



**“Our Quilt of Many Colors”:  
Exploring our Uniqueness, Similarities and Differences through Stories**

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Selwyn Elementary

This curriculum unit is recommended for:  
Kindergarten to 2nd grade General Education Classrooms

**Keywords:** racial identity, self, cultural awareness, acceptance, tolerance, diversity, uniqueness, cultural similarities and differences

**Teaching Standards:** See Appendix 1 for teaching standards addressed in this unit.

**Synopsis:** In this unit, early elementary students begin to have academic conversations with the guidance of their teachers regarding elements of race, identity, cultural awareness and the similarities and differences among their classmates. Through read-aloud books, conversations, activities and a culminating task where students will explore concepts of race, identity, diversity and culture. This unit aligns with the North Carolina Social Studies standards on culture. This unit is composed of four parts to complete over the course of the year in each quarter or periodically throughout the school year. At the end of each part students will complete one square of their individual quilt that explores the concepts being taught throughout the unit. At the end of the unit, students will take their four-block square quilt and add it to their classmates’ quilt to create a classroom quilt that shows the similarities and differences of each person in our classroom. At the end of the unit we will share our individual quilts as well as look at the uniqueness of each square and how when we put all of the pieces together - we have created a unique and beautiful quilt showcasing each one of us in our classroom community.

*I plan to teach this unit during the coming year to 20 students in my kindergarten classroom.*

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## **Introduction: Our Stories are Rich in Diversity, Unique, and Important**

Stories are conversational backbones to help explain who we are, what we believe and what is important to us as we share our experiences with each other. Everyone loves a great story; we love to hear great stories and we love to share stories. As educators, it is imperative to help students learn to tell their story and find their voice. In doing so we help children learn about our identities, similarities and differences and can begin having conversations about race, diversity, tolerance and acceptance of those like us as well as different than us. These conversations provide opportunities for us to begin to recognize the fixed hierarchies and inequalities that have been prevalent within our American culture for generations. Drawing upon Erin Winkler's research and that of other scholars, we can speak of the "smog" that has influenced these predetermined ideas of a hierarchy of importance when looking at culture, race, ethnicity and identity. As Winkler writes:

Consciously or unconsciously, middle-class white culture is presented as a norm or a standard in the United States in terms of appearance, beauty, language, cultural practices, food, and so on ... this message is so prevalent in our society it is like 'smog' in the air. Sometimes it is so thick it is visible, other times it is less apparent, but always, day in and day out, we are breathing it in ... For very young children, this "smog" comes in the form of picture books, children's movies, television, and children's songs, which all include subtle messages that whiteness is preferable.<sup>1</sup>

There is no room for these "smog" in today's educational systems and classrooms especially with the current events and division within our present-day society. From a very young age, children are ready to have these valuable conversations within our classrooms where they can freely speak and be themselves as we navigate these conversations in a safe and accepting setting. Van Ausdale & Feagin argue that all children be actively taught to recognize and reject the "smog" of white privilege.<sup>1</sup> If anti-bias education exists in school curricula at all, however, it tends to be too little, too late.<sup>2</sup> Although some may argue this conversation should have already been happening within classrooms, I strongly believe we can start these conversations in kindergarten. In doing so, where start to recognize and potential begin to tear down preconceived and determined walls of inequities.

Happiness and acceptance are something we all yearn for and hope to give to one another. We want to be and strive to be accepted and happy; sometimes teaching and learning these lessons can happen from stories in surprising places. One such story happened in a village in an African tribe where a visiting anthropologist had been working for quite some time. On the day before he was to return home, he put together a gift basket filled with delicious fruits from around the region and wrapped it in a ribbon. He placed the basket under a tree and then he gathered up the children in the village. The man drew a line in the dirt, looked at the children, and said, "When I tell you to start, run to the tree and whoever gets there first will win the basket of the fruit." When he told them to run, they all took each other's hands and ran together to the tree. Then they sat together around the basket and enjoyed their treat as a group. The anthropologist was shocked. He asked

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<sup>1</sup> Erin Winkler, "Children Are Not Colorblind: How Young Children Learn Race." *PACE: Practical Approaches for Continuing Education* 3, 1-8.

<sup>2</sup> Winkler, "Children Are Not Colorblind," p.4.

why they would all go together when one of them could have won all the fruits for themselves. A young girl looked up at him and said, “How can one of us be happy if all the other ones are sad?”<sup>3</sup>

What a wonderful lesson to teach – and how beautifully told through a story. Each of us has a story unique to ourselves and it is important to share our story as well as listen and learn from the stories of others. However, some of those stories change in their telling and it is important as we share our stories and retell them we make sure to keep their authenticity intact. As the Bosnian-American writer Aleksander Hemon writes:

But each person, each family, has their own history, their own set of stories that define them and locate them in the world, their own networks of love and friendship and suffering, their own human potential. To reduce them to a faceless mass, to deprive them of their stories is a crime against humanity and history. What literature does, or at least can do, is allow for individual narrative enfranchisement. The very proposition of storytelling is that each life is a multitude of details, an irreplaceable combination of experiences, which can be contained in their totality only in narration.<sup>4</sup>

Each of us is uniquely important to our classroom, which creates a beautiful community of learning about self and our stories to help begin talking about identity, race, diversity, tolerance and acceptance. From the research on Muslim experiences in the United States and centering children’s literature, this unit attempts to think through these Muslim experiences in today’s modern society. By looking at these experiences, this unit thinks through the questions of diversity race and justice in ways that are not limited to the usual “Black and White” understanding of diversity that organizes most pedagogy on diversity.

## **Background**

I currently teach kindergarten at Selwyn Elementary in Charlotte, North Carolina. Our kindergarten class sizes usually range from between 18-21 students. Selwyn is an elementary school located in an affluent, suburban area of South Charlotte. The population of the school consists of approximately 76% White, 13% Black, 7% Hispanic, and 3% Asian students. About 22% of the students at Selwyn are receiving free and reduced lunch services. Most of the students enter Selwyn having attended private preschools before kindergarten. Although most of our population is predominantly white and have previous school experiences, we aim to have as much diversity and heterogeneous cognitive and academic abilities within each of our classrooms. Still, at most times this diversity is often nonexistent in many of our classrooms. “Moreover, caregivers should know that this is an important issue in all classrooms, even (and perhaps especially) if there is no racial or ethnic diversity in that classroom or local area. Children pick up ideas about race from our broader popular culture. Again, we must remember the “smog in the air.” The less meaningful contact they have with people from other racial groups besides their own, the more likely they are to retain higher levels of prejudice.<sup>5</sup> From my

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<sup>3</sup> I have heard this story many times and one can find a version at the following website: Clear, James. n.d. “How to Be Happy: A Surprising Lesson on Happiness From an African Tribe.” How Can I Be Happy If You Are Sad. Accessed October 3, 2020. <https://jamesclear.com/how-can-i-be-happy-if-you-are-sad>.

<sup>4</sup> Hemon, Aleksander. 2018. “Gay, Muslim, Refugee: On Making a Life in Trump’s America.” (April).

<sup>5</sup> Winkler, “Children Are Not Colorblind,” p.5.

research of both Winkler and others, the importance of recognizing the “smog” is imperative as we try to move forward within our society. We need to begin to recognize many of our identities and our unique selves cannot be placed within a box to be simply checked to agree with what others have decided one’s importance.

Many of our students enter kindergarten with most of the skills we introduce and teach for the first half of the year, according to the North Carolina Kindergarten Standard Course of Study. Since much of the Selwyn population is predominately from the homogenous culture, religion and race of Myers Park area of Charlotte, it is imperious to teach with as much anti-biases and expose the students to stories from other cultures, races and beliefs. This will provide a better representation of race, culture, diversity and beliefs from other cultures and populations. In doing so we can help children see the world and people outside of the norms and rules of their own neighborhoods.

## **Rationale**

Learning about others who think differently than me has always been so interesting as well as a passion of mine. However, I do not think as a society and within our education systems, especially within elementary schools; we do a meaningful, purposeful and equal job of sharing stories across cultures, religions and beliefs. My classroom has increasingly become more culturally diverse and has a better representation of race, religions and beliefs through text and materials; however, I know I could do so much more. Diversity becomes essential in the balance of your book collection, but it is imperative to avoid invisibility and tokenism of any group.<sup>6</sup> I remember when I was young everything around me looked like me in books, television and movies and believed the same as me for the most part. It was not until college in the early 2000s that I realized how prevalent white culture was and it was everywhere around us. In our classrooms, it is imperative we share a perspective that teaches we all have something we can bring to the classroom to create a more accepting place for all of us. By exposing children to various cultures, groups of peoples and sharing their stories, we can begin to share the beauty of our similarities as well as differences in all people.

## *Culture*

A classroom needs to provide rich and meaningful texts, stories and materials to help children explore and engage with ideas, beliefs and cultures other than their own. What children do not see in their books also teaches them about who matters and who does not in our society. Invisibility in their storybooks—as well as in textbooks as they get older—undermines children’s affirmative sense of themselves and reinforces prejudiced ideas about people who are not seen.<sup>7</sup> By allowing children to only be exposed to and have a classroom of materials that are familiar and the same as the prevalent culture does not provide a culturally diverse mindset and furthers the stereotypes and mindset of what the preferred and dominant ideals and beliefs are in our culture. It is important to listen, share and hear people’s stories that have not been adapted or

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<sup>6</sup> Teaching for Change, Louise Derman-Sparks, and Julie Olsen Edwards. 2015. “Teaching Young Children about Race A Guide for Parents and Teachers.” <https://socialjusticebooks.org/teaching-young-children-about-race/>

<sup>7</sup>Teaching for Change, Louise Derman-Sparks, and Julie Olsen Edwards. 2015.

changed to fit into the ideals, beliefs and acceptance of the dominant culture's values, beliefs and norms.

The complexities and experiences of one's story is so important of understanding who they are and what they believe. When we as educators begin to take away, modify or leave out certain cultures and stories we are not providing children the exposure to the beauty and experiences of all people. I hope in this curriculum unit to provide many stories to teach about various cultures and beliefs to help students see the beauty of all people. I also want to use these stories to help start the conversations about race and the injustices that are present in the United States today. When children are taught to pay attention to multiple attributes of a person at once (e.g., not just race), reduced levels of bias are shown.<sup>8</sup> I also want to help my students understand that not everybody looks like me and they might believe something very different from me, but that is ok. We do not have to fit into what other people or those in power believe is important for us, in our language, looks, culture and beliefs. As I teach I want my kindergarteners to understand you are uniquely, special because of what you think is important and it is ok if that is different from others. "In other words, children pick up on the ways in which whiteness is normalized and privileged in U.S. society."<sup>9</sup> We can all still get along, do amazing things together and have an awareness that makes us better and stronger together. By focusing on unity and similarities as well as our differences, we begin to establish a classroom of tolerance, understanding and acceptance. Preschoolers (kindergarteners) are ready to begin thinking critically about the accuracy and fairness of the information and images they encounter. Children have the capacity to use their developing empathy to understand that unfair behavior hurts people and can learn respectful ways of interacting with others.<sup>10</sup> Exploring and facilitating discussions and activities to teach empathy, tolerance, kindness, acceptance amongst many provides opportunities to find our passions and voices. We can share and come together to create a "we and us" mentality rather than "they and them" speak. I want us to be able to see uniqueness of similarities and differences as something positive that makes our lives and learning richer and deeper.

As kindergarteners are very egocentric and they love stories, my hope is that I can share some of the stories I encounter to help them see others around them, listen, and learn from their stories. Young children need caring adults to help them construct a positive sense of self and a respectful understanding of others. They need adults to help them begin to navigate and resist the harmful impact of prejudice and discrimination.<sup>11</sup> Through these stories, the goal for my students is to understand that there are so many different types of people and we can believe so many different things, and yet we can all get along and learn from each other. I believe this is especially important for the demographic of Selwyn where most everyone is white and come from very similar cultures, values and belief systems.

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<sup>8</sup> Winkler, "Children Are Not Colorblind," P.6.

<sup>9</sup> Winkler, "Children Are Not Colorblind,"P.3.

<sup>10</sup> Teaching for Change, Derman-Sparks, and Olsen Edwards 2015.

<sup>11</sup> Teaching for Change, Derman-Sparks, and Olsen Edwards 2015.

## *Identity*

In my curriculum unit, there will be opportunities for students to explore their sense of self, talk about identity, explore race, gender, physical characteristics as well as personality traits. Derman Sparks and Edwards research on race share the value of starting critical conversations in classrooms.

Understanding and liking one's own personal and social identities open up the possibilities of building caring connections with others. Thinking critically about stereotypes prejudice, and discrimination takes away barriers to comfortable and respectful interactions with a wide range of people and gives children a tool to resist negative messages about their identities. Strong cognitive development is also enhanced when children develop curiosity, openness to multiple perspectives, and critical-thinking skills.<sup>12</sup>

As we begin to explore and engage in texts and conversation of our similarities and differences, my hope is for everyone to realize their racial identity as something beautiful and important to creating a positive community. Racial identity for the most part in society is viewed as the identity of all groups of people not being like or looking like the predominant race and ideals of a child's environment. As a white teacher – I rarely talk about my racial identity, I speak of racial identity when speaking and sharing books from other cultures and normally when talking about other races. Every activity should be about all of the children, as everyone has a racial identity.<sup>13</sup>

## *Race*

Having conversations about race, different cultures and beliefs is important as we expose children to a more global perspective of the world around them. In her studies of various scholars, Winkler, shares this is a reflection of societal norms, noting that, in a variety of studies:

White children rarely exhibit anything other than a pro-white bias” (p. 62), while children of color as young as five years old show evidence of being aware of, and negatively impacted by, stereotypes about their racial group. Not surprisingly then, research shows that parents of children of color are much more likely to talk to their children about race and racism than white parents. These parents must teach their children how to function in a racially inequitable society, while still maintaining racial pride and a positive sense of self. In this process, called racial socialization, parents of children of color help their children learn which societal messages “to filter out, [and which] to promote.”<sup>14</sup>

I believe it is important to begin to have conversations around identity, race, and inequities, how minorities and people from various cultures are in a constant struggle against having themselves, identities and beliefs “fit in” or allows them to check a box of the mainstream

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<sup>12</sup> Teaching for Change, Louise Derman-Sparks, and Julie Olsen Edwards. 2015.

<sup>13</sup> Teaching for Change, Louise Derman-Sparks, and Julie Olsen Edwards. 2015.

<sup>14</sup> Teaching for Change, Louise Derman-Sparks, and Julie Olsen Edwards. 2015.

cultural viewpoint of what is acceptable, the norms and accepted values of a society. As an educator, I hope to challenge other educators to expand and become more mindful and aware of their knowledge of racial injustices, biases and inequities. Throughout my unit, there are activities, shared readings and stories to help promote and to engage in meaningful conversations and times for collaboration around identity, race and gender biases and other difficult topics surrounding tolerance and acceptance in an anti-bias approach.

## Content Research

In her book, *Being Muslim: A Cultural History of Woman of Color in American Islam*, Sylvia Chan Malik writes of how Muslim womanhood is constructed through every day and embodied acts of resistance—what she calls *affective insurgency*.<sup>15</sup> Like many Muslim woman, the pressure to assimilate or shape yourself and your beliefs to the cultural norms of those in power is not just something Muslims find themselves having to do. Anyone other outside of the presumed “norm”—all of us who are not white, American and male—have found ourselves battling against or affectively adapting our thoughts, beliefs, and bodies to fit into what those in power believe to be true. Muslims have had to adapt and learn to co-exist and sometimes resist the cultural norms and prevalent rules and beliefs of our society in order to maintain their true sense of self and identity. From the stories that she gathers, Chan-Malik demonstrates the diversity and similarities of Black, Arab, South Asian, Latina, and multiracial Muslim women, and how American understandings of Islam have shifted against the evolution of U.S. white nationalism over the past century. In borrowing from the lineages of Black and woman-of-color feminisms, Chan-Malik offers us a new vocabulary for U.S. Muslim feminism or womanism, one that is as conscious of race, gender, sexuality, and nation, as it is of region and religion.<sup>16</sup> Like Chan-Malik the argument of people, having to “assimilate” to the American norm is not what we want to be promoting or silently empowering in our classroom. As educators, we need to help our students find their voice to rise up against the cultural hierarchy that has been established in today’s societies. By using the stories of Muslim women, Chan-Malik shares how these women in their bravery they have affectively resisted the norms of those in power by the way they behave, speak, feel and dress. We need to allow students to critically look at these hierarchies and biases and begin to speak out against those who decided what is important and valued in our society. As we share the stories of others who have affectively stood against the biases in our society we begin to show others, they also have the power to resist the box in which so many of us feel we need to fit into.

In classrooms, it is important to hold fast to the idea of “affective insurgency” as we think of how children and families may have to adapt, conform to, or more importantly *resist* the cultural norms and rules of the dominant culture in our society.<sup>17</sup> We can then begin to stop breathing in and out the “smog” as mentioned before. As educators, we need to begin to recognize the ways in which many people have to affectively assimilate to the cultural norms that others have decided are important. We, as educators, have the power to begin to break down

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<sup>15</sup> Chan-Malik, Sylvia. 2018. *Being Muslim: A Cultural History of Women of Color in American Islam* NYU Press.

<sup>16</sup> Winkler, Erin. 2009. P.4

<sup>17</sup> Chan-Malik, Sylvia. *Being Muslim: A Cultural History of Women of Color in American Islam*

<sup>18</sup> Chan-Malik, Sylvia. *Being Muslim: A Cultural History of Women of Color in American Islam*

the walls, injustices and inequities of created by those in power so that “assimilation” is not the only option. Rather, full participation as full human beings for all students is possible—and should not be conditional on assimilation or conformity. We can begin to share our stories that we are all important and together we can create a beautiful world in which we recognize the complexities of ourselves and identities that make us beautiful and unique. For children when they see themselves as something other than the “norm” we have projected a bias of you are different, instead of embracing the ideas, beliefs and characteristics that we have in common and that in our differences it creates a unique community of people.<sup>18</sup> As we continue to look at these *differences*, we can begin to see the similarities of many of us and we can affectively resist the ideals of white supremacy. We do not need to be Muslim, of a different ethnicity or race to see the problem with white supremacy. We need to learn from these powerful women on how to help students see the biases and inequities created by white supremacy and how to affectively rise up against them.

### *Race and Diversity*

In classrooms that are rich in diversity or those who share stories and narratives from different races, religions, genders and cultures, we can begin to teach and explore our similarities as well as differences to find a way of acceptance and tolerance of those whom we have not had many experiences. Through our stories we can begin to share our identities of who we are, what we believe and how we are unique. Through these culturally sensitive classrooms, lessons and activities we can begin to have the conversations needed to address racial biases, prejudices, injustices and inequities. “In order to address issues of racial bias and prejudice with children and help them understand race and inequity in our society, caregivers must first be comfortable addressing these issues themselves. After all, adults have also been socialized into a culture that silences conversations about race and a culture in which subtle racialized images are all around us. Van Ausdale & Feagin remind us that educating children about these issues “requires that we rethink our ideas about several dimensions of everyday life, including the nature of racial and ethnic oppression, the intellectual capacity of children, our willingness to effect changes in oppressive social conditions, and the extent of children’s social skills.”<sup>19</sup>

### *Anti-Bias Teaching and Classrooms*

As educators, we need to embrace our diversity and begin to see the similarities in our differences. We need to begin to recognize the “smog” our students have been exposed. In our classrooms, we can begin to either eliminate these biases or silently enable them. Anti-bias education is an integral part of the “bricks and mortar” of emotional well-being and social competence, as well as an emotional foundation upon which children fully develop their

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<sup>19</sup> Van Ausdale, Debra, and Joe Feagin. 2001. *The First R: How Children Learn Race and Racism*. Lanham, Maryland: Rowan & Littlefield Publishers. P.199

<sup>20</sup> Winkler, Erin. “Children Are Not Colorblind,” P.4

<sup>21</sup> *Teaching for Change*, Louise Derman-Sparks, and Julie Olsen Edwards. 2015.

<sup>22</sup> Derman-Sparks, Louise, Julie Olsen Edwards, and NAEYC. 2019. “Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum.”



cognitive capacities.<sup>20</sup> Classrooms need to begin to build foundations that embrace the well-being and value children thinking critically about themselves and others to begin to tear down the walls created by biases and injustices. Some of our biases are learned and many our biases that are not even recognized until careful reflection of classroom environment and educational practices. Anti-bias education is not just doing occasional activities about diversity and fairness topics (although that may be how new anti-bias educators begin). To be effective, anti-bias education works as an underpinning perspective, which permeates everything that happens in an early childhood program—including your interactions with children, families and coworkers—and shapes how you put curriculum together each day.<sup>21</sup> A classroom, which embraces anti-bias teaching, is based on four core goals – identity, diversity, justice and activism. Derman Sparks and Edwards establish four core goals and objectives to establish an anti-bias classroom. The following chart shows the four goals as well as objectives of each goal in an anti-bias education.<sup>22</sup>

<b>Goal</b>	<b>Objective</b>
<b>Identity</b>	Teachers will nurture each child’s construction of knowledgeable, confident, individual personal and social identities.
	Children will demonstrate self-awareness, confidence, family pride, and positive social identities.
<b>Diversity</b>	Teachers will promote each child’s comfortable, empathetic interaction with people from diverse backgrounds.
	Children will express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections across all dimensions of human diversity.
<b>Justice</b>	Teachers will foster each child’s capacity to critically identify bias and will nurture each child’s empathy for the hurt bias causes.
	Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.
<b>Activism</b>	Teachers will cultivate each child’s ability and confidence to stand up for oneself and for others in the face of bias
	Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

While the four core anti-bias education goals are the same for all children, specific activities should be relevant to the children’s backgrounds and their lives. Some children need support to resist messages of racial or cultural inferiority; others need guidance to develop a positive self-concept without absorbing social messages that they are the “normal” ones and other children are less than, strange, or negatively different. Children of wealthy families need help resisting the message that material accumulation defines their worth and that of others; children of families with fewer resources need support to resist messages that undercut their families’ worth. Some girls may need extra support to develop confidence and interest in experiences that are math and science related; some boys may require help to develop skills for having nurturing, cooperative

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interactions with their peers and to engage in play that reflects these attitudes.<sup>23</sup> In a kindergarten classroom, it is very evident and there are daily conversations surrounding what is gender appropriate or accepted. Frequently one will hear, “I don’t like princesses, princesses are for girls” or “pink is a girl color.” These views and feelings among kindergarteners were not necessarily taught in the classroom, but it is more about the perception and what they have intrinsically learned from their surroundings, heard in conversations and from the people around them. Creating a rich anti-bias learning environment sets the stage for discussion and activities about racial and other physical differences and similarities. The richer the environment, the more likely children will ask questions, even in classrooms where the staff and children come from similar racial backgrounds.<sup>24</sup> In these settings we can begin to use Chan-Malik’s idea of “affective insurgency”, by providing the opportunities for activities and discussions for children to explore other avenues in which they see the value of who they are as they stand up and go against the ideals and beliefs of importance of those in power or within the dominant culture. Helping children see I might not fit into the boxes or I am more complicated and beautifully made to be narrowed down to fit in to a particular category like race, status, or the norm.

Kindergarteners are naturally curious, inquisitive and very egocentric. Teaching five- and six-year-olds to see others is a mindset that takes time and effort to establish in a classroom. Kindergarteners love to share about themselves and a kindergarten classroom fosters and helps children learn about their identity. Since kindergarteners are egocentric it is normally and easier for children to see their similarities or things we have in common. Although this is the case, in our classrooms we can create an environment to have these conversations and think critically about what we see and learn about others.

As we embark on discussions of race and diversity, it is important not to focus on our differences but both our differences as well as our similarities create and make our classroom special – unlike any other classroom. Winkler, in an article published by BuzzFeed, begins the conversation of transductive reasoning by the following:

Transductive reasoning, which leads them to think that if people are alike in one way (e.g. skin color), then they must be alike in other ways (e.g. abilities). This can lead to thinking such as, ‘I have brown skin and I am good at coloring, so being brown-skinned makes people good at coloring. It is easy to see how this pattern of thinking could lead to racial bias, so it is important to disrupt this process by teaching young children to think in ways that are more complex. In fact, when children are taught to pay attention to multiple attributes of a person at once, research shows that their levels of bias are reduced.’<sup>25</sup>

By having the conversations of how many of us look the same but we like and think differently children can begin to understand the dimensions and all the layers that go into how we think about each other and ourselves. As we begin to expose children to various attributes beyond those that are easily seen we teach children there is much more to people and how they think and

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<sup>23</sup> Derman-Sparks, Louise, Julie Olsen Edwards, and NAEYC. 2019. “Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum.”

<sup>24</sup> Teaching for Change, Louise Derman-Sparks, and Julie Olsen Edwards. 2015.

<sup>25</sup> BuzzFeed and Erin Winkler. 2017. *Here's How To Raise Race-Conscious Children*. Tips for Talking to Children about Race and Racism.

act then what they look like. Having various cultures represented through literature and shared stories and experiences, they can start to realize that *I might not look like them, but we can like the same things yet we also can be different and have various strengths and abilities*. Winkler, talks about “transductive reasoning” explained as the following – when they see people who are alike in one dimension (e.g., skin color), they presume they are alike in other dimensions as well (e.g., abilities or intelligence).<sup>26</sup> As we begin to talk about our identities, it is important to expose children to those whose identities are different from their own as well as those identities they are most familiar.

In our conversations, we need to make sure to talk about how we can like the same things but also experience and appreciate them on differing levels. Seeing these similarities and differences is important to help break down the cultural norms of what is accepted, valued and important. As we look at the demographics and the diversity within our classroom it is important to provide the activities and conversations to allow children to see other important social categories other than those that have been shown to be important to them by both their families, social settings and environments.

Children also learn which social categories are important by observing their environments. They are likely to notice that the people in their families or neighborhoods are all different heights and have different hairstyles, but perhaps almost all have the same skin color. Therefore, children may assume that they should avoid or dislike people with different skin colors than their own, even if no adult ever says this to them. When children notice these patterns, they often “infer that these are norms or rules”<sup>27</sup>

In order to get rid of preconceived ideas and biases, in our classroom we can provide the framework for critical conversations to take place that look at various attributes of a person. We can begin to show and teach acceptance of difference as well as find similarities between us all even though we may look differently. “All of these conversations and discussions about tolerance and acceptance help lay the groundwork to have more difficult conversations regarding race, injustices, unfairness in societies as well as cultural biases. When children are taught to pay attention to multiple attributes of a person at once (e.g., not just race), reduced levels of bias are shown.”<sup>28</sup> There has never been a more important time within our society to start having conversations especially about race and they can happen in meaningful, purposeful and productive ways very early in children’s educational experiences.

Exposing children to the injustices and biases prevalent in today’s society and having conversations surrounding race and racial and cultural biases should be one of the first lessons we teach. “When adults are silent about race or use “colorblind” rhetoric, they actually reinforce racial prejudice in children.

Starting at a very young age, children see patterns — who seems to live where; what kinds of homes they see as they ride or walk through different neighborhoods; who is the most desirable character in the movies they watch; who seems to have particular jobs or roles at the doctor’s office, at school, at the grocery store; and so on — and try to assign

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<sup>26</sup> Winkler, Erin. “Children Are Not Colorblind,” P.2

<sup>27</sup> Winkler, Erin “Children Are Not Colorblind,” P.7

<sup>28</sup> Winkler, Erin. “Children Are Not Colorblind,” P.5

“rules” to explain what they see. Adults’ silence about these patterns and the structural racism that causes them, combined with the false but ubiquitous “American Dream” narrative that everyone can achieve anything they want through hard work, results in children concluding that the patterns they see “must have been caused by meaningful inherent differences between groups” In other words, young children infer that the racial inequities they see are natural and justified.<sup>29</sup>

Families, friends, caregivers and educators all play a significant role in helping children navigate through their understanding of the world around them. Many people may see kindergarteners as too young to have conversations regarding race, inequalities, injustices, and other difficult topics. However, a classroom established with positive relationships is a community where we can share experiences and stories, teachers and children can begin to have difficult conversations but one that happens naturally in a safe and accepting manner. Children do not have to worry about sharing what they think or believe when as educators we have established safe, nurturing environments for children to learn and explore difficult topics in our society. Both families as well as educators play a very important role when talking to children about race. It is important we also realize that families also promote both positive as well as negative “invisible” biases against other cultures.

Now that doesn't mean that families don't play a role. Families can help their children process and critique the racialized messages that they're getting from all of these places. But we often think we're protecting children by avoiding talking to them about race or exposing them to certain things. But when we do this, what we're actually doing if we're silent about race is we're letting racialized messages from society seep in and become ingrained. They see those patterns and if we do not help them understand why those patterns exist and that those patterns are not earned or justified, they tend to think of them as rules and rules that are caused by inherent differences between people. ... So children are internalizing messages from the world around them by the time they are in preschool. But adults can help disrupt this process.”<sup>30</sup>

Although many believe children often believe the same as those around us, research may prove differently. Many children may have similar mindsets or seem to believe the same way as friends and families; this could be because of lack of experiences, stories and exposure to different cultures, races and beliefs than those readily accepted within their families. As Winkler and other scholars have written, “Children... are motivated to learn and conform to the broader cultural and social norms that will help them function in society. In order to gauge these ‘community norms,’ children have to gather information from a broad range of sources – not just their own families.”<sup>31</sup> Once we provide a safe and nurturing environment where children can engage and learn about other cultures and provide them to see and begin to question the predefined culture norms of importance. Children can begin to learn to accept those not only different from themselves, but also begin to see our uniqueness together makes for a amazing community of people. Providing meaningful, rich and deep conversations in a classroom

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<sup>29</sup> BuzzFeed and Erin Winkler. “Here's How To Raise Race-Conscious Children.” Tips for Talking to Children about Race and Racism.

<sup>30</sup> Embrace Race. “How Kids Learn About Race.”

<sup>31</sup> Winkler, Erin. “Children Are Not Colorblind,”P.2

community that embraces diversity, tolerance and acceptance is one of the most important and crucial attitudes we can help foster in the educational field.

Stories, conversations and experiences are critical to help create an anti-bias classroom. These activities and stories must come from a culturally diverse and broad range of groups of people, beliefs and characteristics. For kindergarteners it is important to not only teach similarities and differences but also help develop an attitude of acceptance, tolerance and misconceptions they may have regarding race, culture and other groups of people. Consider another story from psychologist Beverly Tatum:

A white mother and preschool child are shopping at the grocery store. They pass a black woman and child, and the white child says loudly, “Mommy, look at that girl! Why is she so dirty?” (Confusing dark skin with dirt is a common misconception among white preschool children.) The white mother, embarrassed by her child’s comment, responds quickly with a “Ssh!” An appropriate response might have been: “Honey, that little girl is not dirty. Her skin is as clean as yours. It’s just a different color. Just like we have different color hair, people have different skin colors.” ... Perhaps afraid of saying the wrong thing, however, many parents don’t offer an explanation. They stop at “Ssh,” silencing the child but not responding to the question or the reasoning underlying it. Children who have been silenced often enough learn not to talk about race publicly. Their questions don’t go away, they just go unasked.<sup>32</sup>

Anti-bias teaching and talking about race are important in helping children understand identity as well as other physical characteristics and personality traits. Making sure to have these conversations provide children the opportunity to ask questions not only in our classroom, but in our student’s homes. These are important to help address the misconceptions as well as misrepresentation of various races and cultures with in our neighborhoods and schools. After all, we are all-human and want and have the desire to be happy and accepted.

Zulu African’s have a thing called ubuntu. It is about the essence of being human... It embraces hospitality, caring about others, being willing to go the extra mile for the sake of another. We believe that a person is a person through other persons, that my humanity is caught up, bound up, inextricably, with yours. When I dehumanize you, I inexorably dehumanize myself. The solitary human being is a contradiction in terms. Therefore you seek to work for the common good because your humanity comes into its own in community, in belonging.” Ubuntu viewed through the lens of ideals and teachings of Desmond Tutu explains ubuntu as “a term for humaneness, for caring, sharing and being in harmony with all of creation.”<sup>33</sup>

In a kindergarten classroom there is no better strategy of teaching than one that uses books to share our stories and learn about other’s stories and sharing and having an Ubuntu mindset. Remember the little girl’s question from the African folk story, “How can we be happy if one of us is sad?” We need to have conversations in kindergarten that helps five- and six-year olds see others are sometimes sad because of how others are treated unfairly. The stories we tell and

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<sup>32</sup> Winkler, Erin. 2009. P. 5

<sup>33</sup> Quote from Desmond Tutu Foundation for Peace

share can provide the foundation and framework to have difficult but important conversations with the youngest members of our communities and societies. What is your story? How will you share your story? How does your story affect or influence others? Your story is a story worth sharing and your story along with mine creates a beautiful narrative of the people of our world.

## **Instructional Implementation**

### *Teaching Strategies*

Anchor Charts – Create throughout the unit. K-W-L charts, venn diagrams, and charts/tables throughout various lessons to help children be able to see and use the anchor charts throughout the unit.

Academic Conversations – in order to provide meaningful and purposeful conversations teachers can use the turn and talk as well as think, pair and share strategies

Videos – reviewed to help provide further understanding and meaning surrounding the topics of race, tolerance, acceptance, diversity and identity.

Mentor Texts/Read Aloud – Using specific read-alouds about identity, diversity, culture and others will provide the opportunity for specific teacher guided conversations to help scaffold discussions about the given topics. Specific annotated examples of mentor texts and the most important texts for this unit and are in **Appendix 3**.

### *Classroom Lessons & Activities*

This curriculum unit can be broken up into four sections – The preferred method is by quarters with each topic taking about one week. The unit can also be taught in about four weeks (so it would span over about a month) or just into four sections done throughout the year when it fits best into your classroom and pacing. – (approximately four weeks to complete unit). In each section students will complete one part of their quilt square. Upon completion of the unit students will have a four block quilt that can be added to the other students four block quilts to create a classroom quilt. All sample worksheets and templates can be found in **Appendix 3**. Make sure to send home parent letter before starting the unit so students can complete the name activity for Section 1.

As you go through the unit save all of the activities and work the students complete. At the end of each section, students will choose one of the activities for their quilt square for the given topic. At the end of each section, there is a performance task, which is intended to be used for the quilt square. However, if the student is particularly proud of one piece of work allow them to use it for their quilt square at the end of each topic. Make sure all student work is oriented in the same manner so after all four topics, the four individual quilt squares can be assembled easily to create a larger quilt block.

### Quarter 1 – Week 1/Part 1 - What is my identity?

*Objective* – Students will create, discuss, collaborate, listen to stories and watch videos to learn and understand the concept of identity. The student for a culminating task will complete an identity quilt square to be added to other quilt squares in the following three sections.

*Day 1 Introduction* - Create a KWL about identity. Guide a discussion with your students about identity – What is identity? What makes up our identity? What do we know about our identity and ourselves? What do we want to know about our identity? What did we learn about identity?

### **Appendix 3**

Facilitate and guide conversations around identity create an anchor chart (different than your KWL) about identity **Appendix 3** – including the following details and drawings/pictures when possible –

- My Identity – My identity is Who I am!
  - What is my name?
  - Where am I from?
  - What do I like? What do I dislike?
  - What are some of my hobbies?
  - Who are some of my friends?
  - Who is my family?
  - What are some of my strength? What are some areas for growth?
  - What are some of the groups I belong?
  - What do I look like?
- Show the following video on Identity - [Wellbeing for Children - Identity and Values](#)
  - Have students share ideas from the video to add to the anchor chart about identity. Revisit our KWL and decide if there is anything else that needs to be added
- Read the Story – *Be Who You Are* – Todd Parr
  - The teacher will guide conversations about what some of the personality traits, characteristics of our classmates and ourselves. Make a T-Chart Listing Characteristic Traits and Personality Traits. **Appendix 3**

### *Day 2 – All About Me*

- Introduce Inner and Outer Traits, Personality Traits and Characteristics
  - Pass out mirrors if you have them to have students look at themselves – what are some of their physical characteristics they can see about themselves. Look at some of your classmates – what are some of the physical characteristics you see about your classmates? What do you think some inner characteristics are? Allow uncomfortable silence and thinking as children reflect on the question. Add any responses to the T-chart from yesterday. After sometime play video to help continue conversation.
- Play the following video. [The Reflection of Me](#) - Fablevision
  - Continue to introduce the concept of outward appearance traits and inner personality traits. What do you like/love about yourself on the outside and inside? What are some things you want to work on or get better?
  - Create an anchor chart – Draw a stick figure with an area you can write personality traits on the inside of the person as well as traits around the outside of the person. **Appendix 3**

- On the outside of the person write/draw external traits (looks, hair color, skin color, eye color, freckles, size, height etc.)
- Inside the person write/draw personality traits/characteristics

### *Day 3 – My Name*

- Read the Story – *Your Name is a Song* – Jamilah Thompkins-Bigelow
  - Ask students how does the story make you feel? Ask them if their name is a song what would it sound like? What happened in the story? What can we learn from this story?
  - Guide discussion around what makes a name special? Ask students if their name is special? Have students share what they learned about their name.
- Make sure to have sent out the letters and My Name activity response sheet so students and some background knowledge to share about their name. This could be sent out a week before starting the unit or on the First Day when you start this part of the unit.

#### **Appendix 3**

- What makes my name special? Am I named after anyone in my family? Who and Why? – See send home letter/activity to help have information about completing name activity later in the unit.
- Have students decorate and color their nameplates. On a piece of black construction paper, glue the letters to each of your students' names. Cut out 4" letters and glue them to the black construction paper. Students will then color and decorate their nameplates.
- Complete the My Name is Special writing activity to go along with talking about each student's name. Allow students to use the responses from their family member about their name or if they are able have them write their own responses in their own words for the writing activity. **Appendix 3**

### *Day 4 – My Family*

- Read the story – *The Family Book* and *My Family*
  - The teacher will guide a discussion about families. Who is in your family? Do you know anyone whose family is different from your family? How are they different? Are your families the same in any ways?
- Read the story - *Our Class is a Family*
- Lead a conversation about families. Who is in our classroom family? Make a Venn Diagram to compare/contrast to find similarities and differences about our family at home and our family at school. **Appendix 3**
  - Students will draw a picture of their family and write about their family.

#### **Appendix 3**

### *Day 5 –Others and Myself*

- Read - *We're Different, We're the Same And We're All Wonderful*
  - Talk about some of the differences and similarities in the book. What are some of the similarities and differences you see in our class, your family, our school, your neighborhood etc? What can we learn from this story?
  - Add any of the characteristics both inner and outer traits to the Anchor Chart of Identity.
- Read - *Same, Same but Different*



- Talk about some of the differences and similarities in the book. What are some of the similarities and differences you see in our class, your family, our school, your neighborhood etc.? What can we learn from this story?
- Have students choose a classmate to compare and contrast their similarities and differences. Have students draw and label a picture of themselves as well as the person they choose to compare themselves. Allow students to work with a partner and the anchor chart to complete the activity. **Appendix 3**

*Performance Task – Identity – Who am I? All About Me.*

Students will complete activity as the first part of their quilt square. Make sure all of your student work for the quilt squares are orientated either horizontally or vertically for each quilt square. (Decide whether you want the quilt squares to be landscape or portrait – I believe for most of the performance tasks it is best to have paper orientated in landscape layout.)

Quilt Square – 1 – My Identity – Who I am – What do I like? What do I dislike? What are my strengths? My areas for growth – areas I can work on.

- Students will complete own version of an identity web. Use the template as need or have students create their own identity web. They can draw pictures, label their pictures and write sentences. **Appendix 3**
- Have student choose either of their picture of their family or their identity web for their first quilt square. Glue student product to first square. Keep in safe place to add other quilt squares to as you complete the unit. Keep both pieces of student work until the end of the unit.

*Assessment/Rubric – See Appendix 5 for rubric to be used to assess knowledge and completion of activities.*

Quarter 2 - What is culture? – Stories from other cultures

*Objective – Students will create, discuss, collaborate, listen to stories and watch videos to learn and understand the concept of identity. The student for a culminating task will complete an identity quilt square to be added to other quilt squares in the following three sections.*

*Day 1 Introduction - Create a KWL chart about culture. What do we know about our cultures and other cultures? What do we want to know about our culture? What did we learn about culture? As you have conversations about culture create an anchor chart (different than your KWL) about culture – including the following details, drawings/pictures when possible.*

### **Appendix 3**

- Culture
  - What is my culture?
  - What makes my culture unique?
  - What type of holidays or special occasions do we celebrate?
  - What is my language?
  - What is my race?
  - What is my religion? What do I believe?
  - What are my values? What is important to me?
  - What foods do we eat?
  - What types of clothes do we wear?

- What types of music do we like, listen to or play?

Watch the video - [Cultures of the World](#)

- Talk about the different cultures in the video. What did you like or find interesting about the different cultures? Is there anything in the video that is the same or similar to your culture?
- Read – *What is Culture?*
- Make an anchor chart about culture. Include drawings to help with understanding when possible. Use the video and the book to help make anchor chart. **Appendix 3**

*Day 2 - Clothing*

- Read – *Under My Hijab*
  - Look at the pictures and talk about what the woman look like with their hijab on when they are in public and without their hijab at home. Are they they same person? Do they change when they wear or don't wear their hijab? Make sure to read about hijabs at the end of the story. Answer any questions students may have about the hijab.
  - Look back at the story and notice how so many of the woman look very different, their hair, their skin and what they do. They are all Muslim, but they look very different. Make sure in your discussions to talk about you cannot judge someone by what they wear or how they look. The way we look and dress does not always tell what we believe or what is important to us. The students and teacher will have a conversation about the similarities between the girls in the story and the girls in our class? What things do you think we both like? Are there things in the story Asiya and Faizah like to do or do at school that you like to do also? Here is where you can talk about even though we might believe different things, look different or wear different clothes we have many things in common.
- Read - *The Proudest Blue – A Story of Hijab and Family* by Ibtihaj Muhammad
  - Ask as you are reading what students notice in the pictures? What is happening in the story? What can we learn from this story?
  - If you could wear something to make you feel proud of who you are or what you believe in – what would you choose? What color would you choose to wear to show how brave and strong you are? Why did you choose your color? In the story the hijab was blue like the ocean and strong.
- After reading the stories, students will draw a picture of themselves wearing their “proudest” outfit. What color would it be? What would you wear? Why did you choose the outfit you drew? Have students label or write about their drawing.

*Day 3 –Foods and Celebrations*

- Read – *The Sandwich Shop*
  - Retell and Recall what happened in the story. Ask students how Lily and Salma felt after they made fun of each other's sandwich. What was the problem in the story? How did Lily and Salma solve the problem? What was Lily and Salma's special event for the school at the end of the story? What can we learn from this story?

- What are some of your favorite foods to eat? Do you eat any special food for special occasions or holidays?
- Read – *Let's Celebrate – Special Days around the World*
- What are some holidays and celebrations you celebrate with your family? Use anchor chart to compare different celebrations around the world. **Appendix 3**
- Watch the video [The World's Family - An Embracing Culture Story](#) – Candyseed Stories
  - Talk about some of the similarities and differences we learned about the cultures of the world.

#### *Day 4 - My Magic Pencil*

- Read the Story – *Malala's Magic Pencil*
  - What happened in the story? Was Malala's pencil magic? What did Malala use to share what she wrote with her pencil? What would you share with your voice? What would be your wish for a better world?
  - Have students draw a picture and write about their wish for a better world with our “magic pencils”
- Share the video - [A Musical Journey](#)

#### *Day 5 – Languages and Race*

- Watch the video [Hello Around the World](#) – Candyseed Stories
  - What were some of the ways to say Hello?
- Have students share different ways to say hello in various languages fill in anchor chart with different ways to say hello in other languages. **Appendix 3**
- Read the Story – *Marvelous Maravilliso – Me and My Beautiful Family*
  - What did you learn from the story? Do you know anyone who is a different color than you? What are somethings you both like to do? What are somethings you like that are different? What makes each of you special?
- Watch the video [The Color of Me](#)
  - What color are you? How does your skin color make you feel?

#### *Performance Task - Culture*

Students will complete activity as the second part of their quilt square. Make sure all of your student work for the quilt squares either are orientated horizontally or vertically for each quilt square for each section. **Appendix 3**

#### *Quilt Square – 2 – My Culture*

- Students will complete a culture collage. Using pictures, drawings, words and sentences to explain and share their culture. They can draw pictures, label their pictures and write sentences. Encourage students to include the elements of culture learned about in our conversations and stories.
- Glue student's culture collage to square. Keep in safe place to add other quilt squares as you complete the unit.

*Assessment/Rubric* – **See Appendix 5** for rubric to be used to assess knowledge and completion of activities.

### Quarter 3 What is diversity?

*Objective* – Students will create, discuss, collaborate, listen to stories and watch videos to learn and understand the concept of diversity. The student for a culminating task will complete an identity quilt square to be added to other quilt squares in the following three sections.

*Day 1 Introduction* - Create a KWL chart about diversity. What do we know about diversity? What do we want to know diversity? What did we learn about diversity? What does it mean to be unique?

- Read the Story – *What Makes Us Unique?*
  - Ask students what makes them unique?
  - Why do some differences make us feel scared or nervous?
  - What are racism and prejudice?
  - What are some of our differences that are easy to see? Differences that we can see on the outside?
  - What are some of our differences that are harder to see or know? These differences are on the inside.
  - What is respect? What does it mean to be respectful of each other's differences?
  - What are some of the ways we are alike? We all want to learn, grow, explore, laugh, spend time with family and make friends, and to be treated nicely.
- Read the Story – *Respecting Diversity*
  - Talk about what diversity means. Revisit the K-W-L chart and add to the chart as needed.
  - After reading the two books make an anchor chart about diversity from what the students learned in the books.

### *Day 2*

- Read the Story – *It's Okay to Be Different*
  - Talk about the differences people have. Is it okay to be different? What would happen if we were all the same? What can we do to show respect to those who are different from us?
  - After discussing the book and talking collaboratively about the above questions make an anchor chart using the answers from the following questions to create the chart.
    - Who do you know who is different from you?
    - What makes them different from you?
    - How can you show them kindness? What would you do?

### *Day 3*

- Read the Story – *Mixed – A Colorful Story*
  - Talk about the cause and effect of the colors actions in the story.
  - What is the theme of the story?
  - After discussing the theme as a class decide together what the theme is of the story. Use a combination of the ideas to create a classroom response to the theme of the story.
  - Using the template make a classroom poster of the theme of *Mixed – A Colorful Story*. Have students “create” thumbprints to go all over the poster. Students will pick colors from the stamp pads to press their thumbprint to the mini square.

Have each student complete two squares for the activity. Allow students to add facial expressions and details to the thumbprints. Add all of the mini square thumbprints around the Title of the Story and the message learned from the story you created as a class. See **Appendix 2** for example.

- Complete thumbprint activity for the story.
- Have students create a colorful emoji and write about how their character feels using the story. Have students write why their emoji feels happy, sad, mad, angry, scared, thankful, etc. Sample writing prompt found in **Appendix 3**.

#### *Day 4*

- Read the Story – *Just Ask – Be Different, Be Brave, Be You*
  - Read the story together – it might take a couple of days. After each page talk about the ability or diagnosis of each child. Use the question at the end of each page to help facilitate conversations. Answer any other questions that may arise from your discussions.

#### *Day 5*

- Read the Story – *All Are Welcome*
  - What are some of the differences you notice in the pictures of the different places in the world? What things do all children like to do at school, no matter where they live, what they look like or what they believe?
  - Open the book cover to see the poster on the inside of the book sleeve. Have students choose a child from the poster, whom they would want to be friends with is there anything you would want to ask them about themselves or their school? See Appendix 3 if you do not have a hard copy of the book. Print out the pictures in color to allow children to see all of the different children who go to school around the world.

Begin on the performance task on diversity. **Appendix 3**

#### *Performance Task - Diversity*

Students will complete activity as the third part of their quilt square. Make sure all of your student work for the quilt squares either are orientated horizontally or vertically for each quilt square for each section. **Appendix 3**

#### *Quilt Square – 3 – Diversity*

- Create a colorful background to mount writing prompt. Students will make a crumpled paper art – see **Appendix 2**.
- Students will write about what makes them unique. Students also will write about what we all want to do/be/enjoy even with our differences. **Appendix 3**
- Glue student crumpled paper and writing product to square. Keep in safe place to add other quilt squares to as you complete the unit.

*Assessment/Rubric* – See **Appendix 5** for rubric to be used to assess knowledge and completion of activities.

Quarter 4 The Beauty of the Belonging - Sharing My Story and the Stories of Others - We are More Beautiful Together

*Objective* – Students will create, discuss, collaborate, listen to stories and watch videos to learn and understand the concept of identity, diversity, culture and other concepts learned about throughout the unit. The student for a culminating task will complete an identity quilt square to be added to other quilt squares in the following three sections.

*Day 1 Introduction* – What have we learned about our identity? What have we learned about being unique? What are some of the similarities we have in our classroom? What are some of our differences in the classroom? What have we learned about culture? What is culture? What have we learned about diversity? What are some other things we have learned about so far in our unit about being unique, our similarities and differences?

- Begin the Anchor Chart - Bringing it All Together – The Beautiful World We Live In about identity, culture and diversity. **Appendix 3**
- Read the Story – *I Am Enough*
  - What can we learn from the little girl in the story?
  - Do you like to do any of the same things as the girl in the story?
  - What can we learn from the story?

*Day 2*

- Read the Story – *She Persisted*
  - The teacher will guide a discussion about some of the different American women in the story. How did they show persistence?
  - The students will choose one woman from the story, draw a picture of the person and write about how she persisted. **Appendix 3**

*Day 3*

- Read the Story – *She Persisted Around the World*
  - The teacher will guide a discussion about some of the different women from around the world in the story. How did they show persistence?
  - The students will choose one woman from the story, draw a picture of the person and write about how she persisted. **Appendix 3**

*Day 4*

- Read the Story – *The Day You Begin*
  - Have you ever felt like you were in a room where no one else was quite like you? How did you feel?
  - What were some of the ways in the story the children were different? Were there anyways they were alike?
  - What was your story the first day you began something new? Maybe it was at a new school, or a new grade, or trying something new for the first time. How did you feel?
  - What happened in the story once Angelina shared her story? How did Angelina feel in the book before she share her story? How did Angelina feel after she shared her story?
  - What can we learn from the book – *The Day You Begin*

- Talk to students about writing their own story about themselves. The students will begin to think about their story. Use the following prompts to help them think about what to put into their story.
- Ask students, “When you think about everything we have learned in our unit about people, their identity, their culture and how we are all different what are somethings important to include in our story about ourselves.”
  - What is my name?
  - Where am I from?
  - Where was I born?
  - What do I like?
  - What is important to me?
  - What are somethings I am good doing?
  - What makes me a good friend?
  - What makes me unique?
  - How should we treat others?
  - How can I show kindness to people who are different from me?
  - What else should we put in our story?
- Use the above questions to help students think about their story. What do they want to include in their story.
- Brainstorm and write down your thoughts about your story. Use the writing prompts to help with students who need help writing their ideas. Students who are able to write without much help have them answer some of the questions in their own words.
- Provide sentence strips with question stems for those who can read. Provide writing prompts to the students who need assistance with writing. **Appendix 3**

#### Day 5

- Read the Story – *Different – A Story about Loving Your Neighbor*
  - Talk about the story. Use the following questions to help guide your discussion
    - Why do you think Obinna’s classmates had a hard time accepting him at first?
    - Have you ever met someone that seemed different from you? Did you have similar feelings?
    - What seemed to change the minds of Obinna’s classmates? What can we learn from their example?
    - Imagine that you moved to a new city where people act and speak and dress differently than you. How would you feel?
    - Can people choose where they are from or what they look like? What does that mean for how we should treat them?
    - What would the world be like if we were all the same? How is it helpful that we have unique differences?
  - Have students finish brainstorming and writing the first draft of their story.
  - Provide writing prompts or writing starters for students who need them. In a smaller group, the teacher may model using sentences stems and helping students complete their pre writing and first draft. Use the templates in Appendix 3 to help with the writing process.

- Meet with students individually to help them with the writing process and their first draft.
- Have students begin on their final draft of “My Story”

*Culminating Activity – Stories of Belonging*

Students will complete activity as the last part of their quilt square.

**Quilt Square – 4 – My Story – Self Portrait**

- Students will draw a picture and write a story about themselves. Students will include a story about themselves. Students will make an All About Me Web as part of the brainstorming process for their My Story writing. In the All About Me web – students can draw pictures, label their pictures and/or write sentences. Allow students to use any other work from the unit to help them create and write their story. **Appendix 3**
- Glue complete “My Story” onto final quilt square.
- Have students create a self-portrait.
- Assemble each students four block square to create a larger quilt block.
- Have students share their quilt blocks to the class.
- Display the classroom quilt outside in the hallway or classroom if needed. Place self-portraits all around the classroom quilt.

*Assessment/Rubric* – **See Appendix 5** for rubric to be used to assess knowledge and completion of activities.

*Unit Culminating Activity* – put together all four parts of individual quilts. Have students share their individual quilts. Have everyone put his or her quilt blocks together to display a classroom quilt.

*My Identity, My Culture and the Beauty of Others – Memory Book*

Take any of the student’s work from the unit and assemble all of the products into a memory book. Have students look back through their Memory Book and see all the different things they have learned. Have each student choose one page from their memory book to share and explain why they chose the page and what they learned from the page.



## **Appendix 1 – Teaching Standards**

Throughout the unit, students will engage in various learning opportunities and activities that will cover most of the followings standards found in the kindergarten through second grade such as reading standards for literature, foundational skills, speaking and listening standards and writing standards as found in the NC Course of Study. For the purpose of this unit, most of the activities and conversations will provide opportunities for learning in the following standard.

### **CULTURE - Understand how individuals are similar and different.**

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

The student will understand:

- People have common traits, but each person has characteristics that make the individual unique.
- Similarities between individuals often help to create unity among people.

\*K.C.1.2 Explain the elements of culture (e.g., how people speak, how people dress, foods they eat, etc.).

The student will understand:

- Diverse cultures may be explored through language, dress, food, art, music or other interests.
- Cultures often share characteristics that encourage understanding and tolerance.
- Cultures often contain characteristics that are passed from generation to generation.

### **CIVICS & GOVERNMENT - Understand the roles of a citizen.**

\*K.CG.1.1 Exemplify positive relationships through fair play and friendship.

The student will understand:

- Positive relationships depend on honesty, fairness, and being considerate of others when playing.
- The traits of positive relationships are qualities of a good citizen.

### **HISTORY - Understand change over time.**

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

The student will understand:

- Change occurs over time and contributes to the physical and intellectual development of individuals. • The lives of people today may exhibit similarities to the lives of people who lived in the past.
- A person's environment may shape personal and social growth.
- Learning can promote change in people.

Throughout this unit, students will use guided discussions, academic conversations, collaboration, mentor texts and independent activities to compare and contrast themselves to others. Students will be using T-Charts, Venn Diagrams and other means of comparing and contrasting to show similarities and differences between themselves and others. Students will also begin having conversations about identity, culture and diversity. These conversations will allow students to see the role identity, race and religion can have on culture. Students will also begin to learn how a person's actions, thoughts and words can affect one's ideas other cultures.

## Appendix 2 – Materials

### *For Student Quilt*

- 4 pieces of 9x12 Colored Construction Paper or Scrapbook 12x12 colored squares

### *Student Nameplates*

- Black Construction Paper for nameplates
- 4” white letters – to cut out and give to each child to make a nameplate
- Plain white paper
- Templates or copies of various activities for each section

### Materials for Crumpled Paper Art [\*Crumpled Art Paper Activity Directions\*](#)

- White construction paper
  - Watercolors (We used liquid watercolors.)
  - Paintbrush
  - Scissors or paper cutter
1. Take white construction paper and crumple paper into a ball.
  2. Have students paint on the crumpled white paper with one watercolor.
  3. Unfold the paper and crumple it up again.
  4. Choose another watercolor and paint the paper again.
  5. Repeat the process until student is happy with the colors and the crumpled art.
  6. Let paper dry
  7. Cut out writing prompt to fit onto crumpled paper activity with some borders.
  8. Mount writing prompt to crumpled paper.
  9. Mount crumpled paper with writing onto construction paper quilt square.

### *Thumbprint Activity – Mixed – A Colorful Story*

- White Cardstock Squares approximately 3”
- Different Colors of paint, watercolors or ink pads to use to make children’s thumbprints
- Thin black sharpies or other thin black marker to add facial details, expressions and other details to thumbprints.

### *Self-Portrait*

- White Heavy Duty Paper – cardstock etc.
- Different types of mediums and materials for students to create a self-portrait

### *Everyday School Supplies*

- Plain white paper
- Glue
- Scissors
- Various color crayons, markers and colored pencils
- Templates or copies of various activities for each section

Appendix 3 Student Resources – Sample Worksheets, templates and writing prompts

Parent Letter

Families –

We are going to be learning about our identity, culture, diversity and stories that make all of us unique and special. In class, we are going to talk about our names. Please complete the following activity with your child. Please print your answers so your child can read them or use it to complete an activity in class. Thank you!

My Name \_\_\_\_\_

What it Means \_\_\_\_\_

Does anyone else in my family have the same name as me? Who and what is their relationship to me?  
\_\_\_\_\_  
\_\_\_\_\_

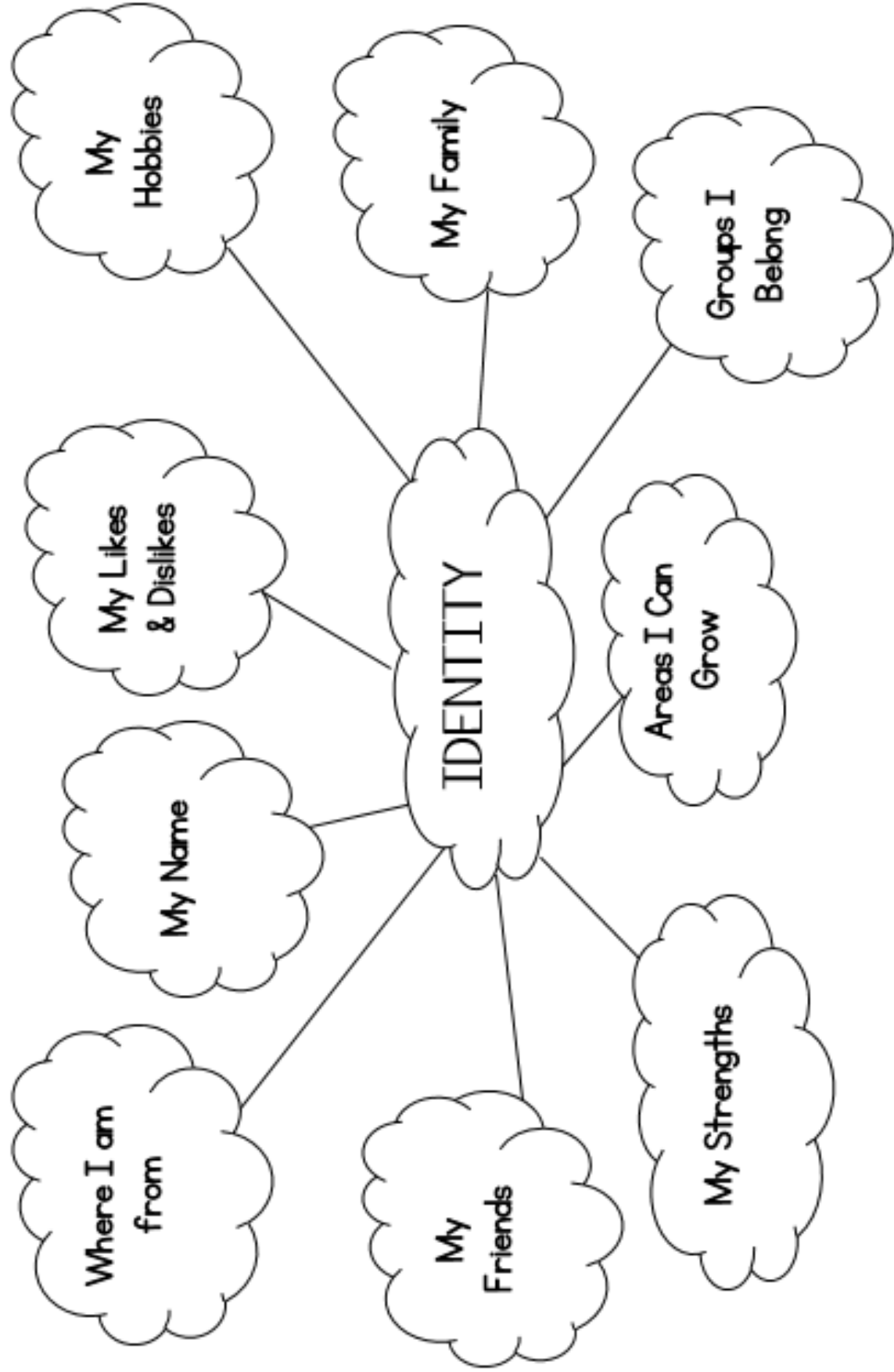
Why did you choose my name? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Anything else I should know about my name. \_\_\_\_\_  
\_\_\_\_\_

**KWL Chart**

**TOPIC -** \_\_\_\_\_ **IDENTITY** \_\_\_\_\_

<b>What do we KNOW</b>	<b>What do we WANT to know</b>	<b>What we LEARNED</b>



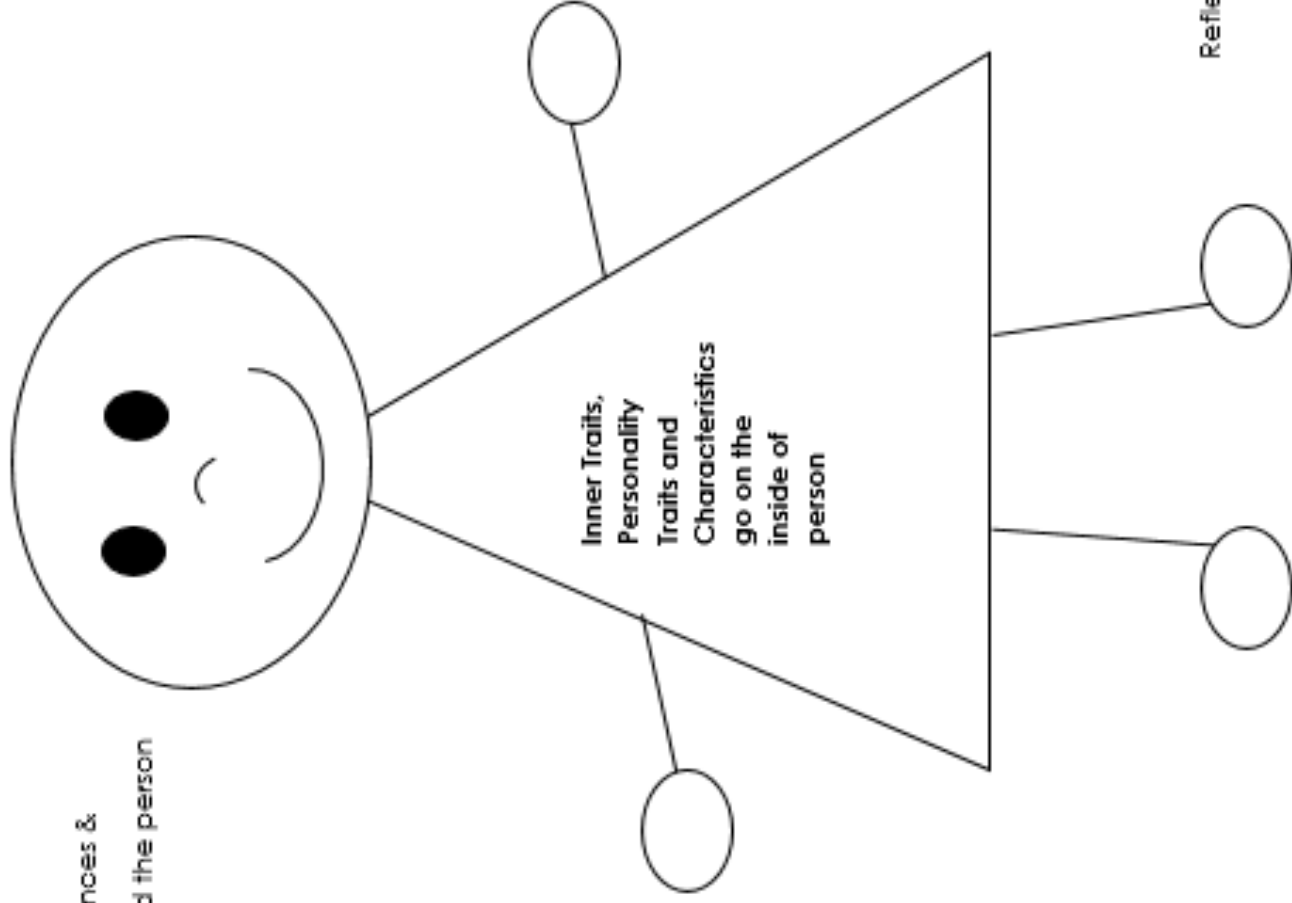
IDENTITY T-CHART

**Physical Traits**

**Personality Traits & Characteristics**

--	--

List Physical Appearances &  
Outward Traits around the person



My Name \_\_\_\_\_

My name means \_\_\_\_\_

My name is special because \_\_\_\_\_

\_\_\_\_\_

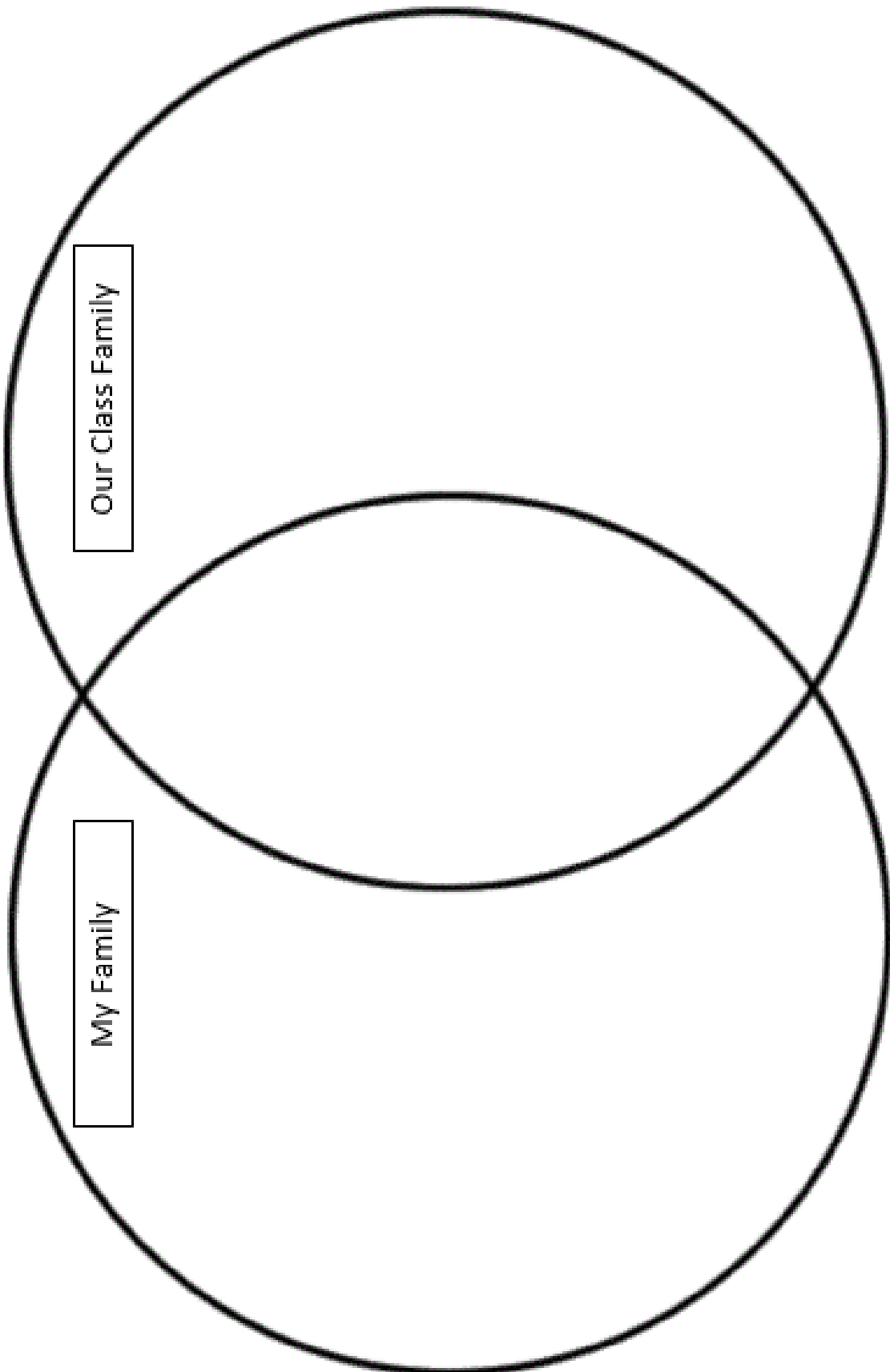
My Name \_\_\_\_\_

My name means \_\_\_\_\_

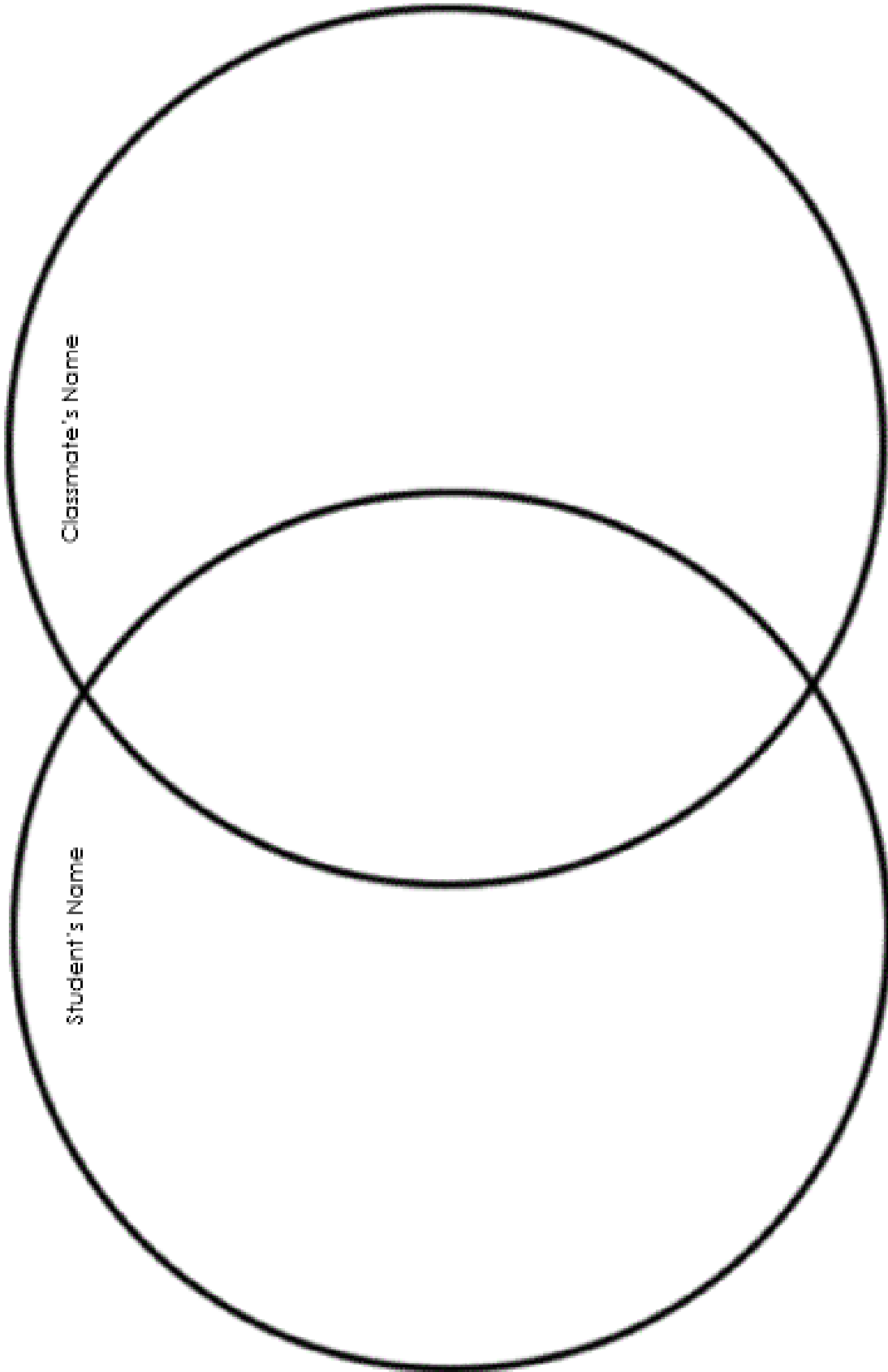
My name is special because \_\_\_\_\_

\_\_\_\_\_





## **My Family**



Classmate Venn Diagram - Day 5

My Family

Draw picture or  
write about where  
you are from

My Friends

My Likes

Student  
Name

I am good at  
I can work on

My Dislikes

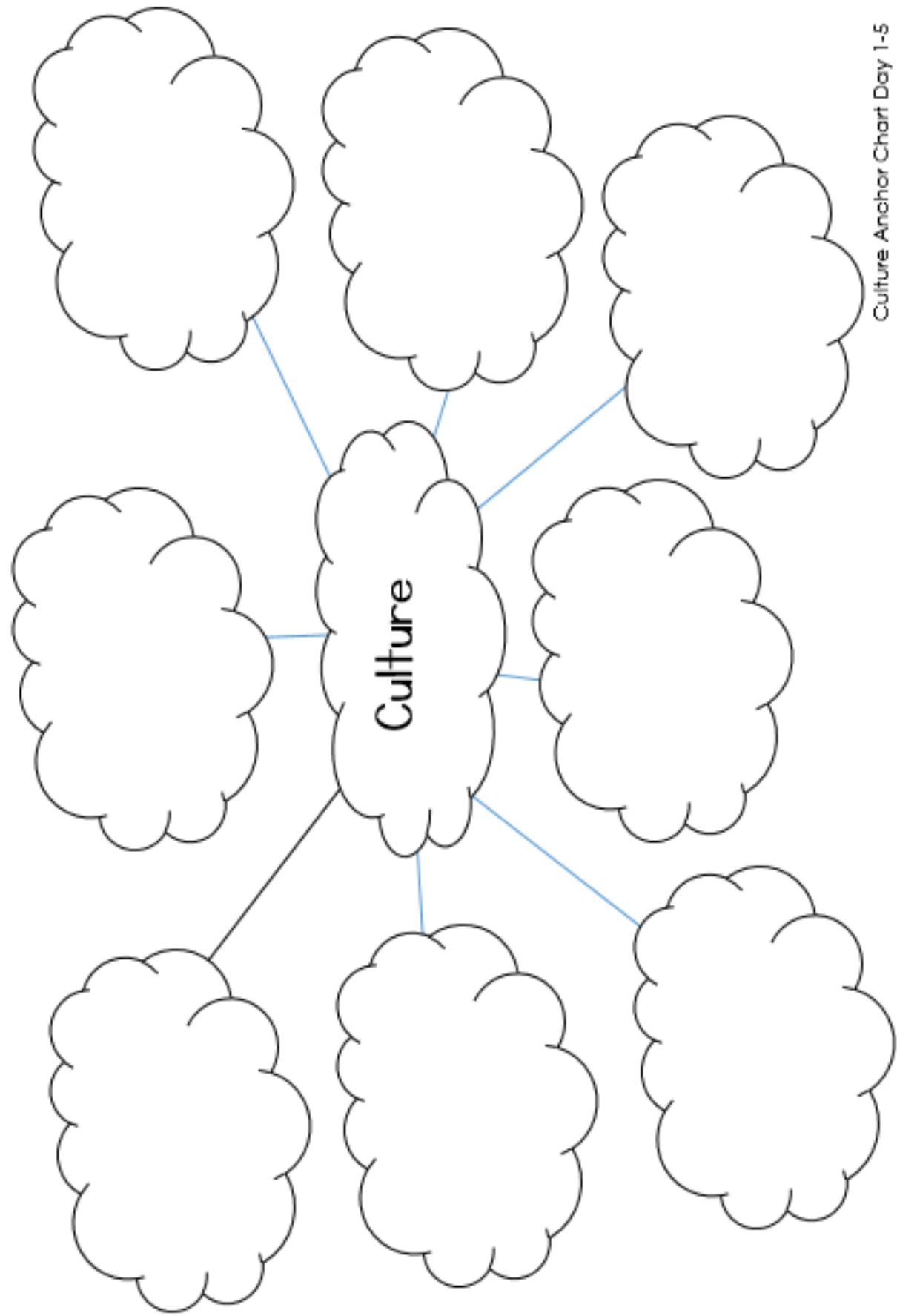
I think it is  
important to

Performance Task - Student Identity Web Example  
Students can use pictures, words or sentences to create their web  
or have their own way of showing themselves and their identity

**KWL Chart**

**TOPIC - \_\_\_\_\_ CULTURE \_\_\_\_\_**

<b>What do we KNOW</b>	<b>What do we WANT to know</b>	<b>What we LEARNED</b>



Celebrations Around the World

<u>Country</u>	<u>Celebration</u>	<u>How they celebrate</u>	<u>Special Foods, Clothing, etc.</u>

Languages of the World – How to Say Hello

Country	Language	How to say Hello



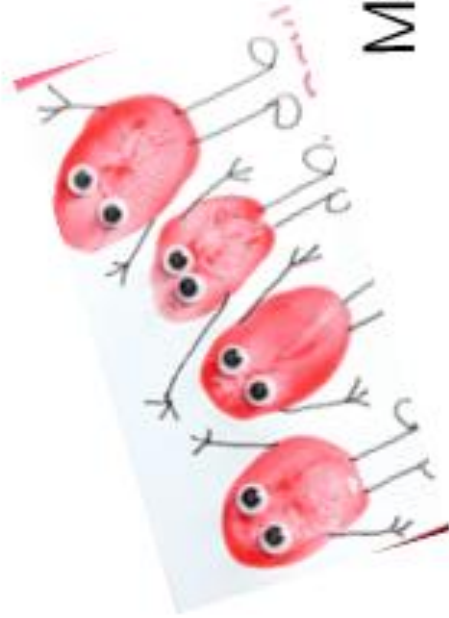
# KWL Chart

TOPIC - \_\_\_\_\_ DIVERSITY \_\_\_\_\_

What do we KNOW	What do we WANT to know	What we LEARNED

**It's OK to be Different – Learning about Diversity**

My Name	Name of someone different than me	How are they different?	How can I show them kindness?



# Mixed – A Colorful Story

By

Arree Chung

Write or add the theme of the story you created collaboratively as a class.

Glue students mini thumbprint squares all around the poster.



Sample Thumbprint  
Theme Poster – Day 3

My emoji is \_\_\_\_\_. In the story [see](#) \_\_\_\_\_

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\_\_\_\_\_ is unique. I am unique because \_\_\_\_\_.

Everyone is unique because \_\_\_\_\_.

Even though we are different, everyone likes to \_\_\_\_\_.

(student writes name in first blank.)

\_\_\_\_\_ is unique. I am unique because \_\_\_\_\_.

Everyone is unique because \_\_\_\_\_.

Even though we are different, everyone wants to \_\_\_\_\_.

(Student writes name in first blank.)

\_\_\_\_\_ is unique. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Student writes name in first blank.)

## Bringing it All Together – The Beautiful World We Live In.

<p>What is Identity? Identity is <b>WHO I AM</b></p>	<p>What is Culture? Culture is the way we live, The things we eat, the languages we speak, the clothes we wear, the stories we tell, what we believe and ways we celebrate.</p>	<p>What is Diversity? Diversity is the differences we have in our appearances, our looks, our likes and dislikes and our abilities. Diversity makes each of us unique.</p>
<p>What are some things that make up a person's identity?</p>	<p>What are some things that make a person's culture?</p>	<p>What are some things that make a person unique?</p>
<p>Even though we have different identities, cultures and we are diverse. We are also similar in many ways. Everyone wants/likes to</p>		



## She Persisted

\_\_\_\_\_ persisted by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

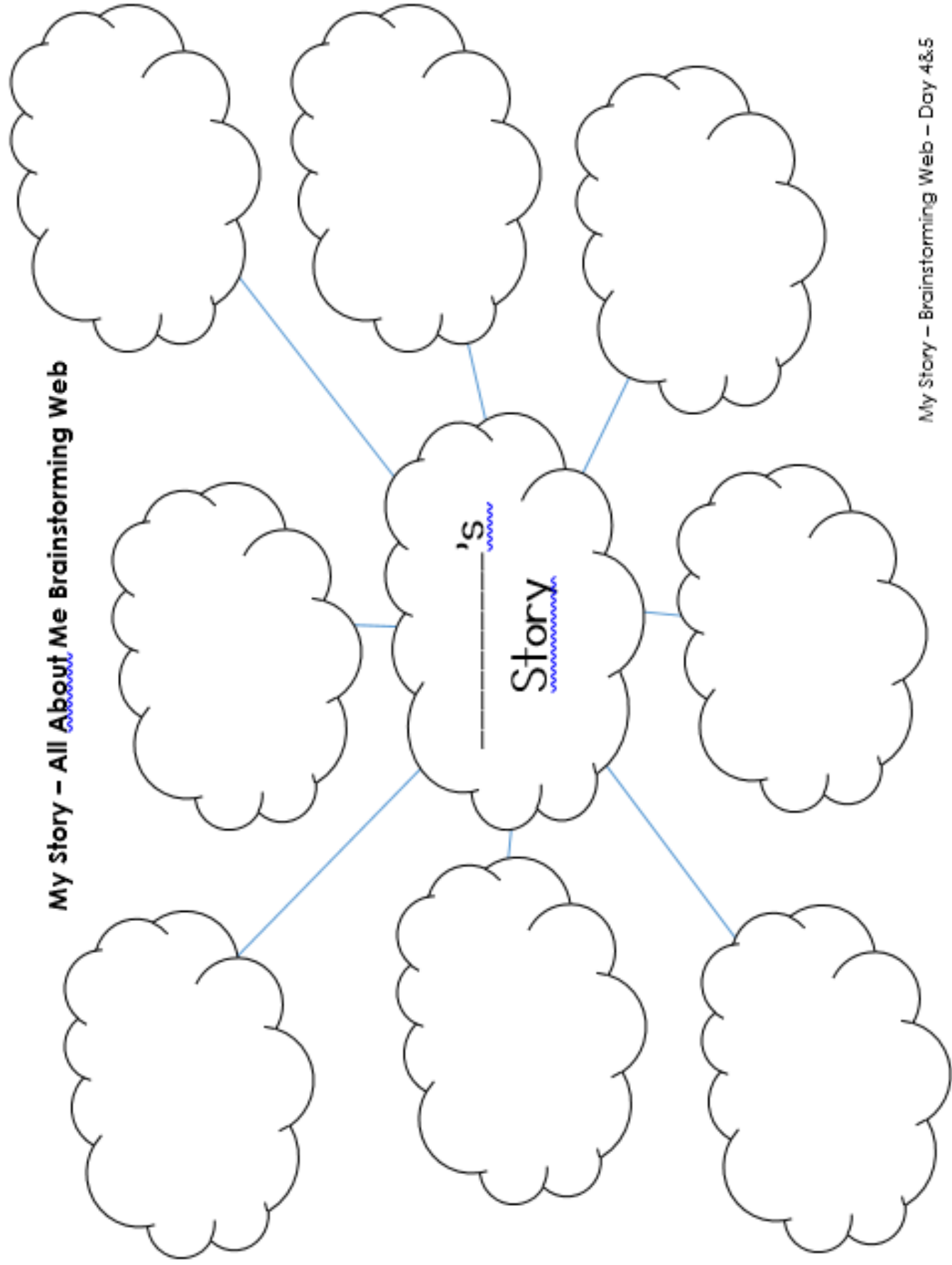
## She Persisted Around the World

\_\_\_\_\_ persisted by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My Story – All About Me Brainstorming Web**



## My Story

To be printed and cut out (or write on sentence strips) for students to use as reference along with anchor charts.

My name is

My name is special because

I was born in

I live in

I like to

I am unique because

I think it is important to

Something I learned

We should all \_\_\_\_\_  
\_\_\_\_\_ to one  
another.

## My Story

My name is \_\_\_\_\_.

My name is special because \_\_\_\_\_.

I was born in \_\_\_\_\_, I live in \_\_\_\_\_  
with \_\_\_\_\_.

I like to \_\_\_\_\_.

I am unique because \_\_\_\_\_  
\_\_\_\_\_.

I think it is important to \_\_\_\_\_  
\_\_\_\_\_.

Something I learned in our unit about identity, culture and diversity is \_\_\_\_\_  
\_\_\_\_\_.

We should all \_\_\_\_\_ each other.



# My Identity, My Culture and the Beauty of Others - Memory Book

by [www.ck12.org](#)

## **Appendix 4 - Mentor Texts, Supplemental Texts & Videos**

### **Videos**

#### *Identity*

##### [The Reflection of Me](#) – Fablevision

This video is about a girl who has a conversation about herself while looking at her reflection in a mirror. It is a heartwarming video about self, self-value, self-worth and loving yourself. This video helps children understand the differences between external and internal traits and characteristics.

##### [Wellbeing for Children - Identity and Values](#)

This video explores the concept of - What makes you – you? Children explore concepts about identity including values, hobbies, cultural background, religion, language, and personality.

#### *Culture*

##### [The World's Family - An Embracing Culture Story](#) – Candyseed Stories

This video introduces children to ideas of language, cultures, religion and basic geography concepts.

##### [The Color of Me Song](#)

A song by Sesame Street about the color of you. Talks about various skin colors and whatever color you are to be proud of who you are.

##### [Cultures of the World](#)

A video to explore the concepts of culture. What does culture mean and how are cultures different around the world. Students will learn how to appreciate the differences and how they influence our own identities.

##### [A Musical Journey](#)

A music video through song that takes students around the world to discover the music, instruments and sounds of many countries and cultures.

#### *Diversity*

##### [D is for Diversity - Sesame Street - You Tube](#)

A playlist of various Sesame Street videos about Diversity.

##### [So Much Alike](#)

Although we may look different or speak different languages we are all people who want to be loved and have fun. Sing along with Alessia Cara, Elmo, and your favorite Sesame friends as they sing how we are all so much alike!

### **Mentor Texts for Read-Aloud & Other Suggested Texts**

#### *Quarter 1 – Identity*

\*If you cannot find or have all of these books feel free to use a book in its place that will still allow for culturally diverse, culturally sensitive and academic conversations about identity and completion of activities in the unit.\*

Parr, Todd, *Be Who You Are*

A book to embrace the idea of just be who you are. Be proud of where you are from. Be a different color, speak your language and we are everything you need to be you. A wonderful story for children to help them learn to be proud of themselves on the inside and outside.

Parr, Todd, *The Family Book*.

Children's book about all types of families and celebrating the differences of families. Each family although different is special and unique in its own way.

Jones, Grace, *My Family* (Found on EPIC - [My Family](#))

An online EPIC book that celebrates families and has wonderful photographs of all types of families and what makes each family special.

Kates, Bobbi Jane, *We're Different, We're the Same And We're All Wonderful*

A book copyrighted by Sesame Street Workshop that teaches how we are all different and we are all the same, but most of all we are all wonderful. Talks about the differences of our nose, skin, hair, mouths, eyes, bodies, feelings and how are differences make us wonderful and a beautiful world of people.

Kostecki-Shaw, Jenny Sue. *Same Same But Different*

Elliot and Kailash are pen pals. They live in very different parts of the world, by exchanging letters they learn what they both like to do although their worlds look very different. They are actually similar – same, same but different

Thompkins-Bigelow, Jamilah, *Your Name is a Song*

When teachers and classmates frustrate a little girl because they are not able to say her name she does not want to go back to school. Her mother teaches the musicality of African, Asian, Black-American, Latinx and Middle Eastern names. A celebration of names and the beauty, history and magic behind each of our names.

Olsen, Shannon, *Our Class is a Family*

A book that teaches families do not always have to be the people you live with and your relatives. Sometimes the people who accept you for who you are, they people that want to see you smile and love you no matter what are not your family. In this book students discover there class can indeed be like a family.

Holmes, Kirsty, *My Beliefs* (Found on EPIC - [My Beliefs](#))

An online EPIC book helping children learn about the different beliefs held by people around the world with respect to religion, culture, and family.

## **Quarter 2 – Culture**

\*If you cannot find or have all of these books feel free to use a book in its place that will still allow for culturally diverse, culturally sensitive and academic conversations about culture and completion of activities in the unit.\*

Yousafzai, Malala, *Malala's Magic Pencil*.

Malala wishes for a magic pencil to do all sorts of magical things. Eventually as Malala grew the world around her changed and so did her wishes. Malala begins to use a real pencil to write and find her voice as she shares about the challenges she faces and how her wishes start to come true. Based on the true story of Malala Yousafzai.

Muhammad, Ibtihaj and Ali, S.K., *The Proudest Blue*.

It is Asiya's first day of hijab. Faizah her younger sister understands the first day of school is going to be special and especially for Asiya. However, in the story not everyone sees hijab as beautiful and say some very hurtful things. By the end, Faizah finds new ways to be strong. A wonderful book to share the story of hijab to young children.

Khan, Hena, *Under My Hijab*

A book that introduces children to hijab. A young girl observes many of the women in her life and how each one covers her hair with their hijab. She dreams of all of the possibilities she has in her own future and how she can express her personality through her hijab.

Al Abdullah, Queen Rania, *The Sandwich Shop*

A wonderful story that teaches lessons on the importance of tolerance, understanding, acceptance and friendship. Lily and Salma are best friends who do everything together including eating lunch. However one day things go badly when a sandwich comes between their friendship.

Kalman, Bobbie, *What is Culture?* (Found on EPIC - [What is Culture?](#))

A great book online on EPIC with wonderful pictures all about culture. This book explores all of the various concepts and aspects of a person's culture. A wonderful book to introduce culture.

Depalma, Kate, *Let's Celebrate – Special Days around the World* (Found on EPIC - [Let's Celebrate](#))

An online EPIC book that teaches about special days around the world and how they are celebrated. Experience 13 special days around the world, such as the Spring Festival, Inti Raymi, Eid al-Fitr, Día de Muertos and the New Yam Festival.

Ruurs, Margriet, *Families Around the World* – (Found on EPIC - [Families Around the World](#))

An online EPIC book where children learn about different types of families all across the world, and the differences--and similarities--between children everywhere.

Lara, Carrie, PsyD, *Marvelous Maravilliso – Me and My Beautiful Family* (Found on EPIC - [Marvelous Maravilliso](#))

An online EPIC book where a young girl finds joy in the colors of the world all around her, including the colors of her own family.

### **Quarter 3 – Diversity**

\*If you cannot find or have all of these books feel free to use a book in its place that will still allow for culturally diverse, culturally sensitive and academic conversations about diversity and completion of activities in the unit.\*

Purtil, Sharon, *It's Ok to Be Different: A Children's Picture Book about Diversity and Kindness*  
The read aloud has great illustrations about people and the differences we have. The book talks about colors we like, things we like to do, how we look, our abilities and different ways we move and sound. At the end the book tells the importance of treating everyone despite our differences with kindness and the importance of being true to yourself.

Chung, *Mixed: A Colorful Story*

A wonderful book about color, tolerance and embracing differences. The story begins with three colors all unique in their own way living in harmony. One day one of the colors decide they are the best this cause other colors to be upset and they all decide to segregate into separate parts of the city. But then one day something beautiful happens and the colors see the beauty of what happens when they mix together creating new possibilities and appreciation for each other.

Sotomayor, Sonia, *Just Ask – Be Brave, Be Different, Be You*

An inspiring book that shares about children born with different abilities and diagnoses. They use there strengths to work and learn about each other. Each page explains an ability or diagnosis and what adaptations used to help each person. At the end of each page there is a questions to guide discussions about each page. The lesson from the book is all of us are different in our abilities some of us are born with different abilities. Children learn when you don't know or understand about someone's differences the most important thing to do is "Just Ask"

Penfold, Alexandra. *All Are Welcome*

This book follows a group of children regardless their race, religion and background through a day in their school. Using great illustrations and text teachers can start conversations to celebrate kindness, inclusivity and the diversity of people.

Roberts, Dr. Jillian, *What Makes Us Unique?* (Found on EPIC - [What Makes Us Unique?](#))

On-line book that celebrates diversity and what makes each of us unique. A great introduction to children about diversity. Children also learn ways to be respectful of those who are different from us.

Suen, Anastasia, *Respecting Diversity* (Found on EPIC - [Respecting Diversity](#))

On-line book that celebrates diversity and what makes each of us unique. A great book to explain diversity and its meaning. Throughout the book are great pictures to help show and facilitate discussions about diversity.

### **Quarter 4 – Sharing our Stories**

\*If you cannot find or have these books feel free to use a book in its place that will still allow for culturally diverse, culturally sensitive and academic conversations about stories of others from different cultures, races, religions etc. and completion of activities in the unit.\*

Clinton, Chelsea, *She Persisted*

A collection of stories about 13 American Women who changed the world. The book shares the stories of Harriet Tubman, Helen Keller, Clara Lemlich, Nellie Bly, Virginia Apgar, Maria Tallchief, Claudette Colvin, Ruby Bridges, Margaret Chase Smith, Sally Ride, Florence Griffith Joyner, Oprah Winfrey and Sonia Sotomayor. Children will learn a brief history of each woman as well as the importance of being persistent.

Clinton, Chelsea, *She Persisted Around the World*

A collection of stories about 13 American Women who changed history. The book shares the stories of Sor Juana Inés De La Cruz, Caroline Herschel, Kate Sheppard, Marie Curie, Viola Desmond, Mary Verghese, Aisha Rateb, Wangari Maathai, Joanne Rowling, Sissi, Leyman Gbowee, Yuan Yuan Tan, and Malala Yousafzai. Children will learn a brief history of each woman as well as the importance of being persistent.

Singleton, Chris, *Different: A Story about Loving Your Neighbor*

Another fabulous picture book with wonderful illustrations and a story that teaches to not be ashamed of who you are. Students will learn they are beautiful and wonderfully made. It is the story of a Nigerian boy and his journey to the United States and his first day at a new school. Through the story, children learn about differences of people. Sometimes by making fun of someone's appearance or what they wear can hurt their feelings. By the end of the story Obinna's classmates begin to appreciate his differences and want to learn more about his home country of Nigeria.

Byers, Grace, *I Am Enough*.

A wonderful picture book to help students understand they are enough just the way they are. The book uses metaphors and similes to describe what the little girl likes to do as well of what she thinks about herself. The story concludes with showing how to love who you are, respect others and are differences and choosing to be kinds to one another.

Woodson, Jacqueline, *The Day You Begin*

In this story, children learn about the many reasons to feel different. Whether it is where you are from, how you look, how you talk or even how you spent your summer. The books teaches students the importance of bravery even when you feel different from the people around you. By the end of the story we can learn that once we share our individual stories others may find similarities in their story to yours and we can often meet somewhere in the middle.

### **Other Suggested Texts**

Olsen, Shannon, *Our Class is a Family*

Flournoy and Pinkney, *The Patchwork Quilt*.

Johnston and DePaola, *The Quilt Story*.

Lyons, *Stitching Stars: The Story Quilts of Harriet Powers*

Herkert and Brantley-Newton, *Sewing Stories: Harriet Powers' Journey from Slave to Artist*  
Prévot and Fronty, *Wangari Maathai*.  
Winter, *Wangari's Trees of Peace*.  
Cohan, *Hats of Faith*  
Tompkins-Bigelow, *Mommy's Khimar*  
Gonzales, *Yo Soy Muslim: A Father's Letter to His Daughter* Gonzales  
Khan, *Big Red Lollipop*  
Gilani-Williams, *Yaffa and Fatima, Shalom, Salaam*  
Faruqi, *Lailah's Lunchbox*  
Henkes, *Chrysanthemum*  
Lionni, *A Color of His Own*  
France, *Mindfulness for Little Ones: Playful Activities to Foster Empathy, Self-Awareness, and Joy in Kids*  
Parr, Todd, *It's Okay to be Different*  
Yousafzai, McCormick, and Yousafzai, *Malala*.  
Paschkis, *Mooshka*.  
Reynolds, *Ish*.

## Appendix 5 Teacher Resources

### Teaching Tolerance

An excellent website and resource with articles, books and ideas on how to engage and facilitate discussions about critical topics such as race and ethnicity, religion, ability, immigration, class and diversity.

### EPIC

An online digital library full of books, videos and other resources for students and teachers.

### Rubrics and Checklist

#### *Speaking, Listening & Writing Checklist*

Student Name	
<input type="checkbox"/> Continue conversation and discussion through multiple exchanges	<input type="checkbox"/> retell stories with details
<input type="checkbox"/> ask and answer questions about a text	<input type="checkbox"/> ask and answer questions about words related to feelings and senses (with prompting and support)
<input type="checkbox"/> understand and participate in group (or class) reading activities.	<input type="checkbox"/> identify the similarities and differences in two texts on the same topic.
<input type="checkbox"/> use drawings, dictations, and writing to express opinions, write information or explanations, or narrate an event.	<input type="checkbox"/> add details to strengthen their composition (with guidance and support)
<input type="checkbox"/> participate in group investigations of grade appropriate topics, as well as writing projects.	<input type="checkbox"/> gather information from provided sources and recall information from personal experiences to answer a question (with guidance and support)

#### *Activities and Performance Task Rubric*

<b>Beginning</b>	<p>The student has a simple sense of the performance task.</p> <ul style="list-style-type: none"> <li>• Minimal understanding of concept</li> <li>• Minimal details and colors in pictures</li> <li>• No labeling, words or sentences to portray their thoughts</li> </ul>
<b>Developing</b>	<p>The student is developing understanding what is being asked of the performance task.</p> <ul style="list-style-type: none"> <li>• Has developing understanding of concept, teacher provides some support to help student share ideas and thoughts <ul style="list-style-type: none"> <li>• Some details and colors in pictures</li> </ul> </li> <li>• Some labeling, words or sentences to portray their thoughts</li> </ul>
<b>Proficient</b>	<p>The student has a good sense and understanding of the performance task.</p> <ul style="list-style-type: none"> <li>• Good understanding of concept is able to portray their thoughts and ideas through words and pictures <ul style="list-style-type: none"> <li>• Many details and colors in pictures</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• Uses words and/or simple sentences to portray their thoughts</li> </ul>
<b>Advanced</b>	<p>The student has a very strong understanding and sense of the performance task.</p> <ul style="list-style-type: none"> <li>• Strong understanding of concept</li> <li>• Very detailed picture with lots of details</li> </ul> <p>Uses inventive spelling and sentences to portray their thoughts</p>

*Performance Task Assessment*

<b>Student Name</b>	<b>B – Beginning D-Developing P – Proficient A- Advanced</b>	<b>Comments</b>
Section 1 – Identity The student is able to share what they learned about identity through conversations and work samples.		
Section 2 – Culture The student is able to share what they learned about culture through conversations and work samples.		
Section 3 – Diversity The student is able to share what they learned about diversity through conversations and work samples		
Section 4 – Stories The student is able to share ideas and concepts about identity, culture and diversity through their All About Me Web and My Story		
Culminating Project The student is able to share about the quilt they made and what they learned throughout the unit.		

## Appendix 6 Other Helpful Resources

### Research Texts

Cowhey, *Black Ants and Buddhists*.  
Grewal, *Islam Is a Foreign Country*.

### Websites

[Islam In Blackamerica: From Slavery to Hip-Hop](#)  
[Books About Individuality and Being Unique](#)  
[Teaching Tolerance](#)  
[Children's Book List about Quilts](#)

### Additional Articles For Reading/Listening To

“Black Legacies. Black Futures. : Some Lessons – Sapelo Square.” <https://sapelosquare.com/2020/06/04/black-legacies-black-futures-some-lessons/>  
“How To Talk To Your Kids About Race, Racism And Police Violence.”  
<https://www.wbur.org/onpoint/2020/06/02/teach-talk-children-racism-violence-protests-race>.  
“How White Parents Can Talk To Their Kids About Race.”  
<https://www.npr.org/2020/06/03/869071246/how-white-parents-can-talk-to-their-kids-about-race>.  
Liz Kleinrock: “How Can We Broach Hard Conversations With Kids, From Race To COVID-19?”  
<https://www.npr.org/2020/04/03/825903777/liz-kleinrock-how-can-we-broach-hard-conversations-with-kids-from-race-to-covid>  
“Muslims Near Detroit, Mich. On Faith And Politics, Part 1.”  
<https://www.npr.org/2020/01/31/801687641/muslims-near-detroit-mich-on-faith-and-politics-part-1>  
“Muslims Near Detroit, Mich. On Faith And Politics, Part 2.”  
<https://www.npr.org/2020/02/03/802392427/muslims-near-detroit-mich-on-faith-and-politics-part-2>.  
“Talking Race With Young Children.”  
<https://www.npr.org/2019/04/24/716700866/talking-race-with-young-children>.

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- Buzzfeed and Erin Winkler. 2017. "Here's How To Raise Race-Conscious Children." Tips for Talking to Children about Race and Racism <https://www.buzzfeed.com/erinwinkler/tips-for-talking-to-children-about-race-and-racism>
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