grow up, and if they believe this is a possibility for them. This will lead to conversations about their expectations and beliefs of their own selves.

In order to begin challenging stereotypes, I will ask children to brainstorm about their favorite television shows and favorite books. As a Home-School Connection, I will encourage families to work together to think about the television shows and movies they watch at home. Students will be asked if these shows include any characters that look similar to the way they do. Students will share their feelings about the characters they see on a regular basis. I will ask students and parents to fill out a short survey, including the names of 3 television shows or movies they watch, if any of the characters look like them, and their feelings about the answer. This will help families to be involved with what we are learning at school, and to also recognize any possible biases they may have as well.

When the surveys come back to class, we will have an in-class discussion about the shows each student watches and the characters represented in these shows. Students will be encouraged to think about what changes they would make to the shows if they were able and what types of people would be represented in the shows. How would they feel if they were more widely represented in the show? How would they feel if their friends were more widely represented in the shows and movies they watch? How might they change a character if they could? Students will start to brainstorm about ways they would make changes in television shows and movies.

This conversation will lead into discussion about the books students read and many of the books we read in school. In class we often make our own books and retell familiar stories. In Kindergarten, we focus on Beginning, Middle, and End to retell a story and/or write a story. We will discuss how often there are many different versions of a familiar story and how we can create our own version. We will read stories such as Goldilocks and the Three Bears and other familiar children's stories. Students will be asked to think about their favorite books and what the characters are like in those books. Do they see characters in books that look the way they do? Do they see characters in books who look the way their friends do? What kinds of books do they wish they had more access to? What kinds of books would the students like to make of their own?

Depending on the students' current level of abilities, they will be asked to compose a story by using one or more of the methods listed below:

- Retell the story by tracing sentences.
- Retell the story by writing their own sentences.
- Retell the story by illustrating.
- Retell the story by dictating to a teacher who will write the story.

Students will be encouraged to think about the beginning, middle, and end of the story. Students will be challenged to change the characters to look different than the original versions. We will review our prior discussions about the importance of inclusivity of all different types of people in stories and shows, as well as breaking free of stereotypes. Students will be encouraged to think of a different look and name for Goldilocks and other characters in the stories we read. They will be encouraged to create characters that more closely represent themselves or friends that they feel should be more widely represented in books. Students will dictate, trace, write, and/or illustrate stories that show a more diverse and accepting view on the many different cultures and races represented in our world.

Students will share their newly created stories with their classmates and we will have discussions about the different representations of characters. Students will be asked their feelings about seeing more types of people represented in stories they read. Students will be asked to brainstorm about other stories that we can re-write and re-illustrate to be more inclusive of all races and genders. In addition, students will be encouraged to view books and other forms of media more critically in the future, thinking of ideas of how they would make changes to make them more inclusive.

Students and families will also be encouraged to explore diverse books and share what they find with the class so that the collection can be expanded. Students will be asked to share their favorite books and we will work together to make a more diverse and accepting classroom library so that each and every student feels valued, appreciated, included, and respected in the learning environment.

Suggested Literature to Use for Unit

Max by Rachel Isadora

Ballerino Nate by Kimberly Brubaker Bradley

Oliver Button is a Sissy by Tomie dePaola

Knit Your Bit: A World War 1 Story by Deborah Hopkinson

Pinky and Rex and the Bully by James Howe

Jacob's New Dress by Ian Hoffman

William's Doll by Charlotte Zolotow

Phoebe & Digger by Tricia Springstubb

The Princess Knight by Cornelia Funke

Madam President by Lane Smith

Ruby's Wish by Shirin Yim Bridges

You Forgot Your Skirt, Amelia Bloomer! by Shana Corey

A Fire Engine for Ruthie by Leslea Newman

Not All Princesses Dress in Pink by Jane Yolen

Goldilocks and the Three Bears (any versions)

Content

What Does the Research Say?

There is much research on the topics related to this unit. Even at the kindergarten age, many stereotypes are already in place for our students. In the article “Pink is a Girl’s Color: A Case Study of Bilingual Kindergartners Discussions About Gender Roles” As Jung Kim states, “Young children learn to take on gendered positions as boys and girls through interactions with community membersⁱ. “These children begin to form concepts of gender beginning around age 2, and develop gender stereotypes even before they are able to use languageⁱⁱ.” So, when students enter kindergarten at age 5, they’ve already experienced years of gender stereotyping that they may not even be fully aware of yet. They already have opinions about what boys “should” do and like and what girls “should” do and like. In any kindergarten classroom, almost every girl will raise her hand when asked if she likes “Frozen” and almost every boy will raise his hand when asked if he likes “Legos.” Very rarely does the either gender challenge this. They have learned already that there are certain things that are “for” girls and certain things that are “for” boys. The article goes on to state that “Stereotyped gender roles are taught inside and outside of the classroom in a variety of ways, including media, children’s books, songs, and popular culture.ⁱⁱⁱ For example, children’s exposure to gender stereotypes at home influences their early understanding of gender roles, which can be perpetuated throughout childhood and into adolescence.^{iv} “Gender role stereotypes in children’s literature can also contribute directly or indirectly to children’s adoption of those stereotypes and shape their behavior in stereotyped directions.”^v

Even though the students may not be aware, gender norms come into play immediately. As stated in the article, “What Can Boys and Girls Do?”, “Parents are more tolerant of certain behaviors (e.g. playing rough, being loud, getting dirty) when the child in question is a male, but are less tolerant of such behaviors in the case of a female child. Similarly, female parents and teachers alike are more likely to engage in personal interactions, compared with male figures, which might help to further develop gender norms.”^{vi} Just as parenting may be differentiated based upon gender, it is likely that teachers may differentiate their teaching and the way they deal with students based on gender, whether consciously or unconsciously. Related specifically to this unit, the article states “Perhaps one of the clearest areas for study in regards to gender schema development lies in occupational standards, in that children might inadvertently build expectations based upon which genders typically fulfill certain roles. For example, according to the most recent census date (U.S. Census Bureau 2014), the large majority (97%) of preschool and kindergarten teachers, a demographic with whom by definition preschoolers have many experiences, are female, and this trend continues to some degree throughout education (i.e., 81.8% of middle school teachers are female, and 57% in high school; U.S. Census Bureau). In contrast, the majority of physicians (67.7%), and police officers (87%) are males (U.S. Census Bureau), and although preschool children may have fewer exposures to persons in these roles, they still have interactions with these individuals at an early age.”

A main focus of this unit is the stereotypes that are present in children's literature. Many books that our students are exposed to from birth may contribute to gender and racial stereotypes. As stated in the article "Princess Picture Books: Content and Messages," "From a very early age, children develop an understanding of gender. Parents, whether they mean to or not, may ingrain in their children ideas about what it means to be a girl or a boy. Perhaps just as influential as what parents teach their children is what children learn from books read to them at bedtime or during story time at school. Through books, many young girls develop the understanding that being a princess or princess-like is what it means to be a girl.^{vii} Girls are exposed to princess books at home and school that vary in genre, including picture storybooks, traditional fairy tales, and fractured fairy tales (reworked traditional fairy tales that keep familiar elements such as characters and plot while incorporating unexpected changes). Because children are developing their understanding of what it means to be a princess from the observable characteristics in the book, it is imperative to understand everything that is portrayed in these books. More often than not, the princess characters are overly concerned with their physical appearance and are valued primarily for their beauty. This focus is troublesome, as young girls should be valuing other aspects of themselves, such as intelligence, kindness, and physical strength."^{viii} As teachers, especially at the young age of kindergarten, it is imperative to be aware of these stereotypes and help our students learn to recognize them and then work to move past them when dealing with their own lives and their own work.

In addition to the gender stereotypes children learn from a young age, they also learn racial stereotypes. The article "Black Children, White Preference: Brown v. Board, the Doll Tests, and the Politics of Self-Esteem" states "To support its finding of psychological damage, the Court cited in a footnote a number of social science works, most notably a report by psychologist Kenneth Clark that summarized the results of "racial preference" tests he and his wife, Mamie, had conducted to assess African American children's racial identification. In the most famous of these tests, the Clarks asked children to choose between brown and white dolls in response to a series of questions, including which doll was the good one and which the bad, which doll they wanted to play with and which looked most like him or her. A majority of children identified a brown doll as looking like them, but chose a white doll to play with, as the nice one, and as the one with a nice color. The Clarks concluded that the children had internalized society's racist messages and thus suffered from a wounded self-esteem."^{ix}

In addition to the gender stereotypes present in literature, a glaring issue as well is the lack of people of color represented in children's literature, as well as the manner in which they are represented. The article "Where Are the People of Color?: Representation of Cultural Diversity in the National Book Award for Young People's Literature and Advocating for Diverse Books in a Non-Post Racial Society" states "We looked at the ethnicity of the 100 texts: 77 texts were written by White authors (or unidentified authors) and 23 texts were written by non-white authors. When isolating the 20 winning titles, the data shows 15 were written by White authors and five were written by non-White authors." (p 3.) The article also noted "When we look at the winning texts starring African American main characters, there are a total of 3 texts. *Brown Girl Dreaming*^x is the only text, however, written by a cultural insider. The other two titles (Philip Hoose's *Claudette Colvin: Twice Toward Justice* (2009) and M. T. Anderson's *The Astonishing Life of Octavian Nothing, Traitor to the Nation, V1* (2006) were written by White authors." (p 4) An implication for teachers is dealing with how these types of texts may influence their students. The article states "If teachers choose books from our Culturally Relevant Texts list, are they still choosing books that focus on adolescents who not only struggle with identity, but seem to do so in challenging, racially charged settings, with depictions of poverty, and opportunities that might appear surreal given the bleak surroundings? Can these books also serve as beacons of life and possibility? We believe they can, but adolescents also need to learn to navigate these difficulties

with the aide of culturally competent teachers.”^{xi} All teachers have a responsibility to help our students navigate the many texts they may come in contact with. Similarly, non-white people are often majorly underrepresented in movies and TV, or represented poorly. The USA Today Life article “Where Are the Films for Hispanic Audiences” points out that “Latinos accounted to 21% of all tickets sold last year... Yet a study by the University of Southern California’s Annenberg School for Communications and Journalism found that in 2015, only 5.3% of characters in 800 movies examined were Latino- far fewer than white (73.7%) or black (12.2%) characters, and only slightly higher than Asians (3.9%). In contrast, Hispanics make up nearly 18% of the U.S. populations and are the largest minority group with 56.6 million people, according to the U.S. Census Bureau.”^{xii} What message does it send to minority populations when their own culture is not represented fairly or accurately in the media and in books? It sends a clear message that society does not value their culture, and that White culture is the most important.

So often, non-white students are unable to find books which adequately represent people that look they way they do. According to Sara Ackerman in the article “Diversity on the Bookshelf,” “There are multiple ways to identify with a text, and racially is only one. But if a child’s race or ethnicity is underrepresented in books, it says something about how those pieces of their identities are valued.”^{xiii} As teachers of students of any age, if our book shelves are filled with books full of only white characters, what message does this send to all our students of color? It shows that we do not value their color as much as we do being white. The author states “The lack of representation should have been obvious much sooner, but I realized that as a white mother, white privilege afforded me a certain level of oblivion to the racial makeup of our book characters. In the mid 1960s, the children’s book editor Nancy Larrick found that publishing houses putting out the most children’s books containing black characters still featured them less than 5 percent of the time (and not necessarily main characters or positive images.” (p 1.) As teachers we need to be sure that the literature we have in our classrooms and expose our students to is not only inclusive of all races and cultures, but shows each of them as main characters and in a positive light.

Although it’s easy to state that teachers need to be responsible to help students navigate stereotypes and racial and gender biases, there is at least one easy explanation as to why this is easier said than done. The majority of teachers are white females, who may not understand the implications of such stereotypes given their past experiences. The article “White Teachers’ Role in Sustaining the School-to-Prison Pipeline: Recommendations for Teacher Education” by Nathaniel Bryan addresses many of these concerns. The article states “Approximately 85-90% of preservice teachers in my program are White, middle-class and female- mirroring the national demographic.”^{xiv} Bryan observed his preservice teachers in the classroom and noticed the disproportionate mistreatment of black boys as compared to white boys. He states “I suggest that White teachers influence White children’s perception of Black boys, as they disproportionately target and discipline Black males for minor and subjective school disciplinary infractions.” White teachers have an imperative duty to examine their treatment of all students and be sure they are not contributing to any sort of racial and/or gender stereotyping or mistreatment. The article “Why Diversity Matters in Rural America: Women Faculty of Color Challenging Whiteness” says “...White students have not quite developed understanding of the complexity of institutional and structural racism to know how it functions in socio-politically and ideologically loaded and systematic ways.”^{xv} Flynn further clarified that White fatigue is when individuals become tired of talking racism and disengage in learning about the critical effect of systematic and institutional racism, thereby holding a simplistic understanding of race/racism as “primarily individual” acts (i.e. prejudice and discrimination, p 117.” White teachers have a challenge to be aware of the system that exists and do their part to challenge it.

Teacher perceptions and assumptions about students can have damaging effects on students' academic careers. The article "Exploring the Role Teacher Perceptions Play in the Underrepresentation of Culturally and Linguistically Diverse Students in Gifted Programming" states: "Labeling or defining people, actions, and things is often challenging because of the ever-changing connotations, varying degrees of acceptance, complex interconnectedness among labels, and the fact that certain labels carry assumptions and beliefs with them."^{xvi} Furthermore, categories become problematic when they are used habitually and haphazardly, resulting in false assumptions of neutrality and suggestion absolute truths about people that impose limitations on them."^{xvii} As teachers, we need to be cautious that we are not assuming things about our students based solely on their culture or race, but that we make informed decisions after working closely with them to determine their academic strengths and/or areas of concern. Typically, African Americans are overrepresented in Exceptional Children programs and underrepresented in Gifted programs.

So what can teachers do to help their students be successful? The article "Local Heroes" has several ideas. "Dressing boys for success leader Jamille Rogers is a library media specialist at Marguerite Vann Elementary School in Conway, AR. On the second Monday of every month, the boys have a 'Dress for Success' day and come to school in shirts and ties. Since the Distinguished Gentleman's Club began, Rogers says the students have made academic gains- and she has also seen improved behavior."^{xviii} Also mentioned in the article is Stephanie Rauch, a teacher-librarian who works to empower students with disabilities by bringing "literature to her students in ways in which they can understand and participate. "Rauch began creating adapted books with textures and scents on each page that could serve as companions to the longer, more difficult materials." These teachers are both working to empower their students, build confidence, and motivate them to learn, which is what all teachers should be doing daily in their classrooms.

The article "Children Are Not Racial Categories" by Francis Wardle states "Clearly, many teachers are confused about race in general, and are especially confused about multiracial children. Teachers' reactions to race impact the development and learning of all children- especially those from different racial backgrounds. "For example, statistics show a bias against African Americans even at very early ages, as Black children make up 18 percent of preschool enrollment, yet constitute 42 percent of the preschool children suspended once and 48 percent of preschool children suspended more than once (US Department of Education Office of Civil Rights 2014). In addition, there are a disproportionate number of minority students in K-12 special education programs."^{xix} Furthermore, "There is a growing body of literature asserting that race matters and that early childhood teachers have a responsibility to address race and ethnicity in their classrooms."^{xx} Further, young children do not see or understand race as adults do. Certainly they can distinguish and sort by light and dark; and some infants habituate to the skin colors and/or voices of their caregivers. But young children don't inherently have a concept of race or ethnicity; over time, they pick up negative and positive attitudes from peers, adults, and the media in the society in which they live."^{xxi}

General Teaching Strategies That May be Included in the Unit

- Whole-class discussions and conversations
- Media viewing of familiar and favorite TV shows and movies
- Book "hunts" for books with diverse characters and minority people portrayed in a positive light and in main character roles.
- Small group work for students to draw pictures of community members
- Technology use through PowerPoint and media explorations

- Teacher-led mini-lesson on stereotypes, diversity, and inclusiveness
- Writing small groups to create new versions of stories with a beginning, middle, and end.
- Home-School connect with surveys family discussions, and media viewing
- Integration of reading, writing, spelling, social studies, technology, and art.

Possible Extension Activities

- Invite diverse community members in to speak about their jobs.

Materials Needed

1. Children's literature from list above
2. Promethean board
3. Paper, pencils, and crayons
4. Pictures of diverse community members

Instructional Implementation

This unit will take approximately two weeks to implement. It will take place during the daily 45-minute English literacy block for each Kindergarten class that I teach.

Unit Implementation

1. Assign each table of students a community helper/leader. Suggestions are firefighter, scientist, basketball player, teacher, and nurse.
2. Ask students to think about what this person looks like. Students will draw a picture of their community member.
3. Students will share their pictures with the class, state what they know about the community members, and explain why they drew the person the way they did.
4. Show students the “Community Member Pictures” in [Appendix 2](#). Have a discussion with the students about how the pictures they drew are the same or different than the pictures on the screen.
5. Explore the words “stereotype” and “bias.”
6. Ask students to think about their favorite television shows and movies. Students will draw a picture of the characters in these shows and movies. The class will discuss if the characters look the same or different as the students themselves. Questions to ask: Do you see people who look like you in your favorite TV shows/movies? What are some of your favorite books? Do you see people who look like you in your favorite books? How do you feel when you don’t see people who look like you in your favorite shows and books?
7. Read Goldilocks and the Three Bears. Who does Goldilocks look like? Would it be fun to change the story so that Goldilocks looks different?
8. Ask students to discuss how they might change the story in small groups at their tables. What does the name “Goldilocks” mean? How could you change the name if you change what Goldilocks looks like?
9. Students will rewrite the story of Goldilocks through dictation, tracing, writing, pictures, or any combination of the 4. All students will illustrate their story to show characters that look more like themselves.
10. Students will share stories and discuss how they feel seeing characters that look like them.
11. Throughout the unit, students will listen to various read-alouds from the list mentioned above,
12. Students will be encouraged to think of other stories that they may like to rewrite to be more inclusive of minorities.

Appendix 1: Implementing Teaching Standards

Objectives:

Kindergarten Reading Standards for Literature:

-Key Ideas and Details:

- 2. With prompting and support, retell familiar stories, including key details.

-Craft and Structure:

- 2. Recognize common types of texts (e.g. storybooks, poems)

-Integration of Knowledge and Ideas:

- 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

- 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

-Range of Reading and Level of Text Complexity:

- 10. Actively engage in group reading activities with purpose and understanding.

Kindergarten Reading Standards for Writing:

-Text Types and Purposes:

- 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

-Production and Distribution of Writing:

- 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

- 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

--Research to Build and Present Knowledge:

- 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

- 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

-Speaking and Listening Standards:

-Comprehension and Collaboration:

- 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

-Presentation of Knowledge and Ideas:

- 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

- 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

- 6. Speak audibly and express thoughts, feelings, and ideas clearly.

-Conventions of Standard English:

-1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.

-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Kindergarten Social Studies Standards:

Civics and Government:

-K.C&G.1.1 Exemplify positive relationships through fair play and friendship.
K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.

Culture:

-K.C.1.1 Explain similarities in self and others. K.C.1.2 Explain the elements of culture (how people speak, how people dress, foods they eat, etc.)

Kindergarten Visual Arts Standards:

Visual Literacy:

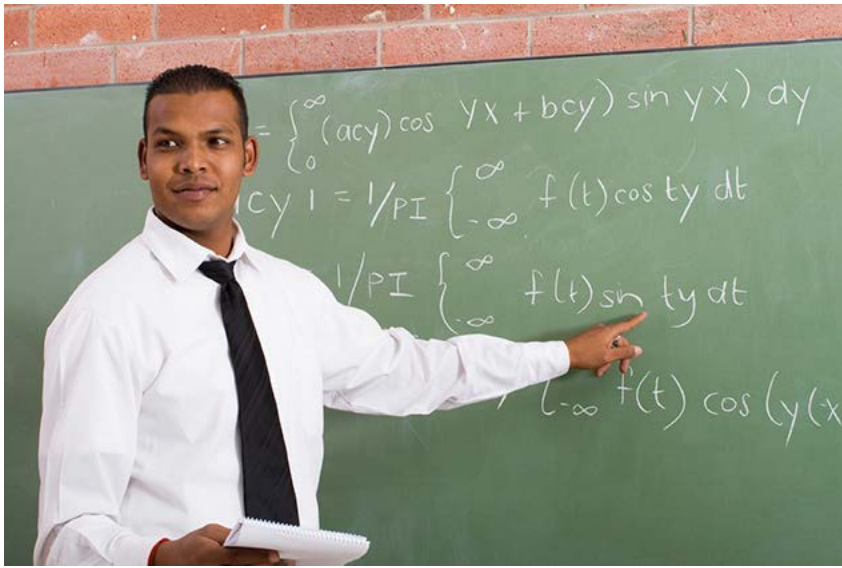
-K.V.1.2 Create original art that expresses ideas about oneself.
-K.V.1.3 Recognize various symbols and themes in daily life.
-K.V.2.3 Create original art that does not rely on copying or tracing.

Contextual Relevancy:

-K.CX.1.1 Use visual arts to illustrate how people express themselves differently.
-K.CX.1.2 Recognize that art can depict something from the past (long ago) or present (today).

Appendix 2: Community Member Pictures





End Notes

- ⁱ Adebowale, Yusuf, & Palmuleni, 2014; Davies, 2003; Hughes, 2003; Ramsey, 1998; Serbin, Moller, Gulko, Powlishta, & Colburne, 1994
- ⁱⁱ Aina & Cameron, 2011; Thorne, 1993
- ⁱⁱⁱ Aina & Cameron, 2011; Bhana, Nzimakwe, & Nzimakwe, 2011
- ^{iv} Martin, Wood, & Little, 1990; Thorne, 1993
- ^v Gooden & Gooden, 2001; Oskamp, Kaufman, & Wolterbeek, 1996; Taylor, 2003; Tsao, 2008
- ^{vi} Moon and Hoffman 2008
- ^{vii} Hayes & Tantleff-Dunn, 2010; Strasburger, Wilson, & Jordan, 2009
- ^{viii} England, Decartes, & Collier-Meek, 2011
- ^{ix} Bergner 2009
- ^x Woodson, 2014
- ^{xi} Bickmore, 2017
- ^{xii} Ryan, 2017
- ^{xiii} Ackerman 2017
- ^{xiv} Aud et al. 2013; Sleeter and Milner 2011
- ^{xv} Flynn, 2015
- ^{xvi} Castellano & Diaz, 2002
- ^{xvii} Lee & Anderson, 2009
- ^{xviii} Hinton, 2017
- ^{xix} Ford, 2012
- ^{xx} Derman-Sparks & Edwards 2010; Wanless & Crawford 2016
- ^{xxi} Derman-Sparks & Edwards 2010

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