



I Prefer Living in Color – Opening Windows to the Beauty of Varied Identities

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Selwyn Elementary

This curriculum unit is recommended for First through Fourth Grade Literacy, Social Studies, and Art Classrooms

Keywords: diversity, multicultural, narratives, acceptance, anti-bias, racism, bigotry, cross-cultural, understanding, discrimination, dominant culture, ethnicity, inclusive, minority, multiracial, other, curiosity, prejudice, power, racism, stereotype, tradition, white privilege, consider, appreciate, value, multi-ethnic, celebrate, differences, intolerance, beliefs, society, customs, opportunity, evaluative practice, cultural competence, Personalized Learning Learner Profile traits, global learner

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

Synopsis: This curriculum unit will allow students to explore multi-cultural perspectives through the in-depth examination of high quality picture books that responsibly illuminate diversity and the traits required for success as 21st century learners and citizens. The instructional unit is organized into nine different months, or sections, of focus, with each month highlighting a different “Citizen and Scholar” trait. Students will strengthen their awareness of information about and experiences of others in their community and around the world through reading and responding to diverse texts using academic conversations, written expression, and artistic representation. The study of each trait will include the use of multiple texts and students will follow a similar pattern in their deep dive each month. After carrying out the instruction and activities for all nine traits, the culminating student project will involve the creation of story quilts. Students will be provided with opportunities to exhibit to and communicate with outside audiences so that their learning is shared and has an impact on the wider community.

I plan to teach this unit during the coming year to 20 students in first grade.

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Lecia Shockley

Introduction

Rationale

As a primary teacher, I have begun each school year for the last 22 years with lessons that have carried some version of the theme “What makes you different is what makes you beautiful.” Students regularly fill “ME Boxes” with treasures and photos that will convey to the rest of the group what is notable about each of them. We then take time in discovery through directed questioning and peer conversations to celebrate those things that make us unique, and those that connect us together. Peyton adores horses and is learning to ride (“Cool! Gosh none of the rest of us can do that!”). Austin, Max, and William have started reading chapter books and love the How to Train Your Dragon series (“Oh have you read the one about how to speak dragon yet?”). I have found these types of activities a terrific way to begin to build the community that we will all be a part of for the coming ten months.

While all this is true, an even bigger truth is that I have failed to use the opportunity these lessons pose to expand our understanding of community by providing my students with windows into the community on the other side of our cinderblock walls. Our focus has been inward and primarily concerned with understanding the value of the 20+ individuals in our room. I have come to understand that I can do so much more for and with my students by connecting them not only to one another, but also to the world outside of our insular neighborhood. This is the world that they will one day inhabit and need to navigate. I am doing them a disservice if I am not laying the foundation for future cross-cultural understanding and citizenship.

In a recent episode of the radio podcast On Being with Krista Tippett, poet-journalist Ta-Nehisi Coates stated that “I think I was looking for enlightenment from my teachers. I think I was looking for exposure. I think I wanted to see other things about the world. I think I wanted to be exposed to different worldviews. Give me the tools. Arm me. Allow me to be able to understand why.”¹ This is exactly what I believe I must do for my students. The call for culturally responsive and relevant teaching frequently focusses on the need of underrepresented populations to see themselves in texts and history. I have come to see that while this is an essential element, as almost half of all students in US public schools are minority students; cultural competence also requires teachers to incorporate a multicultural framework to all their students’ learning in order to build a more inclusive community and prepare them to be caring, contributing, and connected citizens in the world that they will grow up into. Teaching to cultural competence will enable students to better understand, communicate with, and engage with others across their differences. Students will have the opportunity to become conscious of their own world views, develop positive outlooks regarding differences, and increase their understanding of others’ cultures and world views. I want my students to think “one another” rather than “other” In my 22 years of teaching, I have found that young children have natural

curiosity about differences and the world around them. It is important that the adults in their world help them to explore their questions within the framework of our common humanity while celebrating our glorious diversity.

By incorporating multicultural texts as a fundamental element of my subject integrated instruction, our classroom library, and student's exposure digitally I hope to frame student perspectives on diversity, stereotypes, and the acceptance of others. Great diverse books help to increase students' cultural responsiveness as they learn from and develop respect towards people with different cultural backgrounds and perspectives.

As an educator, I am convinced that I have a responsibility to provide a foundation of understanding for students so that they can continue to realize success in the world in which they will live. Academic achievement is only one of the tools they will need to thrive in the 21st century. Students need skills, knowledge, and understandings that will enable them to succeed personally, professionally, and civically in our progressively more complex and diverse world. This preparation can be accomplished through weaving 21st century interdisciplinary themes into the mandated curriculum demands at any grade level. Vital elements of this approach include global awareness, social and cross-cultural skills, civic literacy, cultural literacy, communication and collaboration, flexibility and adaptability, creativity and innovation, critical thinking and problem solving, open-mindedness, and responsibility.

My research in cultural competence and multicultural understanding has convinced me of the importance of providing students with the vision and understanding that they need to be thriving, contributing, involved citizens in our local community and our ever-shrinking world. They will be global citizens in a way that has yet to be experienced. Their connections to the rest of the world – through technology, ease of travel, and expanded cultural representations at home – make it imperative that they that they develop curiosity about those who inhabit the world around them. This unit will serve a dual purpose. First, it will work as both windows (offering new views of the world) and sliding glass doors (allowing students to walk through and become a part of the bigger world). This is essential for most of the children I teach, because despite their privilege and their academic accomplishment, their worldview is pretty limited. This is true not only in the larger global sense, but also with regard to the communities within mere miles of our location. Additionally, the unit will provide a much needed mirror for students in my class who rarely see themselves reflected in their school or in the texts shared there.

School/Student Demographics

This instructional unit is being designed for the twenty students in my first grade classroom. I teach at Selwyn Elementary School in the Charlotte-Mecklenburg School District, a large, urban school district in North Carolina. It is a well-regarded, high performing school in south Charlotte that serves students in grades kindergarten through fifth grade. Our students experience strong academic growth in a relatively insular cultural environment. While this setting provides myriad academic growth opportunities, it fails to provide important chances for students to expand their identification with those who are different from themselves in race, culture, or background. [Selwyn has 868 students, 78.5% of whom are Caucasian. The rest of the population breakdown is 10.4% African American, 7.1 % Hispanic, and 4% other (Source:

Charlotte Mecklenburg Schools - 2014). This is compared to Charlotte's demographic breakdown of: White – 45.1%, Black/African American – 35%, Hispanic – 13.1%, Asian – 5%, other – 1.8% (Source: 2010 U.S. Census Bureau) or the United States breakdown of: White 62.1%, Black/African American – 13.2%, Hispanic – 17.4%, Asian – 5.4%, American Indian – 1.2%, other – 0.7% (Source: 2014 U.S. Census Bureau)]. The school is located just minutes from the Center City. The fact that the neighborhood surrounding it offers such a vast variety of conveniences - shopping, restaurants, recreation, houses of worship, and medical care – means that families who live here can remain within a several mile radius of home without ever venturing much further. Many of my students are more likely to travel across country, or even abroad, than they are to trek across our city and experience the richness in the different cultures it contains. Because of this, relatively little attention is given to topics of diversity (or the lack thereof) within our school and community setting.

Unit Goals

This curriculum unit will take place over an extended period of time (nine months) in order to not merely introduce new information to students, but rather create a change in culture within my classroom and the broader school community. I will use our school's focus on the Personalized Learning Learner Profile traits [Rebranded as "Citizens and Scholars Profile Traits": open-minded, leader, receptive & reflective to feedback, effective communicator, creative & critical thinker, flexible & adaptable collaborator, academic risk taker, entrepreneur, self-directed learner] as the foundation for implementing my unit.

Read aloud texts that exemplify each trait and that represent the richness of the community we live in – within our school and our city – will be the backbone of the unit. Included will be books that introduce students to characters who are African American/Black, Hispanic, Asian, Middle Eastern, and because we have an integrated population of autistic students at our school, differently-abled individuals. Over the course of our year we will read multiple texts to clarify that there is not merely one experience, or one story, within each group, but that within all cultures people are individuals. Stories will be selected that represent human commonalities to better enable students to clearly identify their own connections to the text and the people and culture it represents.

My goal is to have this extended unit take place as part of our mandate to provide Social Emotional and Academic Development (SEAD) Education each day. It will additionally serve to meet the NC 1st grade Social Studies Essential Standard 1.C.1 – Understand the diversity of people in the local community [This includes students' understanding that people's lives are shaped by different values and traditions; that diverse languages, traditions, and holidays contribute to the development of a people's values and beliefs; and that literature can illustrate the values and beliefs of diverse cultures.]. This study will also be meeting quite a few reading, writing, and speaking learning objectives as we explore these Social Studies and SEAD standards.

Our study of each Learner Profile trait through the lens of diverse literature will strengthen students' awareness of information about and experiences of others in our own community and around the world. Personal connections to the people, experiences, and places in our texts will

be used to develop students' own Personalized Learning Profile Traits. Students will use these perspectives as building blocks to support our classroom culture and increase mutual respect and understanding as we take on others' perspectives.

This unit will be used as a tool to strengthen our classroom community culture through increased respect and understanding of individual differences and strengths. It will provide a springboard for us to expand our connections beyond our schoolroom to our city, our country, and our world. The academic vehicles for this will be reading and responding to diverse texts through academic conversation and written expression, with a focus on descriptive language.

Students will also explore cultural variances through art. This will involve thoughtful creation of their own artifacts over time and will help them to uncover how these understandings can inform their role as citizens in a broader community, both locally and globally. We will have a culminating art project that synthesizes student learning. For each trait studied students will design a "My View" illustration (looking out of an 8"x8" "window." At the end of the year these will become story quilts. Students will also be provided exhibit opportunities to outside audiences (other classes, parents, community partners) so that our learning is shared and has an impact on the wider community.

Content Research

A magnet I recently saw quoted Mahatma Gandhi as saying, "A nation's culture resides in the hearts and in the soul of its people." I find this interesting to contemplate as I consider the vast array of cultures of our nation's people. Just among our indigenous Native American population there are well over 500 recognized tribes.² Add 500 years of people coming to these shores from across the globe and we have quite an assemblage of cultures to get to celebrate. Unfortunately for most of the history of this continent, only those of white European descent have had their culture lauded. Author Lisa Delpit writes that "We all carry worlds in our heads, and those worlds are decidedly different."³ These worlds contain the beliefs, behaviors, values, struggles, creativity, history, goals, customs, attitudes – and so much more – of the people all around us. For too long, we have only recognized one world. Our stories have celebrated this world. When other worlds have been considered, they have been reduced to a single story. Chimamanda Ngozi Adichie warns of the danger of a single story in her renowned TED Talk.⁴ I believe this to be true both in that no culture can be represented with just one story AND that elevating one culture's story as more valuable than another's robs us all of the experience and understanding of our many worlds. "Stories matter."⁵

Children's literature scholar Philip Nel presents the case for how the lack of diversity in children's literature negatively impacts the whole of American culture. He makes the argument that race exists in children's literature by its seeming absence.⁶ Shelves lined with books that lack diversity have much to say about how multiculturalism is valued – or not. One is left to ask, "What is not represented?" Nel goes on to say that the images that we are exposed to as children stay with us in ways that we are unaware. When these images are of absence or worse yet, are racially charged, the real-life impact can be significant. He wonders aloud if the man who gunned down Trayvon Martin would have seen the 17-year-old in a hoodie differently if he had read Ezra Jack Keats *The Snowy Day*?⁷ He proposes that children who encounter a much wider

range of people of color in literature could help to counter the racism embedded within our culture. He states

“What we learn as children shapes our worldview so profoundly because, when we are small, we are still in the process of figuring out who we are and what we believe. For this reason, children’s toys, books, and culture are some of the most important influences on who we become – and on what biases we harbor . . . or don’t harbor.”⁸

So, story is important. Children’s author Walter Dean Myers has noted that books convey values and help us to “explore our common humanity.”⁹ Education professor Elizabeth P. Quintero contends that when reading we employ a critical literacy process whereby we read history (learning about the world around us) and simultaneously create history (determining what we believe is important).¹⁰ If the books children are exposed to are teaching them about the world that has been and is – and is helping them determine what the world will one day be, then their selection is of utmost importance. In her book on problem-posing, Quintero writes.

“Historically, much of humankind’s most profound reflections have emerged in the form of story. Story is the way people learn . . . I see a natural outcome of reading literature as transformative action. I believe this natural outcome is not causal, but that metaphors enriched by reading and other creative activities, structure our thinking, our understanding of events, and consequently our behavior. . . . More surely than anything else, we are defined by our stories.”¹¹

It’s time for our books to look different and for the stories told to represent our societal diversity. Our students need to know the stories of people who have up to now have not been adequately represented. Multicultural children’s literature validates the varied group experiences occurring because of differences related to race, gender, class, language, etc. Its purpose is to “be inclusive of and provide validation for all children’s experiences.”¹² Mingshui Cai maintained,

“Multiculturalism is about diversity and inclusion, but what is more important, it is also about power structures and struggle. Its goal is not just to understand, accept, and appreciate cultural differences but also to ultimately transform the existing social order to ensure greater voice and authority to the marginalized cultures, and to achieve social equity and justice.”¹³

Rudine Sims Bishop believes that the inclusion of literature of underrepresented groups in classrooms promotes appreciation and respect for diversity and can reshape human interactions. She described such books as serving as windows, sliding glass doors, and mirrors for children. When literature is functioning as a window it offers views into worlds not our own. These books help us to understand the lives of others. They generate a shared understanding and awareness of the vast contributions of marginalized people. As sliding glass doors, readers use their imagination to become a part of the world created by the author. When books are mirrors they serve to affirm as they reflect back upon the readers who see themselves and their culture depicted realistically and authentically in the text. These books support positive identity

development, increase engagement with reading, and counter the story presented by the prevailing culture.¹⁴

Ideas of tolerance and human rights in children's literature date back to eighteenth century Denmark when magazines were published with the intent of educating children to become useful citizens to their country and tolerant citizen of the world. Over the course of history children's literature has operated as an archive of the culture in which it originates. The evolution towards true multicultural literature has been glacially slow. It is a relatively new phenomenon to have more voices across the cultural continuum shared and celebrated.¹⁵

Today experiences with children's literature are categorized in terms of their degree of multiculturalism. The first level is described as having a contributions approach (also referred to as the tourist or food and festivals approach). Minimal efforts are made to include stories about holidays and heroes of the culture described. The next level is the additive approach. This usually involves stories like folktales and activities to extend the story (like a guest demonstration). Students are made to feel that they are visiting a foreign land. The third level is considered a transformational approach. In it, students consider the perspectives of diverse ethnic and cultural groups when examining issues, events, and themes. In the final level of multiculturalism, the social action approach, students are involved with the curriculum, but also with social action to transform humankind toward a more just and equitable life.¹⁶

A broad view of multicultural children's literature confirms sociocultural experiences taking place as a result of race, gender, language, ethnicity, class, and/or ability. Within the range of multicultural literature there are different categories of books. The first is melting pot books. In these, experiences of different cultures are assimilated and readers are shown that people are ultimately all the same so we should not discriminate based on differences. These books are also referred to as being universally themed or culturally generic. The next category is socially conscious books. These texts illustrate a social issue that helps us become more empathetic towards a group, transforming our ideas about them. The last category is culturally conscious books. Also called culturally specific, these books portray the customs, ethnicities, and language of a group from the perspective of an insider. They help us to engage culturally with a group as we learn the nuances of their experience.¹⁷

Picture books are a critical element in a multicultural approach to literature. The images that children are exposed to build the foundation of their world view. Picture books provide a scaffold from which they can make sense of the world. Picture books illustrate with special attention to the details of diversity. Through visual exploration, children are offered the opportunity to develop multicultural outlooks and an appreciation for the richness of diversity. Whether a mirror that reflects or a window that offers a view, cultural experiences are validated and enlarged.¹⁸ Books that are selected should inform, enlighten and engage students while promoting understanding and respect for the themes, issues, and culture depicted.¹⁹

Educators have a critical role to play in the enactment of effective, genuine multi-cultural education. Too many schools implement superficial responses to the issues of representation, discrimination, and racism. There is a tendency to minimize and stereotype cultural perspectives with a focus on celebrations like African American Month. Sonia Nieto points out that doing so

implies that this culture and its histories can be dismissed during other months of the year. She urges teachers to instead “take a hard look at everything as it was and is, which also means considering the effects and interconnections among events, people and things.”²⁰ Additionally, Nieto insists that multi-cultural education should be pervasive – not an add-on, but an element of all the teaching and learning that takes place. Importantly, she contends that those of the prevailing culture must refrain from becoming immobilized by guilt as their way of looking at the world is challenged and changed. Instead they should know that “although everybody is not ‘guilty’ of racism and discrimination, we are all responsible for it.”²¹

Jane M. Gangi writes that teachers must consider the marginalization and subjugation of underrepresented cultural groups when exploring multicultural literature and that those educators who are members of the dominant culture become aware of their privileges. In doing so they become agents of change working to create a more just society.²² Kathleen Casey promotes this same idea in calling teachers artisans who change the world with their work.²³ Quintero urges educators to uphold their commitment to change within organizations despite a climate that frequently resists it. Each day we must do the best we can for change in an effort to ensure that children can see themselves and others clearly.²⁴

Enacting this change requires teachers and students to take an active role in the learning process in order to become doers of good in the world. This type of learning develops multidimensional understandings between the learner and those of other cultural groups. Using a critical literacy approach involves the practice of becoming literate about a group through questioning, seeing things from multiple perspectives, exposing biases and recognizing inferences, and critically analyzing the cultural and historical mechanisms of a people.²⁵

An important instructional tool used with a critical literacy approach is the problem-posing method. It allows the learner to move from reflection toward action when placed between lived experience and new information. It allows students choice and work that relates to student’s lives regardless of age or personal circumstance.²⁶ Use of the problem-posing approach to children’s multicultural literature facilitates critical discussion by asking questions such as “Whose story is this” and “What might be the other side of the story?” and “What is left out of this story?”²⁷

Using a multicultural children’s literacy framework supports students in learning with a complexity and passion that maximizes their potential. Schools that promote active, hands-on learning, relevant learning experiences that tap into higher order thinking, problem solving abilities, and cooperative interaction will develop the kinds of minds that will create new knowledge and tackle the complex problems facing our world now and in the future.²⁸

This time of research has been informative, enlightening, and very personal for me. I grew up in a place (the Midwest) and a time (the 1960’s and ‘70’s) when it seemed like change was happening in the world. It gave the impression of being a hopeful era when laws, practices, and perspectives on race relations and multi-culturalism were improving. People of different races and traditions were coming together in ways that were normalizing and anticipative. I have come to realize that much of what I thought was happening was a privileged point of view that grew out of my own white privilege. One way that this was dramatically illustrated to me was when I stumbled upon the work of Nancy Larrick in the mid 1960’s. Larrick was an educator and

the founder of the International Reading Association. In her research, she examined more than 5,000 children's books produced from 1962 to 1964. Her findings indicated that only 6.4 percent included one or more blacks in the illustrations and that of these, only four-fifths of one percent of the children's books published in the U.S during that time were about contemporary African Americans. In the September 11, 1965 issue of *The Saturday Review* (when I was just shy of being three years old), her article, "The All-White World of Children's Books," made clear the tremendous quantity of white characters in children's books that left children of color with little to no representation. It also left white children without a vision of the world as it truly was and could be. She wrote,

"When the only images children see are white ones . . . as long as children are brought up on gentle doses of racism through their books . . . there seems to be little chance of developing the humility so urgently needed for world cooperation."²⁹

I am committed to changing this narrative in my classroom, school, and community. I believe it is time and it is essential for education to be transformed based on representation, equality, and social justice. What students learn in their classroom communities regarding those who are different from them translates how they will succeed living in our increasingly diverse world.³⁰

Without the multicultural literature as a window metaphor, substantial numbers of children are ignores to the peril of the change to the social problems of prejudice and racism that they could influence. All students must be allowed the opportunity to read, discuss, and grow from multicultural literature. Regular, meaningful exposure to texts from other cultural perspectives grant children the chance to change the way they see themselves and the society they inhabit. This multicultural immersion helps students to appreciate and empathize with the suffering those of other backgrounds have endured and begins to develop the respect required to appreciate our diversity³¹ Windows help to extend white students empathies, challenge racists assumptions, and develop critical thinking skills with regard to equity, injustice, and bias.³² These windows can provide views close at hand (the classmate seated next to you) or views across the miles (to cultures until now unknown).

When diverse groups are underrepresented, they tend to become invisible. This makes dominant groups even more oblivious to the advantages that they enjoy at the expense of others. An infusion of multicultural literature helps to remove blinders and exchange the lens through which we see the world – for dominant culture and diverse populations.³³ For centuries, peoples have been defined by their stories. As students deconstruct old patterns of understanding the world, new patterns become established, and new mythologies begin to emerge. As fables explaining the place of the sun in the universe have changed with the information that scientific discovery has provided, so our understanding of one another becomes transformed. What has not been before becomes possible. Multicultural literature can be the driver of this change.³⁴ Such texts expand literacy from merely being able to read, comprehend, and respond to also include understanding enough information about a culture "to be able to participate and fully function within various contexts in that society or group."³⁵

Our CTI seminar, Childhood and the City Space in Literature, has been a place where all these ideas about expanding the manner in which children traverse experiences through multicultural literature have organized in my own thoughts, perspectives, and professional practice. I have engaged with people, places, and texts that have adjusted the lens through which I see the world. President Jimmy Carter said, “We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.” What a colorful world to get to live in and explore! It makes me want to open a book with my students right now.

Instructional Implementation

Teaching Strategies

NOTE: All links accessible when last accessed – November 2019

Academic Vocabulary and Language – examine strategies for teaching at <http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

Anchor Charts – an explanation of why and how to use them can be found at <http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101>

Brainstorming – effective use strategies can be found at <https://teaching.unsw.edu.au/brainstorming>

Class Discussion – ideas for how to use and improve these are at <http://www.weareteachers.com/blogs/post/2015/03/18/13-strategies-to-improve-student-classroom-discussions>

Conferencing – a blog that explains multiple uses for this strategy is at <https://www.myedresource.com/using-conferencing-as-an-instructional-strategy/>

Cooperative Learning – a collection of articles about this teaching strategy is located at <https://www.teachervision.com/cooperative-learning/resource/48649.html>

Educational Technology – common methods for integrating technology into teaching are detailed at <http://www.iste.org/docs/excerpts/nettb2-excerpt.pdf>

Graphic Organizers - guiding principles and effective practices in using these can be found at <http://education.wm.edu/centers/ttac/documents/packets/graphicorganizers.pdf>

Mentor Texts – for explanatory article go to <http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber>

QuICS – for a description of this critical literacy practice to understanding a text go to Appendix A of the article found at http://jolle.coe.uga.edu/wp-content/uploads/2015/10/Article-2_Flint.pdf

Read Aloud– for instructional guide go to <http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html>

Think Aloud – for more information go to http://www.readingrockets.org/strategies/think_alouds

Venn Diagrams – a brief article about what is a Venn Diagram and why is it important can be found at <https://educators.brainpop.com/teaching-tip/venn-diagram-learning-objectives/>

Word Wall – for a description go to http://www.educationworld.com/a_curr/strategy/strategy062.shtml

Classroom Lessons & Activities

This instructional unit is organized into nine different months, or sections, of focus, with each month highlighting a different “Citizen & Scholar” trait. Study of each trait will follow the same procedures and activities. After carrying out instruction and activities for all nine traits, the culminating undertaking will involve the creation of story quilts. Students will be provided exhibit opportunities to outside audiences (other classes, parents, community partners) so that learning is shared and has an impact on the wider community. Teachers should use their own judgement to adjust activities to best meet the needs of their students and teaching objectives.

Activity 1: Introduce Citizen & Scholar Trait

Begin by introducing the month’s assigned trait. Before formally defining it for students, brainstorm with students what they already know about the trait and record collective responses on an anchor chart. Provide standard definition and discuss. Add significant vocabulary to word wall.

Activity 2: Explore Trait Using Multicultural Mentor Texts

Introduce students to texts from diverse literature collection (see Appendix 2 for suggestions). In addition to exploring the given trait, these introductions should involve enjoyable, sustained engagements with diversity such as noticing varied cultural language, traditions, and norms. A vital element of this is teaching students the connections that they can take from the literature and apply to their own lives. Select one mentor text to be the primary source for each trait and then support with supplemental texts. When reading aloud to students, be sure to model think-aloud ideas, so that the full richness of the text is experienced by students. This could happen over multiple reads (for many texts this could take place by accessing a digital format). Use graphic organizers like QuICS to take deep dives into books exploring both culture and the target trait. Use Venn Diagrams for comparing students’ lives to those of story characters or to compare characters from multiple texts.

Activity 3: Examining What is Important About Each Trait and Writing About It

Students will next have the opportunity to flesh out their own understanding of the trait. They will begin with reading the picture book *The Important Book* by Margaret Wise Brown. [Note: In successive months, this could simply be referenced and not necessarily need to be read again.] Students will be asked to create their own “important” lists that get to the essence of what is important about the trait being studied. Explain to students that they are going use the language of Margaret Wise Brown (“The important thing about ____ is . . .” and “But the important thing about _____ is . . .”).

After a class collaborative review of what has been read and learned, students will make a list of four things that they understand are important about the trait. Students will then use a template to follow the Wise’s book’s structure to create their page to be added to a class book about the featured trait. [See Appendix 2 for template]

Activity 4: Exploring Cultural Variances Through Art

The study of the Citizen and Scholar Traits is the vehicle being used to provide students with the opportunity to explore different cultures through engaging literature. In addition to learning about each trait, students will have the opportunity to discover the vast richness of other cultures and compare and contrast them with their own. After reading (perhaps multiple times), questioning, and conversing about a trait’s primary text, students will illustrate a window revealing things that they discovered about this new or different culture. Students can be supported prior to drawing by conferencing with the teacher or peers to clarify ideas. Teachers can also electronically display (e.g., using a document camera) key scenes from the text to provide references for student work. For each trait studied students will design a “My View” illustration, looking out of a “window” onto a new understanding [See Appendix 2 for template]. These will be saved for the final presentation.

Activity 5: Text Reflection/Assessment

For each trait students will complete a text reflection for the mentor text used to exemplify the trait and introduce students to a new or different culture [See Appendix A for response sheet]. It is suggested that the teacher prepare the reflection in advance by inserting the character’s name and given trait on the form. The first month (Open-Minded), teachers should consider completing this as a group so that students understand the format and expectations. Over the course of the unit these responses will provide teachers with information about what students understand about each trait, culture, and their own connections to these.

Culminating Activity 6: Stitching It All Together

Using the “windows” that were created for each month’s trait, students will organize these onto colorful bulletin board paper to design a story quilt that visually demonstrates their learning over the course of the year. Students will first share their creative work with their classmates. This will involve discussion with viewers to elaborate on the work and the learning. Additional exhibit opportunities will be provided as outside outside audiences (other classes, parents,

community partners) are invited in so that student's acquired wisdom is shared and has an impact on the wider community.

Assessments

The following assessments will be used throughout the course of this unit:

- Activity 1 – Anecdotal records of student engagement in academic conversation
- Activity 2 – Anecdotal records of student engagement in academic conversation and responses on graphic organizers like QuICS
- Activity 3 – Teacher observation and notes of student lists of four things understood as important about the given trait
- Activity 4 – Teacher observation and notes of students' ability to convey new cultural understanding through text referenced illustration
- Activity 5 – Text Reflection/Assessment
- Activity 6 – Anecdotal records of student engagement in final presentations of story quilts

Notes

¹ Tippett, Krista. "Ta-Nehisi Coates Imagining a New America." On Being, September 12, 2019. <https://onbeing.org/programs/ta-nehisi-coates-imagining-a-new-america/#transcript>.

² "Diversity: Understanding and Teaching Diverse Students." Diversity: Understanding and Teaching Diverse Students. Brigham Young University-David O. McKay School of Education. <https://education.byu.edu/diversity/culture>.

³ Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom*. p.xiv.

⁴ TEDTalks: Chimamanda Adichie--The Danger of a Single Story, 2009. <https://www.youtube.com/watch?v=D9Ihs241zeg>.

⁵ Ibid

⁶ Nel, Philip. *Was the Cat in the Hat Black?: the Hidden Racism of Children's Literature, and the Need for Diverse Books*. p.4.

⁷ Ibid, p. 15

⁸ Ibid, p.16-17

⁹ Myers, Walter Dean. "Where Are the People of Color in Children's Books?" The New York Times, March 15, 2014. <https://www.nytimes.com/2014/03/16/opinion/sunday/where-are-the-people-of-color-in-childrens-books.html>.

¹⁰ Quintero, Elizabeth P., and Rummel, Mary Kay. *Becoming a Teacher in the New Society: Bringing Communities and Classrooms Together*. p.196

¹¹ Quintero, Elizabeth P. *Problem-Posing with Multicultural Children's Literature: Developing Critical Early Childhood Curricula*. p.10.

¹² Gopalakrishnan, Ambika. *Multicultural Children's Literature: a Critical Issues Approach*. p.5.

¹³ Cai, Mingshui. "Multiple Definitions of Multicultural Literature: Is the Debate Really Just 'Ivory Tower' Bickering?" *New Advocate* 11, no. 4 (1998): 311–24, p.313.

¹⁴ Sims Bishop, Rudine. "Mirrors, Windows, and Sliding Glass Doors." *Perspectives: Choosing and Using Books for the Classroom* 6, no. 3 (1990). Accessed August 12, 2019. <https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>.

¹⁵ O'Sullivan, Emer, and Immel, Andrea. *Imagining Sameness and Difference in Children's Literature: from the Enlightenment to the Present Day*.

¹⁶ Gopalakrishnan, Ambika. *Multicultural Children's Literature: a Critical Issues Approach*. p.27-28.

¹⁷ Ibid, p.29-33.

¹⁸ Gates, Pamela S., Mark, Dianne L. Hall., *Cultural Journeys: Multicultural Literature for Children and Young Adults*. p.29.

¹⁹ Ibid, p.36.

²⁰ Nieto, Sonia. *Affirming Diversity: the Sociopolitical Context of Multicultural Education*. p.209

²¹ Ibid, p.211.

²² Gangi, Jane M. *Encountering Children's Literature: an Arts Approach*. p.57.

²³ Casey, Kathleen. *I Answer with My Life: Life Histories of Women Teachers Working for Social Change*.

²⁴ Quintero, Elizabeth P., and Rummel, Mary Kay. *Becoming a Teacher in the New Society: Bringing Communities and Classrooms Together*. p.218.

²⁵ Gopalakrishnan, Ambika. *Multicultural Children's Literature: a Critical Issues Approach*. p.9.

²⁶ Quintero, Elizabeth P. *Problem-Posing with Multicultural Children's Literature: Developing Critical Early Childhood Curricula*. p.7.

²⁷Ibid, p.11.

²⁸Ibid, p.111.

²⁹Grice, Karly Marie. "The Original Article: Nancy Larrick's 'The All-White World of Children's Books' (1965)." *The Saturday Review Redo: Discussions on Diversity 50 Years Later*. Accessed August 19, 2019. <https://kgrice3.wixsite.com/lcyadiversity/all-white-world-1965>.

³⁰Lynch, Matthew. "6 Ways to Implement a Real Multicultural Education in the Classroom." *The Edvocate*. October 24, 2015. Accessed June 8, 2019. <https://www.theedadvocate.org/6-ways-to-implement-a-real-multicultural-education-in-the-classroom/>.

³¹Gates, Pamela S., and Hall Mark, Dianne L., *Cultural Journeys: Multicultural Literature for Children and Young Adults*. p.2.

³²Ibid, p.8.

³³Gangi, Jane M. *Encountering Children's Literature: an Arts Approach*. p.50.

³⁴Quintero, Elizabeth P., and Rummel, Mary Kay., *Becoming a Teacher in the New Society: Bringing Communities and Classrooms Together*. p.12.

³⁵Gopalakrishnan, Ambika. *Multicultural Children's Literature: a Critical Issues Approach*. p.8.

Appendix 1: Teaching Standards

Key Ideas and Details

The English Language Arts portion of the first grade North Carolina Standards for Reading has standards for Key Ideas and Details in both the Reading Literature and Reading Informational Text Strands. In both, students are expected to “Ask and answer questions about key details in a text.” [RL.1.1 & RI.1.1]

Integration of Knowledge and Ideas

First grade North Carolina Standards for Reading require that students “Compare and contrast the adventures and experiences of characters in stories” [RL.1.9 – Literature] and “Identify basic similarities in and differences between two texts on the same topic.” [RI.1.9 – Informational Text]

Text Types and Purposes

The Text Types, Purposes, and Publishing Writing Standards of the first grade North Carolina Standards require that students be able to “Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide closure.” [W.1.1]. Students are also expected to “Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.” [W.1.2] Finally, students should “Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.” [W.1.3]

Collaboration and Communication

Within the Speaking and Listening Strand of first grade North Carolina State Standards for English Language Arts students are mandated to “Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. [SL.1.1] Students should also be able to “Ask and answer questions about key details in a text read aloud or information presented orally or through other media.” [SL.1.2]

Presentation of Knowledge and Ideas

The North Carolina State Standards for English Language Arts Speaking and Listening Strand also anticipates that first grade students will “Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.” [SL.1.4] and “Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.” [SL.1.5]

History

In North Carolina Social Studies Essential Standards are established by the Department of Public Instruction. The first of five strands is History. Students are required to “Explain the importance of folklore and celebrations and their impact on local communities.” [1.H.1.2]

Culture

The fifth strand of the NCDPI Social Studies Essential Standards asks that students understand the diversity of people in the local community. Its first Clarifying Objective specifically asks that students “Compare the languages, traditions, and holidays of various cultures.” [1.C.1.1] The second Clarifying Objective requires students to “Use literature to help people understand diverse cultures.” [1.C.1.2]

Guidance

The North Carolina Standard Course of Study for Guidance is Socio-Emotional strand has a focus on understanding the relationship between self and others in the broader world. EI.SE.2.1 asks that students “Exemplify respect for individual and cultural differences.”

Healthful Living

The North Carolina Essential Standards for First Grade Healthful Living have a focus on understanding healthy and effective interpersonal communication and relationships. Students should be able to “Explain the value of having a diversity of students in the classroom.” [1.ICR.1.2]

Visual Arts

The North Carolina Essential Standards for First Grade Visual Arts have been developed by the Department of Public Instruction. The first strand, Visual Literacy, requires students to “create original art that expresses ideas, themes, and events.” [1.V.1.2] Contextual Relevancy is the second strand. Its focus is on understanding “how art represents different cultures.” [1.CX.1.4]

Appendix 2: Student Resources

Suggested Picture Books for Each Personalized Learning Trait

Open Minded

All Are Welcome by Alexandra Penfold, illustrated by Suzanne Kaufman. Knopf Books for Young Readers. 2018.

This bright and lively picture book is about diversity and inclusion and shows a group of children at school where all are safe and welcome

The Day You Begin by Jacqueline Woodson, illustrations by Rafael López. Nancy Paulsen Books. 2018.

This beautiful picture book is about starting anew recognizing that each child feels alone until they begin to share their stories and discover that it is nearly always possible to find someone a little like you.

Each Kindness by Jacqueline Woodson, illustrated by E. B. Lewis. Nancy Paulsen Books. 2012. Chloe and her friends won't play with the new girl, Maya. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe thinks about how much better it could have been if she'd shown a little kindness toward Maya.

Same, Same But Different by Jenny Sue Kostecki-Shaw. Henry Holt and Co. (BYR). 2011. Elliot lives in America, and Kailash in India. As pen pals they exchange letters and pictures and learn that they both love to climb trees, have pets, and go to school. Their worlds might look different, but they are actually similar.

The Sandwich Swap by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio, illustrated by Tricia Tusa. Disney-Hyperion. 2010.

In this story Lily and Salma are best friends. They sadly discover that the smallest things can pull us apart-until we learn that friendship is far more powerful than difference.

Leaders

The 5 O'Clock Band by Troy Andrews, illustrated by Bryan Collier. Harry N. Abrams. 2018.

After letting his band down by missing rehearsal, a young musician named Shorty has some serious questions about what it means to be a leader. He hits the streets of New Orleans to find some answers and soak up inspiration.

I Walk with Vanessa: A Story About a Simple Act of Kindness by Kerascoët. Schwartz & Wade. 2018.

This picture book tells the story of one girl who inspires a community to stand up to bullying. Inspired by real events, this story explores the feelings of helplessness and anger that arise in the wake of seeing a classmate treated badly, and shows how a single act of kindness can lead to an entire community joining in to help.

The Librarian of Basra: A True Story from Iraq by Jeanette Winter. HMH Books for Young Readers; Reprint edition. 2019.

In this incredible true story of a war-stricken country where civilians seem powerless in the face of battle, this tale about a librarian's struggle to save her community's priceless collection of books reminds us how, throughout the world, the love of literature can unite us all.

Receptive & Reflective to Feedback

I Am Human: A Book of Empathy by Susan Verde, Illustrated by Peter H. Reynolds. Harry N. Abrams. 2018.

This popular picture book shows that it's okay to make mistakes while also emphasizing the power of good choices by offering a kind word or smile or by saying "I'm sorry."

Islandborn by Junot Díaz, Illustrated by Leo Espinosa. Dial Books. 2018.

A teacher asks her students to draw a picture of the country they are originally from, the children are excited. All except for Lola, "What if you left before you could start remembering?" Eventually Lola learns from the assignment that "Just because you don't remember a place doesn't mean it's not in you."

Last Stop on Market Street by Matt de la Peña, Illustrated by Christian Robinson. G.P. Putnam's Sons Books for Young Readers. 2015.

Every Sunday after church, CJ and his grandma ride the bus across town. But today, CJ wonders aloud about his life. Each question is met with an encouraging answer from grandma, who helps him see the beauty—and fun—in their routine and the world around them.

Those Shoes by Maribeth Boelts, Illustrated by Noah Z. Jones. Candlewick. 2009.

All Jeremy wants is a pair of those shoes, the ones everyone at school seems to be wearing. He is determined to have those shoes, even a thrift-shop pair that are much too small. But Jeremy soon sees that the things he has — warm boots, a loving grandma, and the chance to help a friend — are worth more than the things he wants.

Effective Communicators

As Fast As Words Could Fly by Pamela Tuck, Illustrated by Eric Velasquez. Lee & Low Books. 2018.

Young Mason Steele gets a gift from his father: a typewriter. Thrilled with the present, Mason spends all his spare time teaching himself to type. Mason learns that he will be attending 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.

Voice of Freedom: Fannie Lou Hamer: The Spirit of the Civil Rights Movement by Carole Boston Weatherford, illustrated by Ekuia Holmes. Candlewick. 2018.

Despite fierce prejudice and abuse, Fannie Lou Hamer was a champion of civil rights from the 1950s until her death in 1977. Integral to the Freedom Summer of 1964, This book celebrates Fannie Lou Hamer's life and legacy with a message of hope, determination, and strength.

The Word Collector by Peter H. Reynolds. Orchard Books. 2018.

Jerome discovers the magic of the words all around him -- short and sweet words, two-syllable treats, and multi-syllable words that sound like little songs. Words that connect, transform, and empower.

Write to Me: Letters from Japanese American Children to the Librarian They Left Behind by Cynthia Grady, Illustrated by Amiko Hirao. Charlesbridge. 2018.

After the attack at Pearl Harbor, children's librarian Clara Breed's young Japanese American patrons are to be sent to prison camp. Through the three years of their internment, the children correspond with Miss Breed, sharing their stories, providing feedback on books, and creating a record of their experiences.

Creative & Critical Thinkers

Imagine by Juan Felipe Herrera, Illustrated by Lauren Castillo. Candlewick. 2018.

This poetic autobiographical story asks readers to imagine what they might be when they grow up. When he was very young, Juan Felipe Herrera slept outside and learned to say good-bye to his amiguitos each time his family moved to a new town. He went to school and taught himself to read and write English. And when he grew up, he became the United States Poet Laureate and read his poems aloud on the steps of the Library of Congress. If he could do all of that . . . what could you do?

Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javaka Steptoe. Little, Brown Books for Young Readers. 2016.

Jean-Michel Basquiat and his unique, collage-style paintings rocketed to fame in the 1980s as a cultural phenomenon unlike anything the art world had ever seen. But before that, he was a little boy who saw art everywhere: in poetry books and museums, in games and in the words that we speak, and in the pulsing energy of New York City. This book's vivid text and bold artwork introduce young readers to the powerful message that art doesn't always have to be neat or clean--and definitely not inside the lines--to be beautiful.

The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle by Jude Isabella, Illustrated by Simone Shin. Kids Can Press. 2015.

In this unique nonfiction picture book, the main character is a bicycle that starts its life like so many bicycles in North America, being owned and ridden by a young boy. The boy, Leo, treasures his bicycle so much he gives it a name -- Big Red. Eventually he outgrows it, and then the bicycle's story takes a turn from the everyday, because Leo decides to donate it to an organization that ships bicycles to Africa. Big Red is sent to West Africa, where it finds a home with Alisetta, who uses it to gain quicker access to her family's sorghum field and to the market. Then, over time, it finds its way to a young woman named Haridata, who has a new purpose for it -- delivering medications and bringing sick people to the hospital.

Flexible & Adaptable Collaborators

Drawn Together by Minh Lê, illustrated by Dan Santat. Disney-Hyperion. 2018.

This stirring picture book about reaching across barriers tells the story of a young boy visiting his grandfather. Their lack of a common language leads to confusion, frustration, and silence. But as

they sit down to draw together, something magical happens—with a shared love of art and storytelling, the two form a bond that goes beyond words.

Hey, Wall: A Story of Art and Community by Susan Verde, Illustrated by John Parra. Simon & Schuster/Paula Wiseman Books. 2018.

This empowering and inspiring picture book tells the story of urban renewal in which a boy takes on a community art project in order to make his neighborhood more beautiful. It shows that neighbors and neighborhoods are more than the way they look, and ordinary people can band together to transform big things.

Maybe Something Beautiful: How Art Transformed a Neighborhood by F. Isabel Campoy and Theresa Howell, Illustrated by Rafael López. HMH Books for Young Readers. 2016

In a town that is dismal and austere, Mira offers her neighbor her joy—art. After Mira hands out some of her paintings, a muralist takes notice of her work. Eventually Mira, the muralist, and the diverse community come together to make their town a beautiful work of art. Based on the true story of the Urban Art Trail in San Diego, California, this book reveals how art can inspire transformation—and how even the smallest artists can accomplish something big.

Academic Risk Takers

Dreamers by Yuyi Morales. Neal Porter Books. 2018.

Yuyi Morales left her home in Mexico and came to the US with her infant son. She left behind nearly everything she owned, but she didn't come empty-handed. She brought her strength, her work, her passion, her hopes and dreams. . . and her stories. Together, they found an unexpected, unbelievable place: the public library. There, book by book, they untangled the language of this strange new land, and learned to make their home within it.

Let the Children March by Monica Clark-Robinson, Illustrated by Frank Morrison. HMH Books for Young Readers. 2018.

In 1963 Birmingham, Alabama, thousands of African American children volunteered to march for their civil rights after hearing Dr. Martin Luther King Jr. speak. Facing fear, hate, and danger, these children used their voices to change the world.

Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation by Duncan Tonatiuh. Abrams Books for Young Readers. 2014.

Almost 10 years before *Brown vs. Board of Education*, Sylvia Mendez and her parents helped end school segregation in California. An American citizen of Mexican and Puerto Rican heritage who spoke and wrote perfect English, yet was denied enrollment in a “Whites only” school. Her parents organized the Hispanic community and filed a lawsuit in federal district court. Their success eventually brought an end to the era of segregated education in California.

She's Got This by Laurie Hernandez, Illustrated by Nina Mata. HarperCollins. 2018.

When Zoe sees a gymnast on TV, she realizes that gymnastics is just like flying. But when she first goes to class and falls off the balance beam, she discovers that following her dreams is harder and scarier than she thought and learns that you always have to get back up and try again, and you always have to believe in yourself.

Entrepreneurs

The Boy Who Harnessed the Wind by William Kamkwamba and Brian Mealer, Illustrations by Elizabeth Zunon. [Picture Book Edition] Scholastic. 2012.

When a terrible drought struck William Kamkwamba's tiny village in Malawi, his family lost all of the season's crops, leaving them with nothing to eat and nothing to sell. William began to explore science books in his village library, looking for a solution. This exciting memoir shows how, even in a desperate situation, one boy's brilliant idea can light up the world.

Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson, Illustrated by Sean Qualls. Schwartz & Wade. 2015.

Born in Ghana, West Africa, with one deformed leg, he was dismissed by most people—but not by his mother, who taught him to reach for his dreams. As a boy, Emmanuel hopped to school more than two miles each way, learned to play soccer, left home at age thirteen to provide for his family, and, eventually, became a cyclist. He rode an astonishing four hundred miles across Ghana in 2001, spreading his powerful message: disability is not inability.

Growing Peace: A Story of Farming, Music, and Religious Harmony by Richard Sobol. Lee & Low Books. 2016.

After witnessing the September 11 attacks in New York City, a Ugandan coffee farmer goes home to his village and forms a coffee cooperative of farms from Jewish, Muslim, and Christian families.

Magic Trash: A Story of Tyree Guyton and His Art by J. H. Shapiro, Illustrated by Vanessa Brantley-Newton. Charlesbridge. 2015.

This picture book biography of Tyree Guyton, an urban environmental artist, shows how he transformed his decaying, crime-ridden neighborhood into the Heidelberg Project, an interactive sculpture park. The story spans from Tyree's childhood in 1950s Detroit to his early efforts to heal his community through art in the 1980s. The story offers strong themes of working together, the power of art, and the importance of inspiring community--especially kids--to affect action.

Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli, Illustrated by Kadir Nelson. Simon & Schuster/Paula Wiseman Books. 2010.

This beautiful picture book tells the true story of Wangari Muta Maathai, known as “Mama Miti,” who in 1977 founded the Green Belt Movement, an African grassroots organization that has empowered many people to mobilize and combat deforestation, soil erosion, and environmental degradation.

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul, Illustrated by Elizabeth Zun. Millbrook Picture Books. 2015.

The inspiring true story of how one African woman began a movement to recycle the plastic bags that were polluting her community.

Vision of Beauty: Candlewick Biographies: The Story of Sarah Breedlove Walker by Kathryn Lasky, Illustrated by Nneka Bennett. Candlewick. 2012.

An inspiring biography of a woman who rose from a bleak world of poverty and discrimination to unprecedented success as an influential businesswoman and philanthropist.

Self-Directed Learners

Charlie Takes His Shot: How Charlie Sifford Broke the Color Barrier in Golf by Nancy Churnin, Illustrated by John Joven. Albert Whitman & Company. 2018.

Charlie Sifford loved golf, but in the 1930's only white people were allowed to play in the Professional Golf Association. He had won plenty of black tournaments, but was determined to break the color barrier in the PGA. In 1960 he did, only to face further discrimination. Sifford kept playing, however, becoming the first black golfer to win a PGA tournament and eventually ranking among the greats in golf.

Free as a Bird: The Story of Malala by Lina Maslo. Balzer + Bray. 2018.

In Pakistan, some believed girls should not be educated. But Malala and her father were not afraid. She secretly went to school and spoke up for education in her country. And even though an enemy tried to silence her powerful voice, she would not keep quiet. Malala traveled around the world to speak to girls and boys, to teachers, reporters, presidents, and queens—to anyone who would listen—and advocated for the right to education and equality of opportunity for every person. So everyone could be as free as a bird.

Galimoto by Karen Lynn Williams, Illustrated by Catherine Stock. HarperCollins. 1991.

Kondi, from Malawi, is determined to make a galimoto—a toy vehicle made of wires. His brother laughs at the idea, but all day he goes about gathering up the wire he needs. By nightfall, his wonderful galimoto is ready for the village children to play with in the light of the moon.

The Girl With a Mind for Math: The Story of Raye Montague by Julai Finley Mosca, Illustrated by Daniel Rieley. The Innovation Press. 2018.

After touring a German submarine in the early 1940s, young Raye set her sights on becoming an engineer. However, sexism and racial inequality challenged that dream every step of the way, even keeping her greatest career accomplishment a secret for decades. Through it all, this gifted mathematician persisted—finally gaining her well-deserved title in history: a pioneer who changed the course of ship design forever.

Mae Among the Stars by Roda Ahmed, Illustrated by Stasia Burrington. HarperCollins. 2018.

When Mae was a child, she imagined herself surrounded by billions of stars, floating, gliding, and discovering. She wanted to be an astronaut. Her mom told her, "If you believe it, and work hard for it, anything is possible." Mae's curiosity, intelligence, and determination, matched with her parents' encouraging words, paved the way for her incredible success at NASA as the first African American woman to travel in space.

Ruby's Wish by Shirin Yim Bridges, Illustrated by Sophie Blackall. Chronicle Books. 2015.

Ruby is unlike most little girls in old China. Instead of aspiring to get married, Ruby is determined to attend university when she grows up, just like the boys in her family. Based upon the inspirational story of the author's grandmother this story is an engaging portrait of a young girl who's full of ambition and the family who rewards her hard work and courage.

Starstruck: The Cosmic Journey of Neil deGrasse Tyson by Kathleen Krull and Paul Brewer, Illustrated by Frank Morrison. Crown Books for Young Readers. 2018.

This story of how one boy's quest for knowledge about space leads him to become a star scientist. His quest for knowledge took him from the roof of his apartment building to a science expedition in northwest Africa, to a summer astronomy camp beneath a desert sky, and finally back home to become the director of the Hayden Planetarium, where he had first been starstruck by the night sky.

Note: Book descriptions have been adapted from those found for each text at [amazon.com](https://www.amazon.com)

Appendix 3: Teacher Resources

Web Sources for Listings of Diverse Book Recommendations

[NOTE: All links accessible when last accessed – November 2019. If Hyperlinks do not open automatically, simply copy address into your browser to connect to site.]

coloursofus.com

hereweeread.com

biracialbookworms.com

pragmaticmom.com

whatdowedoallday.com

notimeforflashcards.com

incultureparent.com

multiculturalchildrensbookday.com

diversebooks.org

leeandlow.com

socialjusticebooks.org

diversebookfinder.org

thebrownbookshelf.com

rainbowmekids.com

embracerace.org/childrens-books.html

tolerance.org/classroom-resources

Book Awards that Recognize Outstanding Books for Children about Diverse Peoples

[NOTE: All links accessible when last accessed – November 2019]

Jane Addams Children's Book Awards

For: Books that promote the cause of peace, social justice, world community, and equality

<http://www.janeaddamschildrensbookaward.org/2019-jane-addams-childrens-book-awards-announced/>

American Indian Youth Literature Awards

For: Writing and illustrations by and about American Indians

<http://ailanet.org/activities/american-indian-youth-literature-award/>

Américas Award

For: Books that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the U.S.

<http://www.claspprograms.org/americasaward>

Arab American Book Award

For: Books written by and about Arab Americans

<http://www.arabamericanmuseum.org/bookaward>

Asian/Pacific American Award for Literature

For: Books about Asian/Pacific Americans and their heritage

<http://www.apalaweb.org/awards/literature-awards/winners/>

Dolly Gray Children's Literature Award

For: Books that appropriately portray individuals with developmental disabilities

<http://www.dollygrayaward.com/>

Ezra Jack Keats Book Award

For: Books that portray universal qualities of childhood, strong and supportive family, and multiculturalism

<https://www.teachingbooks.net/tb.cgi?wid=17>

Coretta Scott King Book Awards

For: Books that demonstrate an appreciation of African American culture and universal human values

<http://www.ala.org/rt/emiert/cskbookawards/coretta-scott-king-book-awards-all-recipients-1970-present>

Walter Dean Myers Award

For: Books that exemplify Myers's commitment to providing children with powerful mirrors and windows

<https://diversebooks.org/our-programs/walter-award/>

Notable Books for a Global Society

For: Books that enhance understanding of individuals and cultures throughout the world

<https://www.clrsig.org/nbgs-lists.html>

Once Upon a World Children's Book Award

For: Books that deal with issues of tolerance, diversity, and social justice

<http://www.wiesenthal.com/about/library-and-archives/once-upon-a-world-childrens-book-award.html>

Pura Belpré Awards

For: Books that best portray, affirm, and celebrate the Latino cultural experience

<http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal>

Tomas Rivera Mexican American Children's Book Award

For: Literature that depicts Mexican American experiences

<https://guides.library.unlv.edu/c.php?g=403811&p=4572131>

Schneider Family Book Award

For: Books that embody an artistic expression of disability experiences

<http://www.ala.org/awardsgrants/schneider-family-book-award>

Skipping Stones Honor Awards

For: Multicultural and nature books

<https://www.teachingbooks.net/tb.cgi?wid=87>

Sydney Taylor Book Award

For: Books that authentically portray Jewish experiences

https://jewishlibraries.org/content.php?page=Sydney_Taylor_Book_Award

Appendix 4: Materials Created for Unit

This appendix contains the following author created materials:

1. Poster description of Citizens & Scholars Profile Traits
2. “The Important Thing” Sample Monthly Student Page
3. Example of Monthly Profile Trait Window (one to be completed for each trait for eventual creation of student Citizens & Scholars Quilt)
4. QuICS Student Response Form
5. Monthly Student Assessment Response Sheet

CITIZENS & SCHOLARS PROFILE TRAITS

OPEN MINDED

Being willing to listen to and consider new ideas and understanding that first assumptions might not be accurate.
Being respectful, objective, and able to see things from multiple perspectives.

LEADERS

Doing the right thing, even when no one is looking. Empowering and supporting others.
Constantly finding ways to improve oneself. Maintaining a positive attitude and a sense of humor.

RECEPTIVE & REFLECTIVE TO FEEDBACK

Valuing feedback to help oneself improve and further develop skills to achieve personal growth.
Reflecting critically about past experiences to inform future progress.
Being aware of individual strategies, feelings, actions, and how these affect others.

EFFECTIVE COMMUNICATORS

Clearly conveying thoughts, questions, solutions, and ideas in multiple ways, including verbally, written, and digitally.

CREATIVE & CRITICAL THINKERS

Thinking before acting. Routinely examining problems in new ways and seeking to find creative solutions.
Using one's own imagination to express oneself and develop new ideas.
Using the design process to guide thinking.

FLEXIBLE & ADAPTABLE COLLABORATORS

Adapting to change and being able to work in a variety of environments.
Valuing other people's strengths and learning from them.
Effectively working with others to reach mutual goals - combining talents, expertise, and smarts.
Actively listening to others' ideas and contributing one's own. Functioning as part of a team.

ACADEMIC RISK TAKERS

Driven, determined, and willing to accept new and difficult challenges.
Being resourceful and viewing mistakes and failures as opportunities to learn and grow.

ENTREPRENEURS

Thinking differently and being resilient in the quest to be innovative.
Persevering through difficult tasks.
Identifying needs or challenges and proactively finding solutions to address them.

SELF-DIRECTED LEARNERS

Managing one's own goals and time.
The ability to work independently, and take initiative to advance one's own skill levels.
Being committed to learning as a lifelong process. Taking pride in one's own work.

The important thing about open-mindedness is

[1] _____,

[2] _____, and

[3] _____,

But the important thing about open-mindedness is _____

OPEN-MINDED

A large, empty rectangular box with a black border, intended for writing or drawing. It occupies the central portion of the page.

Book:

Name _____

Date _____

Questions

Interesting Points

Connections

Surprises

--	--

Name _____

Date _____

Book: _____

1. How am I similar to _____?
The story's main character

2. How am I different from _____?
The story's main character

3. What are some words to describe _____?
The story's main character

4. What would it be like to walk in _____'s
The story's main character
shoes (to see things from his/her perspective)? _____

5. What can I learn from _____?
The story's main character

6. What cultural information did the story provide?

7. This story left me curious about _____

8. This story was a mirror / window for me because _____

9. This story taught me about _____

This month's Citizens & Scholars Trait

by _____

My favorite part of the story:

Bibliography

Brown, Margaret Wise. *The Important Book*. New York, NY: Harper Collins Publishers, 1949 (renewed 1977).

This is the mentor text that I used to help students communicate what they feel is important about each Citizen & Scholar Trait.

Cai, Mingshui. "Multiple Definitions of Multicultural Literature: Is the Debate Really Just 'Ivory Tower' Bickering?" *New Advocate* 11, no. 4 (1998): 311–24.

In this article Cai says that in multicultural literature the cultures that should be included are those who are not readily given a voice in society.

Casey, Kathleen. *I Answer with My Life: Life Histories of Women Teachers Working for Social Change*. New York: Routledge Press, 1993.

This book shows, through the oral histories of ordinary women teachers, that effective prescriptions for change do not come simply from policy-makers.

Delpit, Lisa. *Other Peoples' Children: Cultural Conflict in the Classroom*. New York: New Press, 1995.

The author develops ideas about ways teachers can be better "cultural transmitters" in the classroom, where prejudice, stereotypes, and cultural assumptions breed ineffective education.

"Diversity: Understanding and Teaching Diverse Students." *Diversity: Understanding and Teaching Diverse Students*. Brigham Young University-David O. McKay School of Education. Accessed September 8, 2019. <https://education.byu.edu/diversity/culture>.

This site has links providing information on specific cultural groups: African American & African, Asian American & Asian, Hispanic & Latino Americans, Pacific Islander, American Indian & Alaska Native.

Gangi, Jane M. *Encountering Children's Literature: an Arts Approach*. Boston: Pearson, 2004.

This text gives information on how integrating the fine arts and literature fosters active participation and in-depth understanding.

Gates, Pamela S., and Hall Mark, Dianne L. *Cultural Journeys : Multicultural Literature for Children and Young Adults*. Lanham, Md: Scarecrow Press, 2006.

These authors promote the use of literature to promote active discussions that lead students to think about racial diversity.

Gopalakrishnan, Ambika. *Multicultural Children's Literature: a Critical Issues Approach*. Thousand Oaks, Calif: Sage Publications, 2011.

This text is meant to guide teachers in addressing a wide range of contemporary social issues—such as violence, gender, war, terrorism, child labor, censorship, and disabilities—through multicultural children's literature.

Grice, Karly Marie. "The Original Article: Nancy Larrick's 'The All-White World of Children's Books' (1965)." *The Saturday Review Redo: Discussions on Diversity 50 Years Later*. Accessed August 19, 2019.

<https://kgrice3.wixsite.com/lcyadiversity/all-white-world-1965>.

This site offers a collection of online voices and discussions on diversity in literature for children and young adults with the impetus being Nancy Larrick's "The All-White World of Children's Books,"

Lynch, Matthew. "6 Ways to Implement a Real Multicultural Education in the Classroom." *The Edvocate*. October 24, 2015. Accessed June 8, 2019.

<https://www.theedadvocate.org/6-ways-to-implement-a-real-multicultural-education-in-the-classroom/>.

This article takes a look at several ways to encourage a real multicultural education in schools.

Myers, Walter Dean. "Where Are the People of Color in Children's Books?" *The New York Times*, March 15, 2014. Accessed June 22, 2019.

<https://www.nytimes.com/2014/03/16/opinion/sunday/where-are-the-people-of-color-in-childrens-books.html>.

Myers based his piece on a study by the Cooperative Children's Book Center at the University of Wisconsin. He explores the restricted and narrow the point of view expressed about the experiences of people of color in the books reviewed.

Nel, Philip. *Was the Cat in the Hat Black?: the Hidden Racism of Children's Literature, and the Need for Diverse Books*. New York, NY: Oxford University Press, 2017.

Nel makes a case for the argument that a significant reason racism endures is because it is structural: it's embedded in culture and in institutions. One of the places that racism hides-and thus perhaps the best place to oppose it-is books for young people. The author delves into years of literary criticism and recent sociological data in order to show a better way forward.

Nieto, Sonia. *Affirming Diversity: the Sociopolitical Context of Multicultural Education*. NY, NY: Longman, 1992.

This book uses a sociopolitical context to explore the meaning, necessity, and benefits of multicultural education. Additionally, it offers tips for classroom activities and community actions to provide high-quality, inclusive education.

O'Sullivan, Emer, and Immel, Andrea. *Imagining Sameness and Difference in Children's Literature: from the Enlightenment to the Present Day*. London: Palgrave Macmillan, 2017.

This book investigates how cultural sameness and difference has been presented in a variety of forms and genres of children's literature from around the world and over centuries.

Quick Reference Guide for the North Carolina Standard Course of Study. NCDPI, 2018.

Quintero, Elizabeth P. *Problem-Posing with Multicultural Children's Literature: Developing Critical Early Childhood Curricula*. New York: P. Lang, 2004.
The book uses examples from teacher education students and practicing teachers' work as they study critical literacy, multicultural children's literature, and integrated early childhood curriculum.

Quintero, Elizabeth P., and Rummel, Mary Kay. *Becoming a Teacher in the New Society: Bringing Communities and Classrooms Together*. New York: P. Lang, 2003.
This pre-service text looks at education with attention given to global perspectives and an emphasis on family and community. It also includes suggested activities focusing on the arts.

Sims Bishop, Rudine. "Mirrors, Windows, and Sliding Glass Doors." Perspectives: Choosing and Using Books for the Classroom 6, no. 3 (1990). Accessed August 12, 2019. <https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>.
The essay in which Dr. Bishop coined the phrase "Windows, Mirrors and Sliding Glass Doors" to explain how children see themselves in books and how they can also learn about the lives of others through literature.

TEDTalks: Chimamanda Adichie--The Danger of a Single Story, 2009.
<https://www.youtube.com/watch?v=D9lhs241zeg>.
Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice - and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.

Tippett, Krista. "Ta-Nehisi Coates Imagining a New America." On Being, September 12, 2019. <https://onbeing.org/programs/ta-nehisi-coates-imagining-a-new-america/#transcript>.
Krista Tippett's "On Being" podcast interview of Ta-Nehisi Coates at the 2017 Chicago Humanities Festival.