



Teaching Anti-Racism Through Children's Literature To Children Of Immigrants

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This curriculum unit is recommended for k-2 grade Spanish immersion students

Keywords: Creative Teaching, cultural differences, ethnicities, dialogue, discrimination, race, individual differences, equity, justice, human beings, transformation, communal learning

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

Synopsis:

“No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.” ”Nelson Mandela”

With this unit, I would like to start reimagining education with racial justice in mind. The current situation of the world crisis and its effects on increasing social inequality and exclusion, and the feeling of threat experienced by the population, determines the need for increased efforts to combat discrimination and racism in all its demonstrations in our classrooms.

This curriculum unit focuses on understanding how literature and social emotional learning lessons can give children the tools to manage and express their feelings since they are the heart of race and equity work. Besides, it is also important to mention that antiracism education starts with students' awareness of themselves, of others and of how the interactions play out.

Kids, no matter what grade they are in, should learn history through an antiracist lens, not only learning about the role of white supremacy and racism in history, but doing so in a way that empowers them to pursue social justice. The school, like the family, is a basic space for the

transmission of democratic values. Therefore, the contents of teaching are essential pillars in the process of transmission and we can actively help being anti racist by creating more of a communal learning environment where we are creating mutual respect.

This unit will be developed in the first semester and students will learn how to interact and connect with others by creating a culture of where they can expand their racial beings as antiracists. In this unit, students will also explore different activities that will help them improve reading and writing skills by understanding literature as a powerful learning instrument of transformation.

I plan to teach this unit during 2020 to 37 students in the Spanish immersion classes in second grade at Charlotte East Language Academy.

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

Teaching Anti-Racism Through Literature to Children Of Immigrants

Introduction

Currently I teach second grade at Charlotte East Language Academy in Charlotte, North Carolina. Charlotte East consists of grades: Pre-K through eight. We are a magnet school in Charlotte Mecklenburg and we offer Spanish immersion program from K to 3rd grade. Our population is about 400 students from K to eight. Next school year, my second grade classes will consist of 45 students. Of those 45 students, 15 are English native speakers and the remaining students are Hispanic.

Considering the current climate in America, where racism and racially motivated violence are visible to adults and children, I feel the stakes are too high to ignore this topic in my classroom. Racism is a problem that occurs in schools, and is a socially relevant issue. This is a topic that does not exist in our Curricular Design as such, but it is a social problem that due to its formative value, it is important within the classroom context.

Therefore, with this didactical unit it is my intention to teach students how to establish relationships of tolerance and respect towards individual differences, building balanced and constructive relationships with their mates at school, which will allow us to achieve "interculturality" in the classroom. It is also important to work from our classrooms on this topic, in order to ensure that students develop attitudes of solidarity and cooperation, know different cultures and learn to live with them, growing in tolerance and respect that will help them to know individual differences to contribute to development of the main goal of education.

I am planning to develop this unit by promoting learning experiences that allow children to observe and celebrate their unique identities throughout role-plays, children's literature and drama that will emerge from their questions and concerns since children's innate sense of justice and fairness creates opportunities for them to wrestle with questions. Children have a lot of curiosity and wondering, and they need a way to figure out answers. As with other inquiry-based learning experiences, a curriculum that emerges from the children's process of making sense of the world often yields the most engaging opportunities for learning.

Content Research

Antiracist pedagogy, defined by Blakeney (2005), is a pedagogy designed to “counteract the persistence and impact of racism using praxis as its focus to promote social justice for the creation of a democratic society in every respect” (p.119). While this looks differently in different classroom contexts across different grade levels and subjects, in my K-2 Spanish Immersion class, I capitalize on multicultural children’s literature to cover four foundational steps in actualizing anti racist pedagogy: race and ethnicity awareness and affirmation, discrimination, individual difference, and dialogue. These are essential building blocks to construct knowledge needed in later years to address racism at the structural and historical level. These topics will be taught in the first semester of the school year and include whole group, small group and one on one activities. I have also included a list of standards under the Common Core that will be fulfilled during my unit. These are the content areas that I want to cover during the first semester:

- Races and ethnicities
- Discrimination
- Individual differences
- Dialogue

Understanding and Affirming Race and ethnicity

The importance of young children understanding and affirming their race and ethnic backgrounds is critical in developing positive racial identities. Children can demonstrate age-related developmental progression of race conception beginning with knowledge of color categories and culminating with conceptual awareness of racial categories. Early research on young children shows that students did not differentiate between their personal and group identity. As such, racial awareness and racial preferences were treated as impacting children’s personal identity. Children’s awareness of race, reflects their cognitive ability to differentiate individuals on the basis of racial characteristics. Children 3 to 4 years old, for example, are able to categorize by racial group based on color (brown or pink skin color) and 5 to 6 years old are capable of accurately identifying racial labels based on socially constructed skin colors identifiers (black and white). Similarly, children associate socially constructed positive attributes with white and negative attributes with black, thus reflecting research findings associated with their Eurocentric or white oriented, racial preferences, self-concept and cultural identity are independent aspects of personal identity, yet they follow a normative cognitive-developmental course.

As development proceeds, older children acquire greater cognitive differentiating abilities than younger children. By age 8, for example, children understand racial classification beyond simple physical features and characteristics, and by age 10, they recognize social stereotypes associated with racial groups. During middle to late childhood, there is greater variability in dissonance reported between social stereotypes and the impact this understanding has on the child's

personal identity. Self-esteem, once considered a global self-concept construct, becomes compartmentalized as children develop. This process of personality development clarifies differential findings of the impact of racial attitudes and self-esteem among older children. The utilization of domain-specific self-esteem contributes to inferences that distinguish between how children view themselves within different contexts, for example, valued at home but not at school. The school context provides feedback about the self-consistent with larger societal perceptions, thus contributing to greater variability in findings that report correlations between self-esteem and racial attitudes in older children.

In addition, children whose parents socialize them regarding racial history and values report more positive self-concept than children who lack an intervention that protects against unchallenged and pervasive stereotypes. As such, older children's racial attitudes and preferences are influenced by their social cognitive abilities in conjunction with their socialization experiences. Spencer's(2003)research on children's racial preferences highlights the need to consider both personal identity and reference group orientation.

The distinction can also be explained from a cognitive development perspective. Just as Vygotsky's (1962) zone of proximal development advanced Jean Piaget's (1929) theorizing regarding what children could learn at young ages, parents and/or significant adults can use scaffolding techniques to foster African American cultural pride in young children. This racial socialization is important to consider when critically analyzing the two perspectives. Racial socialization is also a complex phenomenon and has been critically reviewed elsewhere (see Hughes et al., 2006).

Thus, in acknowledging the critique of the PI-RGO perspective, the research is further suggested as situated within the context of children's development. The evolution of research on racial awareness and preferences supports a developmental perspective demonstrating that preoperational-thinking children obtain cultural stereotypes from social learning experiences, although the more subtle cultural differentiation, integration, and categorization are more directly predicted by later cognitive development. Two major questions emerged from the findings of earlier research, both concerned with the psychological implications for children that would impact the focus and direction of research in this area:

(1)How are racial attitudes shaped and (2) what mechanisms and factors contribute to these processes? The first question has a rich history in exploring the role of racial socialization and contextual influences, primarily within the home but also with implications for other socializing contexts.

The second question reframes the literature through the application of a theoretical frame that shifted the paradigm from one of deficit-oriented thinking to developmental and contextual considerations.

"Children from immigrant families experience discrimination in unique ways. They can be discriminated against because of their racial identification, as well as their heritage language backgrounds (Martinez, Ramón Antonio 2013)."

Discrimination

How the young children of immigrants experience their early school years—that is, prekindergarten (pre K) through third grade may in large part determine their academic future. Immigrant families typically encounter the U.S. educational system for the first time when their children enter preschool or kindergarten. The experiences these children have in their first classrooms are foundational to how they think about themselves as learners, students, and members of the larger communities around them. Any experiences of discrimination at this vulnerable age can negatively affect personal development and academic trajectories, and limit the emotional benefits of early childhood education.

Children usually begin school at the age of 4 or 5, when they are rapidly developing their abilities to communicate, infer, and interact with the society around them. Their sense of belonging starts to move outside their family and neighborhoods to include a wider range of people and ideas. They are learning who they are in relation to the people around them. Most learning that takes place before attending school is observational and social: children learn by watching how people around them interact with them and treat them.

The family is arguably the most important setting where children learn and develop. Wen-Jui Han (2001) points out that “schools serve as another important influence by being children’s first connection to the external macro-environment and the place where they spend the majority of their day. This external macro environment comprises the influences and structures that children encounter outside the home. School is the first place where young children have intense, daily contact with adults other than family members or immediate community members who are trying to teach them. What children intuit about their identity, abilities, and capacity to learn at this age stays with them their whole lives.

Thus, the school setting can have a profound impact on children’s lifelong well-being and development. Young children—whether from immigrant families or not—benefit from being taught in a positive environment, where their contributions are valued. When schools view children of immigrants positively—and offer them intellectual, academic, creative, and culturally responsive learning experiences—children are more likely to foster positive connections to the external environment. Conversely, when schools focus on their perceived deficiencies, children struggle to dismiss or counter negative self perceptions.

The Effects of Discrimination on Children's Development and Academic Performance

Discrimination can have particularly negative ramifications for the development of young children's sense of self and social identity. If people around children communicate distaste for their appearance, language, or cultural values, children internalize negative views of themselves. Discrimination is particularly harmful in the early years, when children are in the process of developing a sense of self. There is evidence that the way children are treated during early schooling affects their later behavior and academic performance. *Ramon Antonio Martinez: Reading the world in English (2013):* Children who receive negative messages about themselves in school may be less likely to achieve academic success, graduate from school, and ultimately, surpass their parents' economic position.

Discrimination and Parental Engagement in School

Immigrant families may experience particular difficulty engaging with schools. Administrators and teachers often do not speak immigrants' languages, as the language and cultural competence of schools varies widely across the country. One out of four children in the United States has at least one immigrant parent. Mariana Souto "Early Childhood Education Journal 34, no 2 (2006): and almost half (47 percent) of immigrant parents are Limited English Proficient (LEP). Maki Park, *Immigrant parents and Early Childhood Programs, Addressing Barriers of Literacy, Culture and system Knowledge (Washington, DC: Migration policy Institute 2014)*. Immigrant parents are even more likely to be LEP in the urban areas where 94 percent of LEP immigrants live. *Monica Whatley, "Limited English, proficiency population of the United States" 2005*. Immigrants from rare language and cultural backgrounds—for instance, some recent groups of African refugees—may find it particularly to engage with schools.

The Role of Local Contexts and Attitudes

The local context of reception—whether welcoming, hostile, or neutral toward immigrants—may have a particularly strong effect on the level and types of discrimination children face in schools and in society. Negative contexts of reception may result in low mobility rates for many children of immigrants across ethnic and linguistic lines. Immigrant parents—particularly those who feel unwelcome and lack financial and social capital to navigate new educational, health, housing, and political institutions—have limited options. This makes it difficult for parents to make educational decisions based on what they truly believe is best for their children. In early education, for instance, immigrant parents often choose immersed English instruction for their children, even at the risk of harming primary-language facility in negative climates of reception, immigrant parents may hesitate to argue against policies in which they do not believe "(CITE)". Teachers and administrators may mistake compliance with true agreement.

Discriminatory policies such as English-only laws can limit the options available to parents and complicate their ability to advocate for the best educational programming for their children.

Dialogue

In practicing anti-racist education, it is crucial to take into account the structures of institutions, particularly schools and the way in which they operate. Critical pedagogy was first conceptualized by Paulo Freire (1970) in *Pedagogy of the Oppressed*, where he posed various critiques against the education system; top-down approach teaching, hierarchical dynamics between student and teacher, as well as the dehumanizing aspect of schooling. The opposite of “top-down” teaching is what Freire calls “critical pedagogy”; problem-posing education that allows for people to critically reflect on their position in the world, while also allowing the freedom for teachers to learn along with their students (Duncan-Andrade & Morell, 2008). Students are placed at the center of the praxis and are encouraged to be change agents themselves to develop the skills necessary for them to challenge the inequalities that exist. Our responsibility is therefore to guide students to think critically and equitably, by incorporating techniques that incentive equity of voice, the interrogation of social norms and constructs, all the while learning with the students. Knowledge is neither an extension nor transfer of facts. True academic inquiry and thought development occurs when we observe our interactions with other people and how they may or may not conflict with previously held beliefs. Simply put, it is a negotiation and navigation of power constructs. As Freire states, it is much easier for an educator to be disengaged with students and removed in the process of learning. Our challenge is to be able to create **dialogue** among the students and to find ways to remove themselves from the downfalls of subtractive schooling.

It is also important for students in early grade classrooms to have normal, everyday, positive interactions with people from their own and other cultural backgrounds. How teachers speak about racial, cultural, linguistic, and economic differences sends strong messages to young children about who they are. For example, we as teachers may discuss the value of linguistic differences and emphasize the importance of speaking languages other than English. Dramatic play and other early childhood teaching and learning techniques can also support young children’s appreciation of their families’ cultural and linguistic heritage.

Young children of immigrants may experience discrimination in their interactions with peers and adults at school. Discrimination may be direct (for example, comments that are explicitly racist or otherwise draw attention to their personal appearance) or indirect (for instance, questions about why their parents don’t speak English or requests to play the role of a janitor or cleaner instead of a princess or policeman in a make-believe game).

Young children often cope with hurtful comments by singling out certain aspects of their appearance or personality for self-criticism. They may, for example, overhear teachers and staff criticizing immigrant parents or expressing low expectations of immigrant students. Children may

hear comments about their accent or home language, or references to television shows that negatively portray someone who looks like them. They may watch as a parent is repeatedly ignored in the school office or struggles to understand forms provided only in English and they may notice the absence of dolls, pictures, media, or other representations that look like them.

Frequent dialogue and reflection inside the classroom with the students and parent engagement and participation, are key elements of high-quality early learning environments. The absence of connection, communication, and exchange of ideas between educators and parents can be harmful, especially in the early years of a child's schooling. Teachers and support staff make important decisions about the young children of immigrants, but often do so without having strong relationships with these children's parents or broader community. Research demonstrates that most teachers have little contact with the immigrant communities where they teach.

Children's Literature

"Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience."

Consider the utility of children's literature: it easily serves a variety of purposes. Pure pleasure is a primary purpose, as one author has pointed out (Huck, 1976). Understanding of literary form can result when children encounter books (Kingston, 1974): Children's literature can be used to enrich study of academic subjects (Chambers, 1971). It can be used to help children gain understanding of themselves, of others, and of other cultures (Lickteig, 1975). It can even be used didactically to impart a desired value system (Rudman, 1976). Another purpose, well worth considering, is the impact books can have on children's language growth.

By exposing children to a rich variety of language models, we help them sense some of the infinite possibilities for experimenting with their own language. As we offer them books, we provide models and through experimentation children increase their ability to use language.

It is only through the active use of language that its growth is fostered; therefore, children must be given many opportunities to use language. Speech should be encouraged rather than discouraged and planned activities for oral language development must be a part of every day. Books can be a tremendous asset in planning such language-learning experiences. Verbal activities, which extend literary offerings, provide excellent opportunities on children to use language. As young children listen to stories and poems and respond to them in a variety of ways, they are developing skill in both the receptive and expressive oral language processes. As they use literature as a resource for organizing and integrating information and for extending their imaginative powers, children develop in their ability to think. Finally, as children explore abstract ideas through books, they are helped to organize their world and expand their conceptual awareness.

Group discussion, creative dramatics, listening activities, storytelling and puppetry can be stimulated through literature and can make the literary experience richer, as well as promote

language development. It is the teacher's responsibility to make the most effective use of books as a natural means to the development of language and thought in the young child.

Storytelling

A benefit of storytelling is the interactiveness with peers and teachers; rather than students being passive recipients of knowledge who are then evaluated on test scores. Education reform has devalued the need for interactive and critically engaging models of learning, pushing students away from being active participants in their learning. Giroux (2015) says this is to the detriment [of students] and "the radical and critical imagination is under assault in most neoliberal societies because it poses a threat as does the idea that the mission of education should have something to do with creating critically thoughtful and engaged young people" (p. 451). There is little value placed on drama and arts as they are looked upon as less valuable than other core subjects such as math, science and English. What is known is that the creative role-plays, drama and retelling, develop a student's ability to develop higher order thinking and to become critical thinkers in the act of creation, find their voice for self-expression and to engage in an active experience (Bentley, 2013). It is also common for students to hone a sense of self, and an active voice. Additionally, critical arts pedagogy is useful for counternarrative and inquiry-based arts projects, which engender critical thought and discussions on social inclusion (Chappell & Chappell, 2016, p. 291). Leveraging literature, for example, as a medium for self-expression and a way to understand multiple perspectives, allows young students to engage with emotions in a safe and brave way (Bell & Roberts, 2010). Explicitly, this means that literature and drama open up possibility that allow for exploration and dialogue surrounding topics of race, racism, and justice within and across diverse communities. Critical arts pedagogy places students at the center of their learning, and breaks down the teacher-dominant hierarchy that exists in classrooms. It sees students as the knowledge holders, which drive their learning experiences. For young children, it provides room to explore intersections of their lived experiences, personal stories and identity, while also looking towards future possibilities. As Quintero (2007) explains, because of engagement with the arts, "through their play, especially when immersed in an environment of literature, art, and story, can provide us with perspectives of possibilities of what is and what can be" (p. 202). In conclusion, a contemporary American lens, through which early childhood is often seen and taught, prevents students from engaging critically with their own identities, the identities of others and prevents them from developing the skills of navigating difference.

Any description of a literature-based oral language curriculum for young children must include attention to storytelling. The ultimate purpose in telling stories is the same as that of oral reading: the teacher is trying to establish in children's minds that oral activities are worth the time and concern of an adult. The final goal is to motivate children so they will want to tell stories. To accomplish this, the teacher provides a model, and in the case of storytelling this, involves learning and telling stories to the children.

The first step is to choose a story which you like, one which captures your imagination. Read through several stories, and then set the project aside. After a while, one or two of them will come back to you. You should probably learn one of these. There are three basic steps in preparing the story. The first is to divide the story into units of action; as you read any story, you will notice

that most divide into an easily ,definable series of actions or episodes; these can be summarized in brief form, and then the sequence can be learned. This procedure will for most people, prove a more efficient way of learning the story than simply trying to begin at the beginning and memorize to the end. The second task is to identify those sections which do need to be memorized verbatim. This may include some words, some repeated phrases, or perhaps some larger sections. A discerning storyteller learns verbatim these repeated sections, because the repetition encourages children to join in as the teller, recites the lines.





Children As Storytellers

While storytelling is a pleasant activity, which serves the useful purpose of exposing children to a wealth of literature they might not, otherwise encounter, regular storytelling serves another purpose. Children see the teacher as a storyteller and this demonstrates for them that storytelling is an acceptable and pleasurable activity for adults. The teacher's goal is to encourage children to begin telling their own stories. As the kindergarten teacher fosters talk during share-and-tell periods, he or she is encouraging spontaneous oral composition. When children are allowed to tell short stories, which often will be only two to six Sentences in length at the beginning, the groundwork for more formal storytelling activities is being prepared.

Early childhood classrooms in the United States have increasingly diverse student populations. Literature from authors and illustrators who authentically depict various cultures and backgrounds is an important part of building a classroom community. It is my intention to develop this unit by planning for learning through children's literature. Children's literature provides an excellent starting point. Well-written children's literature allows children to identify with and develop empathy for characters, particularly those that may be different from themselves. I will start by stocking my classroom library with children's books that represent a diversity of experiences that allow them to see themselves in the pages and offer the kind of high-interest materials that support their early literacy.

Instructional Implementation

Since my main target is to teach about racism through children's literature is especially important to have a classroom library that represents a range of characters and experiences. Great children's books allow us to get inside the protagonists' experiences. The classroom library can offer a child-friendly opening to learn about important histories and to celebrate the accomplishments of seminal figures in the fight for racial equality.

Topics	Activity	Materials Needed
<p>Race and ethnicity</p> <p>Discrimination</p> <p>Individual differences</p> <p>Dialogue</p> <p>Books:</p> <p>Iguals pero diferentes</p> <p>la niña invisible</p> <p>La niña más pequeña de toda la escuela.</p> <p>El caracol con sombrilla</p> <p>Un chocolate muy especial</p> <p>Todos los colores de nuestra piel</p> <p>Chocolate me.</p>	<p>Lesson 1</p> <p>Warm up activity:</p> <p>Can you tell somebody's race by looking at them?</p>  <p>http://www.pbs.org/race/002_SortingPeople/002_00-home.htm</p> <p>Lesson 2</p> <p>Warm up videos about race and ethnicity (English and Spanish)</p> <p>Race and ethnicity</p>  <p>*Introduction of this topic with a video using jelly beans.</p> <p>https://www.youtube.com/watch?v=CqV3CK6QfcU</p>	<p>I pads</p> <p>Jelly beans</p> <p>Big books</p> <p>Sticky notes</p> <p>Book creator app</p> <p>Flip Grid</p> <p>Smartboard</p> <p>White paper</p> <p>Sentence strips (cut up)</p> <p>Writing paper</p> <p>Pencils</p> <p>Chart paper</p> <p>Padlets</p> <p>Jamboards</p>  



<https://www.youtube.com/watch?v=555k5aV5Um8>

Students will watch both videos, and in a Padlet they will type their ideas about racism and ethnicity.

Have students read the story *un chocolate muy especial* in the reading center.

Act out “un chocolate muy especial” and recreate the story creating a book with the Bok creator app.

Role-play will be recorded and presented in the morning news to the Spanish Immersion students from K to 3rd.

<https://www.guiainfantil.com/articulos/ocio/cuento-s-infantiles/un-chocolate-muy-especial-un-cuento-sobre-la-tolerancia/>

Lesson 3:discrimination

I will be introducing the topic reading the following book “*Iguals pero diferentes*”

Students will also watch this video and after that, they will be working on a Jamboard and typing examples about how can we avoid discrimination with our friends.



<https://www.youtube.com/watch?v=vK41upGBi90>

Lesson 4: Individual differences

I will introduce this topic teaching the student the following song about individual differences.

<https://youtu.be/dQkWLCXdgl8>

Students will have the lyrics and identify the main message or central idea in the song. Responses will be recorded in Padlet. After that, students will watch the following video and then, they will create posters in SWAY, expressing their thoughts about this lesson.



<https://www.youtube.com/watch?v=KJ1ygFknjYo>



<https://www.youtube.com/watch?v=XpSLtVXF0Mc>

Dialogue:

I will introduce this lesson with the book: “La niña más pequeña de toda la escuela”



Discussions in Canvas will be shared and students also will be recording their point of view using the Flip Grip app.

We will watch the following video in order to talk about the importance of dialogue.



<https://www.youtube.com/watch?v=k-6ws8LZECU>

After that, I will create a break out room in order to discuss the main ideas or lessons of this video. Ideas will be shared and recorded in a Padlet.

In the second part of the unit, students will be working on the following activities that attempt to reflect about racism while improving their reading comprehension skills in Spanish

Discussions in Canvas.

Short discussions in Canvas about the messages of the books that we have read during the semester.

Fill in the blanks missing words from the lyric:

<https://youtu.be/dQkWLCXdgl8>



Create with recyclable materials musical instruments like rattles and drums (art and music teacher will support us with this activity)

Sing and dance the song “*Todos somos distintos*”

<https://www.youtube.com/watch?v=OdBwEFCT9C>

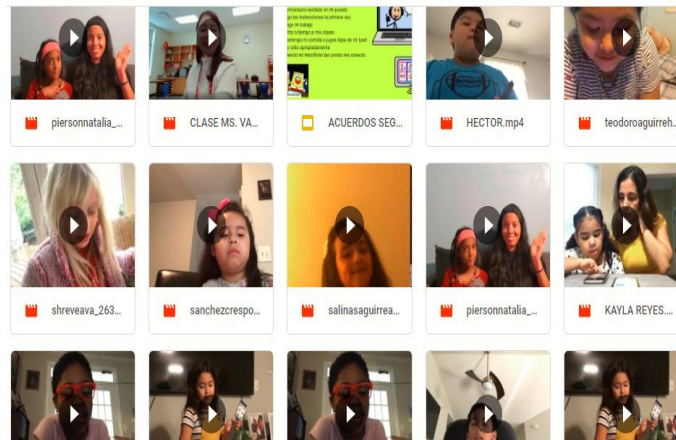
c



Talk about races the main idea of this song. We will talk about the who, what, where when and why and identify rhyming words in the song.

After that we will have in the writing center a cloze reading activity with the story *la niña invisible*.

Sing and dance “**todos somos distintos**” song and present it in the curriculum night to the families with reflections on a poster created with the class.

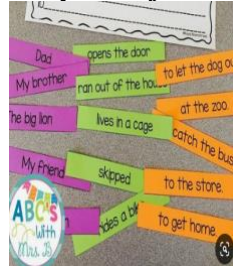


The main goal of this part of the unit is to work on reading and writing strategies with the following books:

- ✦ Iguales pero diferentes
- ✦ la niña invisible
- ✦ La niña más pequeña de toda la escuela.
- ✦ El caracol con sombrilla
- ✦ Un chocolate muy especial
- ✦ Todos los colores de nuestra piel
- ✦ Chocolate me.

Additional activities:

Practice with sentence strip puzzles, while listening to the story *“Iguales pero diferentes”*



Practice reading comprehension and writing skills with Who, what, why and the lesson with the following books:

“La niña más pequeña de toda la escuela”
“El caracol con sombrilla”

Who?	What?	Where?
Blue	Yellow	Green
<hr/>		
<hr/>		

Whole group activity creating the 5 steps we need in order to be a good writer or author.



Ask students to write a short paragraph about the the lesson or moral in these two stories: *“Un chocolate muy especial”*

“Todos los colores de nuestra piel”

Whole group activity: Create a short story about antiracism. This role-play will be presented to the community in the Multicultural Festival.

We will finish the presentation with the song que *“todos somos distintos”*

<https://www.youtube.com/watch?v=T01mvc9aagc>

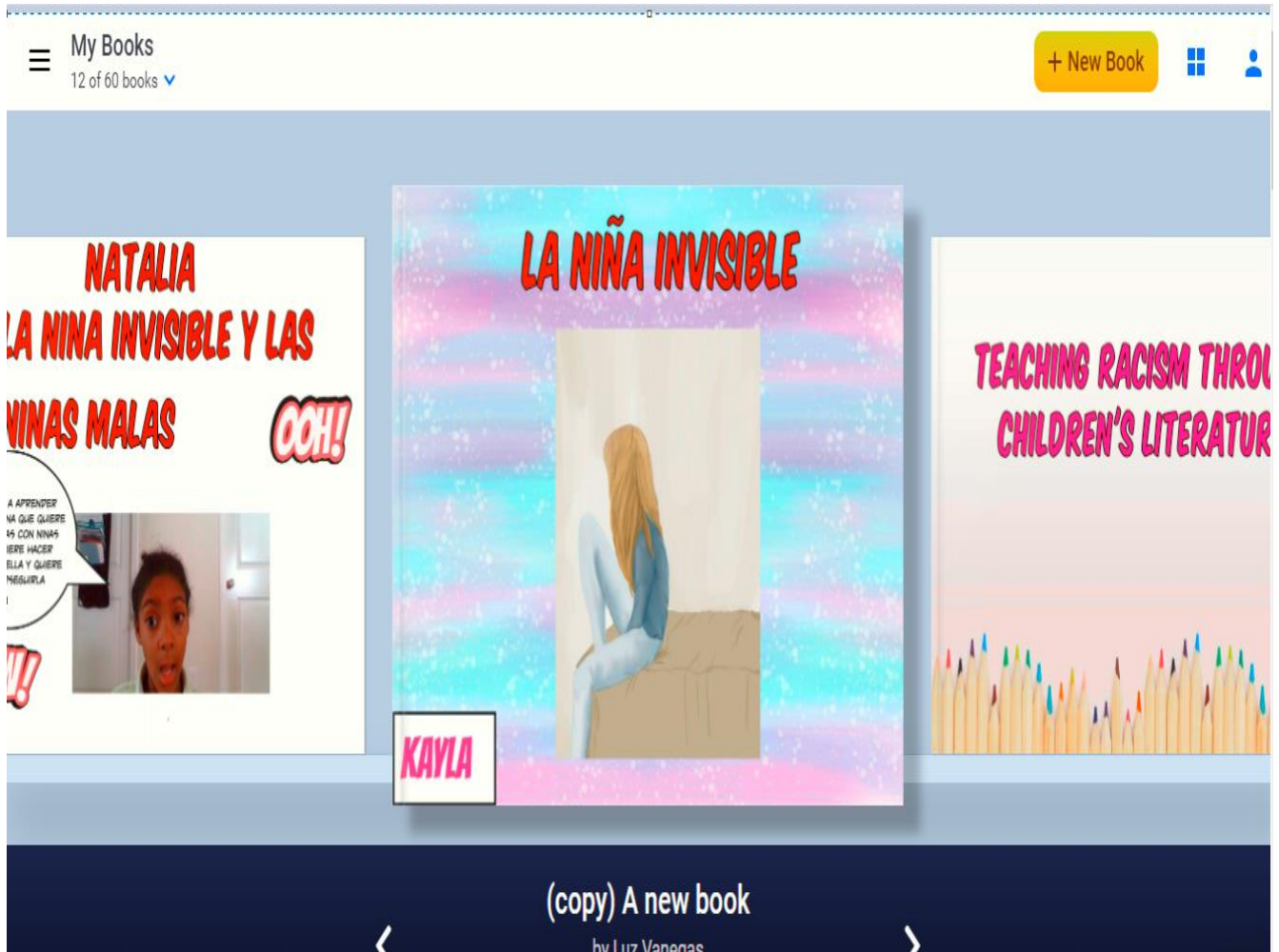


[Appendix 1 Teaching Standards](#)

STANDARD I WANT TO TARGET	
2.C.1	<p>Understand how various cultures influence communities.</p> <p>Throughout the antiracist books, students will be able to use WH questions that will help them to draw conclusions and pose questions.</p>
<u>CCSS.ELA-LITERACY.RL.2.7</u>	<p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>Students will be able to speak and write complete sentences that have a subject, predicate and details while they understand the meaning of the words using technology and different apps.</p>
C.W.2.2	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>Throughout the antiracist books, students will be able to pose questions and draw conclusions that will be shared with the classmates.</p>
RL.2.2 & RL.2.2	<p>Recount story elements & Determine the central message</p> <p>Students will be able to find main ideas and identify nouns, adjectives or simple verbs through the anti racist literature.</p>
<u>CCSS.ELA-LITERACY.RL.2.1</u>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Throughout the antiracist books, students will be able to use WH questions that they are familiar with to create complete sentences.</p>

ADDITIONAL NUMBER APPENDIXES

Retelling the story the Invisible girl and reflecting about antiracism



Book Creator assignment about Antiracism.

CLASE DE LA SENORA VANEGAS

Everyone's books (26)

+ New Book



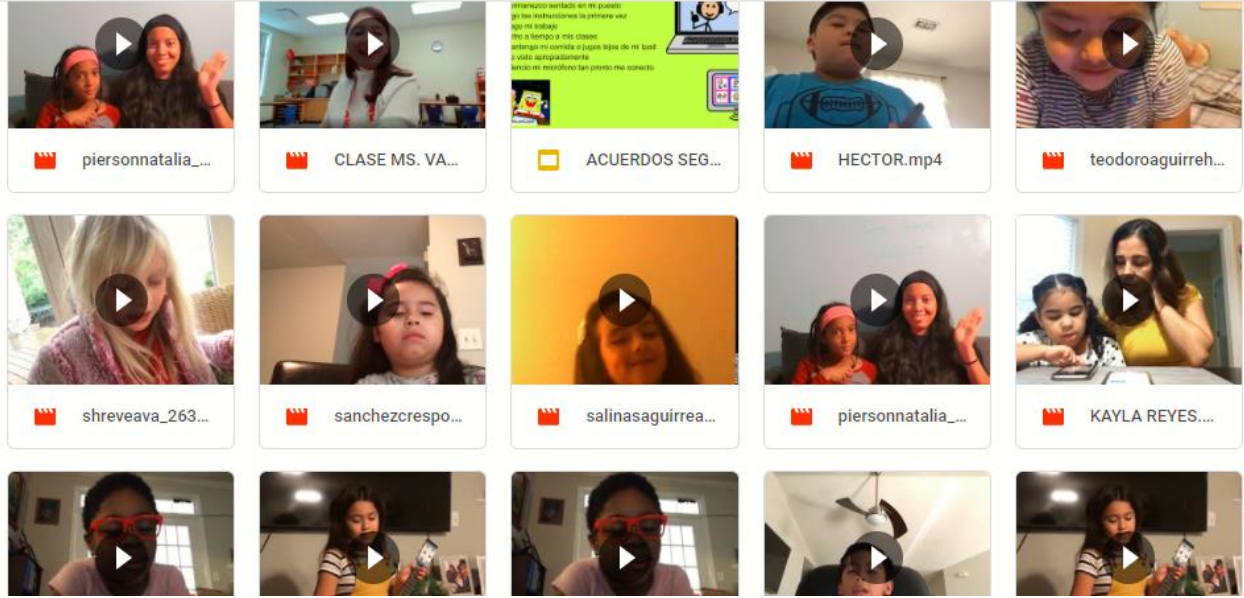
Show [invite code](#) for others to join



VIDEO ABOUT ANTIRACISM



SONG ABOUT ANTIRACISM.



JAMBOARD ACTIVITIES ABOUT CHILDREN'S LITERATURE

1

El valor de la amistad

2

Una amiga

3

Lovena Nyanforh

4

Aylin Salinas

5

Heidy Teodoro

Mi mejor amigo es mi mamá

También a mi papá

Mi hermano es mi amigo!

cuidan. 2. mi mamá y papá son mis mejores amigos porque dicen que sou una buena chica y me compran comida. 3. Mi mamá y papá son mis mejores amigos porque me compran libros

Mi hermano son mi mejore porque juega con mi. 2. le compra ice cream. 3. Y le cuida a mi.

Becket poedo aser amigos Lovena.

Te felicito por tus trabajos. Eres una estudiante maravillosa.



Reflections in Padlet about the book "Chocolate me" and "We are all different"



¿importa cuál color o si eres gordo o pequeño

3

Add comment

Anonymous 25d

Zaydia

Yo aprender cada uno diferente

2

1 comment

msbuford88 25d

Yo aprendi. Que me gusts

Add comment

Anonymous 24d

Xavier

Mi reflexion es yo aprendi todos


4

Add comment

Anonymous 25d


Natalia Pierson

Yo aprendi que no importa si estas diferente porque estas iguales en su cuerpo no importa tu color de su piel, pelo puedes hacer amigos.



Jasmin Maldonado

Yo aprendi a no discriminar porque a mi no me gusta y si discrimino yo no voy a tener amigos yo soy tu amigo



5

Add comment

Anonymous 24d

Becket.

Go aprendi Todos esta iguales.

Anonymous 25d

Bradley claros

Yo aprendi que todos somos iguales y diferente color piel tambien somos un familia y dios tiene niños que son nosotros

3

Add comment

Anonymous 25d

Manuel Hernandez

todos somos igules

3

Add comment

Maylen Sanchez

Yo aprendi que no ay que discriminar a personas por como se bean


4

Add comment

Anonymous 25d


Johanna Garcia

Yo aprendi que no importa el color de tu piel y no importa como es tu pelo



+

Todos sonos distitos y tadien somos egloes




5

Add comment


Anonymous 24d

Merelin yo aprendi que

No de scriiminar por que todos Somos amigos.



los demás y no me importa tal como soy



5

1 comment

Anonymous 24d

Aylin Salinas gracias por darne corazón

Add comment

Richard Price 24d

James P.

Yo Aprendi Que Todos Somos Fyrtinos V No Tmporta A Que

Anonymous 24d

Heidy teodoro.

Yo aprendi que no importa el color de tu piel y todos somos iguales.

3

Add comment

Anonymous 24d

Ariel Escobar


Yo apendi que no importa que alguien le guste soccer o football o hide and seek.

4

Add comment

Cruz Lengacher 24d

Cruz Lengacher



4


Add comment

Anonymous 24d

kourtnei

yo aprendi que todos somos iguales

amigos.



5

Add comment

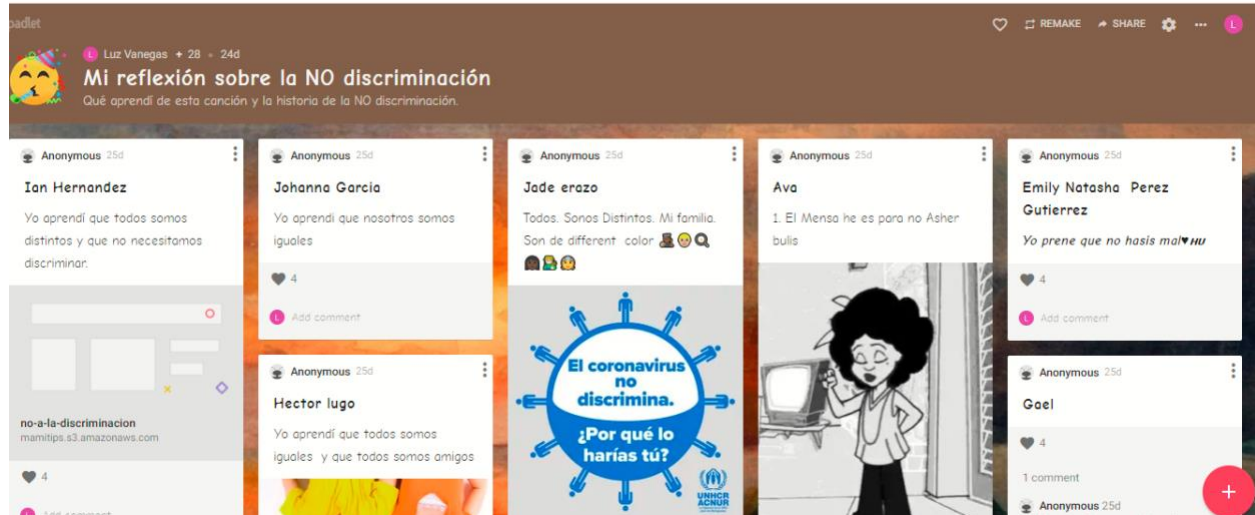
Anonymous 24d

Lovena Nyanforh

Yo aprender que no discriminar y todos somos iguales y cuando un otro persona está negro no dece que no es blanca como mi y no puedo jugar con mi hahaha esto es muy malo no le aces esto todos somos Iguales cuando es blanco

+

Reflections about antiracism



Ideas for readings/resources you might use for researching your topic:

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