

A Note to Readers

The picture books in this collection represent intentional curation of “own voices” texts. [Corinne Duyvis](#) coined the term “own voices” as a hashtag on Twitter ([#ownvoices](#)) to describe texts about characters from traditionally underrepresented or marginalized groups that are written by members of those groups. For example, in the list of books provided, I included Kyle Lukoff’s *When Aidan Became a Brother*, which is the story of a transgender boy whose mother announced that she is going to have a baby. Kyle Lukoff is a transgender man. On the other hand, I did not include Bao Phi’s book *My Footprints*; though the protagonist of that book shares Bao Phi’s racial background as a Vietnamese American, she has two mothers, and being the child of gay parents is the focal point of her story. Because Bao Phi does not identify as gay and does not have parents who identify as gay, in that way, *My Footprints* is not an “own voices” text. On the other hand, *Last Stop on Market Street* is an “own voices” text, though Matt de la Peña identifies as Mexican American, and his protagonist CJ identifies as African American (as does the book’s illustrator, Christian Robinson), because I felt the real focus of the book was living in an urban environment and perhaps being a part of the working class, and it is accurate to say Matt de la Peña’s own childhood background reflects those aspects of CJ’s identity.

The eleven books I curated are all appropriate for children in kindergarten or first grade, my target age-range. Some work also for younger or older children as well. In addition to these eleven books, I also collected other resources, including books and teaching materials for educators who want to learn more about teaching for social justice or need more anti-bias teaching resources for their professional development.

Sincerely,

Dana Huff

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



23 BOOKS

1%

American Indians/First Nations

170 BOOKS

5%

Latinx

218 BOOKS

7%

Asian Pacific Islander/Asian Pacific American

301 BOOKS

10%

African/African American

864 BOOKS

27%

Animals/Other

1,558 BOOKS

50%

White

Illustration by David Huyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

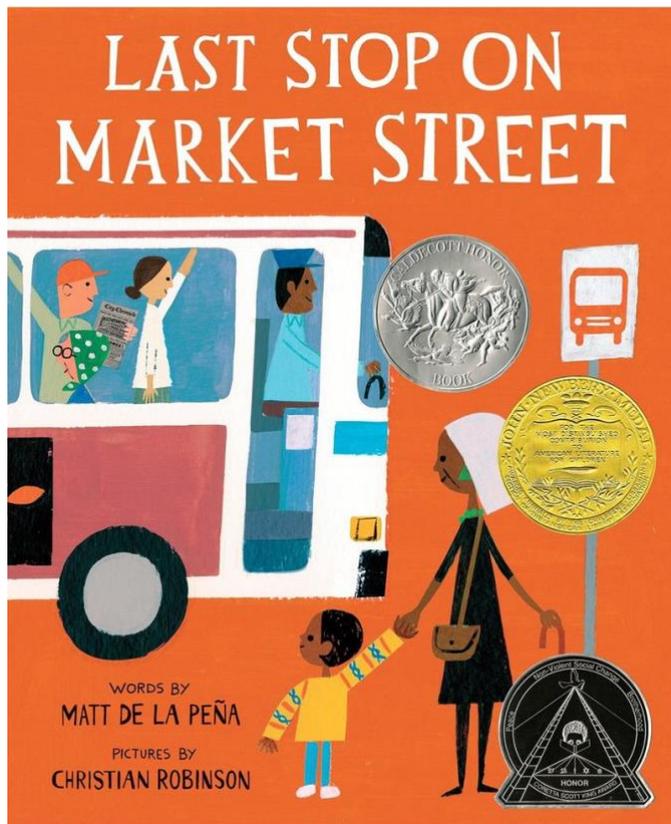
The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Illustration by David Huyck, produced with data from the Cooperative Children's Book Center, shared via Creative Commons

Dana Huff **Age Group:** Ages 3-5; preschool-kindergarten

Name of Resource: *Last Stop on Market Street* by Matt de la Peña, illustrated by Christian Robinson

Image of Resource:



Quick Description of Resource:

This book is the story of CJ, who rides the bus with Nana from church to the soup kitchen, where they serve others. CJ laments the rain, having to ride the bus (instead of ride in a car), and the graffiti and broken sidewalks near the soup kitchen. Nana helps him see the beauty in his surroundings, from the guitar-player on the bus to the rainbow over the soup kitchen.

The book is a Caldecott Honor Book and won the Newbery Award (unusual for a picture book).

Matt de la Peña is Mexican American, and Christian Robinson is African American.

Ways to use resource to further anti-bias curriculum/support inclusion

This book could start as a read-aloud in the classroom.

I could see a lesson on this book going something like this:

- Ask students what they liked best about the story. Using chart paper, record students' answers.
- Point out each of CJ's questions to students. What is CJ noticing? This could take some unpacking, and students may need some scaffolding. CJ and Nana ride the bus because they don't have a car, and CJ notices the boys who get on the bus have earphones to listen to music. CJ wants to know why the neighborhood is "dirty." How does Nana respond to these questions about what CJ and/or Nana don't have?
- Ask students who they relate to the most in the book and why.
- There are so many invitations in the book. For example, the blind man prompts CJ to question why the man cannot see, and when the guitarist plays music, CJ closes his eyes and imagines a beautiful nature scene. You might have students close their eyes while you play music, and they could either describe or draw what they imagined. Nana asks CJ to look for the beauty around him. You might ask students to look for beauty at recess. Nana and CJ are serving people at a soup kitchen. You can ask students when they helped someone or what they could do to help someone.

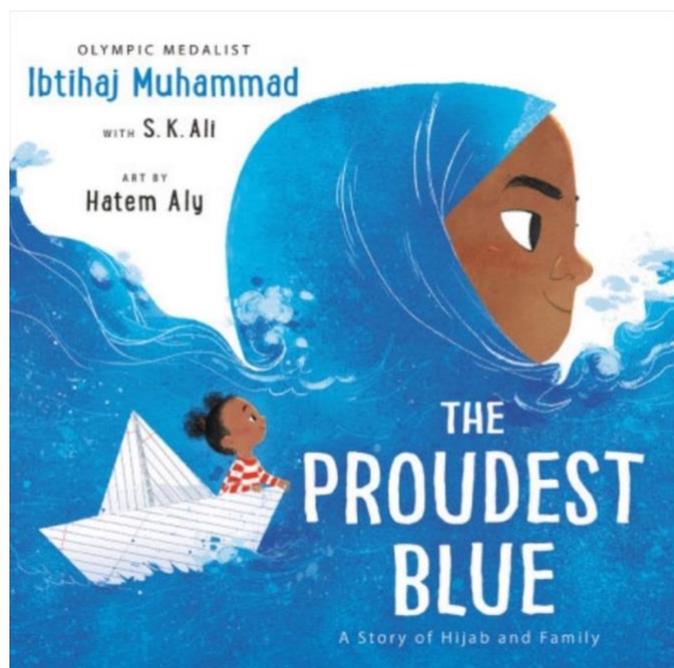
Part of what makes this book so interesting is that all of CJ's questions to Nana revolve around confusion about inequity. He wants to know why he and Nana don't have a car, why they have to wait for the bus in the rain, why it's dirty in the neighborhood by the soup kitchen (not really "dirty," but run down—cracked sidewalks, graffiti).

This [video of Matt de la Peña reading the book](#) to Quindaro Elementary School students riding the bus makes the book come to life around the author and the students. The students are a delight to watch.

Dana Huff **Age Group:** Ages 4-8; kindergarten-first grade

Name of Resource: *The Proudest Blue* by Ibtihaj Muhammad with S. K. Ali, illustrated by Hatem Aly

Image of Resource:



Quick Description of Resource:

Faizah is excited for the first day of school. She has brand new light-up shoes, and her sister Asiya is wearing a beautiful blue hijab. Faizah is both proud of and excited for her sister. However, Faizah is nervous when her classmate asks Faizah about Asiya's hijab, and she becomes angry when she overhears a boy bully Asiya about her hijab. She thinks Asiya looks like a princess, and she draws a picture of the two of them wearing bright blue hijabs and having a picnic. Faizah is proud of how strong her sister is and how she ignores her bullies.

Ibtihaj Muhammad is African American and Muslim. S. K. Ali is Muslim. Hatem Aly is Muslim.

Ways to use resource to further anti-bias curriculum/support inclusion

It would be a great book to study at the beginning of the school year, since the story is set at the same time. As a segue to reading the book, it might be fun for students to share how they decided what to wear for the first day of school. Did they have help? Did they pick their outfit? Are they wearing anything new? [This might be sensitive if you are working with students who might not have new clothes, so you want to tread carefully and know your students here].

Then you might read the book aloud and talk about what you see in the book:

1. Why does Asiya wear a hijab?
2. How does Faizah feel when she hears the children bully her sister?
3. Why are the bullies shadowy? How come we don't see their faces?
4. What do you think of Asiya's decision to ignore the bullies? What would you do?
5. Why do you think the bullies tease Asiya?

This book could also be a good introduction to learning about Islam, if that is part of your curriculum.

If you have any students who are familiar with the hijab or wear one, be careful not to ask them to represent Islam, but support them if they offer to share their experience.

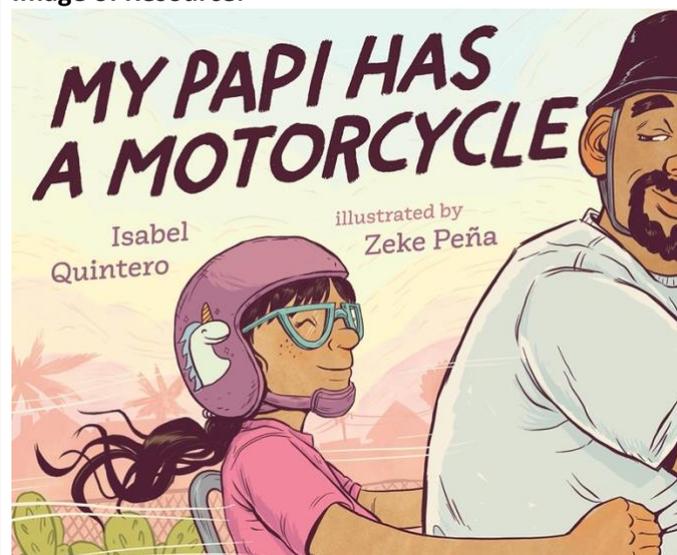
[This Bleacher Report video](#) introduces Ibtihaj Muhammad as a fencer. It might be appropriate for children to watch, though you should view it first to see if your students would find it approachable.

[This video features an interview with the illustrator, Hatem Aly](#), describing the inspiration for the choices he made in depicting the characters in the book.

Dana Huff **Age Group:** Ages 4-8, kindergarten-first grade

Name of Resource: *My Papi Has a Motorcycle* by Isabel Quintero, illustrated by Zeke Peña

Image of Resource:



Quick Description of Resource:

Daisy's father, an immigrant who works as a carpenter in Corona, CA, takes Daisy for rides around the city on his motorcycle. On their rides, they see family like Abuelita and Abuelito, and friends such as Mr. García, the librarian. Daisy sees a mural that depicts Corona's history as the "Lemon Capital of the World" and the immigrants who worked the lemon orchards. She also sees that Don Rudy's Raspados (shaved ice) has closed down and is boarded up. The book explores the close relationship Daisy shares with her papi and her hometown.

Isabel Quintero is Mexican American. Zeke Peña is Latino (he doesn't specify further). This book was published by the imprint [Kokila](#), whose mission is to center the stories of traditionally marginalized people.

Ways to use resource to further anti-bias curriculum/support inclusion

Before reading this book, you might ask students to share special activities they do with a family member and list the activities on a piece of easel paper or the board.

Read the book aloud with students. Stop and teach the Spanish words as they arise. At one point in the book, children are playing ball, and one is laughing "ha ha," while the other is laughing "ja ja." You can point out that the Spanish spelling of the sound of laughter is "ja ja." The dogs barking also go "woof woof" and "guau guau." This video features a [dog barking in Spanish](#). It could be fun for students to learn the song.

Discuss the story:

1. What does Papi do at work? You can show students this [Sesame Street video about a carpenter](#) (start at about 1:16 if you want to skip the lifeguard).
2. What is special about riding the motorcycle with Papi?
3. Who are some people in your neighborhood? If you took a walk, or went for a car, bus, or motorcycle ride in your neighborhood, who and what would you see? Invite students to draw their neighborhood.
4. Daisy notices a mural with immigrant orchard workers. One is using a megaphone and the other is holding a sign that says "Justica." You might use this opportunity to pair with a lesson about Cesar Chavez.
5. Daisy notices that Don Rudy's Raspados is closed and boarded up. Ask students: What do you think happened? Why did it close? What are some reasons that businesses close?
6. Grand Boulevard in Corona, where the story is set, used to be a racetrack. This [video features](#) a young boy who lives in Corona and documents a race (including some historical footage). Students might enjoy seeing it. What is different about how cars looked in the past versus today?

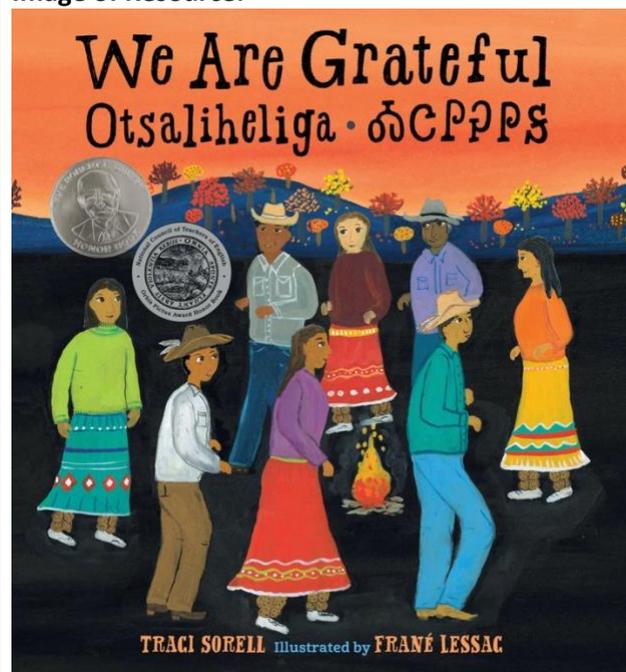
You might also focus on the fact that Papi is an immigrant and is depicted as hardworking and loving. You could use this book as part of a unit on immigration. Ask students why they think Papi moved to the U.S.

[NPR interviewed both author and illustrator.](#)

Dana Huff **Age Group:** Ages 3-7, preschool-kindergarten

Name of Resource: *We Are Grateful: Otsaliheliga* by Traci Sorell, illustrated by Frané Lessac

Image of Resource:



Quick Description of Resource:

We Are Grateful explores the seasons from fall to summer, teaching about the Cherokee language and culture through examples of traditional celebrations, naming practices, and foods as well as activities. The book asks its readers to reflect on their own gratitude.

Traci Sorell is an enrolled member of the Cherokee Nation.

Ways to use resource to further anti-bias curriculum/support inclusion

Because this book centers on gratitude, it seems natural to bring it into a unit on Thanksgiving; however, I would advise caution. You want to avoid teaching the myth that Pilgrims and Native people were friendly. This oft-repeated myth causes confusion and erases the experiences of Native people.

You can begin by asking students to think of what they are grateful for. Have students draw a mini-book on the seasons, depicting activities they do in each season (for example, picking apples in fall, swimming in summer, etc.). Students can share their books with each other.

This book could be part of a lesson on Sequoyah as well. Depending on whether or not students could handle it, you might share the Cherokee Syllabary and have them figure out how they might spell their names. Note: not all letter sounds found in names are represented in the Cherokee Syllabary.

Have students compare their season books to this one. What seasonal activities are similar? Which are different?

This book mentions the Trail of Tears, which offers an opportunity to teach about this difficult period in history. You can find Talequah, Oklahoma on the map. Trace the path of the Cherokee from the Southeastern U. S. to Oklahoma.

Discuss the book:

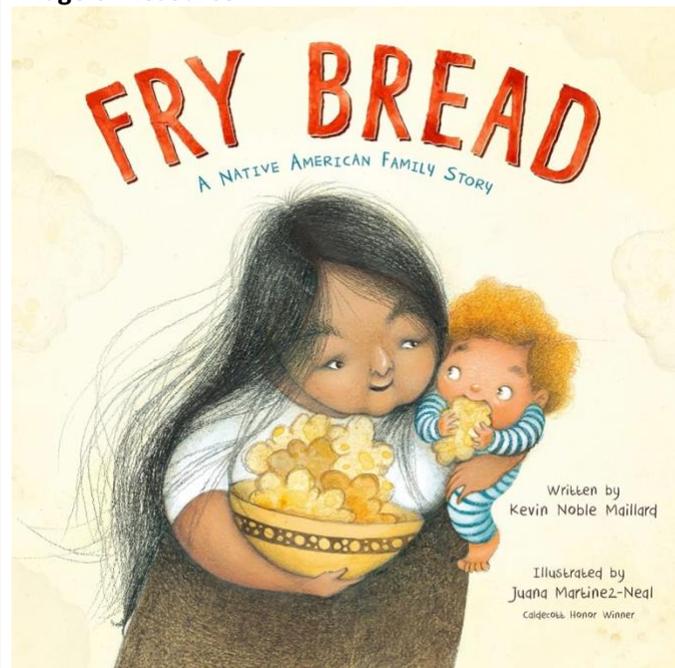
- What did you learn about Cherokee culture from this book?
- What would you still like to learn about Cherokee culture (can be used as a jumping off point for inquiry/research)?

You might find [this interview with Traci Sorell](#) helpful for background. The author [shared a discussion and activity guide on her website](#) (PDF).

Dana Huff **Age Group:** Ages 3-6, preschool-kindergarten

Name of Resource: *Fry Bread: A Native American Family Story* by Kevin Noble Maillard, illustrated by Juana Martinez-Neal

Image of Resource:



Quick Description of Resource:

Fry bread has become a staple of Native cuisine, but it originated because of Native removal. In this book, readers learn about all the special associations fry bread has for Native communities and culture. The book even includes a recipe for fry bread and extensive notes.

Kevin Noble Maillard is a member of the Seminole Nation. Juana Martinez-Neal is Peruvian American.

Ways to use resource to further anti-bias curriculum/support inclusion

Juana Martinez-Neal depicts Native people as all different skin complexions, which defies a common stereotype. Have students look closely at the pictures and tell what they notice about the people in the book. The notes on “Fry Bread is Color” offer some questions to think about: What makes a person American Indian? Blood? Enrollment? Physical appearance? Cultural ties? Some of these identifiers might be complex for kindergartners, but you might start with the first question and consider what you see in the book to answer the question.

This book has a recipe for fry bread in the back. Try making fry bread with your class. Treat this like a science experiment: have students make a hypothesis about what it will taste like. Then they can test their hypothesis by tasting it and recording the results. Have students do a poll. Who likes fry bread? Who doesn't? Students could graph the results of the poll.

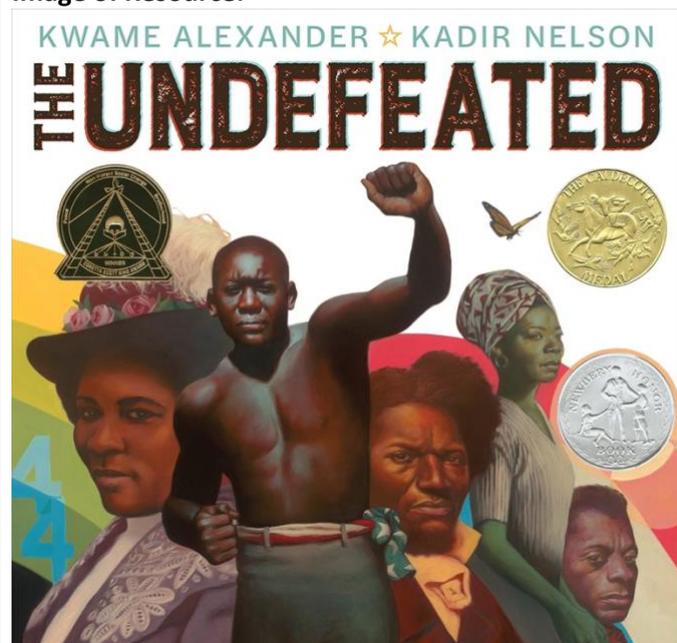
Like *We Are Grateful: Otsaliheliga*, this book refers to the Trail of Tears, but not as directly. Maillard writes, “Fry bread is history / The long walk, the stolen land / Strangers in our own world / With unknown food / We made new recipes / From what we had.” Open a discussion about what this refers to. In the Notes section, Maillard says that “Without the familiar crop of corn, historic farming practices and dietary traditions drastically changed. Many tribes trace the origin of modern Indian cooking to this government-caused deprivation. From federal rations of powdered, canned, and other dry, government-issued foods, fry bread was born.” There may be an opportunity to talk about other food traditions that arose from similar circumstances—making do with what is available.

The end papers list Native nations. Find out what Native people lived in the area where your students now live. Study their history. Find out what they called the place where you live (for example, I live in what was formerly Quinsigamond, home to the Nipmuc people). You can [use this website](#) to find out who lived in the place you now call home.

Dana Huff **Age Group:** Ages 6-9, kindergarten-second grade

Name of Resource: *The Undeclared* by Kwame Alexander, illustrated by Kadir Nelson

Image of Resource:



Quick Description of Resource:

The text of this book is a poem celebrating historical figures and events prominent in African-American history. Some of the featured people include Jesse Owens, Martin Luther King, Jr., and Thelonious Monk. Some of the events include slavery and the slave trade. The book celebrates the indomitable spirit of African Americans throughout U.S. history.

Kwame Alexander is African American. Kadir Nelson is African American.

The book won the Caldecott Award, the Coretta Scott King Award, and is a Newbery Honor Book.

Ways to use resource to further anti-bias curriculum/support inclusion

It would be appropriate to use this book during Black History Month as an introduction. Educators might read the book aloud and then study the people featured in the book throughout the month. There are more than enough historical figures to study a different figure for each day of the month. The back of the book includes a list of all the historical figures and events. [School Library Journal offers some tips for using the book.](#)

I would suggest creating a reading station with other books about the historical figures mentioned in the book so that students could engage in independent learning about them; I would definitely include some audio books. You could also create literature circles in which several students read the same book, and each student is given a role (recorder, questioner). You could try adapting these [literature circle roles for younger students](#) (Ryan Goble may have created literature circle handouts for younger children). You may need to create a free account at the Making Curriculum Pop Ning to access this work. Students could share out what their group learns about the historical figures from their literature circle.

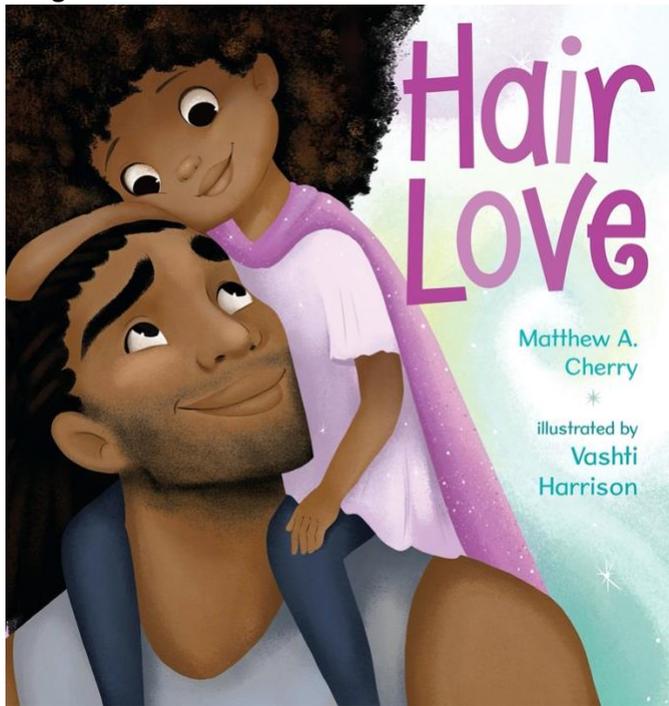
Note: the book refers to Black Lives Matter and the deaths of Sandra Bland, Tamir Rice, Trayvon Martin, and Michael Brown (for which I believe it deserves praise); a teacher might need to be aware and approach their stories with sensitivity. It also includes an illustration based on the image of enslaved people on a slave ship. This is hard history, in some cases, but worthwhile.

Kwame Alexander's [website includes a page for teachers](#). [NPR profiled the book](#). You can find an [excerpt of the book in this video](#).

Dana Huff **Age Group:** Ages 4-8, kindergarten-first

Name of Resource: *Hair Love* by Matthew A. Cherry, illustrated by Vashti Harrison

Image of Resource:



Quick Description of Resource:

Zuri has “hair that has a mind of its own.” She wants a special hairstyle because Mommy is coming home after being out of town. Daddy tries to style Zuri’s hair, but the first few attempts don’t turn out the way Zuri wants. Finally, Daddy is able to style Zuri’s hair into “funky puff buns.” She puts on her superhero cape and greets Mommy as she walks through the door. Mommy loves Zuri’s hair.

Matthew A. Cherry is African American and a former wide receiver in the NFL. Vashti Harrison is an African-American filmmaker and artist/illustrator.

Like *My Papi Has a Motorcycle*, this book is published by the imprint Kokila.

Ways to use resource to further anti-bias curriculum/support inclusion

This book would make a great read-aloud.

Discussion topics:

- Students might share what special activities they do with their parents and what their parents do to take care of them.
- Students could discuss a time their mother or father had to go out of town and what that was like.

This book would offer a great opportunity for discussing why you shouldn’t touch other people’s hair. This is a big problem, especially as many older White children and adolescents and even adults touch African-American people’s hair without asking. It is natural for children to be curious about hair that looks and feels different from theirs, but this might be a chance to talk about boundaries. It could also be a jumping off point for discussing beauty standards, if your students are ready for it.

There is a great deal of cultural complexity around African-American hair, and if your students are ready to handle the nuances of a discussion about it, talking about Black hair with them might be a fruitful way to dispel some biases they might have (it would be too mature to reference with early elementary school-aged children, but Beyoncé refers to this bias/complexity when she alludes to “Becky with the good hair,” and Toni Morrison also writes about the issue). I don’t think you’d want to use it with small children, but [this film by Kiri Davis](#) might be important for educators to see; it replicates the famous 1950s doll test that was used as evidence in *Brown v. Board of Education of Topeka, KS*.

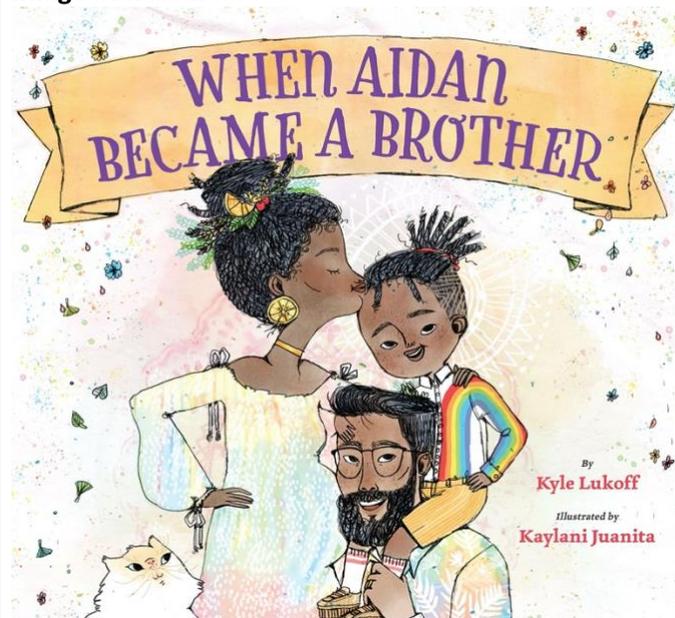
Sony Pictures produced an Oscar-winning [short film](#) based on this book that you have to share with students. If you do, ask them to list the differences between the book and the film.

Students could draw or make a book using the prompt: What do you love about your hair?

Dana Huff Age Group: Ages 4-7, kindergarten-first

Name of Resource: *When Aidan Became a Brother* by Kyle Lukoff, illustrated by Kaylani Juanita

Image of Resource:



Quick Description of Resource:

“When Aidan was born, everyone thought he was a girl,” but “he was really another kind of boy.” Aidan is transgender. One day, Mom and Dad have a big announcement: Aidan is going to be a big brother. Aidan notices a lot of people ask about the new baby’s gender, which makes him uncomfortable. Aidan worries about whether or not he will be a good big brother. When the baby is born, their gender is not revealed, and Aidan holds his new sibling, knowing that “to love someone” is “the most important part of being a brother.”

Kyle Lukoff is a transgender man. Kaylani Juanita identifies as multiracial and queer.

When Aidan Became a Brother was awarded the Stonewall Children’s and Young Adult Literature Award.

Ways to use resource to further anti-bias curriculum/support inclusion

Jazz Jennings, a transgender girl who is one of the first publicly documented children to identify as transgender, [reads her own book *I am Jazz* on YouTube](#). You could share this video with students, as Jazz explains what it feels like to be transgender in a very kid-friendly way. However, she also reinforces some common gender stereotypes (girls like pink, girls like princess dresses, etc.).

[The Horn Book interviewed Kyle Lukoff](#), and they asked a good question about gender expression. Educators might want to read this article to prepare to answer questions their students might ask if they read the book.

This book could be a great way to discuss gender stereotypes and offer children a safe space to share some stereotypes they don’t like.

Although gender identity can be controversial, it’s important that educators do not shy away from addressing it. You might find [NCTE’s position statement on Rating or “Red-Flagging” Books](#) helpful; they discuss the importance of having a rationale for books.

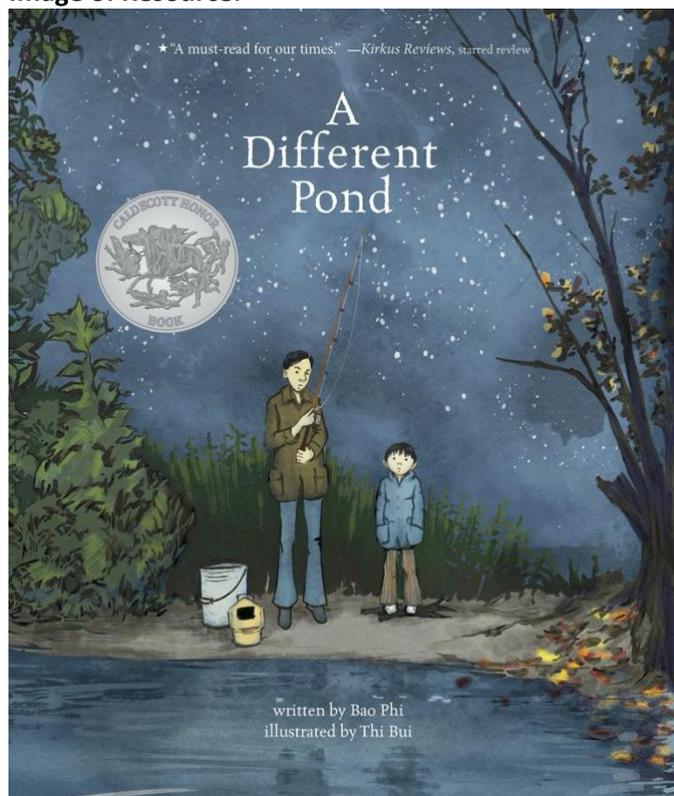
The publisher of *When Aidan Became a Brother* created an excellent [teacher’s guide for the book \(PDF\)](#) that can help educators wanting to use the book to frontload the book with prereading questions and set a purpose for reading the book. In addition, the guide offers after-reading discussion questions and activities.

Anti-bias, social justice teachers should educate students about gender identity; I find that many high school students and adults are really confused about it, and they might be more accepting if they had more understanding, but representation of transgender children, especially from Own Voices authors, is hard to come by.

Dana Huff **Age Group:** Ages 6-8, first grade-second grade

Name of Resource: *A Different Pond* by Bao Phi, illustrated by Thi Bui

Image of Resource:



Quick Description of Resource:

The unnamed protagonist of this book is a Vietnamese-American boy whose father is a veteran of the Vietnam War (the book does not mention whether from North Vietnam or South Vietnam). The father works hard. He takes the boy fishing before dawn so they can catch fish for dinner. The boy builds a fire by the pond. Fishing is a bonding experience. The boy learns his father used to fish with his brother, who died in the War, at a different pond in Vietnam.

Bao Phi was born in Vietnam; his parents brought him the U.S. as a refugee at the end of the Vietnam War. Thi Bui's was also born in Vietnam and emigrated to the U.S. with her parents in 1978 as a refugee.

Ways to use resource to further anti-bias curriculum/support inclusion

This book could be used when teaching about immigration. It's important for students to know some people leave their home countries as refugees.

Capstone Books created a [book trailer](#) that might generate interest in the story prior to a read-aloud. [This teacher's guide](#) offers some great discussion questions and reproducible handouts that you can use in teaching the book. [This interview with Phi and Bui](#) explains their inspiration for creating the book.

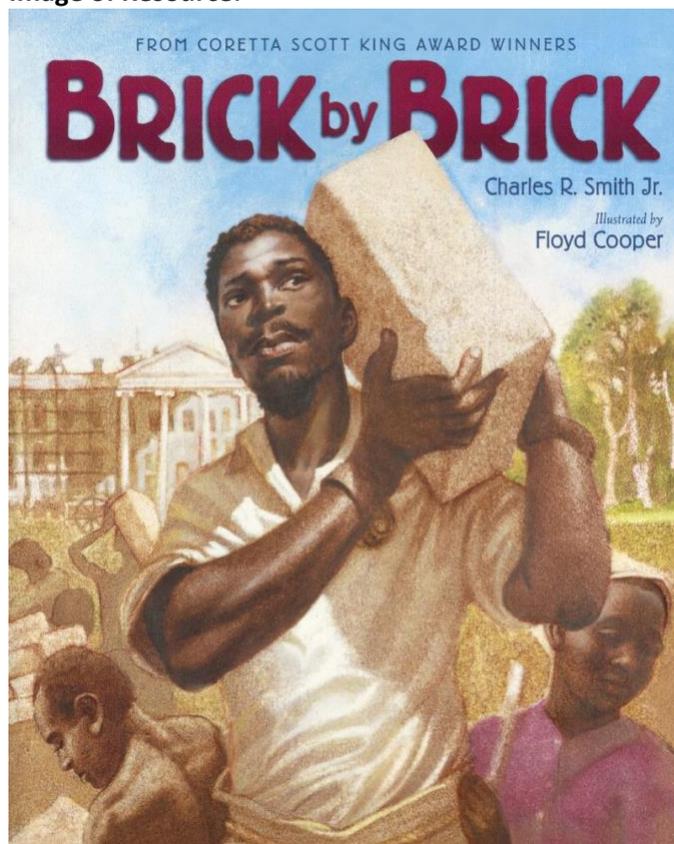
It might also be interesting to teach this book during [Tết](#), the Vietnamese Lunar New Year, as a cultural connection. Tết is similar in many respects to the Chinese Lunar New Year.

A fun experiential activity could involve going fishing, if it's possible. Students could compare and contrast their experience of fishing with the characters'. The protagonist goes to the store to buy minnows for bait, builds a small fire by the pond, and fishes with his father. Students could try all of these activities. It could be fun for students to ask what kind of bait works best for different kinds of fish.

Dana Huff **Age Group:** Ages 4-8, kindergarten-first grade

Name of Resource: *Brick by Brick* by Charles R. Smith, Jr., illustrated by Floyd Cooper

Image of Resource:



Quick Description of Resource:

This book tells the story of how the White House was built through the labor of enslaved people. It describes how the woods were cleared and how the bricks and mortar were made. Enslaved people were “rented” out as construction workers while their owners pocketed the money made.

Charles R. Smith, Jr., is an African-American author, poet, and photographer. Floyd Cooper is an African-American artist and illustrator.

This book is published by the Amistad imprint of Harper Collins.

Ways to use resource to further anti-bias curriculum/support inclusion

A teacher might introduce this book by showing images or video of the White House. Ask students how old they think it is, who do they think built it, why was it built—general questions to generate students’ interest. The teacher could choose whether to reveal the answers to these questions, or they might just read the book, and then ask the questions again, and students can answer with their newfound understanding.

This book makes a great counterpoint to teaching lessons about the early presidents. Washington never lived in the White House, but he’s mentioned in the text, and the construction on the White House started while he was President. You might point out that the current President of the U. S. still lives in the White House. A teacher might do some math, figuring out how many families have lived there and how long it’s been occupied.

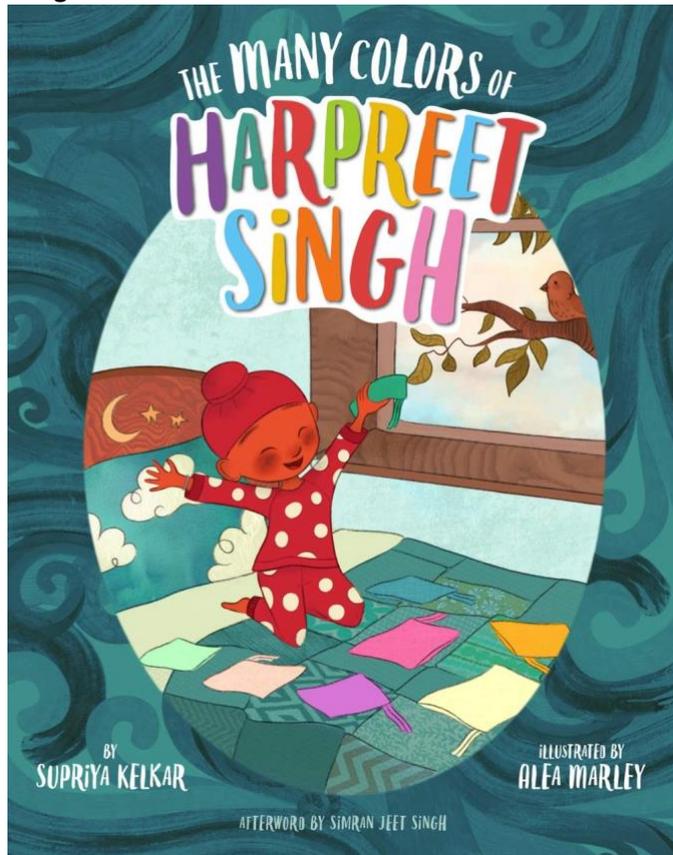
Michelle Obama [made direct reference](#) to the fact that she lived in a house built by enslaved people when Barack Obama was President. She also descends from enslaved people. After she said this in a speech, many people were quick to say she was incorrect (she was right; enslaved people did help build the White House). Why were people so uncomfortable being reminded of this historical fact? This historical connection could be interesting for students to discuss.

This book would be a great read-aloud for Presidents Day or a unit on slavery.

Dana Huff **Age Group:** Ages 3-7, preschool-kindergarten

Name of Resource: *The Many Colors of Harpreet Singh* by Supriya Kelkar, illustrated by Alea Marley

Image of Resource:



Quick Description of Resource:

Harpreet Singh, a young Sikh boy, likes to express himself through wearing different colored *patkas*, a type of turban often worn by young boys. He wears red when he needs a burst of courage, yellow when he's feeling sunny, and pink when he feels like celebrating. His mother explains that they will have to move, and he will go to a new school. He wears a blue *patka* when he is feeling nervous, and a gray one when he feels sad. He wears white when he wants to disappear. At his new school, he wears white every day until he makes a friend, who lifts his mood. It isn't long before he is wearing his yellow *patka* again.

Supriya Kelkar is an Indian American. [Check out her About page on her website.](#)

[The Sikh Coalition enthusiastically recommended this book for teachers to use in schools.](#)

Ways to use resource to further anti-bias curriculum/support inclusion

Simran Jeet Singh, who wrote the afterword, shared the photo at the right on Twitter. It says a lot about why you should bring this book into your classroom library. Singh says, "My nephew just got a copy of this book featuring a Sikh boy who looks just like him—and he's totally enthralled... sharing our stories matter [*sic*] so much, especially for our kids."

Before reading this book, a teacher might ask students about their favorite colors. Why do they like them? How do they feel when they wear them? Do they wear different colors when they are experiencing different moods or feelings? In his afterword, Simran Jeet Singh shares the story of why some Sikhs wear turbans: they see it as an expression of equality. A teacher might share Singh's story before reading the book. Some students may be able to relate to Harpreet's predicament, even if they haven't been the "new kid."

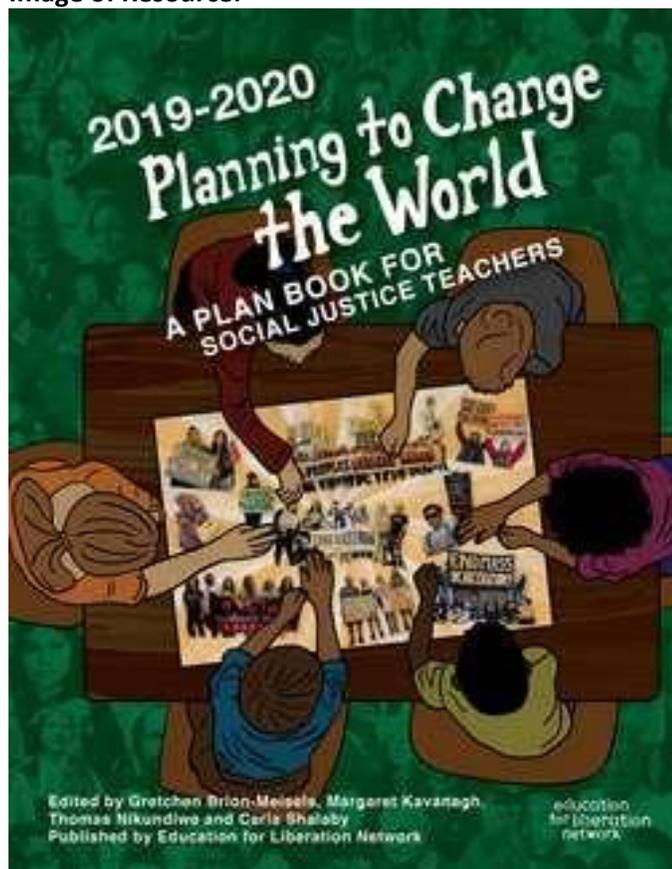
On one page, Harpreet is looking at Valentines from his classmates and feeling bad because his name is misspelled. It might be a good entry point for discussing microaggressions and/or why it's so important to try hard to say and spell our friends' names correctly. If you used this book near the beginning of the year, I could see a writing exercise in which students learn how to say and spell each other's names.



Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: *2019-2020 Planning to Change the World: A Plan Book for Social Justice Teachers* edited by Gretchen Brion-Meisels, Margaret Kavanagh, Thomas Nikundiew, and Carla Shalaby

Image of Resource:



Quick Description of Resource:

This teacher plan book has a wealth of resources. Important anniversaries with suggested resources (books, lesson plans, films) are marked on the calendars. For example, the birth of Winona LaDuke, an environmental and Native rights activist and author, is marked on August 18, accompanying the description of a high-school level book by LaDuke called *All Our Relations: Native Struggles for Land and Life*.

Note: This plan book is published each year, and the 2020-2021 edition has not yet been published, but you can order it once it's available from [Rethinking Schools](https://www.rethinkingschools.com/).

Ways to use resource to further anti-bias curriculum/support inclusion

Because the curriculum ideas and resources are linked chronologically, teachers can use anniversaries to teach pertinent lessons. This book is really for a K-12 audience, so not all the curriculum ideas would be appropriate for the elementary level.

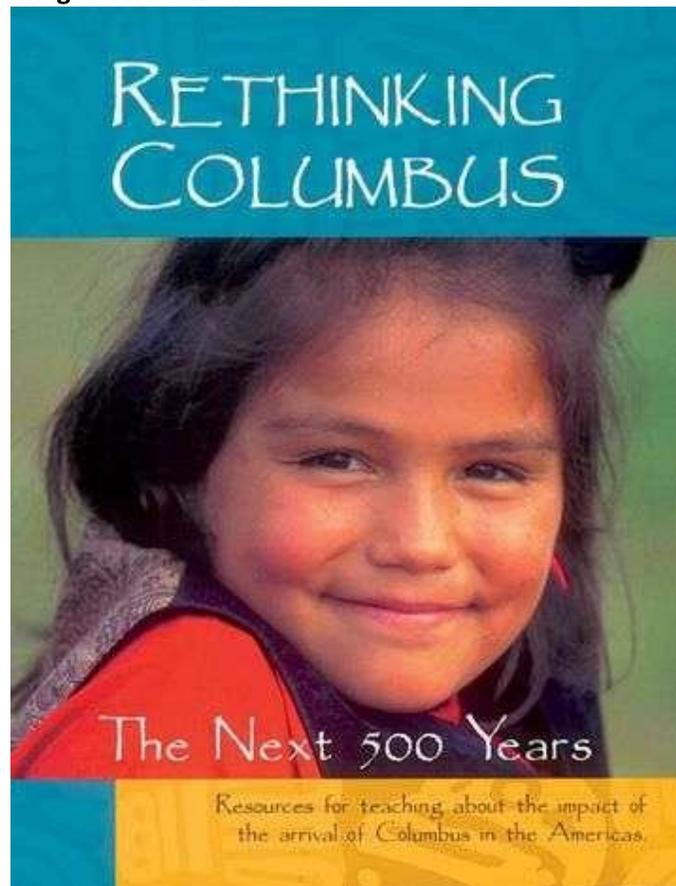
In the back of the book, the curriculum ideas and resources are also organized thematically, so educators can tap into such themes as Latinx/Latin American History, Issues, and Rights, or Environmental Justice Issues.

This book can be used as a simple teacher plan book and can easily be adapted for teachers at elementary, middle, or secondary levels. However, because it has so many resources, it can also be used as a guide for teaching anti-bias and social justice curriculum. The resources are briefly described and bit.ly URLs for each resource are provided in both the chronological and thematic sections.

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: *Rethinking Columbus: The Next 500 Years* edited by Bill Bigelow and Bob Peterson

Image of Resource:



Quick Description of Resource:

This K-12 teacher resource offers lesson plans for teaching the history of Columbus, the Age of Exploration/Settler Colonialism, and Native people of the Americas. Two chapters are dedicated to elementary school issues and Thanksgiving, but elementary educators will find ideas in other sections of the book as well.

Note: Available from [Rethinking Schools](#), which has other similar teaching resource books that focus on different social justice issues.

Ways to use resource to further anti-bias curriculum/support inclusion

This book will especially be helpful for educators looking to teach about Columbus and the exploitation and genocide of Native people of the Americas. Many of the activities can be adapted for different age levels by changing the level of scaffolding. Many of the resources are more appropriate for teachers to read in order to educate themselves about a side of history they often were not taught. For example, the mythologized Thanksgiving in which Tisquantum and Samoset taught Pilgrims how to grow corn and use fish as fertilizer and then were welcomed, along with many other Native people, to a feast of friendship is a lie I was taught early in elementary school. This book is a valuable resource if it's used for nothing more than a teacher resource; however, it also has handouts and lesson plans that would be appropriate for early elementary school students. For example, on pp. 42-43, "The Untold Story" by Tina Thomas (Cherokee and African American) can be cut into sentence strips that students could illustrate and put together in the form of a book. This resource tells the story of Christopher Columbus's subjugation of the Tainos.

Another resource reviews several books about Christopher Columbus, some of which are appropriate for second or third grade. The book suggests you offer opportunities for students to critique books (p. 39) by asking questions such as: 1) How many times did Columbus talk? 2) How many times did we get to know what he was thinking? 3) How many times did the Native people have names? 4) How many times did the Native people talk?

The book also includes a helpful collection of resources, such as videos, books, curriculum guides, posters and maps, and internet resources.

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: [The Zinn Education Project](#), website

Image of Resource:



Quick Description of Resource:

This K-12 teacher resource offers lesson plans for “teaching people’s history.” The site offers a wide variety of teaching materials, including lesson plans. Their [early childhood education resources can be found at this link](#).

Ways to use resource to further anti-bias curriculum/support inclusion

This website offers a wealth of teaching resources for K-12 educators organized by theme, time period, and grade level. Some of the resources include book recommendations, while others are lesson plans. For example, one early childhood education lesson plan is a [role play activity designed to teach students about redlining](#).

Some of the teaching activities include all the handouts a teacher might need, saving time for the teacher. Note: This organization partners with Rethinking Schools, so many of the resources come from that organization, which has made them freely available on the Zinn Education Project.

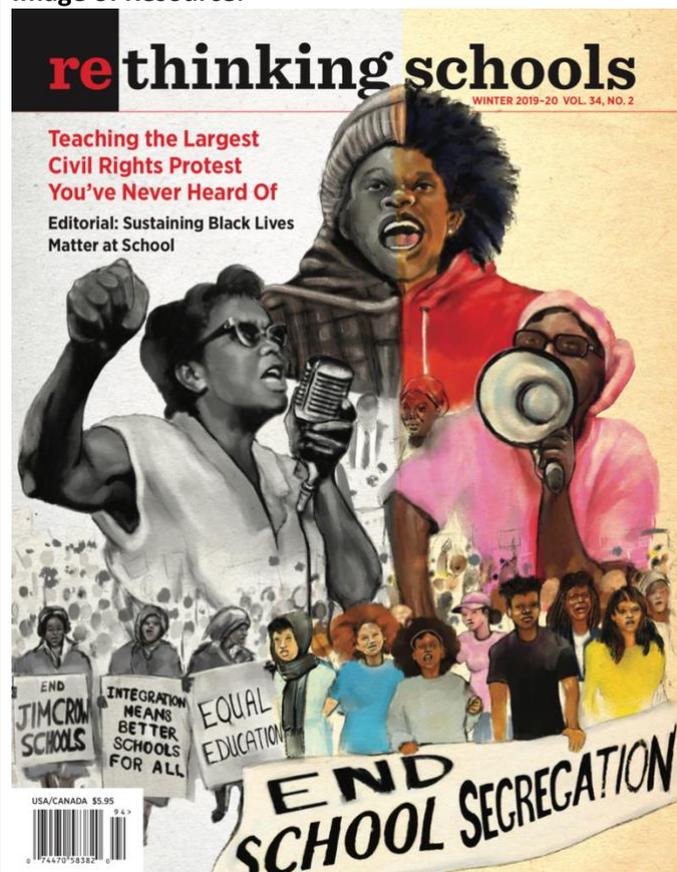
The best way to use this resource is to look for materials and lessons that will enhance your curriculum and show other stories or other sides so that students are exposed to more than the White, middle- to upper-class, male version of history that so many of us learn without understanding there are other points of view.

In order to download the resources, you will need to create a free account. The Zinn Education Project may start sending you email newsletters as a result, but you can unsubscribe and still access the website’s materials. I find the newsletters helpful and timely.

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: *Rethinking Schools* magazine

Image of Resource:



Quick Description of Resource:

This K-12 teacher magazine includes articles about social justice issues and lesson/curriculum ideas.

Note: Available from [Rethinking Schools](https://www.rethinkingschools.org/), which has other similar teaching resources that focus on different social justice issues.

Costs vary depending on the subscription level and time period, but I purchased a three-year subscription that includes print and digital (app and PDF online) version access for \$61.41. The magazine is published four times per year.

Ways to use resource to further anti-bias curriculum/support inclusion

This resource includes reporting on important issues in social justice education and teaching ideas for educators. [Pocketmags](https://pocketmags.com/) describes *Rethinking Schools*' "wide range of articles" as "[portraying] classrooms that are academically rigorous, ant-racist, multicultural, and engaging."

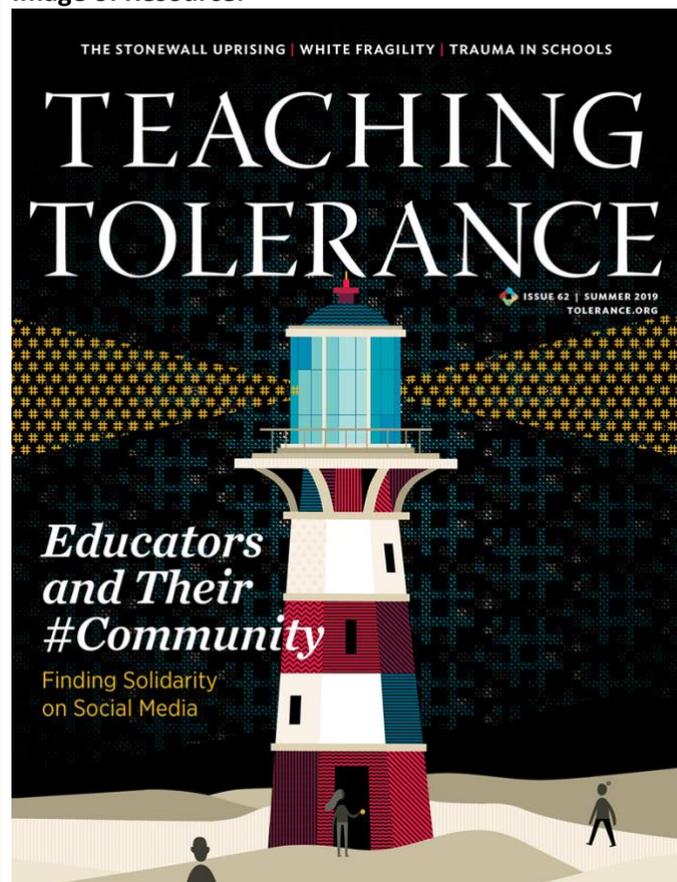
The most recent issue includes features on the 1964 New York City school boycott, talking about race with teachers, climate justice, and science vocabulary with English language learners. Issues also include resources, such as books, videos, and websites, that teachers can use in anti-bias, social justice teaching.

This resource will help educators keep abreast of issues in social justice education and develop ideas about how to address social justice in the classroom; it is great social justice professional development reading.

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: *Teaching Tolerance* magazine

Image of Resource:



Quick Description of Resource:

This free teacher resource includes articles on issues pertinent to social justice and anti-bias educators and can be used as an educational resource for teachers. The magazine is published three times per year by Teaching Tolerance, a project of the Southern Poverty Law Center.

Ways to use resource to further anti-bias curriculum/support inclusion

Like *Rethinking Schools*, [this magazine](#) is a must-have for social justice educators, and the best part is that it's free as are all of Teaching Tolerance's materials. They also do [workshops that are extremely cheap](#), if you can find one close to you.

Teaching Tolerance's magazine focuses on different themes each month. For example, recent issues have focused on YA literature's recent trends, Black Minds Matter, and the movement to destigmatize menstruation. Some issues also include free posters you can put up in your classroom.

Magazine issues include information about and reviews of resources such as books, similar to *Rethinking Schools*.

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: [Teaching Tolerance's Social Justice Standards](#)

Image of Resource:



Quick Description of Resource:

This “framework for anti-bias education” divides social justice learning standards into four domains: identity, diversity, justice, and action. The standards are broken down into grade levels. You can [download a PDF of the standards](#), which includes a version of each standard with outcomes written in age-appropriate language and example scenarios for the standards’ use.

Ways to use resource to further anti-bias curriculum/support inclusion

Use these standards to build your lessons and include anti-bias learning opportunities in your classroom. You can use Teaching Tolerance’s [learning plan builder](#) to create lessons based on the standards.

An example scenario for the diversity domain is as follows:

Outcomes:

Diversity 7 DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

Diversity 8 DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

As children are funneling into her classroom on a Monday morning, Ms. Franklin overhears a conversation between two students.

“What did you do last weekend?” Kevin asks Lisa.

“My moms took me to the zoo!” Lisa replies.

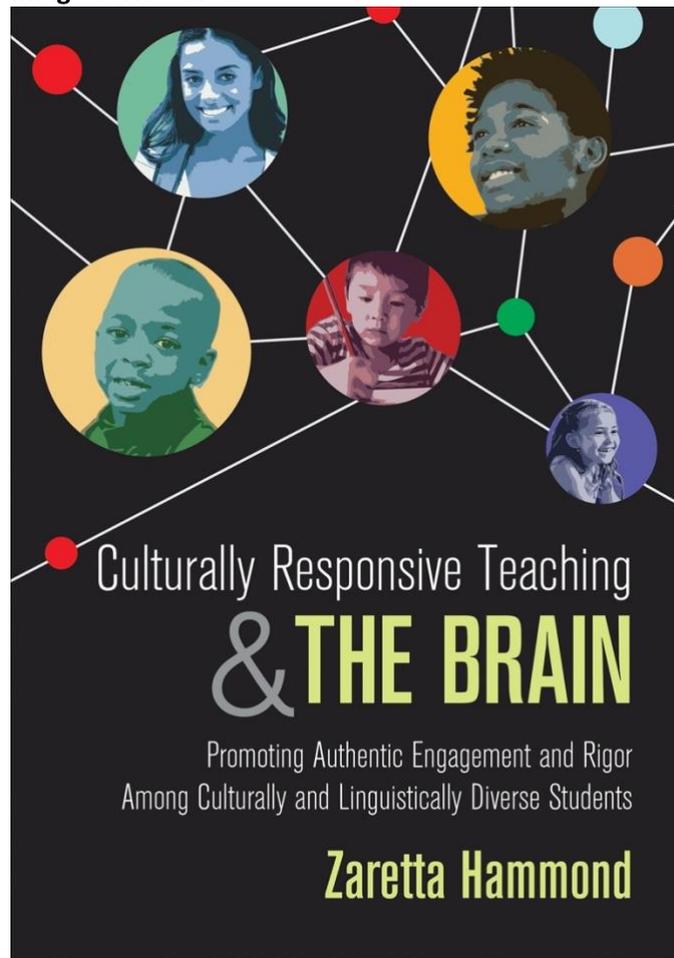
“You have two moms? Do you call both of them Mom?”

“I call them Mamma Kendra and Mamma Sam,” Lisa says.

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: *Culturally Responsive Teaching and the Brain* by Zaretta Hammond

Image of Resource:



Quick Description of Resource:

In this book for educators, Zaretta Hammond shares the research on brain science that supports culturally responsive teaching and anti-bias work on the part of teachers.

Ways to use resource to further anti-bias curriculum/support inclusion

This book is a must-have for anti-bias educators because it will arm you with the research behind why this work is critical. Zaretta Hammond describes brain responses such as the “amygdala hijack” that happens when a student feels threatened. For example, confusing one Black student for another can result in an amygdala hijack that will prevent the student from focusing on learning in the classroom for 20 minutes, during which time they will miss a great deal of important learning opportunity.

Hammond writes in the tradition of great educators and researchers like Lisa Delpit and Geneva Gay. I would recommend reading this book with the faculty you work with in a book discussion group. Try doing the activities Hammond suggests in the book as you go. Discussing this book with others will help you reflect on its teaching. Having this book in your arsenal will offer you scientific evidence to refute colleagues who claim anti-bias work is not important or who claim to be colorblind.

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: [Social Justice Books](https://socialjusticebooks.org) website

Image of Resource:



Quick Description of Resource:

Social Justice Books, a project of Teaching for Change, curates and reviews books for children of all ages. Their focus is social justice and anti-bias education. In addition to sharing recommendations, they also caution educators and parents about books that are problematic.

Ways to use resource to further anti-bias curriculum/support inclusion

This website is a great place to start if you are looking for certain books. It's a good idea to check multicultural books on this website. They make efforts to have Own Voices reviewers read books so that the perspective of the reviewer is not the dominant culture.

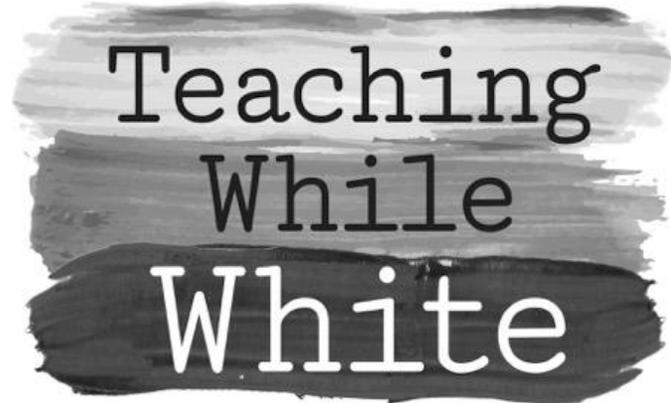
Social Justice books also includes a great guide for how to select anti-bias children's books. This website is a great resource for any teacher looking to learn more about bias and how to avoid it in classroom reading selections.

Don't miss their "[Guide for Selecting Anti-Bias Children's Books](#)," their curated [booklists](#), and [free or low-cost teaching resources](#).

Dana Huff **Age Group:** Teacher Resource, K-12

Name of Resource: [Teaching While White podcast](#)

Image of Resource:



Quick Description of Resource:

This podcast features interviews with scholars and teachers. Most teachers in U. S. schools identify as White, but their students are increasingly diverse. This podcast offers important background for White teachers engaged in learning about anti-bias teaching practices.

Ways to use resource to further anti-bias curriculum/support inclusion

Listen to the podcast and create professional learning communities to discuss them with peers. Teaching While White's Mission is to explore the following questions (which would be great for discussing with colleagues):

- What are the best practices for making whiteness explicit in classrooms?
- What skills are needed to become racially literate both for teachers and students?
- How does investigating whiteness impact the identity development of white students?
- How does investigating whiteness in the classroom relieve or create stress for students of color?
- How do teachers, who do not understand their own racial impact, cause stress for students?
- How do racially literate teachers ease the burden for students?
- How do we measure success—what does it look like, sound like, feel like to be “racially literate”?

The site also includes a [great blog](#) that explores topics that are similar to the podcast.