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Disrupting Racism:
A Socially Innovative Curriculum for an Afterschool Program

by

Shelinda Knight Davenport

A Project Submitted to

GRAND VALLEY STATE UNIVERSITY

In Partial Fulfillment of the Requirements

For the Degree of

The Professional Master of Arts in Social Innovation

In Brooks College

GRAND VALLEY STATE UNIVERSITY



The signatures of the individuals below indicate that they have read and approved the project or thesis of **Shelinda Knight Davenport** in partial fulfillment of the requirements for the degree of Master of Arts in Social Innovation.

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ABSTRACT

Since the colonial days in what is now known as America, there has been the social problem of racism. Racism has always been and remains a cancer in America's culture. From racism, a deep hatred has spawned for other races. To the extremes, it has led to violence and murder, and most Americans believe it is more prevalently outspoken today than it has been in the last 20 years (Schaefer & Edwards, 2022). This thesis project consists of a Disrupting Racism curriculum for approximately 3rd grade, which is situated in the literature on racism and education. Grounded in culturally relevant pedagogy (Ladson-Billings, 1995), the curricular intent is to enhance children's understanding and acceptance of racial diversity and unity. It is designed as a five-week program to be delivered in an afterschool setting.

Racism has been embedded in our society for so long, it's hard to imagine what the United States might look like without it. Generations of children have grown up breathing a smog of racism which is how Beverly Tatum (2017) refers to the daily racist acts and ideas that permeate all aspects of American society. Racism is so penetrative in our society that it is like a cancer. The daily experience for Black, indigenous, and other people of color (BIPOC) is to exist in a country that is infused with small racial microaggressions (Steele, 2012) or on the extreme end, racial violence and even murder. Education is a powerful tool in the fight to eradicate this cancer from our society. This thesis describes a curriculum, titled "Disrupting Racism," which is designed for children in approximately the third grade. The curriculum aims to clear the fog of racism that young children breathe daily in this country by grounding it in culturally relevant pedagogy (Ladson-Billings, 1995) and presenting ideas of racial diversity and unity with the goal of both explaining the racial context of the United States, both historically and contemporarily, and disrupting the patterns of racism. Racism is learned and with education it can become socially unacceptable.

The social problem of racism needs to be addressed with disruptive social innovation. Disruptive Social Innovation is what happens when you disturb the status quo for the better good (Lindberg & Portinson Hylander, 2016). Social innovation involves meeting social needs in a creative way (Keping, 2012). Design thinking of social innovation cultivated my idea for improved results for a social problem (Brown et al., n.d). Chitte proposed design thinking as a new in education systems (Chitte, 2015). I used design thinking which Chitte (2015) correlates the thinking process, to create a way of applying social innovation to the social problem of racism by way of the classroom. I have used design thinking to tackle the complex problem of racism by writing a Disrupting Racism curriculum for approximately 3rd graders that is

grounded in history and in culturally relevant pedagogy (Ladson-Billings, 1995). Enhancing diversity will increase inclusion and provide a more peaceful society.

In an effort to increase diversity and inclusion I spent time in the ideation stage to develop the concept. This thesis is my prototype. Due to time restraints, I have not tested the curriculum, although this is the ultimate intention. This curriculum is to provide an effective disruption of racism with a call to students' moral judgement. Using social innovation and other disciplines for impacting systemic racism and its effect on society is essential. Focusing on children's education and applying social innovation to this social problem will hopefully lead to a positive outcome for society.

Literature Review

Children Need to Understand Racism

Many children in America have experienced or witnessed racism. Brondolo et al., (2012) state, "members of most ethnic or racial minority groups report exposure over the course of their lifetime, and recent research indicates that episodes of ethnicity-related maltreatment occur weekly for some groups" (para 17). If racism is not disrupted, it may be woven into the American fabric and accepted as a norm.

The curriculum intends to enact the students' moral courage "Moral courage is a willingness to take a stand in defense of one's own moral principles even when others do not (Szekeres, et al. 2019. para 2)."

The book, *Racism Without Racist: Color-Blind Racism and the Persistence of Racial Inequality in the United States*, written by Bonilla-Silva (2012) says, "Color-blind racism forms an impregnable yet elastic ideological wall that barricades whites off from America's racial reality. An impregnable wall because it provides them a safe, color-blind way to state racial

views without appearing to be irrational or rabidly racist” (pg.210). *Whitewashing Race: The Myth of a Color-Blind Society* is a book authored by Brown et al. (2023). It talks about the whitewashing and colorblindness that occurred after the civil rights movement. The authors talk about three tenets that white America rest on with the third suggesting, “most white Americans think the United States is rapidly becoming a color-blind society, and they see little need or justification for affirmative action or other color-conscious policies (2023).”

Children’s Exposure and Their Need to Counter the Acceptance of Racism

The one indication of success in this curriculum project that matters above all others is the degree to which the participants possess an obligation to disrupt historical racism and see how racial inequality has caused social problems and division in American society. Children think about many complex subjects and desire to understand them (Sullivan, 2020). Racism is one of them. America is a very diverse society, where racism is hard to ignore. Although, it should be self-evident that all Americans are made equal, racists' actions, past and present, have magnified the propaganda of their belief that America is not for equality. Most children see, hear, or witness racism at very young ages sometimes through their families, but even if raised in families that do not engage in racist behaviors, there are subtle and not-so-subtle messages through television, movies, internet, social media, as well as friends on the playground. Racism is hard to escape in this country. It is the smog we breathe (Tatum, 2017).

It is imperative to communicate about race with children (Sullivan et al., 2020). It can be challenging, yet necessary, so racial bias will not take root in their understanding as an accepted norm. It can be hard to pluck out racism once rooted. Hesitation in these necessary talks could make it problematic to alter children’s racist beliefs (Sullivan, et al., 2020). Discussing racism with children can be difficult, no doubt, yet critical. There is a need to help young children know

about and understand racial inequality in America (Sullivan et al., 2020), so that racism as a norm does not take root in children's psyches.

Jessica Sullivan has 19 published articles centering on social skills and human behavior including an article titled, "Adults Delay Conversations About Race Because They Underestimate Children's Processing of Race" where she states that "to help children navigate their social environments, adults must understand what children know about race, and when they acquire this knowledge" (p. 5). The article goes on to say that "most of us have actually have children pestering us with questions about why police officers shoot black men so often? (p. 6)" In three studies administered by Jessica Sullivan in the Psychology Department at Skidmore College, the findings concluded that children's essential qualities to process race are misjudged (Sullivan et al. 2020).

It is clear from the literature review that children need the opportunity to learn about and discuss racism. In the next section, I will discuss the framework for the curriculum I developed, including theoretical underpinnings.

Disrupting Racism Curricular Framework

Using design thinking, I developed a curriculum, titled Disrupting Racism, which is grounded in culturally relevant pedagogy and attempts to counter racism. I curated easily accessible learning materials which will help students to develop knowledge through culturally relevant pedagogy (Willis, 2012).

Curricular Framework: Culturally Relevant Pedagogy and Social Innovation Resilience Theory

In developing the Disrupting Racism curriculum, I utilized two very different, but equally important theoretical frameworks: Culturally Relevant Pedagogy and Social Innovation Resilience Theory.

Culturally relevant pedagogy. California Department of Education (CDE) recognizes culturally relevant pedagogy as a recent trend in education (2022), although it was developed nearly three decades ago by Dr. Gloria Ladson Billings. The cultural conformation will coincide with home culture and school culture. “Culturally Relevant Pedagogy helps students to uphold their cultural identities while developing fluency in at least one other culture” (Ladson-Billings, 2022, para 2). “It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1995, p. 469).

The conceived effective pedagogical practice is an analytic model that confronts more than the achievement of students. It aids the students in affirming and welcoming their cultural existence during the expansion of critical overviews that confront inequities society perpetuates (Ladson,1995). Gloria Ladson-Billings’ 1995 book, *The Dreamkeepers: Successful Teachers of African American Children* and her 1995 article "Toward a Theory of Culturally Relevant Pedagogy" are two out of three citations the CDE used to put together in the advisement of the utilization of three main components of Culturally Relevant Pedagogy:

1. Cultural Competence - Skills that support students to affirm and appreciate their culture of origin while developing fluency in at least one other culture.
2. Critical Consciousness - The ability to identify, analyze, and solve real-world problems, especially those that result in societal inequalities.
3. Student Learning - The students’ intellectual growth and moral development, but also their ability to problem-solve and reason. (California Department of Education, 2022)

By using these three components, school curriculum will develop knowledge and respect for other cultures and the build moral principles to react when in socially wrong situation, even if others do not, with the willingness to take a stand using moral courage (Szekeres et al., 2019).

Social innovation resilience theory. I utilized the notion of resilience from the Social Innovation Resilience Theory in the lessons. Resilience theory, a new social innovation theoretical framework, is an excellent framework for a curriculum designed to disrupt racism. Resilience theory says that how we deal with adversity is important, rather than just examining the nature of the adversity. When we face difficulties, it is resilience that helps us thrive to survive. While the ultimate goal is to work toward eradication of racism, in the meantime, students need to build resilience in order to thrive.

This curriculum aims to disrupt racism. Implementing curriculum-driven rejection of racist concepts involves the typologies of racism, education, critical thinking, and socialization.

Design Process of the Curriculum

In developing the Disrupting Racism curriculum, I was led by what could 3rd graders understand and conceptualize regarding racism. I chose 3rd grade as a target simply because students can read and discuss important topics at this stage. The third grade is an important transition year in elementary schools, where children go from “learning to read to reading to learn” (Center for Public Education, 2015). Additionally, since it is the middle of the elementary grades, it would be relatively easy for a teacher to scale this curriculum down for younger students or up for older students. I wanted them to realize a good comparison was for them to equate racism with bullying. Neither is nor should be, accepted in society. Within this curriculum, there are age-appropriate read-aloud videos of books and activities that cater to a 3rd grader's understanding of the need to disrupt racism for the better good.

My goal with this curriculum is to make it easily accessible to afterschool programs and schools if teachers choose to adapt this to fit an in-school format. I intentionally chose materials that are available for free online. For example, for every book I chose, I include the title of the book in the materials list for each lesson plan, but I also include a link to the book being read aloud on YouTube. Afterschool programs have limited budgets, so I did not want affordability to be a limitation to this curriculum. I also chose common classroom or afterschool program materials for each lesson: whiteboards, chart paper, paper, crayons/markers, glue, construction paper, etc.

I curated the book choices from booklists found online. I focused particularly on the website “Social Justice Books: Teaching for Change Movement” (Acosta, 2022), which has a series of excellent booklists curated by experts in children’s literature. The website also provides descriptions of each book on their lists (which are organized in a variety of ways: antiracism, social justice, global region, etc.). For example, it describes the children’s book, *Hands Up* by Breanna J. McDaniel, which is one of the books I use in this curriculum: “This mostly picture book amends a phrase as part of a Black girl’s everyday life--hands up for a hug, hands up in class, hands up for a high five--before culminating in a moment of resistance at a protest march” (McDaniel, 2019).

The curriculum has a variety of multicultural books, representing several cultures, cultural pride, preservation and sustainability, historical instances of racism, and contemporary grappling with racism. Other books in the curriculum include *Skin Again*, which is a children’s picture book by bell hooks and Chris Raschka. The story is about a group of children getting along despite their exterior differences. The book *When We Were Alone*, by David A. Robertson

and Julie Flett, is explained on The Canadian Homeschooler Book Review website (2017) as being told from

the point of view of a grandchild questioning their grandmother with the typical question of why – the grandmother explains that she chooses to do things like wear bright colors, talk in Cree, and spend time with her family because they had all been taken away from her... except when the native children managed to be alone for a while and pretend that they were still allowed to dress in colorful clothes, wear their braids long, etc. so they would never forget” (Fletcher, 2016).

This brief description illustrates the topics and themes and provides a glimpse into the quality of the texts provided. Every book on this list has an accompanying read aloud video, in case the teacher does not have access to the books. Additionally, there are several easily accessible videos for students to view.

To prepare to draft a curriculum, I reviewed a recent list of scholarship on teaching a curriculum designed to disrupt racism for elementary-age children (Gienapp, 2021). I took notes on several videos such as, “Be Boldly Anti-Racist” by Naomi O’Brien, “How to Talk to Kids About Race” by Jeremy Tisby, and “How Parents Can Help Kids Understand the Protests and Fight Racism” by Dr. Janet Taylor (Croteauon, 2020). I also pulled information and techniques from the text, *Raising Antiracist Kids* by Rebekah Geinapp (2021).

Utilizing the Social Innovation Resilience theory framework, I framed a lesson around the read aloud, *Something Happened in Our Town* by Clano, et al. (2018). It is about one Black family and one white family. They have discussions over a Black man shot by police in their community. The children's book's theme is about traumatic events involving race and for children to be able to identify and counter racial injustice in their own lives and build resilience.

My intent with incorporating this children's picture book in the curriculum is to incorporate the social innovation theoretical framework of resilience.

Finally, I chose an Adinkra symbol as a header to each lesson week as a visual reminder that this curriculum is ultimately about unity. According to the website of the African Diaspora Program at the University of Wisconsin Adinkra symbols were designed by the Asante people of Ghana and have aesthetic, poetic, and community value (para1). I chose *Funtumfunafu Denkyumfunafu*, which is a set of four conjoined crocodiles which share the same stomach. The image symbolizes democracy and unity in our differences.

Curriculum Outline

This curriculum is designed to be taught at afterschool programs, in three one-hour sessions per week over a five-week period. Within the curriculum there is a focus for every week:

Week 1: The curriculum begins with a focus is on Protesting. Within today's racial climate, protesting is covered frequently by the media. I thought it would be imperative to address this first. The murder of George Floyd was covered by news outlets around the world including the protests that followed. The students need to understand why and the value of protesting.

Week 2: The second week focuses on skin color. Skin color is what brings about the racism America has held on to for centuries. It needed to be addressed for the students to grasp how insignificant it is to judge someone by the color of their skin.

Week 3: Inclusion and Empathy is the focus of the third week. This is important because the students need to know how people of color have been excluded. For America to reach its fullness of life, liberty, and the pursuit of happiness, all Americans need to be included. Empathy

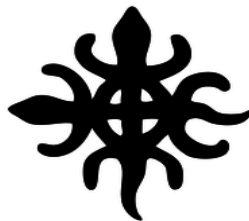
comes in when the children see what has been committed for the sake of racism against people of color, and able to identify it as wrong.

Week 4: The focus for week 4 is Reaction to Racism. The students need the tools to react to racism. They need to know what racism looks like when it rears its hateful destructive head, and the choices of how to or not to respond.

Week 5: The final week focuses is on Black History. Students will get to see Dr. Martin Luther King and Rosa Parks in a different light. They will view videos of read-aloud books of these historic figures when they were children. They will see how these two grew up to stand up against racism.

Lesson Plans

Disruption of Racism Curriculum



WEEK 1

DAY 1 MONDAY

Week Focus: Demonstrations

Title: Protests

Objective: After watching two videos about protesting, the students will be able to write down one interesting idea and ask a question about the content of the videos.

Materials:

- Video of teacher reading *Hands Up* by Breanna J. McDaniel and Shane W. Evans
https://www.youtube.com/watch?v=4IS_pn8G_A4
- Video: “How to explain racism to kids”
https://www.cnn.com/2020/06/06/app-news-section/cnn-sesame-street-race-town-hall-app-june-6-2020-app/index.html?utm_source=twCNN&utm_term=link&utm_content=2020-06-06T17%3A11%3A04&utm_medium=social
- Pencils
- Sticky notes (2 per child)
- Large white board
- White board markers
- Projector for videos
- Response journals for each student

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing.
2. After being seated I will address them and segue into a discussion about different reasons someone will hold their hands up and the read-aloud video we will watch, “*Hands Up*.”
3. Before watching the video, I will lead a discussion about the idea of words or phrases that have more than one meaning. For example, in the book, the author uses the term - hands up to talk about all sorts of actions where your hands go up. My examples will be hugs, dancing, playing sports, etc. **TIME: 5-7 mins.**
4. I will give the students a brief summary of “*Hands Up*.” **TIME: 2-3 mins**
5. Using a computer, projector, and screen the students and I will watch the read-aloud video “*Hands Up*”. **Time: 2 mins**
6. After finishing watching “*Hands Up*”, I will pass out sticky notes to each child (2 each). They will write one thing they found interesting in the book on one sticky note, and one question they have on the other. I will draw a two-column chart on the board and the kids will come up and place their sticky notes in the “wow, this was interesting!” column. I will read a few of these and discuss them with students. This will enhance their problem-solving and critical thinking. **Time 13-15 min**
I will have students write 1 question they have on their other sticky note. I will ask them to post it in the “Questions I still have” column on the white board. **Time: 3-5 mins** I will give a summary of the Sesame Street video we will watch where Elmo discusses racism and what it means to protest with his dad, Louie. Time: 2 mins **31 sec**
7. After watching the Sesame Street video, I will ask students to think about whether the movie answered any of the questions they had. They will turn and talk to their neighbor to share their responses/thoughts. **Time: 5 min**
8. Then I will read a few of their questions and ask them to answer them from what they learned from the Elmo movie. This will be a facilitated discussion, where I help deepen

the ideas they are generating. This activity will work on synthesis skills. Time: 10-15 min

9. The students will be asked to line up to go back to their regular classroom. While students are preparing to go back to class, the song “Just Us” by William Murphy will be played.

Extension:

If time permits, I will ask students to draw their responses to the book and Elmo video in their journals. How did it make them feel? What do they want to share with me? They will each have their own journal to draw their reaction. They can share their drawings with a partner if time permits. I will collect their journals to store until our next class. **Time: 15 min**

TRT: 44.31 MAX**Day 2 – Wednesday****Week Focus:** Protests/Demonstrations

Objective: After watching the read aloud of *Something Happened in Our Town*,- students will be able to empathize with the characters in the book through drawing a picture accurately illustrating the characters emotions as depicted in the story.

Materials:

- Pencils
- Crayons
- White board with marker
- Video of the read aloud *Something Happened in Our Town*
www.somethinghappenedinourtown.com
- Projector to play video
- Response journals for each student

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated I will address them and ask them to summarize what we learned on Monday. **Time: 3 mins**

2. I will segue into the video we will watch, which is a read out loud video of the *children’s book Something Happened in Our Town*. I will ask them some questions to activate their background knowledge about police brutality. **Time: 5 mins**

- Who is George Floyd? What happened in the community after George Floyd was killed?
- I will draw a semantic map of their ideas to illustrate all of the community reactions to George Floyd’s death will be in the center, and the arms will include things like:

funeral/family mourning, community protests, police on leave/arrested, protests in other cities, etc.

3. We will view the read aloud video *Something Happened in Our Town*. **Time: 8 mins**

4. When finished watching, I will pass out their journals. I will then ask students to turn and talk to their neighbor about their reaction to the book. What did they think? How do they feel? I will ask them to write down their neighbor's response in their journals. I will ask them to share their neighbor's thoughts and feelings. This will enhance their listening and empathy skills.

Time 10 mins

5. I will ask students to draw the characters' emotions/reaction from the book in their journals. They can choose either of the main characters (the white child or the Black child), and draw how they felt. They may not use any words. They can use symbols to help them express the characters' emotions. I will pass out crayons, in addition to the pencil they already have. **Time: 10 mins**

6. I will ask the students if anyone wants to share their drawing. They can put their drawing on the projector and explain what they think the character felt. The students can ask 3 questions to the artists. This should generate a discussion about emotions to difficult events that center on racism. I will introduce the word "empathy" to students and explain that when we can have empathy for others, we can better understand each other's perspectives. We can live better in the community. **Time: 10 min**

7. I will ask students to pass up their journals. While student are passing up journals and preparing to go back to class, the song "Just Us" by William Murphy will be played. **Time 2-3 min**

TRT: 49 mins MAX

Day 3 – Friday

Objective: After watching the video "How to explain racism to kids", students will voice and/or write at least one idea they want to do to disrupt racism.

Materials:

- Pencils
- Crayons
- White board w marker
- Video of "How to explain racism to kids" <https://www.cnn.com/2020/06/06/app-news-section/cnn-sesame-street-race-town-hall-app-june-6-2020->

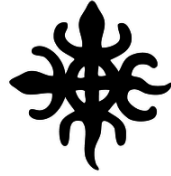
app/index.html?utm_source=twCNN&utm_term=link&utm_content=2020-06-06T17%3A11%3A04&utm_medium=social

- Projector to play video
- Card stock
- Glue sticks
- Response journals for each student

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated I will address them and ask were there any unanswered questions from our last session on Monday or Wednesday regarding protesting ? I will answer as many as time allows. **Time: 5-7 mins**
2. I will introduce the video “*How to explain racism to kids*” .
3. After three questions from the video, I will pause at 3:09. I will ask if anyone has any students who have questions from what they have seen so far? I will choose three student’s questions or chose three students and answer the questions. Then continue on with the video. **Time 5-7 mins**
4. I will ask the class who wants to know about Black Lives Matter protests? I will take three questions about the Black Lives Matter protest. **Time 7-10 mins**
5. Start video “*How to explain racism to kids.*” **Time: 20 mins.**
6. I will explain to the class that we are going to start a project today but may run out of time in this session and will have to finish next week. We will be making protest signs using card stock and tongue depressors. I will lead by example on overhead projector. They will write on card stock with crayons and paste the tongue depressor on the back. **TIME: 5 mins**
7. The students will be asked to put first names on their project and pass them to the front of the class to be finished in the next session. While students are passing up papers and preparing to go back to class, the song “Just Us” by William Murphy will be played.

TRT: 44 mins MAX



WEEK 2

Day 4 –Monday

Week Focus: Skin Color

Objective: After watching the video read out loud, “*Let’s Talk about Race*”, students will voice and/or write what they want to do to disrupt racism.

Materials:

- Dry erase markers
- White board
- Scotch tape
- Video read out loud video of, “*Let’s Talk about Race*”
<https://www.youtube.com/watch?v=1vHymutysWU>
- Projector to play video
- Journals

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated I will address them and ask were there any unanswered questions from our last session on Friday regarding protest? I will answer as many as time allows. **Time: 5-7 mins**
2. I will pass out the previous projects of protest signs for the class to finish and post the signs around the room. This will serve as a review of last week and draw on students' imagination and critical thinking. **Time: 10 mins**
3. I will introduce this week’s focus, skin color. I will give a little summary of “Let’s Talk about Race,” by Tutu Teacher. **Time: 15 min**
4. When finished watching, the read out loud video of, “Let’s Talk about Race” I will ask the students to tell me by raising of hands what features are different on people of different races and to list them in their journals. I will list their answers using dry erase markers on white boards. This will enhance their problem solving and critical thinking. **Time 7-10 mins**

5. The students will be asked to pass their journals to the front of the class. While students are passing up journals and preparing to go back to class, the song “Just Us” by William Murphy will be played. **TRT: 42 mins MAX**

Day 5 –Wednesday

Week Focus: Skin Color

Objective: Students will decide what is right, according to their judgment and what is wrong through their fictional stories of incidents.

Materials:

- Projector
- Read aloud video, “*Don’t Touch My Hair*”
<https://www.google.com/search?client=safari&rls=en&q=Don%E2%80%99t+Touch+My+Hair!+by+Sharee+Miller&ie=UTF-8&oe=UTF-8#fpstate=ive&vld=cid:9a83a070,vid:UMsXs7sUdm8>
- Read aloud video, “*Skin Again*”
https://www.youtube.com/watch?v=ng_9k5nK6YU
- White board/screen
- Response journals for each student

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated I will address them with salutations. I will pass back the journals. I will ask for some examples about different characteristics of different races by raising hands. **Time: 5-7 mins**
2. I will explain how different races have different hair. It is a characteristic of different races. We will watch the video of the book, “*Don’t Touch My Hair.*” **Time: 5 mins**
3. After the video I will explain that although it happens to Black people’s hair due to its texture more often, that all races have people who want to touch someone’s hair. To touch without permission is impolite, rude, and sometimes offensive. This will help the students identify the morals that make one right and wrong. **Time: 3-5 mins**
4. I will introduce the book “*Skin Again.*” We will view the video of the book, “*Skin Again*” (website by same name) **Time: 4 mins**

5. I will ask the students to count off by twos. I will have the ones find the twos and vice versa. I will work with the odd numbered student. After pairing off, I will give to them is to tell each other an incident of morally right story for the number ones and morally wrong story for number twos and write them in their journals. **Time: 10 mins**
6. As time permits, each group will give a report on their partner's story. **Time: 10 mins**
7. Students will turn in their journals and prepare to go back to class the song "Just Us" by William Murphy will be played.

TRT: 41 MINS.

Day 6 –Friday

Week Focus: Skin Color

Objective: After watching the read aloud video "*Black All Around*" students will be able to write down things they like that are black.

Materials:

- White board
- Projector
- Read out loud video "*Black All Around*" by Patricia Hubbell and Don Tate
- [Black All Around by Patricia Hubbell and Don Tate](http://www.Blackallaround.com)
www.Blackallaround.com
- *HAVE YOU THANKED AN INVENTOR TODAY?* by Patrice McLaurin
<https://www.youtube.com/watch?v=Dcwvzg07PUY>
- Pencils
- Response journals for each student

1. When students enter, the song "Just Us" by William Murphy will be playing. After being seated I will address them with salutations. I will explain to the class how the color black has been associated with negative things like devil food cake, when running out of money a company is in the black, black cats are bad luck, etc. I will then introduce and play the read out loud video, "*Black All Around*". **Time: 10 mins**
2. After the video I will ask students to write in their journals two things that they do and don't like that are green, brown, blue. I will then ask them to write down one thing they like that is black, excluding people. I will call on three students by the raising of hands to read off one thing about one color that they either like or don't like and the one thing black they do like. **Time: 15 mins**

3. Next I will talk about how important inventors are. I will let them know how hard it would be to get through a day without a Black inventor's invention. I will then play the read aloud video *HAVE YOU THANKED AN INVENTOR TODAY?* by Patrice McLaurin. **Time: 10 mins**

4. After the video I will ask the students to use markers to draw the invention they think is most important in their everyday life. **Time: 7**

5. The students will be asked to pass their journals to the front of the class. While students are passing up papers and preparing to go back to class, the song "Just Us" by William Murphy will be played.

TRT: 42 mins



WEEK 3

Day 7 –Monday

Week Focus: Inclusion and Empathy

Objective: After watching the aloud video, "*We Came to America,*" students will be able to identify one other country people come from that make up America.

Materials

- Projector
- White board/screen
- We Came to America By Faith Ringgold
["We Came To America" by Faith Ringgold.](#)
- Pencils
- Crayons
- Response journals for each student

Procedure:

1. When students enter, the song "Just Us" by William Murphy will be playing. After being seated I will address them with salutations. I will pass back the papers about different stories of

different people regardless of race. I will ask who didn't give a report on their partners stories to raise their hands to do now. **Time: 5-7 mins**

2. I will ask and start a discussion on how some people came to be in America. The class will watch the read aloud video of the book "*We Came To America*" by Faith Ringgold. **Time: 3:05**

3. I will ask the students using their pencil and journals to list 3 places where people who came to America came from, what their skin color can be, and give the people who came to America a story. This will enhance their critical thinking. **Time 10-12 mins**

4. After writing about their person, the country where they are from and their story, the students will stand and tell their person's story. The student will also answer questions from other classmates about their person. **Time: 20 mins**

5. The students will pass their journals to the front of the class. While students are passing up papers and preparing to go back to class, the song "Just Us" by William Murphy will be played.

TRT: 42 mins

Day 8 –Wednesday

Week Focus: Inclusion and Empathy

Objective: After viewing aloud videos *When We Were Alone* and *Diversity Makes Us Stronger*, students will be able to identify places that are diverse by placing sticky notes in one out of two columns.

Materials

- Projector
- White board/screen
- Video *When We Were Alone* by David A. Robertson
www.whenwewerealone.com
- Video *Diversity Makes Us Stronger* by Elizabeth Cole
<https://www.youtube.com/watch?v=SDB8Aq1QkGw>
- Sticky notes
- Pencils
- Response journals for each student

Procedure:

1. When students enter, the song "Just Us" by William Murphy will be playing. After being seated I will address them. I will review how people from different countries came to America and made it a colorful tapestry of people from everywhere. Then I will explain that there were people already here with their own culture of dressing, talking, and

religion. The different names to identify this population of people were called "Indians" until late in the 20th century due to Columbus not knowing where he had landed and Native Americans, to name a couple. Today this population of people prefer to be called Indigenous People. The video, *When We Were Alone*, will be set up by me before we view it. **Time: 7-9 mins**

2. When finished watching *When We Were Alone*, I will pass out sticky notes to each student (2 each). They will write one thing they found interesting in the video on one sticky note, and one question on the other. They will also list them in their journals. I will draw a 2-column chart on the board and the kids will come up and place their sticky notes in the "wow, this was interesting!" column. I will read a few of these to discuss with students. This will enhance their problem solving and critical thinking. **Time 13-15 mins**
3. I will have students write one question they have about video on their other sticky note. I will ask them to post it in the "Questions I still have" column on the white board. **Time: 3-5 mins**
4. I will pose the question of, "Did the Indigenous people have to change their culture?" I will explain how different doesn't mean wrong. As long as it is honest and right, diversity is a good thing. We will watch a video, *Diversity Makes Us Stronger*. **Time: 9 mins**
5. Students will be asked to write on one sticky note a place that is known to be diverse and on another sticky note to write a place that is known not to be diverse, and list them also in their journals. I will draw two columns on board, DIVERSE and NOT DIVERSE. Three students at a time will be asked by me to put their stickies in the right column until all students have put on both stickies. We will discuss the columns. **Time: 10 mins**
6. Students will be told we are out of time, but we will pick up where we left off next session. While students are turning in journals and preparing to go back to class, the song "Just Us" by William Murphy will be played. **TRT: 48 mins**

Day 9 –Friday

Week Focus: Inclusion and Empathy

Objective: After viewing the read aloud video, *The Name Jar* and *Be Kind*, students will voice and/or write what they want to do to include someone who is different from them.

Materials needed:

- *Be Kind*

<https://www.youtube.com/watch?v=kAo4-2UzgPo>

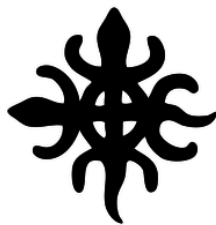
- *The Name Jar* by Yangsook Choi

<https://www.youtube.com/watch?v=aHArNAX5e54>

- Projector
- Stickies
- Pencils
- Dry erase markers
- Response journals for each student

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated I will address them and ask were there any unanswered questions from our last session on Wednesday regarding diverse and not diverse places where people gather. **Time: 10 mins**
2. I will introduce the two videos today *Be Kind* and *The Name Jar*. After the read aloud videos, I will draw two columns on board, KIND and UNKIND. Students will be instructed to write acts of kindness on one stickie, unkindness on another, and both in their journals. Three students at a time will be asked by me to put their stickies in the right column until all students have put on both stickies. **Time: 10 mins**
3. I will ask the class to show by the raise of hands if they see anything on the unkind side that they have seen done or they have experienced. I will elaborate and ask questions from a third of the answers from the class after they’ve raised their hands. After every student has contributed, I will repeat the process by asking for kind responses of experiences. Elaboration and questions will be asked for a third of the class. **Time: 15 mins**
4. The students will be asked to count off by twos. I will ask the ones to raise their hands and ask the twos to find a number one. The last student that hasn’t been paired with anyone, will be paired with me. After paired off and students settle down, I will ask them to talk about different scenarios where racism can be unkind. I will ask five of the eight pairs to share what they have discussed. **Time: 10 mins.**
5. While students are turning in their journals and preparing to go back to class, the song “Just Us” by William Murphy will be played.
TRT: 45 mins



Day 10 –Monday**Week Focus:** Reaction to Racism**Materials**

- Video of read aloud *A Book About Racism* By Jelani Memory

Reactions to racism children read a loud books

- Video of read aloud *Antiracist Baby* by Ibram X. Kendi

Antiracist Baby

- Crayons
- Projector
- Whiteboard
- Response journals for each student

Objective:

After viewing the read aloud books, “*A Book About Racism*” and “*Antiracist Baby*,” students will be able to identify antiracist ways they will try to be a part of.

Procedure:

1. When Students enter, the song “Just Us” by William Murphy will be playing. After being seated, I will address them and ask if there were any scenarios where racism can be unkind they had experienced and would like to discuss. I will choose three students. We will discuss the scenarios brought up. **Time: 5 mins**
2. Students will view a read aloud video, “*A Book About Racism*.” Afterwards I will ask if they have any questions or comments. I will ask them to write it in their journals. After the raising of hands, I will take any questions and comments that time allows. **Time: 10 mins**
3. Students will view a read aloud video *Antiracist Baby*. **Time: 4 mins**
4. I will write on the whiteboard the different one to eight steps mentioned to be an antiracist. I will ask students to draw the Antiracist Baby in their journals and decorate around it symbols of the steps to be an antiracist. I will choose students to come up to the front of the class and explain if they have devised a way to recognize racism and a way to enact antiracism. **Time: 20 mins**
5. I will ask if there are any questions or comments on antiracism and answer if I can and discuss. **Time: 5 mins.**

6. While students are preparing to go back to class, the song “Just Us” by William Murphy will be played.

TRT: 44 mins

Day 11 –Wednesday

Week Focus: Reaction to Racism

Materials

- Read aloud video “*Midnight Teacher*” By Janet Halfmann
<https://www.youtube.com/watch?v=JVwx2agSchs>
- Pencils
- Projector
- Response journals for each student
- Whiteboard

Objective: After viewing the read aloud video “*Midnight Teacher* ” students will be able to identify three things you couldn't do without an education.

Procedure:

1. When students enter the song “Just Us” by William Murphy will be playing. After being seated, I will address them and ask if there were any questions or comments about antiracism covered in the last session? After the raising of hands, I will choose three students who have questions or comments. I will answer questions if I can, or admit I can't, and discuss with the class the students' comments. If no hands are raised I will call on three students to ask them a question regarding antiracism. **Time: 10 mins**
2. I will introduce the book “*Midnight Teacher*”. I will speak on what life would be like without being able to read and write. The class will view “*Midnight Teacher*”. **Time: 21 min**
3. I will ask the students using their pencils and journals to list three things you can have and three you can't have in life with an education. This will enhance their critical thinking. By raising their hands, I will ask three children to give the three things they have written down. **Time 10-12 mins**
4. While students are turning in their journals and preparing to go back to class, the song “Just Us” by William Murphy will be played.

TRT: 41 mins

Day 12 –Friday

Week Focus: Reaction to Racism

Materials:

- Read aloud video “*Last Stop On Market Street*” by Matt De La Pena
<https://www.youtube.com/watch?v=TUKX6uQ5qsM>
- Projector
- Whiteboard
- Response journals for each student

Objective:

Students will be able to identify where racism could have existed but didn’t after watching the read aloud video “*Last Stop On Market Street*,” .

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated, I will address them and ask if there were any questions or comments about having an education or not from the last session? After the raising of hands, I will choose three students who have questions or comments. I will answer questions if I can, or admit I can’t, and discuss with the class the students' comments. If no hands are raised, I will call on three students to ask them a question regarding antiracism. **Time: 10 mins**
2. I will introduce the book “*Last Stop On Market Street*,” . I will speak on what life would be like without racism. I will speak on how everybody could get along, no social injustices, no discrimination in hiring, no name calling, etc. The class will view “*Last Stop On Market Street*,”. **Time: 10 mins**
3. I will ask the class if they noticed any racism in the video read aloud? I will ask by raising of hands did anyone notice when there was time for racism and it did not happen? I will choose three students and elaborate on their answers. **Time 5 mins**
4. I will ask the student to count off by twos. Have the ones find the twos and vice versa. I will work with the odd number. After pairing off, the student’s instructions I will give them is to tell each other of incidents where racism did not appear in the story but where it could have been or if they didn’t see any time or place where racism could have been and write it in their journals. **Time: 10 min**
5. I will ask each pair to come in front of the class to say where they thought racism could have been but was not or if they didn’t see any time or place where racism could have been and why they think so. **Time: 15 mins.**

6. Students will be asked to turn in their journals by passing them forward. While students are preparing to go back to class, the song “Just Us” by William Murphy will be played.

TRT: 50 mins



Week 5

Day 13 –Monday

Week focus: Black History of Civil Rights Movement Icons

Materials:

- *I am Rosa Parks* by Brad Meltzer | READ ALOUD
<https://www.youtube.com/watch?v=n4pUUvCdk9c>
- Projector
- Whiteboard
- Crayons
- Colored pencils
- Response journals for each student

Objective: After viewing the read aloud video, *I am Rosa Parks*, students will be able to identify racism Rosa ran into before she refused to give up her seat.

Procedure:

1. When students enter the song “Just Us” by William Murphy will be playing. After being seated, I will address them and ask if there were any questions or comments about having an education or not that we covered in the last session? After the raising of hands, I will choose three students who have questions or comments. I will answer questions if I can, or admit I can’t, and discuss with the class the students’ comments. If no hands are raised, I will call on three students to ask them a question regarding antiracism. I will introduce the read aloud book “*I am Martin Luther King, Jr.*” **Time: 10 mins**

2. After viewing the “*I am Rosa*,” read aloud video, I will ask the students to draw in their journals different times they can recall that Rosa Parks faced racism before she refused to give up her seat on the bus. **Time: 25 mins**

3. I will ask by raising of hands who wants to come up in front of the class to show their drawing and explain it to the class. I will accept three volunteers. If no one volunteers I will call upon three students to come in front of the class, show their drawing, and explain it. **Time: 10 mins.**

TRT: 45 mins

Day 14 –Wednesday

Week focus: Black History of Civil Rights Movement Icons

Materials:

● *I am Martin Luther King, Jr.* By Brad Meltzer
<https://www.youtube.com/watch?v=PwVJqEfbPnU>

- Sticky notes
- Pencils
- Projector
- Dry erase markers
- Response journals for each student

Objective: After viewing the read aloud “*I am Martin Luther King Jr.*,” students will be able to identify three acts of racism from the book.

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated, I will address them and ask if there were any questions or comments about Rosa Parks facing racism before she refused to give up her seat not covered in the last session? After the raising of hands, I will choose three students who have questions or comments. I will answer questions if I can, or admit I can’t, and discuss with the class the students’ comments. If no hands are raised, I will call on three students to ask them a question regarding antiracism. I will introduce the read aloud book video “*I am Martin Luther King, Jr.*,” **Time: 10 mins**
2. The class will watch the read aloud “*I am Martin Luther King, Jr.*,” **Time: 16 mins**
3. When finished watching, “*I am Martin Luther King, Jr.*,” I will pass out sticky notes to each child (2 each). They will write one thing they found interesting in the read aloud video on one sticky note, one question on the other, and both in journals. I will draw a two-column chart

on the board and the kids will come up and place their sticky note in the “wow, this was interesting!” and one in the question column. I will read a few of these to discuss with students. This will enhance their problem solving and critical thinking. **Time 13-15 mins**

4. The student’s journals will be collected. The song “Just Us” by William Murphy will be played as they exit to return to their classrooms. **Time: 10 mins.**

TRT: 41 mins.

Day 15 – Friday

Week focus: Black History of Civil Rights Movement Icons

Materials:

- Projector
- White board
- Sticky notes
- Pencils
- Rosa Parks, Martin Luther King Jr.

<https://www.youtube.com/watch?v=rtdrCEavHlg>

By Little Fox - Kids Songs and Stories

- Response journals for each student

Objective: After viewing, “*Rosa Parks, Martin Luther King jr.*,” “ Students will be able to identify when racism could have been disrupted with the behavior of the racist.

Procedure:

1. When students enter, the song “Just Us” by William Murphy will be playing. After being seated, I will ask if there were any questions or comments from their sticky notes not covered in the last session? After the raising of hands, I will choose three students who have questions or comments. I will answer questions if I can, or admit I can’t, and discuss with the class the students' comments. If no hands are raised I will call on three students to ask them a question regarding what was interesting and/or questions from the read aloud video “*I am Martin Luther King, Jr.*”. I will introduce the read aloud book video “*Rosa Parks and Martin Luther King, Jr.*” **Time: 5 mins**
2. The class will view “*Rosa Parks and Martin Luther King Jr.*” **Time: 20 mins**
3. I will ask the student to count off by twos. Have the ones find the twos and vice versa. I will work with the odd number. After pairing off the students I will give instructions to them to tell each other an incident of where racism could have been disrupted. . **Time: 5 mins**
4. While listening to the song “Just Us” by William Murphy the students who have attended more than six sessions will receive a certificate of graduation/completion from Disruption of Racism Curriculum. Those that didn’t attend six sessions will receive a certificate

of participation in the Disruption of Racism Curriculum. They all will receive their journals to take home as a memoir of information for them to reflect on in the future. **Time: 20 mins**

5. Students will prepare to go back to class, the song “Just Us” by William Murphy will be played.

TRT: 55 mins

Summary and Implications

I want to reiterate America’s need to rid itself of the cancer of racism in our society. Racism breeds hatred, and hatred breeds domestic terrorists. With all of the confrontations and wars in the world, the last thing America needs is to be at war within itself. I believe, the best place to start working on the disruption of racism is with the children.

The children most likely won’t have this cancer of racism ingrained in them so deeply that it cannot be plucked out. To rid America of this social problem, we must start with children.

Deeming racism socially unacceptable is within the educational curriculum I have written that is based upon culturally relevant pedagogy, history, and storytelling. The Disrupting Racism curriculum contains lessons for five weeks that focus on issues relevant to cultures and education of racism. Each week has a focus. Week one is protesting, two is skin color, three is inclusion and empathy, and four is a reaction to racism, with five is the Black history of civil rights movement icons.

The combination and culmination of these five weeks of study to disrupt racism with moral judgment is the start of not socially accepting racism. Whether adults know it or not, children are curious about race in this country. Jessica Sullivan states in her article, “Adults Delay Conversations About Race Because They Underestimate Children’s Processing of Race,” that is imperative “to help children navigate their social environments, adults must understand what children know about race, and when they acquire this knowledge” (p. 5). One of the

advantages of using culturally relevant pedagogy is not only will the student's intellectual growth and moral development rise, but also their ability to problem-solve and reason.

(California Department of Education, 2022). My thesis states that, Racism is learned, and it can be deemed socially unacceptable with education.

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