

Summer with Purpose

Reading Guides

For

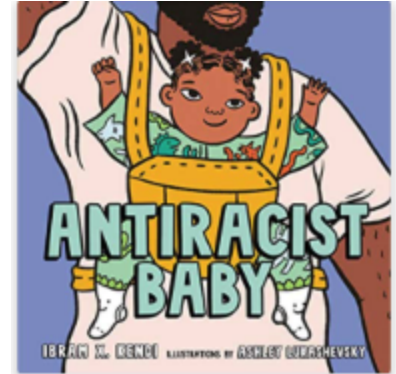
Older Elementary Children

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.

Blue Eyes, Brown Eyes

by: Judi Cunningham

This is based on an actual event (true story). The children learned empathy (the ability to put themselves in another's place) and the importance of not judging others based on a physical attribute.

Please discuss this as you read:

The book starts off with Bobby and Marie meeting and becoming friends. Share how you met your best friend(s).

- What makes them your best friend?
- What do Bobby and Marie do that are the same and what do they both like?
- When Mrs. Bowers separates the children in her class and tells them a group of students is better than the others based on a physical trait, how did it make you feel?
- How do you think the children felt when Mrs. Bowers said to divide?
- When Marie suddenly thought Bobby was bad, why do you think she made this judgement? (Why did she believe that?)
- How do you think Bobby felt?
- How was it to be judged for something about your physical appearance and not for who you are inside and what you do?
- In the lunchroom, why do you think the blue-eyed children felt ugly? Were they correct in feeling ugly?
- When Mrs. Bowers changed the "rules" and announced children with blue eyes are better than children with brown eyes, how do you think each group of children felt?
- Why would Bobby say mean things to Marie? Was he justified to say the mean things because Marie was once not nice to him? Is it right to hurt someone who hurt us? Do friends hurt each other to get even?
- Notice that each group of children, when told they are dumb and ugly, stop taking care of themselves and change their beliefs about themselves. Why do they think that is?
- What was it like for Marie to walk alone? Why do you think she drew the mean picture of the teacher? Why was she angry?
- Mrs. Bowers told the class the lesson was about no one being better and they should have stuck with their friends. Why do you think that was true? Why is it hard to stay true to ourselves when others tell us who we are and how to be?



Why is it hard to stay true to our friends when others may not like us if we do?
Share times it was hard to stay true to yourself and your beliefs.

- Mrs. Bowers told the class who was better and smarter by their outward appearance. Who in our community and in our world decides who is better or smarter than others?

Parents:

Talk about the difficulties others face because history or others have decided who is pretty or smart or trustworthy or gets to choose where to go or where to live.

Empathy is an important skill, but it needs to be learned and practiced. Find ways to practice feeling empathy for others. Talk about how judging others on outward appearance or physical traits is hurtful to that person. It is, also, hurtful to the person doing the judging. Pretending others all have the same “color of eyes” is ignoring reality, but seeing the colors and knowing they are all beautiful and looking to meet the person knowing they are a child of God (without judging who or what is better) is the way we acknowledge the belovedness of each person.

For older children, share some events like what happened in Mrs. Bowers class happens in our world without correction. What can you do when this happens? Talk about how just because we may not see it happening or wish it was not happening, it still does.

Gabe Faces Ignorance

by: L.I. Forsete

In this book, a boy learns his friend is Muslim and how some games can be hurtful to others.

- On the back of the book, there is a definition of ignorance. Share why it is difficult at times to seek the truth. What part does fear play? What part does feeling safe play? Is it wrong to blame a group of people for the actions of some who identify as the same race or religion?
- Sofia and her family are afraid to share their faith with others. Why do you think that is? What fears do you think Sofia's parents have for her? What do you think it would be like to be afraid to tell people about your faith?
- Share your understanding of jihad. What did you think it was and why? What does it mean? What sacrifices do you make?
- Do you think it would be harmful for people to think you are bad because of your faith or race? Talk about some things you do in your life that might be different if others were afraid of you or believed you were "bad" because of your faith or race. Would it change the way you make friends? Would it change the way you approach other people (meet them or talk to them)?
- Gabe learns that playing games, which make a race of people the enemy, is hurtful to others and wrong. What would it feel like to hear other children playing a game where your family was the bad guys or enemy? Do you think these types of games teach children and others to think badly about a group of people (the ones the children are making the "bad" guys)? What do you think younger children watching older children play this type of game are teaching the younger children about the group they call the "bad guys"? What do they learn? What could you say if you see other children playing this type of game? What would you say if you are asked to play this type of game?
- Sometimes people tell jokes naming a group of people as stupid or bad or ugly. What can we do if we hear that type of joke?
- How can we show respect to someone whose faith is different from ours?



Parents:

It is through learning, listening, and sharing our hospitality with others, we can get to know others. Loving our neighbor includes those whose faith is different from ours.

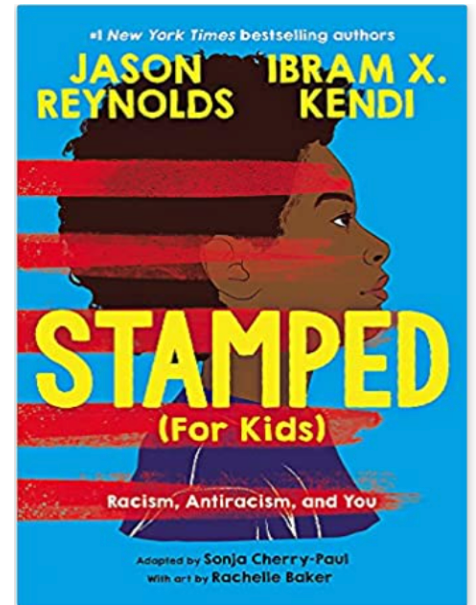
We are all God's children, we are all created by God, and we are all loved by God. When we love our neighbor, we treat them with kindness and caring. Any game or joke that puts down another is not loving; but encourages mistrust, fear, and cruelty.

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?



- Ch 7: “Fake news” was used throughout history to persuade people to see things in a certain way. What measure should your child use to judge if something they hear is true or not? How does “fake news” profit the author or speaker? Why do we manipulate others?
- Ch 8: Talk about in the news why symbols of the Civil War (Confederate flag, statues, etc) are said to Black Americans and why the recent movements to remove them is more than history. History of early American Black families matters and these symbols are hurtful to them because it was a time when they were not seen by others as people.
- Ch 9: Both Du Bois and Washington were trying to find ways to be liked. Can you force someone to like you or be your friend? What feeling would make you develop plans and try to find ways to be liked? If someone does like you because you did things just to make them happy, are they really your friend (if you have to change everything to get them to like you)?
- Ch 10: Ida Wells-Barret said, “The way to right wrongs is to turn the light of truth on them.” How can you turn the light of truth? When should you do or say something to “turn on the light of truth?” Talk about ideas, games, etc that are hurtful and racist and ways your child can respond when asked to participate.
- Ch 11: Talk with your child about black face being worn by a white person and what it means to others, but especially black children, when they see it. Use this opportunity to talk about how the media, especially movies and television, can teach us how to hate or teach racist ideas without us even realizing it.
- Ch 12: Two important points for discussion: the defining of what makes someone beautiful (media group think, etc.) and how it feels for the people with the opposite or different nose or hair or eye color or skin color. The second is the freedom to be yourself and not let others tell you what to be or do (peer pressure and peer pressure on a society level.)
- Ch 13: Talk about what it must have been like for Ruby Bridges. What would it be like to live in isolation and fear?
- Ch 14: Talk about protesting. It is done to make change, to right a wrong, to let the voice of all people be heard. Emmett Till died for something he did not do (the woman admitted later that it never happened), but even if it had, he was a child who did nothing wrong. Do you know anyone who is 14 years old?
- Ch 15: We honor Dr. Martin Luther King, Jr. in January. Ask your child what they know of him. What stands out in this chapter for you?
- Ch 16: There is a history to police brutality, discrimination, and the attend of condoning hate continues. How is it true today too?
- Ch 17: Word hurt; words are used to belittle others. Words can be used to help others and lift others up. What are words you can choose not to use and what are words you can use to help others?

- Ch 18: How have movies been used to promote fear? How else is fear one of the reasons change is hard? The opposite of love is fear. Talk about this with your child.
- Ch 19: Angela Davis was brave, smart, and used her beliefs to remind people that “freedom means freedom for all, not for one.” What does freedom mean to you?
- Ch 20: Talk about the “Let’s Pause” on page 109.
- Ch 21: Why is trying to fix a problem by simply not focusing on it, not going to work?
- Ch 22: Discuss the “Let’s Pause” on page 119. On page 120: “To tell an accurate story about the progress of Black people in the United States means looking at the whole group, not just a few individuals.” Continue reading that paragraph. Why do some people look for ways to deny racism?
- Ch 23: Discuss how the “Black Lives Matter” movement started and why?
- Ch 24: On page 133, it says, “it’s people who can bring about lasting change.” What does that mean to you? What is your family’s role in that? On page 134, it says “So this book is a start, not a finish—keep reading, keep learning and keep talking about race.” How does your family plan to continue?

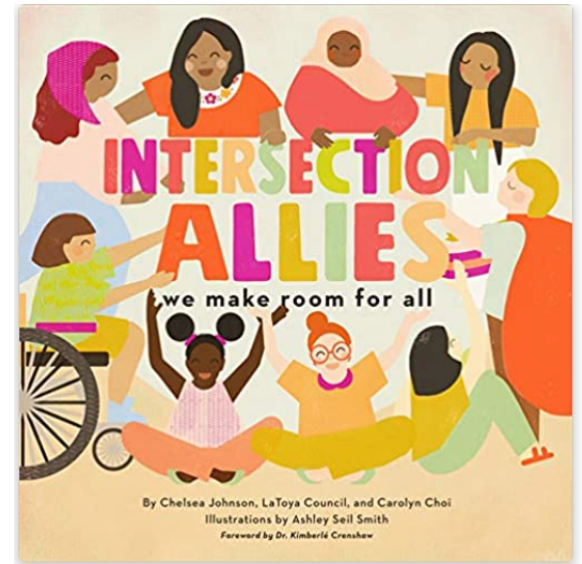
Intersection Allies: We Make Room for All

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 something 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.