

## ***(A start on) Children and Youth Resources for Exploring Racism and Racial Justice***

### **Queries for getting started:**

- How do we approach the work of teaching/learning about undoing racism for both Friends of European and African descent? Other People of Color?
  - How do we support adults working with children who don't feel prepared or qualified to answer questions or delve into these topics?
  - What tools can we give teachers on their own journey with racism? (for white people: education around privilege, microaggressions, etc.?)
  
- What *scaffolding or tools* can we create/recommend for working with a book resource? (queries, wondering questions, etc.)
  
- How do we prepare the way in our meetings and RE programs for ALL children to feel welcomed, included and fully participatory in the RSoF? How do we signal welcome and inclusion to visitors?
  - What are the unspoken messages of meeting spaces that we can attend to? Are there books (including children's Bibles) with people of color in the library? dolls that are people of color?
  - Have we reviewed children's literature and curricula for stereotypes and bias? (a wonderful "Quaker classic" like [Thee, Hannah!](#) includes opportunities to discuss abolition and living Friends testimonies, but also has language which should be reviewed)
  - Can anyone who comes through the door find themselves in the story here?

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### **Websites, Blogs and Online Articles:**

*Raising Race Conscious Children*  
[www.raceconscious.org](http://www.raceconscious.org)

*Considerations When Choosing and Using Books in First Day School*  
<http://www.fgcquaker.org/sites/www.fgcquaker.org/files/attachments/ChoosingFirstDayBooks.pdf>

Anti-Racism Resources for Teachers  
[alimichael.org/anti-racism-resources-for-teachers](http://alimichael.org/anti-racism-resources-for-teachers)

*Resources for Discussing Racism (from Episcopalian Christian Educator)*  
[rowsofsharon.com/2015/07/21/resources-for-discussing-racism](http://rowsofsharon.com/2015/07/21/resources-for-discussing-racism)

*When and How to Talk with Young Children about Enslavement: Discussion Questions for Educators*  
[www.teachingforchange.org/when-how-children-enslavement](http://www.teachingforchange.org/when-how-children-enslavement)

*6 Things White Parents Can Do To Raise Racially Conscious Children*  
[everydayfeminism.com/2014/08/raising-racially-conscious-kids/](http://everydayfeminism.com/2014/08/raising-racially-conscious-kids/)

*Talking to small children about race*

[www.washingtonpost.com/news/parenting/wp/2014/09/04/talking-to-small-children-about-race/](http://www.washingtonpost.com/news/parenting/wp/2014/09/04/talking-to-small-children-about-race/)

*How to Teach Your White Kids to Fight Racism*

[studentactivism.net/2015/06/18/how-to-teach-your-white-kids-to-fight-racism/](http://studentactivism.net/2015/06/18/how-to-teach-your-white-kids-to-fight-racism/)

*You Need To Talk To Your Kids About White Supremacy*

[www.chicagonow.com/becoming-supermommy/2015/06/talk-to-your-kids-white-supremacy/](http://www.chicagonow.com/becoming-supermommy/2015/06/talk-to-your-kids-white-supremacy/)

*Dismantling Racism Begins At Home: Raising My White Daughter With Black Dolls*

[www.ravishly.com/2015/06/20/dismantling-racism-begins-home-raising-my-white-daughter-black-dolls](http://www.ravishly.com/2015/06/20/dismantling-racism-begins-home-raising-my-white-daughter-black-dolls)

*45 Books to Teach Children About Black History*

<http://theculture.forharriet.com/2014/02/45-books-to-teach-children-about-black.html?m=1#axzz3iGybqzIG>

*Reading to End Racism (RER)*

[www.ywcaboulder.org/programs/rer/](http://www.ywcaboulder.org/programs/rer/)

*A Mighty Girl's books filtered to a list of books about racial discrimination*

[www.amightygirl.com/books?cat=71](http://www.amightygirl.com/books?cat=71)

**Philadelphia YM Curricula:** [www.pym.org/religious-education/curricula](http://www.pym.org/religious-education/curricula)

**“Stand Your Ground: The Life and Accomplishment of Paul Robeson (1898-1976)”** by the FDS Teachers of Princeton Monthly Meeting (Grades K-8)

Three chapters: 1) Recognizing one’s talents and using them to confront and stop racism; 2) Standing for equal rights and speaking against slavery; 3) Standing up for what you believe, in the face of opposition.

**“Lucretia Mott: Each Little Act of Kindness”** by PYM Children and Youth at Yearly Meeting Committee (Grades PreK-12 -- activities are grouped in broad age ranges)

Addresses the issues of compassion, courage, sexual equality, racial equality, and tolerance illustrated by vignettes from the 19<sup>th</sup> century life of Lucretia Mott.

**“Brothers & Sisters All”** Edited by Martha Smith (All ages -- activities are grouped in broad age ranges) Originally prepared for the PYM Children’s Program at annual sessions, the lessons are designed to help children see the importance of living with our brothers and sisters, practicing our Quaker testimonies so we can live constructively and peacefully in the world.

**“The John Woolman Curriculum”** the 1994 John Woolman curriculum contains many ideas to explore Woolman’s abolition ministry.

## **Curricula for Young Friends (middle and high school):**

**“A Racial Justice Curriculum for Young Friends”** by Lisa Graustein (Grades 7-12)

A 10-lesson curriculum helping middle and high-school age Friends to grapple with racial justice issues beginning with their own understandings of their racial identity.

Download: [lisag.me](http://lisag.me)

**“You Don’t Have to Ride Jim Crow”**— A play with 10 characters (Grades 9-12)

Short play retelling the story of Bayard Rustin being thrown off a bus and reacting non-violently. Drawn from original source material; some vulgar language.

Download: [neym.org/qye/fds/lessons/you-dont-have-ride-jim-crow](http://neym.org/qye/fds/lessons/you-dont-have-ride-jim-crow)

**Teacher’s Guide to *The New Jim Crow*** from Teaching Tolerance (Grades 9-12)

The guide will support educators in preparing to teach about systems of racial control and provide material designed to help high school students understand the complex and critical messages of the book. Key features of the guide include lessons closely aligned to topics and themes of the book and abridged excerpts of the book’s introduction and six chapters, along with teaching and discussion tools. [www.tolerance.org/publication/teaching-new-jim-crow](http://www.tolerance.org/publication/teaching-new-jim-crow)

**“A Time for Justice: America’s Civil Rights Movement”** by Teaching Tolerance (Grades 6-12)

From the Southern Poverty Law Center, a school curriculum with resources for Friends working with Middle and High School youth. Includes chapters on nonviolent resistance and a final chapter on “The Work That Remains” which delves into the connections between race, poverty and justice in the United States. Download: [www.tolerance.org/sites/default/files/kits/A\\_Time\\_for\\_Justice\\_Teachers\\_Guide.pdf](http://www.tolerance.org/sites/default/files/kits/A_Time_for_Justice_Teachers_Guide.pdf)

(Teachers can order a free kit that includes a film: [www.tolerance.org/kit/america-s-civil-rights-movement-time-justice](http://www.tolerance.org/kit/america-s-civil-rights-movement-time-justice))

## **Children’s Literature:**

**Note — many of these books are stories about facing racial injustice. It’s also vital for a meeting library to have books where children of color are simply *being*. You’ll find an excellent list of books where the lives of children of color are centered here:**

<http://www.embracerace.org/blog/childrens-books-featuring-kids-of-color-being-themselves-because-thats-enough>

*“Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama”* by Hester Bass (Grades 2-5)

A little-known story of the civil rights movement, in which black and white citizens in one Alabama city worked together nonviolently to end segregation. For the citizens of that city, creativity, courage, and cooperation were the keys to working together to integrate their city and schools in peace. An engaging celebration of this lesser-known chapter in American and African-American history shows children how racial discrimination, bullying, and unfairness can be faced successfully with perseverance and ingenuity.

*“All Different Now: Juneteenth, the First Day of Freedom”* by Angela Johnson (Kindergarten-Grade 5)

Told through the eyes of a little girl, the book tells the story of the first Juneteenth, the day freedom finally came to enslaved people in all states of the south. Includes notes from author and illustrator, timeline of dates, and glossary of terms.

*“The Colors of Us”* by Karen Katz (Preschool-Grade 2)

A positive and affirming look at skin color, seven-year-old Lena is going to paint a picture of herself. She wants to use brown paint for her skin. But when she and her mother take a walk through the neighborhood, Lena learns that brown comes in many different shades. Through the eyes of a little girl who begins to see her familiar world in a new way, this book celebrates the differences and similarities that connect all people.

*“Let’s Talk About Race”* by Julius Lester (Grades 1-5)

The author invites you into his book by writing “I am a story. So are you.” He discusses about how each individual has many different elements to their story, from family, to name, to likes and dislikes and maybe even race. However, he says that race is just a portion of your story, but why do people think it is so important? He explains that sometimes we get too caught up on race and make quick assumptions based on skin color, and explores what makes each of us special.

*“One” by Kathryn Otoshi (Preschool-Kindergarten)*

Blue is a quiet color. Red’s a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don’t like what they see, but what can they do? When no one speaks up, things get out of hand — until One comes along and shows all the colors how to stand up, stand together, and count. As young readers learn about numbers and colors, they also learn about accepting each other’s differences and how it sometimes just takes one voice to make everyone count.

*“The Other Side” by Jacqueline Woodson (PreK-Grade 3)*

The narrator and protagonist of the story is a young African-American girl who lives beside a fence segregating her town. She decides to talk to the girl on the other side of the fence. Both girls aren’t allowed to cross the fence, so they simply decide to sit *on* the fence together. First, her friends won’t let the girl from the other side play with them, but then all of the girls realize that the fence (a symbol for segregation) should not be there.

*“The Story of Ruby Bridges” by Robert Coles (PreK-Grade 3)*

Tells the true story of six-year-old Ruby Bridges who, in 1960, entered a whites-only school in New Orleans. Passing through crowds of angry protesters every day for months, Ruby bravely walked into the school and persevered. White parents pulled their children out of the school, until Ruby and her teacher were alone in the classroom. A story of strength and grace.

*“Sit-In: How Four Friends Stood Up by Sitting Down” by Andrea Pinkney (Grades K-2)*

This picture book is a celebration of the 50th anniversary of the momentous Woolworth’s lunch counter sit-in, when four college students staged a peaceful protest that became a defining moment in the struggle for racial equality and the growing civil rights movement.

*“Beatitudes: From Slavery to Civil Rights” by Carole Boston Weatherford (Grades 1-6)*

The author uses the Beatitudes (Mathew 5: 3–12 KJV) as backdrop, and in free verse she traces the African-American journey from slavery through the Civil Rights Movement to the inauguration of Barack Obama. Each page begins, “I was with…” and focuses on a particular person (Harriet Tubman, Marian Anderson, Emmett Till, Martin Luther King, Jr.) or an event (slave ships, freedom rides, right-to-vote movement).

*“Ruth and the Green Book” by Calvin Alexander Ramsey (Grades 3-7)*

A 1950’s story of an African-American family’s car trip from their home in Chicago to Alabama to visit relatives, the racism they encounter and the help they receive. Told in the voice of a child, the story provides a poignant look at the impact of the Jim Crow laws. An afterword tells the little-known history of The Negro Motorist Green Book.

*“Heart and Soul: The story of America and African Americans” by Kadir Nelson (Grades 4-6)*

“This is the story of the men, women, and children who toiled in the hot sun picking cotton for their masters; it’s about the America ripped in two by Jim Crow laws; it’s about the brothers and sisters of all colors who rallied against those who would dare bar a child from an education. It’s a story of discrimination and broken promises, determination and triumphs.” (2012 Winner of the Coretta Scott King Author Book Award)

*Gordon Parks: How the Photographer Captured Black and White America” by Carole Boston Weatherford (illustrated by Jamey Christoph) (Kindergarten-Grade 3)*

Gordon Parks is most famous for being the first black director in Hollywood. But before he made movies and wrote books, he bought a camera and his life changed forever. He taught himself how to take pictures and before long, people noticed. In Washington DC, Gordon went looking for a subject, but what he found was segregation. Gordon wanted to take a stand against the racism he observed. With his camera in hand, he found a way. Told through lyrical verse and atmospheric art, this is the story of how, with a single photograph, a self-taught artist got America to take notice.