
Building and Sustaining Anti-Bias & Anti-Racist Schools: The What, Why, and How of Racial Literacy



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Order of Our Discussion: The What, Why, & How

- Essential Question: **What** is racial literacy (in general)?
- Essential Question: **Why** should we consider developing / enhancing “racial literacy” in our schools?
- Essential Question: **How** should — and how should it not — be incorporated? (Examples of curricular / discussion topics)

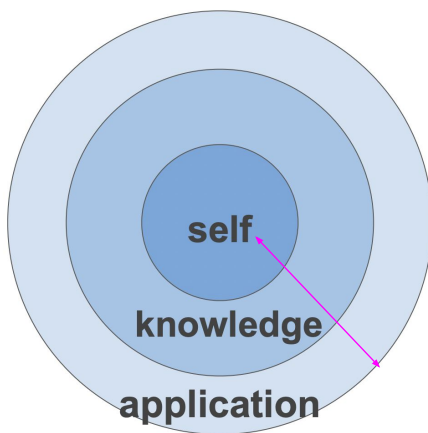
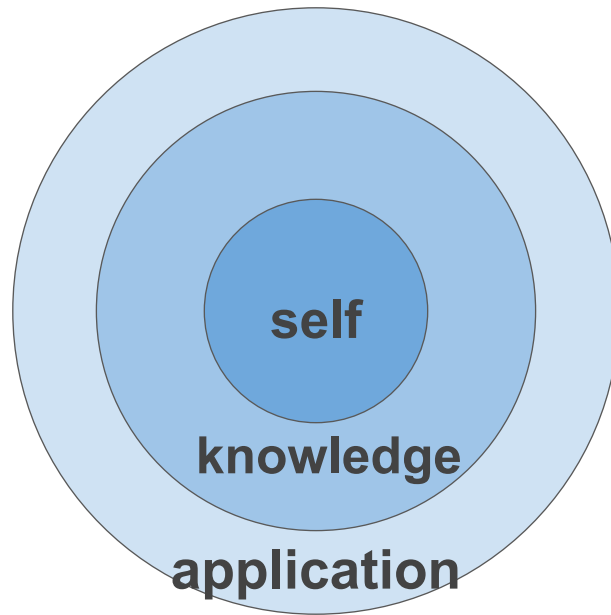
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Racial Literacy:

**What is racial literacy
(in general)?**

What is racial literacy?

(many ways to conceptualize this...)



Self

How we “view” (and value)

Knowledge

How we “make meaning”

Application

How we “take action” and “make an impact” (i.e. skills)

All levels are connected and inform “us” in this work

Example Exercise: “Earliest Scripts for Race”

Think back to your earliest memories. Where did you live? Who raised you or took care of you? What were the racial scripts of the time, place, people, and institutions (i.e. school, media...) of those who were “socializing” you?

In other words, what was “the story” of race you grew up with?

1 min.

[Share family photo]

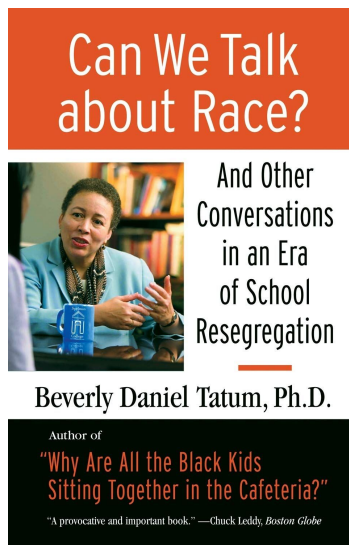
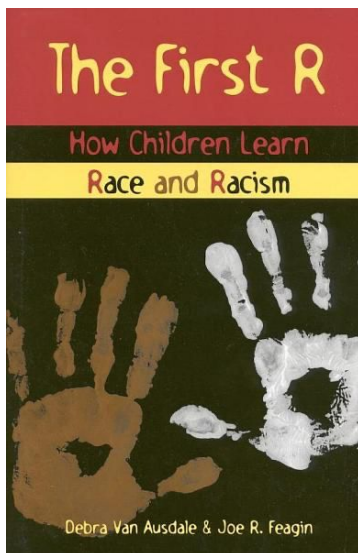
This can be a discussion that is...

- Rooted in unity (and not division)
- Grounded in both identity and the human experience
- Centered on core values (embraced by the school community)
- Delivered in age/developmentally-appropriate ways...

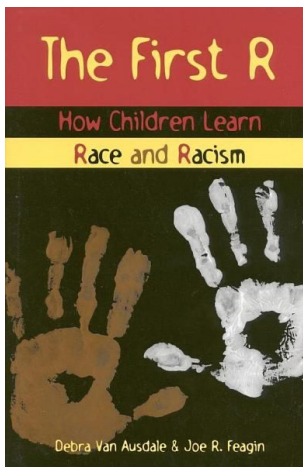
Racial Literacy:

**Why should we consider
developing / enhancing “racial
literacy” in our schools?**

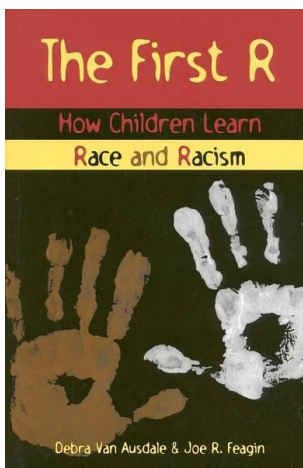
The United States is not a “colorblind” society.



Young children are not “colorblind” and a colorblind approach may actually have (unintended) negative effects...



(Content warning.)



“This now substantial literature has developed over several decades and embodies some well-known findings about racial matters in the United States. For example, white children have consistently been found to prefer their own racial group to any other, and they do so from a young age... Moreover, many African American children have been shown to share that preference, sometimes to the point of apparently misidentifying themselves as white... Dark-skinned children are regarded as devalued members of society by its youngest members, even when those young members are themselves dark-skinned.... Despite some evidence suggesting that racial relations among older children may be improving, low levels of cross-race friendship and little evidence of voluntary association between groups of children have been noted. Ordinarily, children do not try to develop relationships with those in other racial-ethnic groups unless they are directed by teachers or other significant adults.”

Rather than operating out of fear of difference, we can encourage positive socialization “across difference” / encouraging children to “embrace diversity”...

while also encouraging a positive development of their sense of self/self-esteem through intentional efforts of affirmation (for every student in our classrooms).

Can We Talk about Race?



And Other
Conversations
in an Era
of School
Resegregation

Beverly Daniel Tatum, Ph.D.

Author of

**“Why Are All the Black Kids
Sitting Together in the Cafeteria?”**

“A provocative and important book.” —Chuck Leddy, *Boston Globe*

Dr. Tatum’s “ABC” Approach

Affirming Identity

“Students need to see themselves—important dimensions of their identity—reflected in the environment around them, in the curriculum, among the faculty and staff, and in the faces of their classmates, to avoid the feelings of invisibility or marginality that can undermine student success.”

Building Community

“Creating a school community in which everyone has a sense of belonging, a community in which there are shared norms and values as well as a sense of common purpose that unites its members.”

Cultivating Leadership

“Preparing students for active participation in a democracy [the ability to interact effectively with others from very different backgrounds] and the assumption that leadership must come from all parts of our community.”

Representation Matters

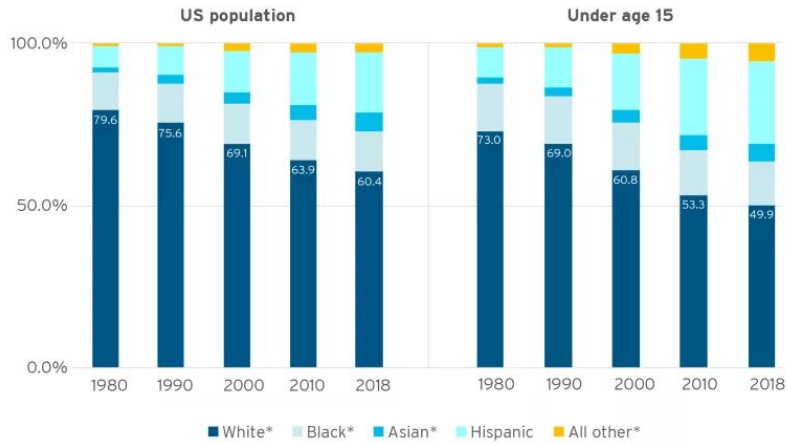
Part of what informs our view
of self & our view of others

In the United States:

**Racial demographics of society have
changed notably since the 1960s**

FIGURE 1

Race-ethnic profiles of US population and children under 15, 1980-2018

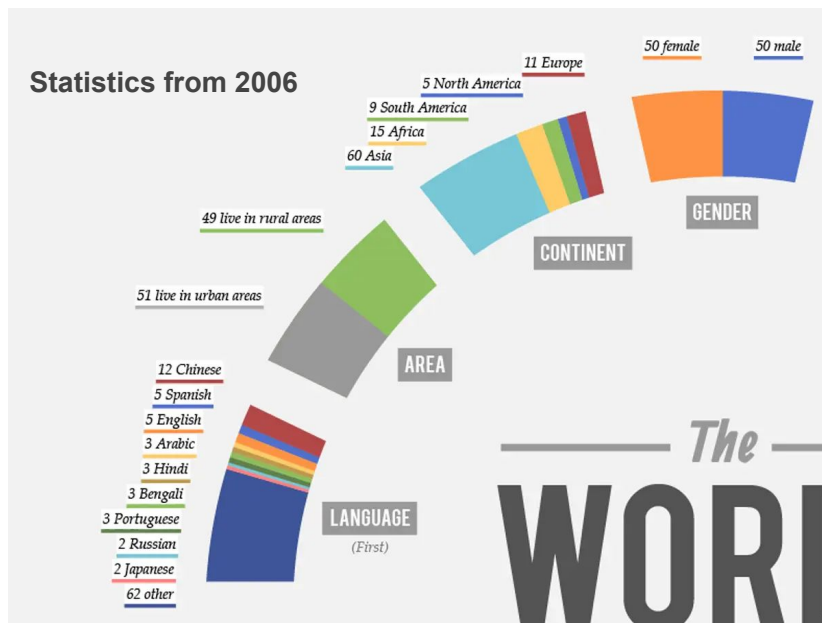
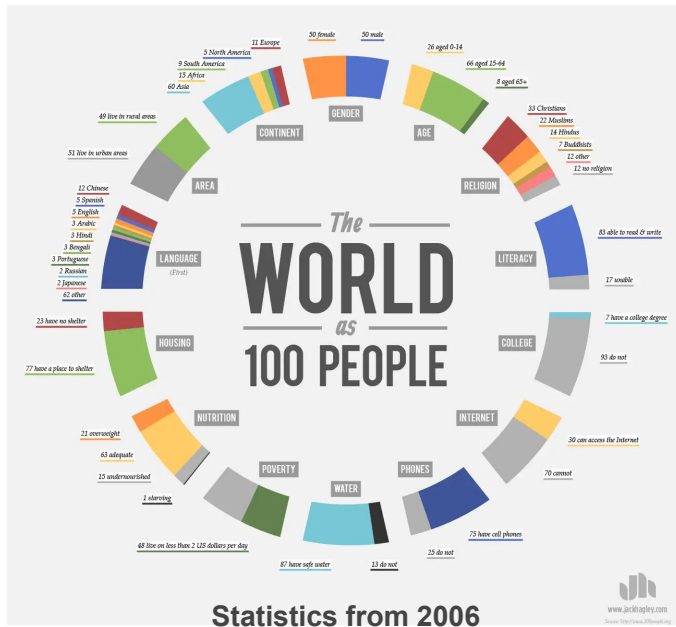


* Non-Hispanic members of racial group
Source: William H. Frey analysis of US Census population
estimates released June 20, 2019

B Metropolitan Policy Program
at BROOKINGS

Source: <https://www.brookings.edu/research/less-than-half-of-us-children-under-15-are-white-census-shows/>

Broader Context of the World...



Source: <https://www.businessinsider.com/the-world-as-100-people-2015-1>

If The World Were 100 People (Statistics Updated in 2016)

There would be:

- 25 children
- 75 adults (9 of whom would be 65 and older)

There would be:

- 60 Asians
- 16 Africans
- 14 people from the Americas
- 10 Europeans

There would be:

- 31 Christians
- 23 Muslims
- 16 people who would not be aligned with a religion
- 15 Hindus
- 7 Buddhists
- 8 people who practice other religions

Language*:

- 2 would speak Chinese
- 6 would speak Spanish
- 5 would speak English
- 4 would speak Hindi
- 3 would speak Arabic
- 3 would speak Bengali
- 3 would speak Portuguese
- 2 would speak Russian
- 2 would speak Japanese
- 60 would speak other languages

Access / Opportunity*:

- 86 would be able to read and write; 14 would not
- 7 would have a college degree
- 40 would have an Internet connection
- 78 people would have a place to shelter them from the wind and the rain, but 22 would not

Source: <https://www.100people.org/statistics-100-people/>

* = my language

Great need for more racial (intersectional and positive) representation in curriculum, libraries, media, our households...

Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds. Based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison. ccbc.education.wisc.edu/books/pcstats.asp



0.9%
American
Indians/
First Nations

2.4%
Latinx

3.3%
Asian Pacifics/
Asian Pacific
Americans

7.6%
African/
African
Americans

12.5%*
Animals, Trucks, etc.

73.3%**
White

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

* About a quarter of the total children's books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks.

** The remainder depict white characters.

Source: School Library Journal

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



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.

Source: School Library Journal



“The single story creates stereotypes, and the problem with stereotypes is ... they are incomplete. They make one story become **the only story.**”

“The Danger of a Single Story,” TED Talk by Chimamanda Adichie

**With our schools and
children in mind...**

We can revise (some of) the “script”...

With a goal of both recognizing our similarities and celebrating our differences

We can have conversations about race (ethnicity and culture) that aim to affirm us, to connect us....

Consider choosing a multitude of voices
(intersectional and positive — also
curate triumph and joy)... so we do not
reinforce the danger of a single story...

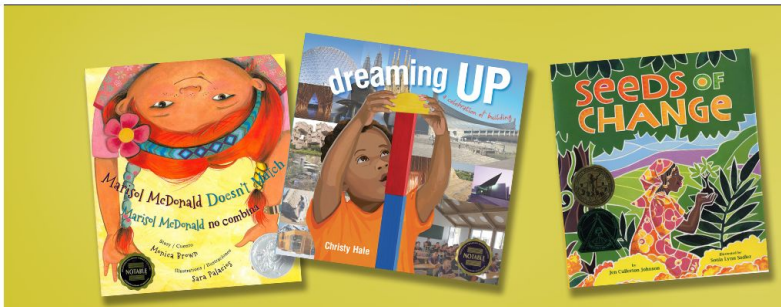


PreK-Grade 2 Grades 3-6 Grades 6-8 Grades 9-12 Leveled Reading Cultures Imprints Educators Blog

Find books, collections, or resources



More Options



When reviewing
texts / images,
consider asking
questions like:

What is/is not the
lens?

Who is/is not being
centered?

Who is/is not being
humanized?

We can expand our “Windows & Mirrors” in regard to racial/ ethnic/ cultural representation, as well as gender, sexuality, ability, religion, socio-economic status, etc...

Racial Literacy:

How should (and should it not) be incorporated?

The How:

What is a sound framework for
“racial literacy”?

There are many resources available...



LEARNING FOR JUSTICE



POLLYANNA
Every Voice Matters.

“Racial Literacy” In Schools

- Developing “racial literacy” can be an academic (and social/emotional) pursuit; encouraging students to exercise critical thinking, and communication skills; to gain skills in reading/writing, textual analysis, forming and supporting their own world view, etc.
- Can be designed/incorporated into the classroom to best align with a school’s existing curricula, set of values/mission, etc. It does not have to “replace” existing curriculum, but may amplify it, provide a lens...
- Lessons should provide intentional, racially diverse, positive and intersectional “windows and mirrors.” Designed to help students practice/learn “to think,” as opposed to telling them *what to think*. (Ask: Are we embracing nuance, complexity, and depth?)
- Students should gain nuanced views of self and enhanced ability to relate to others; to (better) understand their world and empathize with the experiences of others (i.e. not rooted in division or a deficit lens, rather aim for both individual affirmation and communal connection)

An essential framework: “Both/And”

“Both / And Approach”

(Examples)

- Understand that race is **both** biologically / genetically untrue **and** has measurable socially truth (especially useful when students learn biology)
- Understand **both** the efforts aimed to dehumanize **and** how we can/have rehumanized ourselves (especially useful when students learn history)
- Review **both** the efforts / policies / practices / mindsets of exclusion **and** the efforts / policies / practices / importance of inclusion (...social studies/history)
- Review **both** our similarities **and** our differences and how our differences are strengths (SEL connections; early childhood and beyond...)
- Provide **both** windows **and** mirrors (this is for the benefit of all, across time and place...)

What/who is voiced?

What/who is valued?

- Is this work aligned with our mission?
- Are we clear with our messaging?
- For example, have we established discussion “guidelines / norms” for students (and adults)?

CELEBRATE

EMBRACE

ACCEPT

TOLERATE

Racial Literacy:

For the Humanities...

Racial Literacy can be supported by disciplines like the humanities — including Language Arts/English and Social Studies/History (i.e. from discussions of Identity, including the power of representation of voices, windows and mirrors, etc; to examples of how we teach historical figures such as MLK)

Example: Identity

What are we teaching?

Why are we teaching this?

How will we teach this?

Educator/Curriculum Questions for “Identity”

- What are my goals / objectives? The topics I teach?
(The language, books/texts, and visuals that I use?)
- Why do I believe it is important (and developmentally-appropriate) for my students to discuss these ideas and/or learn these skills?
- How does this connect to what we already teach?
What are my/our strengths? Areas to make change / improvements?
- How can I bring myself to this work?

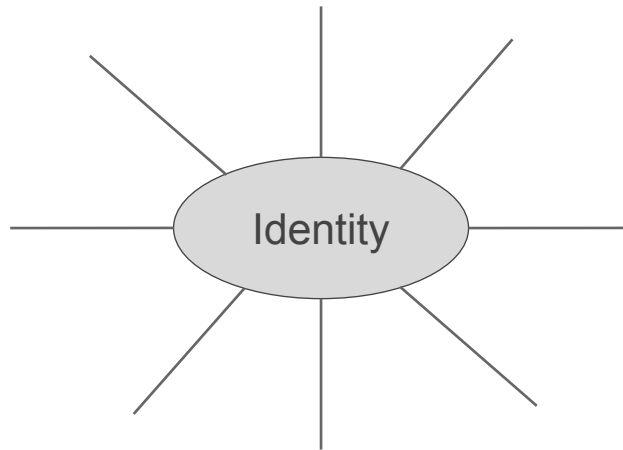
Bridge from Classroom to Home



Parent/Guardian Questions for “Identity”

- What are my goals and values? The topics I discuss? (The language, books/texts, and visuals that I use?)
- Why do I believe it is important for my children to discuss these ideas and/or embrace these values?
- How does this connect to what they already know and/or their strengths and interests? When prompted, do they ask more questions / do they seem ready to continue?...
- How can I bring myself to this conversation/activity?....

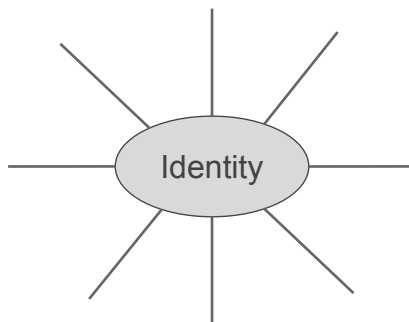
What is identity?*



Who am I?
What makes me “me”?
What is the story I want to tell?

What may you see
when you see me?

How has my _____
impacted my life?

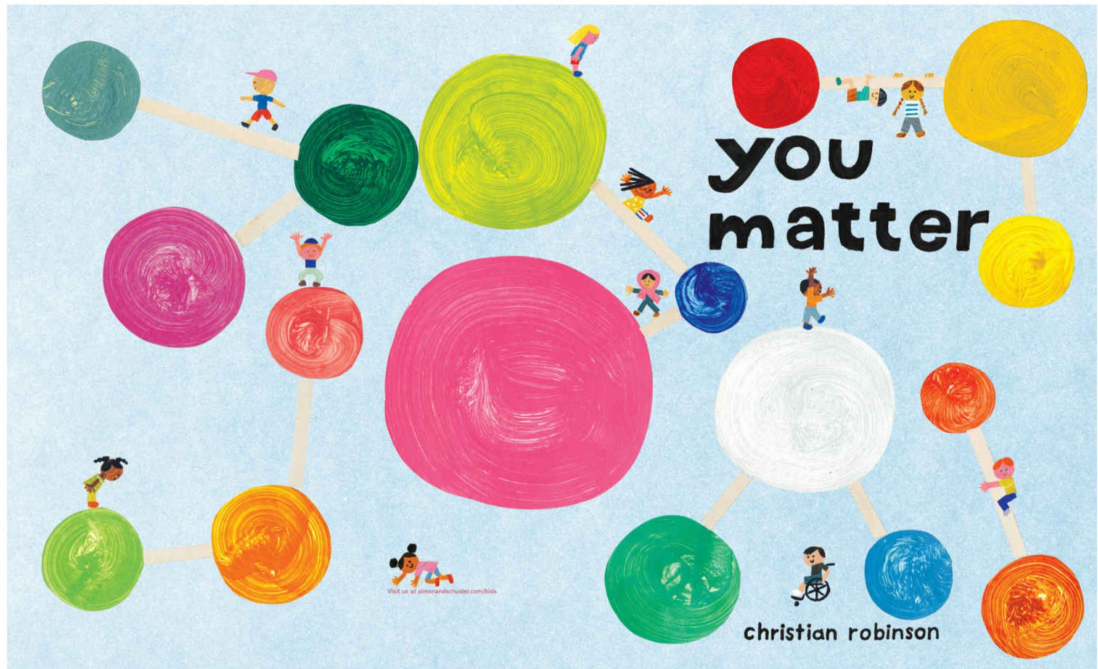


What may you not see
when you see me?

What are other influences
(identity-based and
beyond) in my life

Example Framing for “Identity”...

“You Matter”





Sometimes someone you love says good-bye.







The first to go and the last.



The small stuff too small to see.



“We Matter”

I WALK WITH VANESSA

A STORY ABOUT A SIMPLE ACT OF KINDNESS



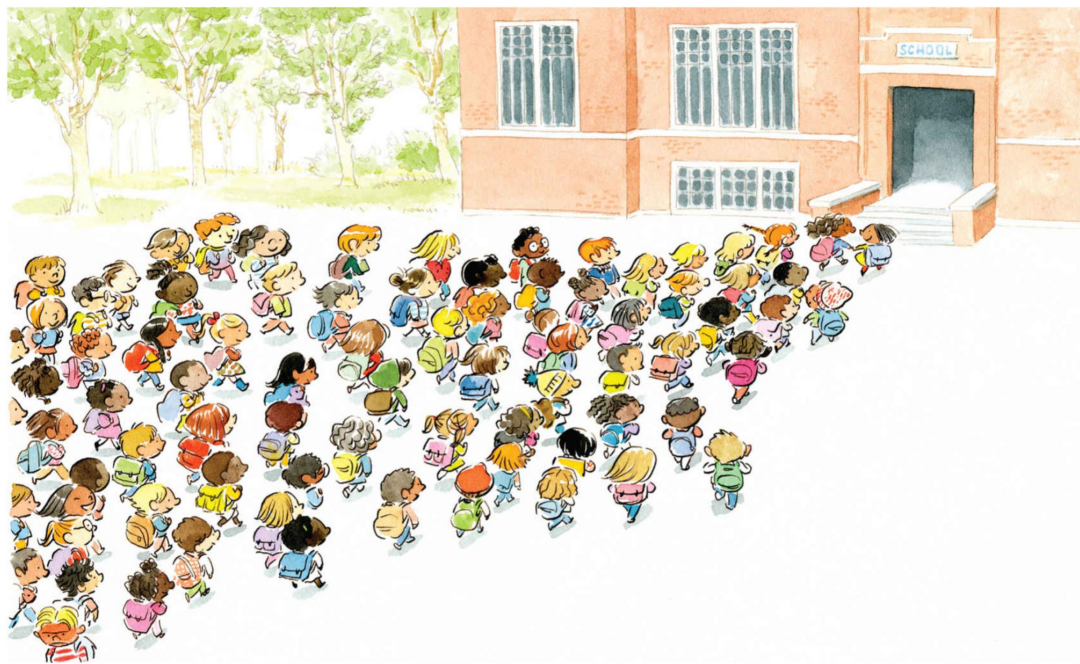
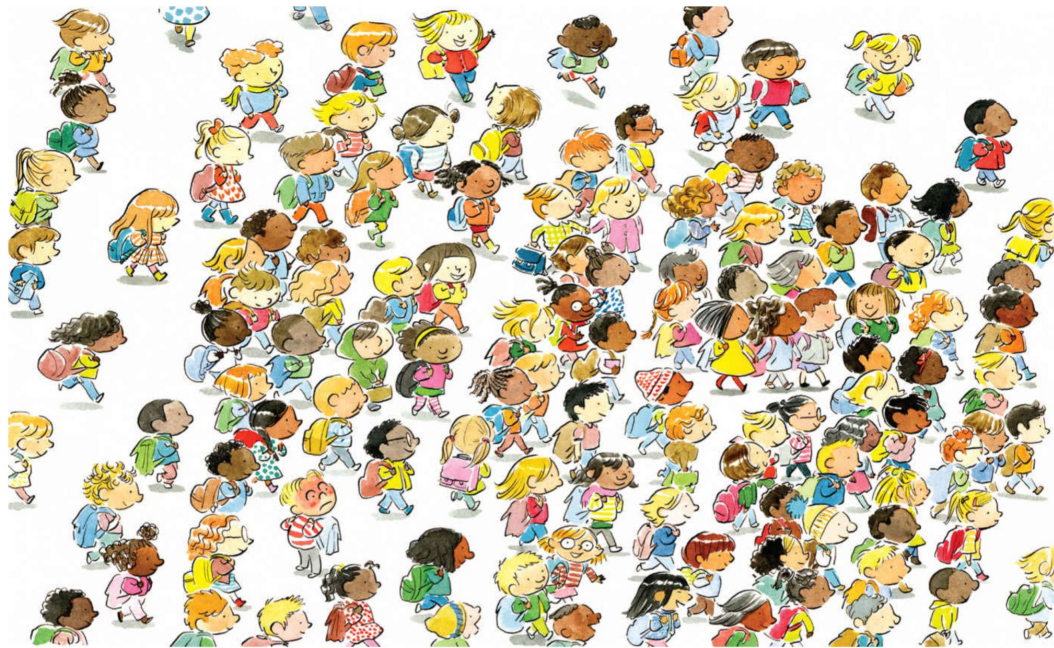
by Kerascoët





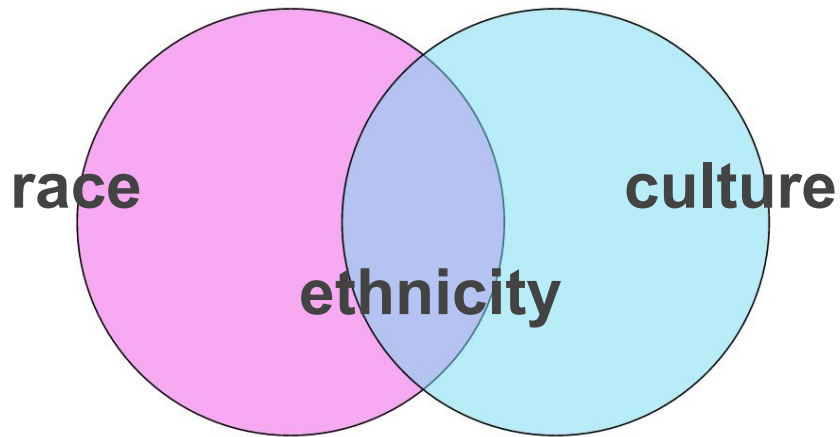






What/who is voiced?
What/who is valued?

**Race, Ethnicity, and
Culture as a Part of
Our Identities...**



R.E.C. Identity Development
for Young People:

Conversation of Skin (Colors)

Example: Skin (and Skin Colors)

What are we teaching?

Why are we teaching this?

How will we teach this?

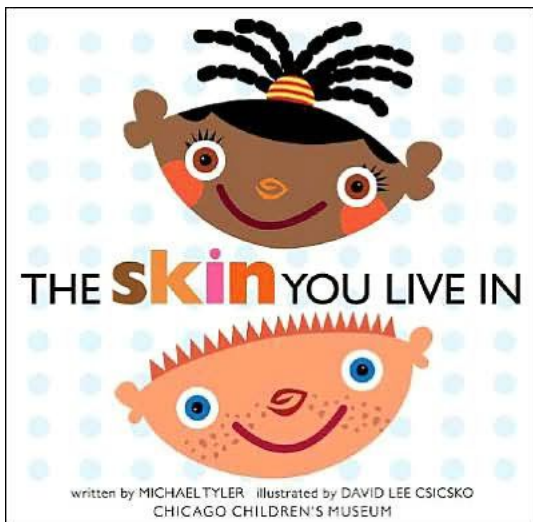
Example Questions:

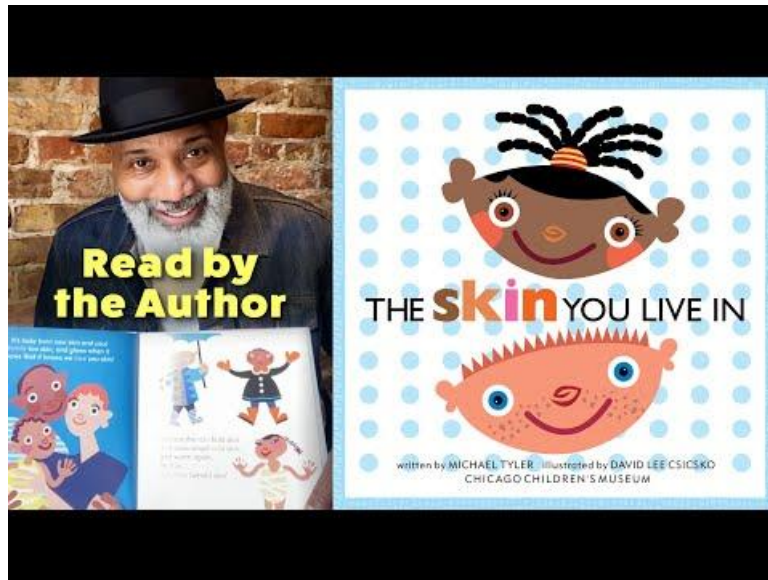
- Why do we have skin?
- What is the function of skin?
- Why do we have different skin colors?
- How do we describe skin colors (i.e. for ourselves)?

Language Considerations:

- Students may be exposed to racial, ethnic, cultural terms (i.e. Black, African American, White, European American, Chinese, Nigerian, Native American, Mexican, Latinx, etc), but may not be able to speak to their own R.E.C. identity yet and that is okay...
 - It is recommended not to label children; let them identity themselves. And however they seem themselves, to encourage a positive reflection of self.
- When speaking of skin colors, consider the terms we use. For example:
 - “Dark” compared to deep, warm, etc.
 - Shades of ____ (i.e. brown, etc.)
 - Associations with nature, food, etc. (avoid hierarchy & hyper-exoticization)

Example Resources to Discuss Skin Colors:





"The Skin You Live In Read Along," by Michael Tyler for Chicago Children's Museum
 Link: <https://www.youtube.com/watch?v=iEwvTx-96AI>



Text for Skin Color

- More scientific approach
- Describes reasons for having different skin colors (ancestors, sun, melanin)
- Utilizes photographs, as opposed to illustrations



Pantone Orange Color Chart.



"Humanae. Work in Progress." By Angélica Dass



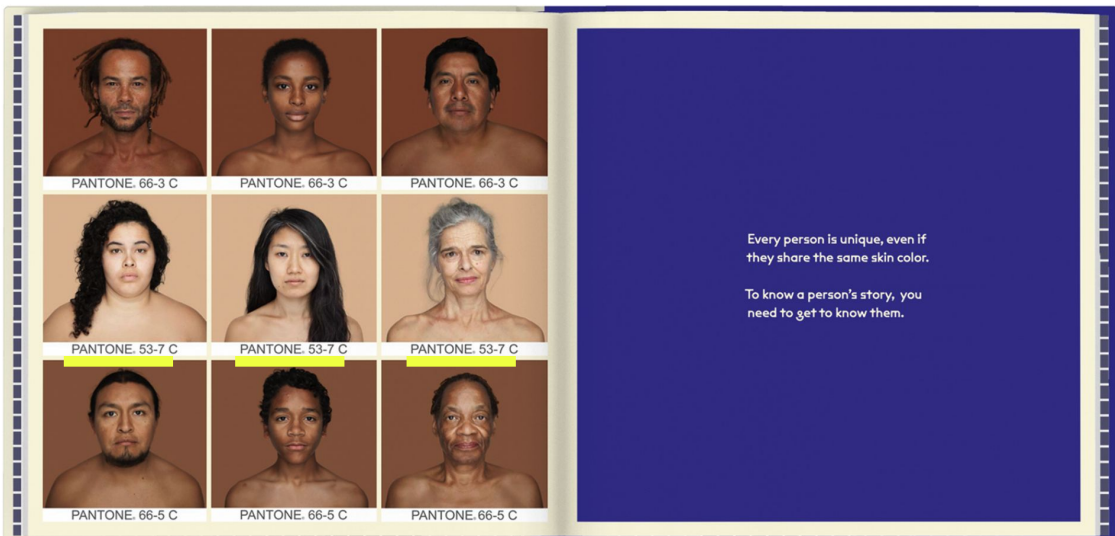
The Colors We Share, by Angélica Dass
Expected publishing date: June 22, 2021



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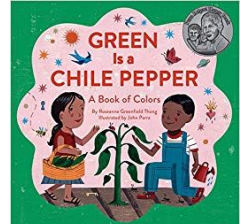
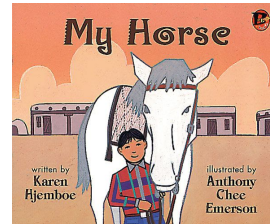
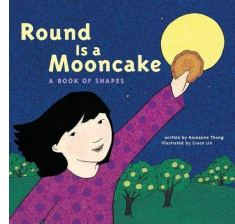
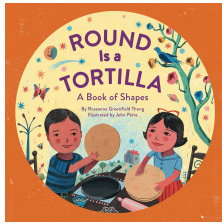
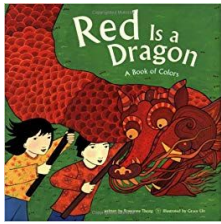
The Colors We Share, by Angélica Dass

How is the skin we live in a beautiful thing?

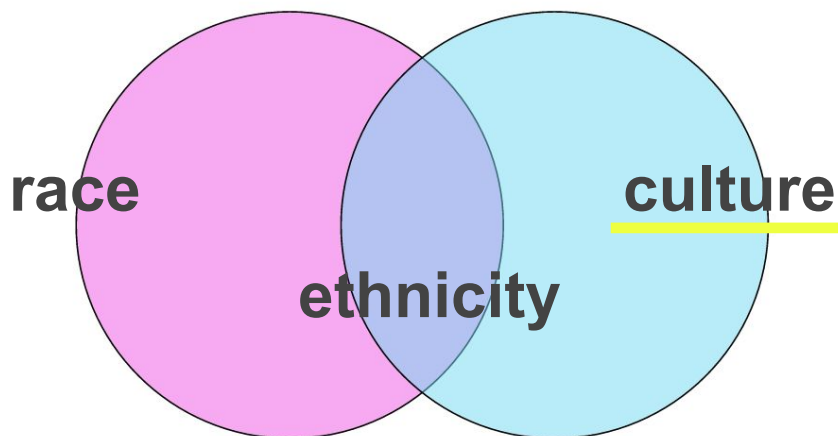
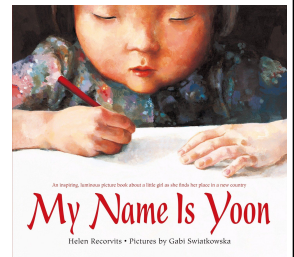
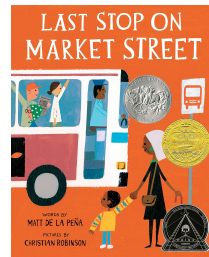
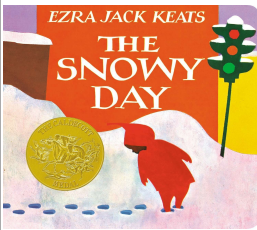


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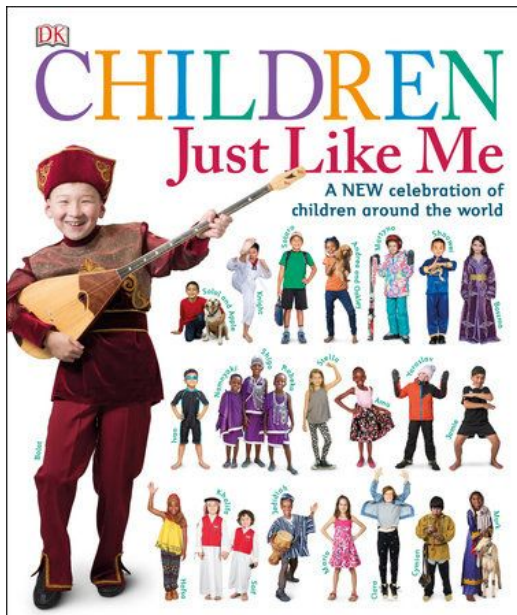
We are **both** individuals **and**
part of a larger community...



Windows and Mirrors: Who am I? Who are we? Who is part of our community?



Utilize Both a Local And a Global Lens



- We all have culture(s)
- How do we think of our own cultures?
- How are we both similar and different from each other (including people in our own cities/towns and people across the world)?



Mehak

Mehak is eight years old. She lives with her family in New Delhi, the capital city of India. Mehak wears traditional Indian clothes on special occasions, such as the Hindu festival Diwali, a festival of lights. Mehak mostly speaks Hindi, but like many Indians she can also speak and write in English.

Meet the family

Mehak lives with her family in an apartment building near the center of the city. Her father works as a book designer, while her mother looks after the home and the children.

Signature

Mehak

How I say hello

Namaste
Pronounced "NAM-must-ay"

Where I live

New Delhi is in the north of India.



New Delhi

Mehak lives in one of the busiest cities in India. It is home to lots of amazing architecture.

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Mehak's apartment

Spicy food

Lots of Indian food is very spicy. *Thali* is a typical north Indian meal that consists of several small dishes. It usually includes dhal, rice, vegetable curry, and bread.



Dhal is a dish of spiced lentils.

Fun with dyes

Hindus celebrate many festivals, including Holi. In the spring, Mehak enjoys the Holi ritual of throwing colorful dyes over everyone.



This item of clothing is called a sari.

"I have to work hard at school, because I want to be a doctor."

Broti is a popular Indian flat bread.

Dhal is a dish of spiced lentils.

Signature

विष्णु भाई

How I say hello

Khammagnehi
Pronounced "kham-ma-gunny"

Where I live

Vishnu lives near the Thar Desert. On the other side of the desert lies Pakistan.



Bishnoi temple

Once a year, Vishnu's family visits the Bishnoi temple near Khejari, about 6 miles (10 km) from home.



Home life

Vishnu lives with his parents, siblings, and grandparents. The family lives in huts with thatched roofs. These buildings are perfect for staying cool in the heat.



Vishnu

Ten-year-old Vishnu lives in the state of Rajasthan, in western India. Vishnu and his family are Bishnoi, which means they live their lives by 29 sacred principles laid down by a spiritual leader called Guru Jambheshwar. The Bishnoi care deeply for animals and the environment.

Pet calf

Vishnu has a pet calf, whom he is very fond of. He loves to take care of trees and animals, in particular black bucks, a type of antelope that roams near his home.



Cricket fan

The most popular sport in India is cricket, and it's one of Vishnu's favorite hobbies. In the game, teams take turns trying to get the most runs by hitting a ball with a wooden bat.



Signature

Stella

How I say hello

Hej
Pronounced "hey"

Where I live

Sweden is part of a region of Europe known as Scandinavia.



Stockholm

Stella lives near Sweden's capital city, Stockholm. The city is spread across 14 islands, and more than 30 percent of Stockholm is made up of waterways.



Out and about

Stella's family loves doing things outdoors. They swim in the summer when it's warm, and ski in the winter when there is a lot of snow. Her mother likes sailing in their small dinghy, but Stella isn't a big fan. She prefers trampolining in her backyard!

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Stella

Stella is eight years old and lives in Sweden in the far north of Europe. She enjoys school and her favorite subjects are math and music. Outside of school Stella is also very busy, spending her time playing the piano, dancing, and climbing.

Stella likes to choose her own outfit every morning.

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

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Jacob brother

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

Stella

Jacob brother

Charlotte mother

Jens father

Amu

Amukelani, or Amu to her friends, is a 10-year-old from South Africa. She lives with seven members of her family in a village called Mhlozi in the northeast of the country. Amu's village is surrounded by beautiful countryside, so she loves to play outside—even when it's raining!

Happy family
Amu lives with her mother, Fikile, who is a nurse, her older sister, Thandozo, and her younger brother, Mthokozisi. Her grandmother, aunt, and two cousins also live with them. Amu and her family are Christian and go to church every Sunday.

Playing games
Amu was born with a condition called spina bifida, which affects her spine. It is hard for Amu to walk long distances, but she is still very active. She loves jumping rope, which is traditionally called *incanefe*. She often jumps rope with her sister and her cousin, Nowolthu.

Home cooking
Amu's grandmother, Gladys, cooks for the family. She prepares most of the meals inside the house, but some dishes, such as *tsinkhobe*, are cooked outside.

Medal collection
Amu is very proud of her medals. Three of them are for sports—two for shot put and one for running. The other medals are for being the top achiever in her class, two years in a row.

Bath time
In the summer, bath time is outdoors. Amu's brother, Mthokozisi, and her cousin, Sinenko, love playing in the tub together.

Going shopping
Amu's family buys some of their food at the local supermarket and some in town. They also grow their own vegetables and keep chickens for eggs and meat.

Amazing Amu
Amu's spina bifida means that she needs metal pins to support her spine. Amu's condition can be hard, but it has inspired her—she'd like to become a doctor when she's older so she can help other people like her.

Signature
Amukelani

How I say hello
Awaseni
Pronounced "a-ve-ay-neen"

Where I live
South Africa is located at the bottom of Africa.

Nelspruit
Nelspruit is the closest city to Amu's village. It has more than 50,000 inhabitants and is located on the Crocodile River.

Amu's Xosha shows her spine with its special metal pins.

Amu is wearing traditional Tsonga tribal clothes. She and her family are Tsonga people.

Gladys cooking outside

Amu's family buys some of their food at the local supermarket and some in town.

Amu's spina bifida means that she needs metal pins to support her spine. Amu's condition can be hard, but it has inspired her—she'd like to become a doctor when she's older so she can help other people like her.

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Murk

Murk is seven years old and lives in Pakistan. Like 97 percent of the population of Pakistan, Murk is Muslim. Her favorite time of year is Eid, which is when Muslims celebrate with friends and family after fasting (limiting when they eat) for a month. Aside from Eid, Murk's favorite thing is her pet goat.

Big family
Murk lives with her parents, grandparents, and younger brothers and sisters. Lots of other members of her family live nearby, and Murk loves it when they come to visit.

Favorite food
Murk's favorite meal is a lentil dish called *moong dal*, which is usually served with rice. Lentils are seeds that are very rich in protein. Other local specialties include chicken *karahi*, a type of curry, and *sang*, or spinach curry.

Hand art
On special occasions, female Muslims decorate their hands using dye from a plant called henna. Murk has her hands decorated to celebrate Eid—she thinks it looks beautiful.

Clay pots
Murk's name means "smile," and nothing makes her smile more than making clay pots. Once they have dried in the sunshine, she points them different colors.

Backyard
Murk spends a lot of time in her backyard because it's where her pet goat lives.

Signature
Murk uses a fingerprint to make her signature.

How I say hello
Salam
Pronounced "sa-lam-moo"

Where I live
Murk lives in the Sindh region in southeast Pakistan.

Murk's education
Murk loves school and would like to become a teacher one day. In addition to going to regular school, she attends a special religious school called a *madrasa* twice a day to learn all about Islam.

Murk's classroom

Murk celebrates Independence Day at school with flags and banners.

Moong dal

Chicken karahi

Sang

Celebrating Pakistan's Independence Day

Murk wears a traditional adhar kumhar (spins and hand) with a scarf covering her hair.

Murk's pet goat

Amu's Xosha shows her spine with its special metal pins.

Amu is wearing traditional Tsonga tribal clothes. She and her family are Tsonga people.

Amu's spina bifida means that she needs metal pins to support her spine. Amu's condition can be hard, but it has inspired her—she'd like to become a doctor when she's older so she can help other people like her.

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Andrea

Andrea is seven years old and comes from South Carolina. Andrea loves being a cheerleader. She practices with her squad twice a week, and they perform impressive routines at her school's football games. She also takes part in gymnastics. Her specialty is tumbling, which involves tricky somersaults.

"I can't wait for my little baby brother to arrive."



Signature

Andrea

How I say hello

Hello
Pronounced "he-LO"

Where I live



Charlotte
Andrea lives in a town called Fort Mill in South Carolina, but goes to school just over the border in Charlotte, North Carolina.



10

At home

Andrea lives her house because it is close to her grandmother's. She has her own bedroom, although her dog, Klaus, likes to share it. Andrea's mom, Ebonie, is expecting a baby boy.



Ribs



Southern food

Andrea eats lots of tasty Southern food, such as ribs and grits. Grits are made from boiled, ground corn and are often eaten for breakfast with shrimp or bacon.



Getting creative

Andrea's mother's hobby is art and she likes to share her passion with her daughter.



Joaquin practices the trombone every night after dinner.

Joaquin

Eleven-year-old Joaquin hails from the state of New Jersey. It is nicknamed the "Garden State" because much of it is used for farmland. He plays the trombone in his school band and performs in concerts twice a year. Both of Joaquin's parents speak Spanish fluently, and he can understand it pretty well.



Family life

Joaquin lives with his parents and his eight-year-old sister, Natalia. His mother's parents live nearby, and his grandmother takes him to school every day.



Favorite food

Joaquin absolutely loves bacon! His family also likes to eat traditional American food such as pizzas and hamburgers. In the summer, they sometimes barbecue outside on a grill.



Bacon and egg muffin

"I love history, especially learning about wars."

History crazy

Joaquin is interested in the past and spends his free time playing with toy soldiers or reading history books. When he's older, he'd like to be a history teacher or a paleontologist (someone who digs up fossils).



Signature

Joaquin

How I say hello

Hello
Pronounced "he-LO"

Where I live



New York
Joaquin lives close to New York City, the most populated city in the USA. It contains more than 8 million inhabitants.



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Sotaro

Sotaro is 10 years old and from Japan in East Asia. He lives on Honshu, the biggest of the many islands that make up Japan. Sotaro has many interests, including swimming and natural history. On special occasions and when practicing martial arts, such as kendo, Sotaro and his sister wear traditional Japanese outfits.

Meet the family

Sotaro lives with his parents, Utsuko and Tatsuke, and his older sister, Momo. His grandmother, Suzuko, lives next door. The family is Buddhist, and they pray to their ancestors every day at the family shrine.

Sotaro wears a dougi when he does kendo.



Signature

士太郎

How I say hello

Kennichiwa
Pronounced "ken-nee-chee-wei"

Where I live



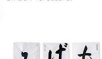
Tokyo
More than 38 million people, including Sotaro and his family, live in Tokyo and its outskirts.



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Sotaro's house

The family lives in a modern three-story house in Kashiwa, a city in an area known as Chiba Prefecture.



Special writing

Sotaro's grandmother is teaching him shodo, which is an ancient style of writing. Instead of a pen or pencil, Sotaro uses a paintbrush dipped in ink to create the intricate Japanese words.



Shodo lesson



Avid swimmer

Sotaro is very serious about swimming. He is a member of a swimming team and trains for one-and-a-half hours each day, six days a week! He enters many swimming competitions each year. In winter, Sotaro also skis.



Fins help Sotaro speed through the water.

Momo wears a patterned kimono when taking part in traditional ceremonies.



Nibiraki is simmered root vegetables. Tempura is battered and fried seafood and vegetables. Tofu is made from soybean paste. Cooked rice is served with most meals. Miso soup contains seaweed.

Traditional food

Sotaro's family often eats traditional Japanese meals. These are made up of a number of small dishes, almost always including rice and miso soup. There may also be tempura, nibiraki, and tofu. Japanese people eat with chopsticks, rather than knives and forks.

"Every day I try to catch insects and other animals. I also try to catch fish from the rivers."

Science and nature

At school, Sotaro's favorite subject is science, and he wants to be a biologist when he is older. He visits his local nature preserve as often as possible and looks out for animals, such as beetles and turtles. Sotaro also keeps some animals, including a nonpoisonous snake, as pets.



Science books



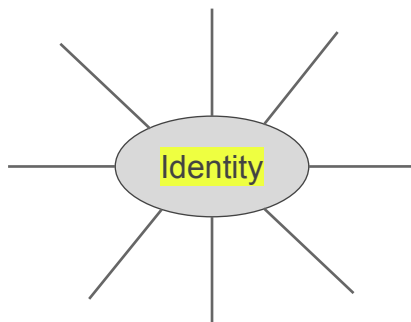
Pet snake

Sotaro and Momo in the nature preserve

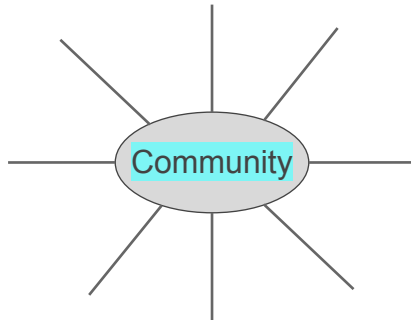


Conversations of identity can
build community...

Who am I?
What makes me “me”?
What is the story I want to tell?



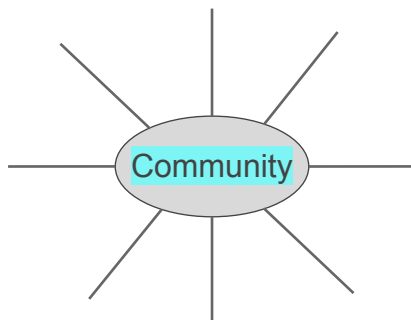
Who are we?
What makes us “us”?
What are the stories we want to know?



Who are we?
What makes us “us”?
What are the stories we want to know?

What matters to our
various community
members?

How do we (continue
to) make space / time
to listen?

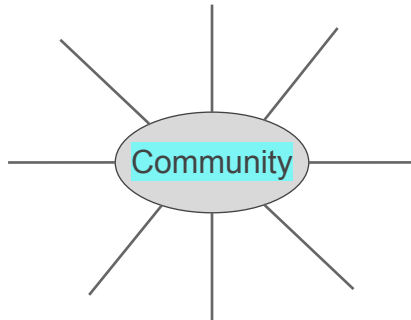


What are our shared
values and norms?
How do we “show” these?

How do we hold ourselves
accountable?
How do we affirm?

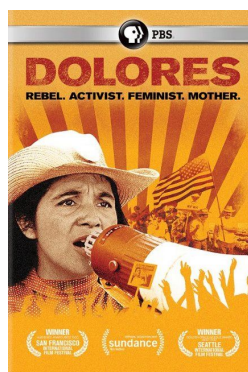
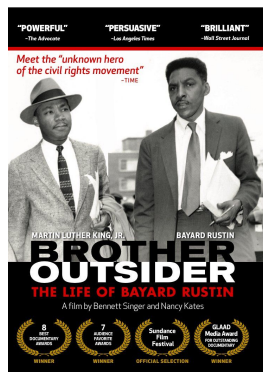
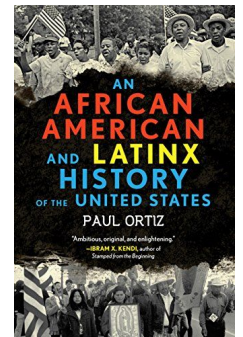
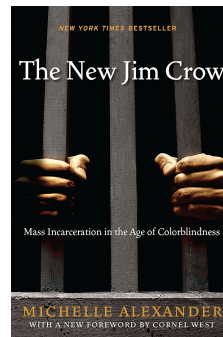
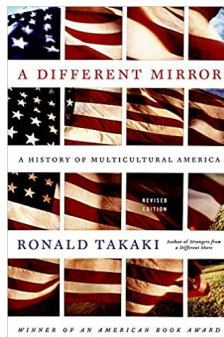
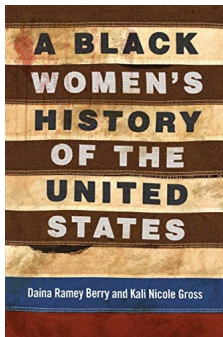
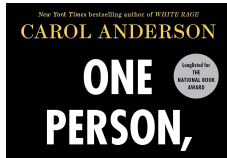
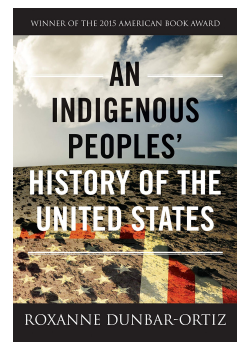
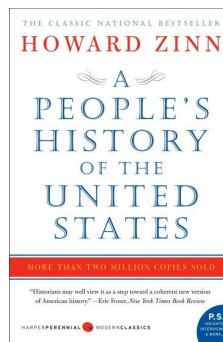
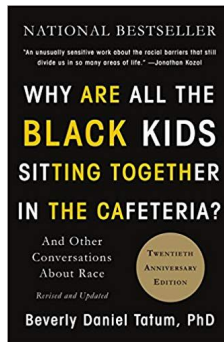
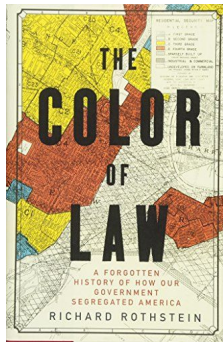
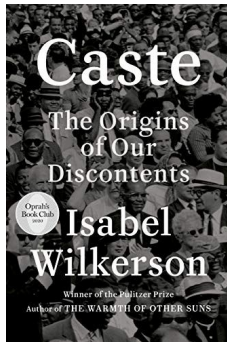
**Who are we?
What makes us “us”?
What are the stories we want to know?**

In what ways are we
similar? How are we
different?



How do these
differences strengthen
our community?

Resources:



What are my goals / values?

Why are we these my goals / values?

How will we teach / discuss this?

