

Summer with Purpose

Reading Guides

For

Early Elementary Age

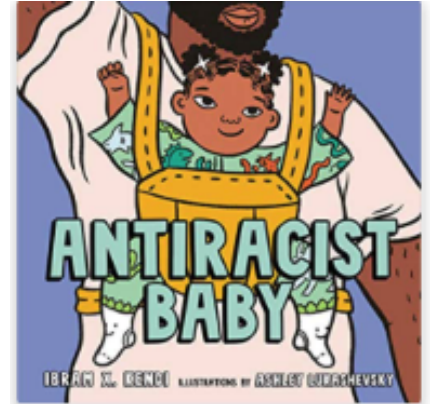


Antiracist Baby

by: Ibram X. Kendi

“Antiracist Baby is bred, *not* born. Antiracist Baby is raised to make society transform.”

This book includes 9 steps for making “equity a reality” which provides a framework that people of all ages can use to dismantle racism.



When you read this book with your child, discuss each step with them at a level that they can understand. Some examples are provided below.

- Teach your child to see color. Talk about the different skin colors that you see throughout the day. In school, at the play-ground, at church, in your family, etc.
- Talk to your child about race and racism. If you see something racist, find a way to talk to your child about it. Ask your child if they have ever seen something racist. Let your child know that they can always talk to you if they witness or are the victim of racism.
- Teach your children about the policies that create racist outcomes.
- Help your child understand that all people are beautiful and worthy of good treatment.
- Find ways for you and your child to celebrate differences. One way to do this is to attend different festivals held by people from a different race/culture than you.
- Confess when being racist. When you realize that you are holding onto a racist idea, admit it. Awareness and naming your mistake disrupts racism.

Come In, Come In

by: Roger Hutchison

After reading the book, point out how in the world of this book all is so different, but the character (boy/girl) knows that all are invited to come in. Being together is when happiness and friendship happens. Go through each page and ask your child to point to the animals and characters. Name who is invited (example: The Zebra and giraffe is invited to come in.)



- Who is in your neighborhood?
- Who do you encounter in the stores and the other places? School?

Welcoming and inviting is kindness. It is a way to share with others. What are ways we can make others feel welcome around us? (With a smile, kind words, etc.)

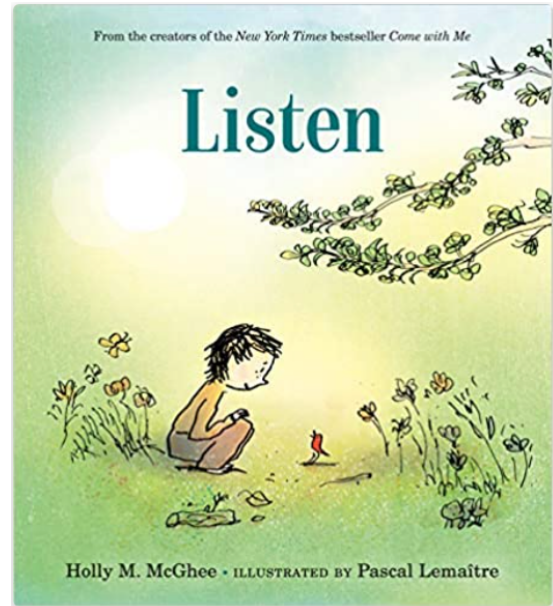
- Who may be feeling unwelcome? Who might feel left out? How can we invite them in?
- If your church does communion, the table in the story reminds us of communion and all are invited to God's table. Talk about what it means to be invited to God's table and communion in your church.

As your child ages, they understand feeling left out. Empathy is a strong tool in seeing others as God's beloved child. Ask if there are any children who might feel left out. Talk about ways your child can help them feel invited into their "world".

Listen

by: Holly McGhee

Parents: Empathy is a very important skill. The ability to put ourselves in another's shoes opens our hearts to listen and helps us to view the world with kindness and compassion. Look for opportunities to practice this. It is a learned skill that requires practice. It is sometimes outside of our comfort zone, but it helps us connect with others and helps us to see the dignity in others. On the title page, there is a quote by Vincent Van Gogh. Talk about what love means. How do we know we are loved? Why is something done in love, done well?



The book starts with “Listen”, who is the “us” in the book? How do we “listen to another?” Why is listening important?

“Look”: who is the “all of us”? Does it include people we cannot see?

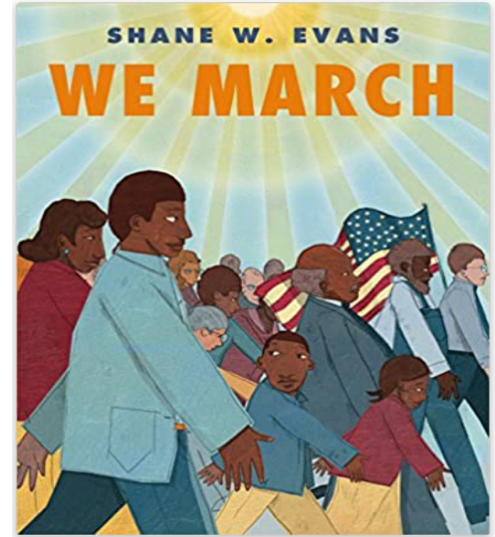
- “Stars”: Who sees the stars?
- “Breathe”: Can the air belong to anyone?
- “Taste”: How is food from the sun and rain? How are they all a part of food?
- “Dig”: What does it mean to be “we”? What do roots do for plants? How do we have roots? How can we have the same roots, yet different parents? (We are one family. We are a part of a bigger family than those who live in our house.)
- “Listen with your heart”: How can we listen with our hearts? How is it different from listening with our ears?
- “Your heart can hold everything”: How can we open our hearts to include “the story of all of us”?

Share how our stories are interwoven.

We March

by: Shane Evans

In *We March*, we find people coming together to take action for a common purpose and goal, justice. Parents and children can explore together what justice and freedom mean. The book gives an easy way to talk about things children may have seen on TV.



- What has your family seen on TV?
- Have you seen people marching for justice?
- Notice together the variety of people and ages illustrated in the book.

Talk about why justice is an important goal for all people. Discuss that justice is not always easy, but that it is the right way. Talk about how difficult it can be to work for justice and how only together can these ideals be reached.

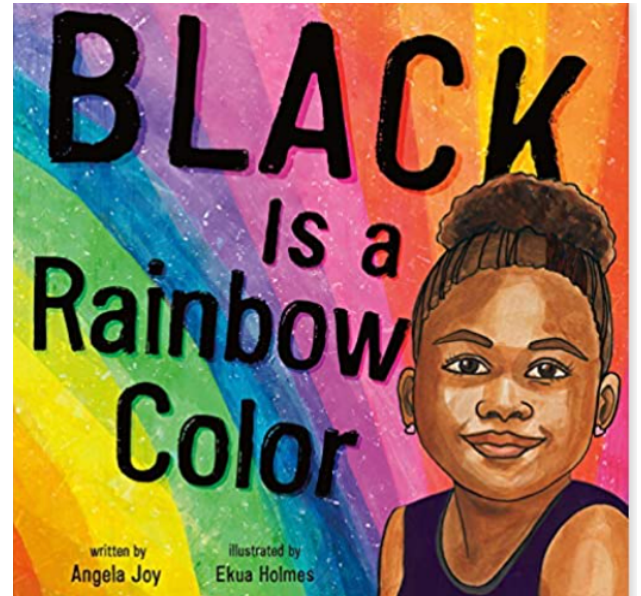
List of Possible Questions:

1. Have you ever marched?
2. If so, What did you march for?
3. What do the people in the book march for?
4. How are the people working together?
5. What is justice? What does justice look like?
6. How do you think the people in the book feel when they are marching?
7. What is something you would march for?

Black is a Rainbow Color

by: Angela Joy

There are a wide variety of colors! They are each wonderful, unique, and bring richness to us all. Without each and every color we lose some of what makes us who and what we are. In this book, we see how very diverse black is. Black is a rainbow all to itself. The author walks us through how one girl explores all that black is and has been. She finds that black makes the world around her. She also discovers that black is about love, community, struggle, family, and pain. Black is part of our history. Through this discovery, we deepen our appreciation for all the magnificent contributions of Black people and Black culture, as well as discover areas we need to do better. This book can be a great way to talk about the areas where we as a society have negated the contributions of Black culture and Black people. For Older Elementary Students, after the “Author’s Note”, there is a section of poetry, history, and “Timeline of Black Ethnonyms in America” that make this book a good learner for older children.



List of Possible Questions:

1. Why do you think black isn't part of the rainbow?
2. What is special about black?
3. How can black be more than just a color?
4. How can black be a culture, family, community, and love?
5. What are all the colors of the “human” rainbow?
6. What is your color in the “human” rainbow?
7. How do you feel about black knowing that it is so much more than just a color?

Faces: A Love Story

by: Roger Hutchinson

This book is about how we are all created in God's image. Each Face is perfectly imperfect and holy.

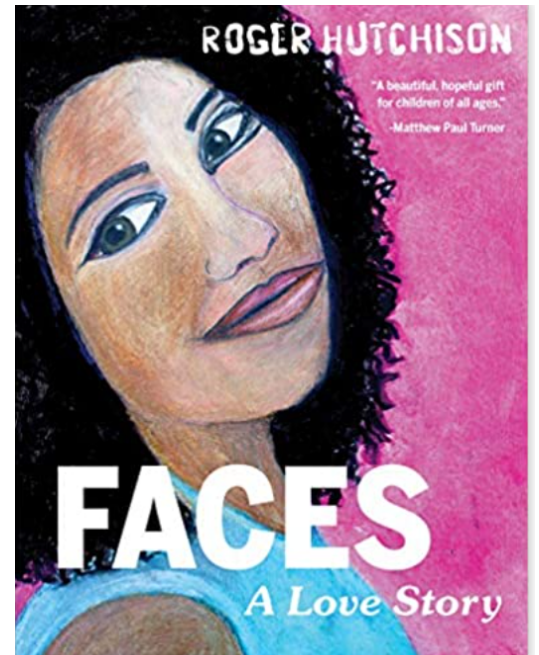
- What does it mean when it says we are separated by our assumptions? Our preconceptions? Our misunderstandings?
- What can we do to build trust?
- Why are people afraid of what they do not know?

Share a story about something someone in your family was afraid of until they tried it or learned about it. Talk about how if fear prevented the person, they would never be able to do the thing they like now.

- What are some ways some faces are different from yours and how are they beautiful?
- Can you see yourself as beautiful? Share with your child about why they are beautiful to you and how others in the family are beautiful.
- What is a masterpiece? What does it mean that each of us look so different but are God's masterpiece?
- How can you look at others and see them as God's masterpiece?

Parents: Seeing others as different, but as a masterpiece recognizes that different is beautiful too. Talk about ways to recognize God's masterpiece in others.

- We feel pain, we have our feelings hurt. Every person does. How do we want others to respond to us when we are hurting? How can we recognize other's pain and hurt? How can we see when other's hearts hurt (feelings)? What can we do to help others?



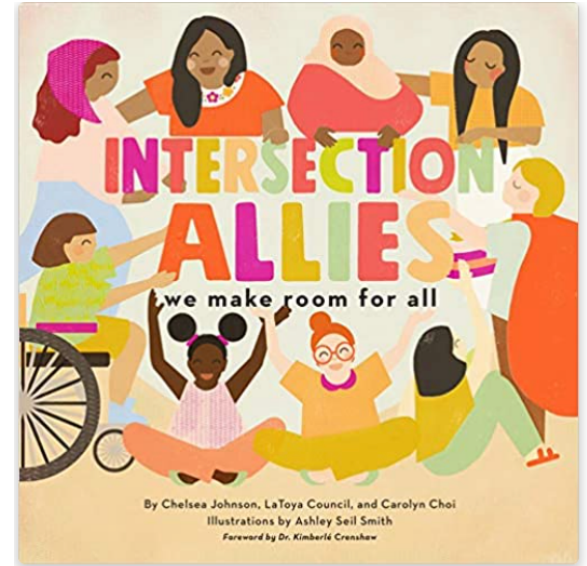
Intersection Allies: We Make Room for All

by: Johnson, Council, and Choi

This book introduces us to a group of friends from all different backgrounds, race, religion, and economic groups. There are some wonderful discussion ideas, terms, and information starting on page 45.

Here are some things to think about while reading.

- Pages 12-13, we meet Allie. How do her friends help her? What are some challenges she faces? Why do they help her?
- Pages 16-17, how do Parker's friends help her? What is community? Who is your community?
- Pages 18-19, Kate could be teased for being herself instead of letting others tell her how she should be. What are some of her challenges? How do her friends help her?
- Pages 20-21, what is Adilah's choice? Why would it cause debate? What are some of her challenges? How could you make her feel welcome?
- Page 22, talk about how and why clothes can cause conflict.
- Pages 24-25, what is in the news that could frighten Nia? What are the challenges Nia might face? She faces her fear bravely. Would it be hard to be that brave? Talk about what that must feel like for her.
- Pages 26-27, talk about protesting. Protesting has a history that says something needs to change. It is how great changes were made in our country. It is us making sure our voice is heard. It holds our country and our lawmakers accountable to the people. It, also, reminds us to think of others, especially those who are being hurt by a wrong.
- Pages 28-29, Dakota is Native American. What does she believe is important? What challenges does she face?



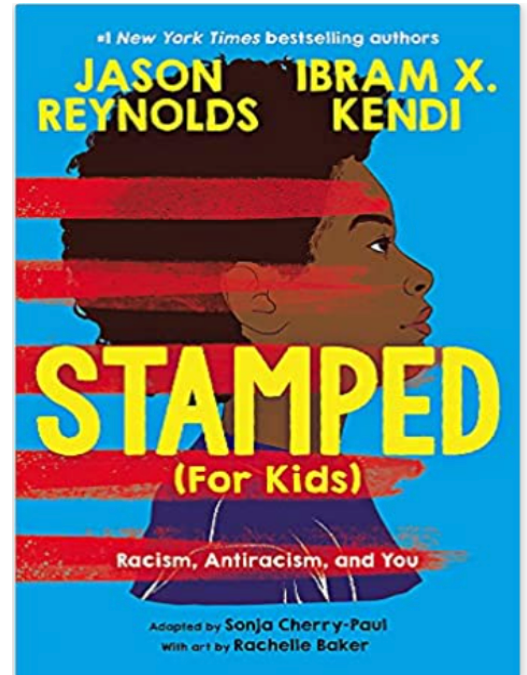
- Pages 30-31, we meet Gloria. What language does she speak besides English? How does she help her family? What are some challenges she might face?
- Pages 32-33, Where is Heejung from? How does she help her mother? What are her challenges?
- Pages 34-35, How does Yuri come to the USA? Why did she come? How did her friends help? What challenges might she face?
- Pages 36-39, What does it mean to be more than our origins? Can people with such differences be friends? Do you think about your friends living life differently than you? What are some ways? How can you be a friend? How can you be an ally?
- Continue starting page 45.

Stamped (For Kids): Racism, Antiracism and You

Adapted by Sonja Cherry-Paul

This book looks at history, shares where racist ideas have come from, and how “the story of us” may have been built on the hurting of others. Read the Preface to learn more about why the author wrote this book and how she set it up. When reading the chapters, at the “Let's Pause” places, use these as an opportunity to share and reinforce what you as a parent believes.

- Ch. 1: When Zurara claims enslaving people was God’s plan, use this as an opportunity to share that Jesus’ commandment to love each other as he loved us is a contradiction to Zurara’s claim. Would God and based on God’s call to love, believe in hurting others, ripping them from their families, and using others for selfish greed, want that?
What beliefs surprise you? How do people create stories in their head to justify something bad they want to do or did do?
- Ch 2: It is hard to talk to our children about our country being built on stolen land and stolen lives, but if we are not willing to talk about the truth of history, then we can never grow and learn from it. That was not us, but it is the history of our ancestors and our country. Talk about this and share if this makes you feel uncomfortable.
- Ch 3: On p. 21, it defines what a “racist idea” is. Talk about this. Are there any racist ideas around your child? What does it feel like when someone thinks you are “worse” than them because of your hair or skin or gender?
- Ch 4: How does learning about the founding fathers “help you understand the truth of today and to make different choices?”
- Ch 5: How would you feel being told by your school that you would have to change everything about you to fit in, attend school, and make



friends? How would you feel about yourself? How would you feel about the friends you made, pretending to not be you?

- Ch 6: “Go back to where you came from” is used some today, by people who do not understand what they are saying. Talk about where your family comes from (unless you are Native American, your family at one time came to the USA.) What would it be like to have to suddenly move to that country without knowing the language and customs?

Our Skin: A First Conversation About Race

by: Megan Madison, Jessical Ralli, & Isabel Roxas

This book helps parents discuss skin color with their child. It asks questions that help children identify different skin colors in their environment and family. It also explains why skin comes in different colors (different levels of melanin) and encourages children to talk about why they love their skin. In the second half of the book, the authors make the connection between skin color and the way that people are treated differently based on their skin color. The authors provide a kid friendly history and definition of racism as well as examples of racism that kids can relate to. In the end, readers are encouraged to do their part to make things better.



Read through the entire book pausing to give your child an opportunity to answer each question. If they cannot think of an answer, use this as a time for discussion where you tell them, for example, what you love about their skin, or what different skin tones exist in your family. As an added activity, have your child draw a self portrait. Make sure that you have skin color crayons so that your child can draw himself/herself/themselves accurately.

Almost every page of this book provides an opportunity for discussion. Below are a few suggestions on how to use this book to spark a conversation with your child.

- Page 13 says, “We may use a color word to describe people, like Black and white.” Ask your child if they have heard people described in this way before? Ask your child what different colors they have heard people use to describe people.
- Page 15 and 16 discuss the different groups that people might belong to. Ask your child if they have heard of any of these groups. Discuss who each group refers to.
- After you read the history of racism, page 19, check in with your child to see what they think about what you just read.

- Ask them if they have ever heard the story that white people were better, smarter, and prettier.
- If they answer yes, ask them where they heard it.
- If you are comfortable, and your child is old enough (4th/5th grade), talk about the ways that the media reinforces the story that white people are superior.
- After you read the definition of racism and the examples to your child, ask them if they have ever experienced any of these scenarios or seen anyone treat someone else mean because of the color of their skin. If they say yes,
- The end of the book encourages everyone to do their part to make things better. It gives some examples of what people can do to work for racial justice. Discuss these things with your child. Have you done any of the things mentioned in the book? If so, tell your child about your experiences. Work with your child to make a plan for how your family will do your part. Let them know that reading this book together is one way that you are doing your part.