



Reducing Racial Bias and Prejudice in Young Children

By Emily Hill, 2019 CTI Fellow
Shamrock Gardens Elementary

This curriculum is recommended for:
Literacy or Social Studies, Kindergarten

Keywords: Race, Privilege, Bias, Activism, Identity, Perspective, Fairness, Prejudice, Identity

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

Synopsis: In this unit, it is my hope that students will understand age appropriate language about race, prejudice, bias and privilege. I want students to understand the value of who they are as a person and the unique qualities that they have. I want students to also be able to recognize the unique qualities in other students to be able to connect in groups other than their typical peer groups based on race.

I plan to teach this unit this upcoming school year to 23 students in Kindergarten.

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Emily Hill

Introduction

Rationale

There are a couple of things that stand out to me each year that I teach. The first is that many of the classes I've had have not been very diverse which of course also depends on which school I am teaching at. The other is that we haven't had a common curriculum to teach and many of the resources we use don't always represent the students we teach. I have also noticed that students who are from the same race have a tendency to play together at recess and sit together at lunch. It made me start to wonder if this was part of the reason that our communities, schools, and relationships we have as adults sometimes mirror those same groupings as younger children. I look at various neighborhoods and communities when I drive through them or go to them for events and realize that many neighborhoods and schools are still segregated in too many areas. In listening to conversations with other teachers I hear many of the same noticings about our schools and neighborhoods being segregated yet very little action occurring to address those concerns and noticings. Are we providing equitable access for our students across our district this way? It doesn't seem that we are.

It concerns me that we aren't providing equitable access to highly qualified teachers in all schools and providing services that the families need to help them be successful. What if our schools and neighborhoods were more diverse and resulted in diverse friendships and neighborhoods? What if seeing diversity around you in all aspects of your life—community, schools, work, etcetera—became the norm? I may be living in a dream world thinking that these things are possible but it makes me wonder how we start to attain those dream-like goals to make them a reality. I think our starting place is our young children. When we see them in relationships and friendships with people who look different from them it doesn't seem abnormal. They see each other through the lenses of love and don't place such emphasis on their differences. When videos showcasing these relationships between some of the youngest children of different races are shared on social media they go viral and people comment about how they wished the people of the world saw each other the same way, uninhibited and free to see each other only as friends.

I believe that if we were able to get to that place as adults there would be less bullying, less hatred towards people who were different from us and more understanding and compassion. I believe that it could create a society where we learned to appreciate and celebrate each other's differences and helped each other accomplish great things that bridged barriers. I know it seems like a fairytale but I would rather live in that world where my friends from different racial backgrounds didn't have to fear when they encountered the police and had the same opportunities afforded to them without concern and worry. I wish we lived in a place that allowed us to look at people who were different from us and instead

of comparing our lives we rallied together to create the change we wish to see instead. I recognize that this is a complicated process due to hundreds of years of oppression and systematic issues in our laws that were created to allow one group to succeed over another but I still want to believe that if we worked together it could be possible. I want to be a bridge. I want to be part of the solution and I'm hoping that this curriculum is a stepping stone towards that goal.

Demographics

In 2019-20, I will teach Kindergarten at Shamrock Gardens Elementary as an Extended Impact 3 Teacher. I will have approximately 23 students. Shamrock Gardens is located in the Plaza Midwood area of Charlotte. The population of the school is made up of approximately 40% White, 30% African American, 22% Hispanic, 3% Asian, 3% two or more races, and less than 1% of American Islander and American Indian. My individual classroom is comprised of 4% Asian, 13% African American, 9% Hispanic, 9% Multiethnic, and 65% White. We are in the top 20% of school ratings for our diversity. Our school has a PTA that works with our school administration to support the needs of our school. Shamrock Gardens is unique because while it is still considered a Title I school, the makeup of the school and neighborhood has changed dramatically in the past five years. It is estimated that in a few more years the school will no longer qualify for Title I status so the PTA is working to ensure that if we lose those federal funds the PTA is able to fundraise and support the school for the money that will no longer be available to us. Currently, we are working to ensure our PTA and School Leadership Team better represent the diversity of our school.

This school year I will teach 23 students in a co-teaching setting while also coaching the first-year teacher that I will be sharing students with. I am in an Extended Impact Teacher 3 role through Project Impact and will be coaching three other teachers as well. I will be responsible for pacing out our curriculum, leading our literacy and data PLCs. Our school this year is focusing on our subgroup data so I will also be leading my team in discussions around equity. I will also be serving as a member of the Instructional Leadership Team.

Unit Goals

This unit is designed to be taught to students in Kindergarten to expose them to differences and similarities between themselves and their peers in a positive light. I want students to see each of themselves as unique and that their differences can be their greatest assets. I want them to learn about differences in cultures and experiences in hopes that they can apply what they have learned to better understand themselves and those around them which can help in creating friendships that cross racial boundaries to help reduce racial bias and prejudice in them and their peers.

Content Research

White privilege is defined by Peggy McIntosh as “an invisible knapsack of unearned assets that I can count on cashing in each day, but about which I was meant to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks” (McIntosh 1989: 1). It is a set of assets that can be used at any time to give a white person an advantage simply based on the color of their skin. Racial prejudice is defined as a predisposition to respond in an unfavorable manner to members of a racial group. Growing up I was taught to be color-blind, you see each person as an individual regardless of the color of their skin or their disabilities. I have lived a large percentage of my life thinking that was the correct way of thinking. I thought that if everyone thought the same way that there would no longer be segregation, racism, prejudice or hatred of others because of their race. I believe that my parents thought that teaching us to be color-blind was helping to make the world a better place. We didn’t ever talk specifically about race or prejudice which is actually typical of most white families. They believe that talking with children about racism and differences actually creates more prejudice instead of working to educate about it. Prejudice can appear in children as young as five years of age (Aboud 1996). It can also be defined as “a negative attitude based on faulty assumptions and that attitude is developed early in a person’s life” (Cristol and Gibert 2008: 202). I have been on a learning journey that has opened my eyes and understanding that being color-blind only makes racism and prejudice worse.

In high school I was basically taught that slavery had existed, that it was horrible and then it ended. That was the foundational knowledge that I had about slavery, racism, prejudice and segregation. It wasn’t until recently that I have gained more knowledge about the history of our country and how that history continues to shape laws, systems and infrastructure that we have today. As a white person, I was taught that laws and rules were created to keep everyone safe and give everyone the same opportunities. My world abruptly stopped as if in a collision when I learned that most of what I had learned was not the truth. Instead, many of the laws, regulations, systems and infrastructures were created by white people to keep Black people and people of other races at an unfair disadvantage.

I felt like everything I knew and had learned was a lie and had created this false sense of fairness that didn’t really exist in the world. I learned that instead of fairness there was instead a lack of justice but that I hadn’t had to experience that because of my white privilege. When someone first told me that I had white privilege I was appalled and the idea because I wasn’t racist or prejudiced and I hadn’t had the easiest of lives that I associated with the term “privilege”. Privilege is an unfair advantage, even if it isn’t asked for. Privilege doesn’t mean that a white person had an easy childhood or that a person has never struggled. It doesn’t mean that they were raised in a loving home environment or that they had never encountered abuse. White privilege means that there is an unfair advantage given, even if it isn’t asked for. It has nothing to do with money, looks, work ethic, personality, morality, spirituality or how we were raised. The only thing that counts into white privilege is the color of our skin.

It wasn’t until I started asking questions and researching that I realized that there isn’t equality or equity between me and my black friends because my white privilege affords me an advantage that I’d never even thought about or considered (which is its own example of white

privilege). I realized that even the times that I had gotten in trouble or had an accusation made against me that there was never fear involved and that I had a chance to talk to someone in authority about the situation and was given the benefit of the doubt. My friends that have shared some of their experiences with me about their interactions with authority figures were very different and had different outcomes in similar situations simply because their skin color was a different color. The fact that I had never had to think about the color of my skin when in certain situations was another example of white privilege.

I wanted to dig deeper to try to understand this problem and horrible injustice and lack of equality that other people experience on a daily basis. I wondered what could be done early in a child's life to have a positive impact in reducing racial bias and prejudice. "Cross-race friendships have become an important benchmark in efforts to reduce racial segregation and prejudice. Childhood is thought to be a critical time for intergroup contact, in that retrospective reports of having a close cross-race friend in childhood are associated with positive racial attitudes and integration in adolescence and adulthood" (Aboud 2003: 165). Children need to be exposed to meaningful opportunities to get to know their peers outside of race. This could include opportunities for children to engage in preferential activities and hobbies with diverse groups of children. Research showed that "children with higher levels of prejudice were more likely than their tolerant classmates to exclude cross-race classmates" (2003: 171). This can lead to segregation within classes and schools especially if children don't learn to see other qualities about the students in their class and school besides race. Many people believe that discussing race, racism and prejudice with children encourages those ideas to exclude children of different races. "Parents in particular may be reluctant to discuss race for fear it will sensitize their children to racial differences and make them prejudiced. Adults' avoidance of talk about race appears to be based partly on the fear that acknowledging racial similarities and differences will make their children prejudiced. In contrast, parents who believed it was important to talk about race cited the need to teach children about equality and appreciating differences, and the need to answer their children's questions" (Aboud 1996). In a study in the Canadian Journal of Behavioural Science, they used the Multi-response Racial Attitude (MRA). "Twenty evaluative attributes were used to assess attitudes to three racial groups: White, Black, and Chinese Canadians. Then ten positive attributes and ten negative attributes were taken from the Preschool Racial Attitude Measure and from the Revised Class Play test. Each attribute was written on three index cards for a total of 60 cards. The cards were to be sorted among three boxes. One box was said to belong to a White child, another to a Black child, and a third to a Chinese child. For each evaluation, the child was asked to place the cards in the box or boxes of people who are that way" (Aboud 1996). First, the researchers compared the statements that were made by the high prejudice and low prejudice children. Then a child with high prejudice was placed as a partner with a child with low prejudice. They allowed the children to discuss their reasonings for the statements they made about the different races. The objective of their study was to determine whether the discussion led to greater prejudice or greater tolerance in the children. Their "findings provided evidence that arranging opportunities for children high in prejudice to talk with more tolerant peers may be an effective way of promoting tolerance" (Aboud 1996). Children have the power to influence their peers, so it made me wonder what could happen if I taught 23 children appreciation for people's differences instead of just the tolerance that they spoke about in their research that helped change the feelings of prejudice that their peers had.

As a Kindergarten teacher I wondered if it was too early and not developmentally appropriate to teach five-year-olds about race, bias and prejudice. Jill Anderson says that “Kids get it, even as little as the first grade. They are more likely to understand than most adults, especially white adults, where the socialization has been that if you mention race, it might get you in trouble. But if we can’t talk about it, then how can you come to understand and appreciate each other?” (Anderson 2017). I didn’t want to introduce them to these concepts if they weren’t ready to learn about them but “A child’s racial awareness begins around 3-4 years of age. Beginning at approximately age six, European-American children display high levels of pre-European-American, anti-African-American bias. Some argue, around 7 years of age, children begin to moderate their biases and become influenced by the attitudes of adults and peers. Teenagers prejudice becomes more permanent and the ability to change negative perceptions of others becomes more difficult” (Cristol and Gimbert 2008: 202). Seeing the research that shows that bias is already present in high levels by the age of six affirmed that exposing them to racial differences at the age of five might not be early enough to inform their views and lower their racial bias and prejudice. Then I read that “Children under the age of five rely on superficial racial distinctions, but their understanding of race is incomplete. As they get older, issues concerning race become contextual-in other words, defined by social and cognitive/emotional influences” (2008: 202). This made me hopeful that teaching these concepts at the Kindergarten level might be the exact right time because “children develop ethnic attitudes by age three and develop systematic racial prejudices between 5 and 7 years of age” (2008: 202).

I realized that one consideration that might be contributing to the lack of discussions happening about race, racism, bias and prejudice at young ages to have an impact is that “We, as adults, frequently underestimate children’s capacity for participating in discussions on critical issues. In elementary schools around the world, young students are often viewed as unable or uninterested in engaging in seemingly ‘political’ or ‘adult’ topics” (Brownell 2018: 15). In turn, as adults, we sometimes seek to shelter children to protect them from the glaring realities of society and/or the hate associated with systems of oppression. I don’t believe that most White parents have had an ill intent with not talking with their children about the privileges they are afforded simply because of the color of their skin. I think instead there is a lack of understanding and knowledge that they have and that causes them to not have conversations with their children and instead hold to the belief that if they don’t talk about it, it doesn’t exist. Part of the problem with this thinking is “sheltering: students perpetuates white privilege and color blindness in our wider society” (2018: 15). Also, not having these conversations is another example of white privilege because Black families are not afforded the same opportunity to pretend that it doesn’t exist because they are faced with situations around white privilege possibly multiple times a day. The effects of not talking with their children about racism could be drastic especially if they do not have conversations with their black children about what to do when they encounter a police officer. There is a potential level of life or death regarding their safety if a Black family chooses to forego the conversation about race that a white family doesn’t have to consider because their actions are viewed in non-threatening manners because they are white.

Throughout this curriculum writing process I’ve asked myself a million times if I should even be writing it. I am a white teacher in a fairly diverse school who has had very different experiences than my Black colleagues. What gives me the right to create a curriculum of this nature? Do I really think that teaching 23 Kindergarteners about this is going to make a difference in the world? Am I invoking my white privilege by even considering writing a

curriculum that may or may not have a positive impact on both the White and Black communities or am I living in a dream world that racial reconciliation and cross-race friendships and spaces can exist? The author Cassie Brownell also says that “we must both believe that children are capable and trust ourselves to be capable too” (Brownell 2018: 15) I don’t have a doubt in my mind that the incredible students I have the honor of teaching every day are capable of learning this content and using it to change the world, even if it is one relationship at a time. I do wonder if writing a curriculum is the right approach and whether or not it is enough. I believe that there is a lot of work that needs to be done to help create racial reconciliation and mutually comfortable spaces for people of different races but I don’t believe it’s impossible. I’ve come to the conclusion that as long as I’m making a positive step that it is a step in the right direction even if it does not yield all I hope it accomplishes and that I would regret continuing to be part of the problem if I’m not willing to be part of the solution.

I knew that if I was going to pursue this path that there was potential by “Exposure to race and ethnicities combined with an appropriate curriculum promote change in children’s attitude”. “Since racial prejudice development begins early in a child’s life it becomes imperative to begin exposing children early to curriculum and other programs designed to reduce racial prejudice” (Cristol and Gimbert 2008: page 206). Having a curriculum alone is not enough to make enough of an impact to inspire change. There were other aspects that would be important too if we were seeking to create a means to dismantle racism, decrease bias and prejudice in the children we would be teaching. One of the important aspects of teaching children about race, racism, segregation, prejudice and bias is using the correct language with them. “Teaching children the language to recognize and understand race and bias is an important part of the work of dismantling racism through education” (Anderson 2017). This helped me realize that the language and vocabulary I was going to be using to teach these concepts were extremely important because they would be using this language to have conversations and make rationalizations in their minds from this foundation in years to come as they continue to add knowledge and experiences onto these concepts. I was concerned that if I didn’t use correct, sensitive language that did not convey my own biases I could actually create more challenges for the students with our discussions. Some people worry that elementary-aged children are too young to have these discussions with. It is important to have discussions with students about race but it is critical that it is done in ways that “affirm students’ identities and help them celebrate and negotiate difference” (Tatter 2019). In the article Umaña-Taylor shares some key takeaways for having these conversations with students. Her advice for teachers is to first, “think about your own identity, and how it’s shaped your experience in the world” (2019). She also encourages teachers to “not shy away from talking about differences. Children start noticing phenotypic differences like skin tone at a young age. By early elementary school, they’ve also likely noticed that people are sometimes treated differently because of these phenotypic differences”. She also says to “help students reflect on their own racial identities” because “young people who have explored their ethnic and racial background have a better understanding of the world in which they live and are able to draw on this when they experience or witness racial discrimination. By thinking deeply about who they are, they can consciously dispel stereotypes that are all too easy to internalize. Research has shown that students who feel more positively about their ethnic-racial identity are buffered against some of the deleterious mental health effects of discrimination. And ethnic-racial identity can’t just be for students of color.” Her last piece of advice is that “heterogeneous discussion spaces are helpful too. Conversations about race that represent different identities are key to building empathy and

understanding across groups, helping students learn about themselves and others” (2019). Her advice seems so simple yet I don’t think it’s put into practice enough. Her recommendation to think about your own identity first and how it’s shaped your experience in the world is incredible advice. We need to first recognize our experiences and how they’ve influenced our perspectives. Perspective is what allows people to see situations in different ways. Perspective can be great when it allows a lens of humility, empathy, patience and understanding but can be lethal when it forms a lens of misunderstanding, frustration, hatred and violence.

An initiative at the Harvard Graduate School of Education called Reimagining Integration: the Diverse and Equitable Schools developed and implemented a curriculum called Dismantling Racism. The curriculum focused on and explored issues of identity, perspective, privilege, oppression and activism. My curriculum is focused around some of the same issues with the intent of reducing racial bias and prejudice in children. The lessons in this curriculum all fit under one of the issues mentioned above.

Instructional Activities

Lesson 1: Identity

Materials: *The Colors of Us* by Karen Katz or *Skin Like Mine* by Latashia M. Perry, I am the color of... poster by Curriculum Corner [Appendix 2](#) or create your own

Read Aloud: Read *The Colors of Us* by Karen Katz or *Skin Like Mine* by Latashia M. Perry while pointing out the skin tones and shades in the pictures. At the end of the book point out that the author described each character’s skin using a food.

Activity: Show students the poster with different foods on it. Ask students to look at their skin color and determine which food is the color closest to their skin. Create a poem called the Colors of Us ([Appendix 3](#)) by writing “I am the color of _____” for each student on the chart paper. As an extension, students can find the food that best represents their skin color in magazines and cut it out to put it on the poster.

Lesson 2: Identity

Materials: *We’re Different, We’re the Same* by Bobbi Jane Kates, paint sample cards, All About Me poster ([Appendix 4](#))

Read Aloud: *We’re Different, We’re the Same* by Bobbi Jane Kates.

Activity: Today we are each going to make a poster about us. Lead students through each part of the poster by modeling first and then walking around the room to ensure students are completing it correctly. Students will write their name, draw a picture of their favorite food, show the color of their eyes, write their favorite color or show it, draw their favorite animal, draw their favorite sport and draw a picture of their family. Students will set it to the side. Teacher will pass out paint sample cards in various skin tones with the centers cut out. Teacher will model for students how to hold the paint samples over their skin and find the color that is the closest to their skin color. Teacher will model positive examples and negative examples to ensure students

understand how to find the color that best represents them. Then students will cut out the paint sample square and glue it to their poster for their skin color. Students will bring their completed All About Me posters to the carpet. Teacher will lead a discussion about each person's interests. Example, if your favorite color is blue like (student name) stand up. Teacher will ask students: did you know just by looking at (student name) that his favorite food is pizza? Teacher will lead students in a discussion about the similarities and differences in appearance as well as in our likes and dislikes.

Lesson 3: Identity: Being True to Ourselves and Respecting Each Other

Materials: Book *A Bad Case of Stripes* by David Shannon, "Would You Rather" game questions [Appendix 5](#)

Read Aloud: *A Bad Case of Stripes*

Questions: Why didn't Camilla want to eat lima beans? Why were the students laughing at Camilla? Do you think Camilla was the same student they had been in class with all year? What changed about her to make people laugh at her? What happened after Camilla admitted that she really liked lima beans and she ate some? Do you think it is okay to like things that other people don't like or should you pretend to like the same things to make friends?

Activity: Play the game "Would you rather..." Have all students stand in the middle of the classroom. Ask a question from the game cards. As you ask the question and give the two choices point to opposite sides of the room so that the class splits into two distinct groups based on their choices. After each question, encourage students to look at the people in the same group as them. Do the students in the group look the same as them? Are the people in the group all boys or all girls? Are the people in the group the same as with the other question? What does this show us?

Lesson 4: Perspective (2 Days)

Materials: *Duck! Rabbit!* by Amy Krouse Rosenthal, chart paper to create a t chart with the class, egg experiment worksheet- Appendix 6, 2 eggs-1 brown and 1 white, 2 bowls

Activity: Show students the cover of the book *Duck! Rabbit!*. Create a t chart so that students can write their name under which they think the picture is showing, a duck or a rabbit

Read Aloud: *Duck! Rabbit!*

Have students look back at their guess on the t-chart. Do you still think it's right? Ask one student who thought it was a duck to explain their reasoning. Ask one student who thought it was a rabbit to explain their reasoning. Explain to students that this is an example of perspective. Perspective is how someone views something. My perspective can be different from someone else's perspective. Maybe I'm right, but maybe I'm not right. The important thing is that we respect each other's perspectives.

Read Aloud: *As Fast as Words Could Fly* by Pamela M. Tuck

Comprehension Questions:

- Why didn't the White students want the Black students at their school?
- Why was the librarian mean to Mason? What made her change her perspective?
- Why didn't anyone cheer for Mason when he won the typing tournament?
- What lesson did you learn from this story?

Activity: Egg Experiment - [Appendix 6](#)

Question for after the activity

- How can these eggs help us understand people who look different from us?

Lesson 5: Privilege

Read Aloud/Video-*The Sneetches*

Discussion

- Why did the Sneetches with the stars on them get to do things that the other Sneetches couldn't?
- Was it fair that the Sneetches without stars couldn't do those same things?
- Did the Sneetches with stars on their stomachs do anything to earn those stars?
- The man that came with the machines to put stars on and take stars off, was he helpful?
- Why do you think that he kept letting them put stars on and off? Who did that benefit?
- The Sneetches show something really important. Even though it is a cartoon, something just like this happens in our world. We don't walk around with stars on us like in the video but there is something else that people look at; our skin. Some people who are White think that they are better than people who have different skin colors and they treat those people differently. Did the White people do anything special to get treated differently or are they still a person like other people? Some people treat people with White skin better than other people....just because of the color of their skin, not because of who they are as a person. Sometimes people look at people who are different from them and think that they know about them just by the way I look. If I was mistreated by someone who was different from me I might think that all people that look like them have the same view and attitude. We learned earlier this week that I can't look at a person and know what things they like, just like I can't look at a person and know if they are a kind person or a mean person just because of how they look. It is important to get to know people for who they are; their personality, character, things they like, etc.

Activity: I want all of the students with blue shirts on to stand up. Guess what?! Today you guys get an extra snack! As students ask why and say that isn't fair, explain to students that that is an example of privilege. They get to do something better than other people but they didn't earn it, it is just because they are wearing blue shirts. Give another example: everyone who is wearing a dress gets to have extra recess today! Walk through the same conversation with them about how those students did nothing to earn those extra privileges and recess time. Tell all of

the white students to stand up. Tell them that just because they have white skin, they get to watch a movie today while the other students have to do their class work. Explain to students that this happens a lot here and around the world. Sometimes people who are white may be treated better by some people just because of their skin color. An example might be if two people are walking through the store and the white person gets to walk around without raising suspicion but the black person might get followed by the security guard or someone who works at the store because they think that person is going to steal something....just because of the color of their skin.

Lesson 6: Activism

Introduction: “How to Change the World” Video-by Kid President

<https://www.youtube.com/watch?v=4z7gDsSKUmU&t=148s>

Read Aloud- *White Socks Only* by Evelyn Coleman

- What happened in this story?
- Why did the White man get so upset?
- How did the people stop the White man?
- What was the result?
- What can you do if you see someone mistreating someone else?
- Have you seen something that was unfair? What did you do about it? What was happening?
- When you see something you need to speak up, don't let it happen. What if you're scared? What if you worry that your friends won't like you if you stand up.

Final Assessment [Appendix 7](#)

Each student will create a double bubble map to compare the similarities and differences between him/herself and a peer or one of the characters in the books we've read. Students will receive a total of 9 points. 3 points for similarities between him/herself and peer or character, 3 points for things only about him/herself and 3 points for things only about his/her peer or character. Student mastery is 7 out of 9 points.

Appendix 1: Teaching Standards

Common Core Standards for Kindergarten

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.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.

CCSS.ELA-LITERACY.W.K.8

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

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.6

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

North Carolina Essential Social Studies Standards

K.H.1.1 Explain how people change over time (self and others).

North Carolina Essential Social Studies Standards

K.C.1.1 Explain similarities in self and others.

North Carolina Essential Social Studies Standards

K.C.1.2 Explain the elements of culture

Appendix 2: I am the color of (Poster by Curriculum Corner)

I am the color of...



cinnamon



milk chocolate



banana



toast



bread



chocolate cake



Cheerios



peaches



nutmeg



dark chocolate

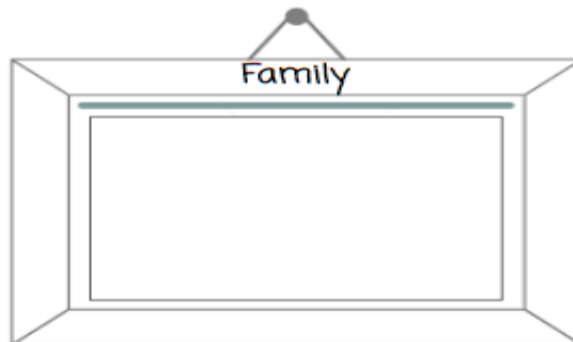
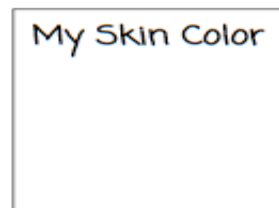
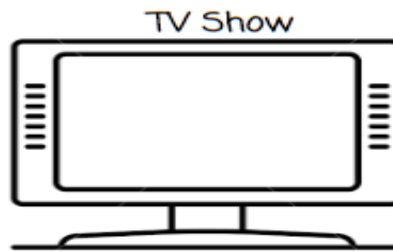
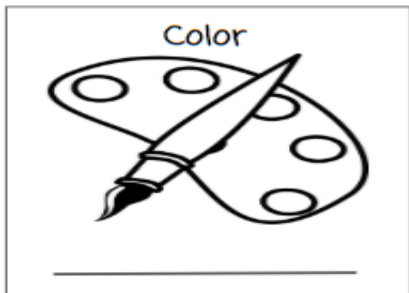
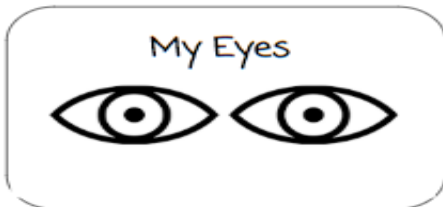
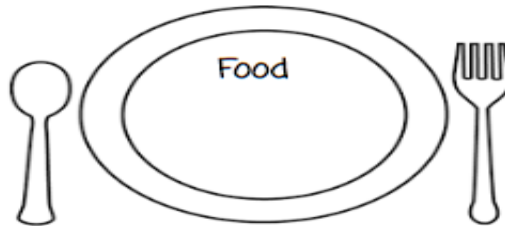
www.thecurriculumcorner.com

Appendix 3: The Colors of Us (sample poster by littlemisskindergarten.blogspot)



Appendix 4: All About Me Poster

<https://docs.google.com/presentation/d/1Z9wg7hNzB6xqWzXRbvE4aMzDH0Ax0eMEJkrJMWySM0/edit#slide=id.p>



Appendix 5: Would You Rather game questions

Would you rather be a cat or a dog?	Would you rather eat spaghetti or tacos?
Would you rather have a magic carpet that flies or your own robot?	Would you rather have someone dump slime or chocolate syrup on you?
Would you rather have the superpower to be invisible or to be super strong?	Would you rather have a pet dinosaur or a pet dragon?
Would you rather eat cake or ice cream?	Would you rather have 3 legs or 3 arms?
Would you rather swim in a pool of M&Ms or Skittles?	Would you rather have the ability to find things that are lost or know when people are telling a lie?

Appendix 6: Egg Experiment

<https://docs.google.com/document/d/1XzbX99SVVNC9uKyTbCFujzrQwKHMvU91GgfoMWK5xX0/edit?usp=sharing>

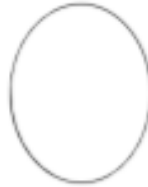
Name _____

Step 1: Examine the outside of both of the eggs. Draw what you see.

Egg 1



Egg 2



Step 2: Predict what the inside of each egg will look like.

Egg 1



Egg 2



Step 3: What does the inside really look like? Draw what you see.

Egg 1



Egg 2



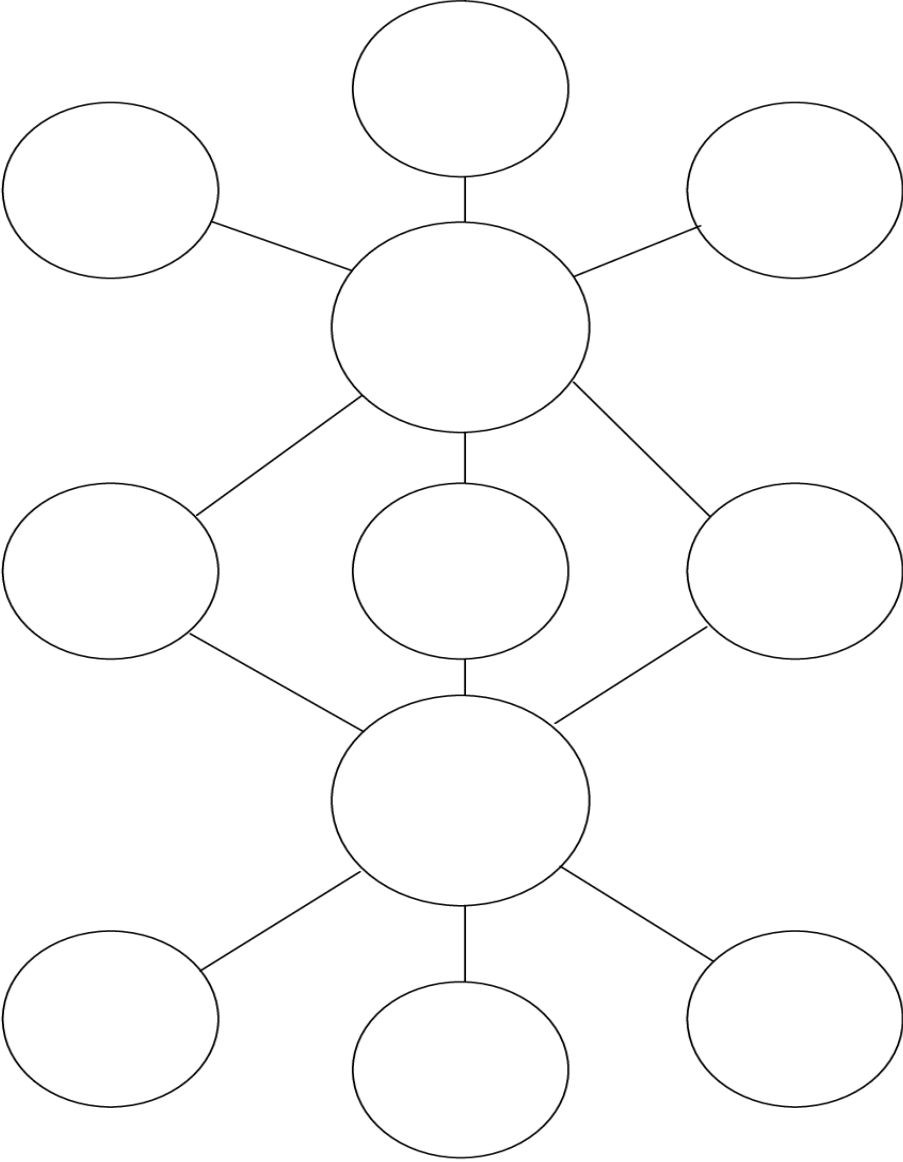
Step 4: Was your prediction right? .



Appendix 7: Final Assessment-Double Bubble Map

(from <http://colouredglassclassroom.blogspot.com>)

Double Bubble Map for Comparing Similarities and Contrasting Differences



Teacher Resources

Katz, Karen. *The Color of Us*. New York: Henry Holtz and Company, 1999. This children's book is about a seven-year-old girl named Lana and her mother who observe the variations in the colors of their friends' skin, viewed in terms of food and items found in nature.

Perry, LaTashia M. *Skin Like Mine*. G Publishing, 2016. This children's book is an entertaining yet creative way to address and celebrate diversity among young children by relating food to people's skin colors.

Kates, Bobbi. *We're Different, We're the Same*. New York: Random House, 1992. Elmo and his *Sesame Street* friends help teach toddlers and the adults in their lives that everyone is the same on the inside, and it's our differences that make this wonderful world, which is home to us all, an interesting and special place.

Shannon, David. *A Bad Case of Stripes*. Scholastic, 2004. Camilla loves lima beans but she is afraid to eat them because she is so worried about what other people will think of her.

Krouse Rosenthal, Amy. *Duck! Rabbit!*. Chronicle Books, 2009. This book is a great illustration about perspective as two unseen characters debate the identity of the creature at the center of this clever book—is it a duck or a rabbit? Readers will join in the discussion, because the creature could, in fact, be either. Just as each of the debaters begins to see the other's perspective, the duck/rabbit runs away and they see an anteater. Or is it a brachiosaurus?

Tuck, Pamela. *As Fast as Words Could Fly*. Lee and Low Books, 2018. This book is about a young boy named Mason Steele. After a desegregation case is won, Mason attends a formerly all White high school. Despite his fears and injustice from the students and faculty, Mason perseveres. He does well in school especially in his typing class. And when he competes in the county typing tournament, Mason decides to take a stand, using his skills to triumph over prejudice and break racial barriers.

Seuss, Dr. *The Sneetches*. Random House Books for Young Readers, 1961. This book is a light way to introduce multiculturalism to young children by reading about two groups of sneetches and how one group thinks they are better than the other group.

Coleman, Evelyn. *White Socks Only*. Albert Whitman and Company, 1996. In the segregated south, a young girl thinks that she can drink from a fountain marked "Whites Only" because she is wearing her white socks.

How to Change the World Video-by Kid President

<https://www.youtube.com/watch?v=4z7gDsSKUmU&t=148s>

McIntosh, Peggy. (1989) White privilege: Unpacking the invisible knapsack. *Peace and Freedom July/August*. Retrieved from https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf Clear, concise examples of white privilege that most white people don't recognize as white privilege.

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Anderson, Jill. (2017) "Confronting racism at an early age." Retrieved from <https://www.gse.harvard.edu/news/uk/17/08/confronting-racism-early-age>

Brownell, C.J. (2018, July). *Literacy Today*. "From sheltering to social change: Critical conversations in childhood"

Cristol, D., & Gimbert, B. (2008). "Racial Perceptions of Young Children: A Review of Literature Post-1999." *Early Childhood Education Journal*, 36(2), 201–207. <https://doi-org.librarylink.uncc.edu/10.1007/s10643-008-0251-6>

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