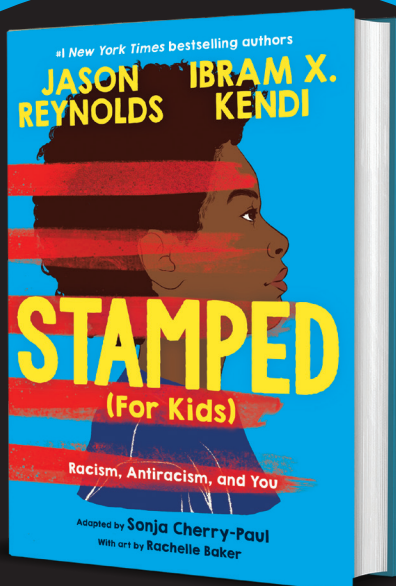


EDUCATOR'S GUIDE

AGES 6 & UP

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DEAR EDUCATOR,

Stamped (For Kids) traces the history of race and racism throughout the United States of America. It spotlights the work of antiracists and those who have resisted the racist ideas and policies that shape this nation.

Too often, the texts young readers access to learn about the history of the United States present a fractured version of the truth that does not always shed light on the ways racism has driven the actions of individuals, groups of people and institutions of the nation as well as the work of antiracists who confront these unsettling truths. *Stamped (For Kids)* makes these truths transparent revealing both the painful and promising history of this nation.

TALKING ABOUT RACE AND RACISM WITH YOUNGER STUDENTS

*"Besides, talking about race is one of the most important skills you can learn. Think about the coolest thing you can do. Being able to talk about race is that, times two. And three times as important. Here's why: **Until we learn to talk about race, the poison or racism won't go away.**" (p.3).*

Echoed across the research¹ is that color-evasiveness² is a common approach taken by adults when it comes to discussions about race with young children. Further, research³ shows that this approach is most prevalent with White educators and caregivers who can be reluctant to discuss and teach about race and racism due to discomfort. Although race can be silenced in homes and classrooms, the reality is that children experience racism daily. Black and Brown children navigate taunts about their physical features and the ways they speak, the use of slurs and epithets, overrepresentation in special education, and disproportionate disciplinary actions as compared to their White peers. Children also experience racism in school when their brilliance is denied and their unique ways of knowing and being in the world are silenced by curriculum and instruction that renders Black and Brown people invisible.

When educators downplay or dismiss these racist affronts schools become toxic environments where Black and Brown students are physically and emotionally unsafe. And when conversations about race are silenced in classrooms, students are denied opportunities to develop strong racial and cultural identities; to develop language and lenses that help them to learn about racism such as how to identify it and interrogate it; and to acquire tools to disrupt racism.

Educators and caregivers can shatter such silences and use affirmation and awareness as powerful approaches to teach about race.

Affirmation – To feel affirmed is to feel seen, valued, loved, worthy; it's to feel that you matter. In a nation that too often demonstrates otherwise, it is critical to let Black children know that they matter. When talking about race with young children, affirm Blackness, and recognize that White children also need to see Blackness affirmed.

Awareness – As students develop their sociopolitical consciousness, they become aware of their own environment (people, surroundings, and conditions). Support students in recognizing that developing a consciousness of race and racism also involves being aware of their own mind for ways racist thoughts and ideas can occur and how to interrogate them.

1 Loyd, A. B., & Gaither, S. E. (2018). Racial/ethnic socialization for White youth: What we know and future directions. *Journal of Applied Developmental Psychology*, 59, 54-64.

2 Watts, I. E., and N. Erevelles. 2004. "These Deadly times: Reconceptualizing School Violence by Using Critical Race Theory and Disability Studies." *American Educational Research Journal* 41 (2): 271-299.

3 Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Rowman & Littlefield Publishers.

Continued on the next page . . .

Using affirmation and awareness as an approach to teach about race, racism, and Black people includes:

- ✓ Teaching students about melanin and inviting them to admire the beautiful shades of humanity in their classroom, school, community, and in the world.
- ✓ Affirming the racial and cultural identities of Black and Brown people in curriculum and teaching all throughout the school year.
- ✓ Recognizing that Black history does not begin with slavery, peak with the Civil Rights Movement and end with President Obama's historic election.
- ✓ Auditing curriculum and books to make sure that Black and Brown people are not located in curriculum and teaching solely through the lens of oppression.
- ✓ Spotlighting the brilliance of Black and Brown people and the enormity of the influence of Black people in the United States.
- ✓ Acknowledging that racism exists and helping students understand that racism is more than isolated acts of hate; that it functions systemically.
- ✓ Discussing issues and experiences in students' local context as well as those spotlighted nationally to help them recognize racism in various forms and in all institutions.
- ✓ Using books as tools that can support the work of helping students acquire racial literacy.
- ✓ Modeling antiracism by speaking up about racist practices and policies and demonstrating actions taken to disrupt racism.

AVOIDING RACIAL TRAUMA

Too often, racist lessons and activities take place in classrooms as misguided attempts to teach about American slavery. Mock slave auctions, simulations where Black students are assigned to play the role of enslaved people, cotton picking and cleaning social studies and science lessons, math problems about the number of enslaved people on ships, and violent images shown to students continue to be spotlighted in the news.

In a comprehensive analysis of how American slavery is taught in the United States, the [Southern Poverty Law Center](#) (SPLC) found numerous problematic approaches taken by educators. These approaches harm students intellectually and emotionally. Additionally, they result in students' lack of understanding about the unsettling truths of the history of the United States and how the nation's history of slavery connects to the present.

Stephanie P. Jones, founder of [Mapping Racial Trauma In Schools](#), defines curriculum violence as classroom lessons and activities used to teach about difficult histories like these and others, using teaching approaches that dehumanize and traumatize Black and Brown students. It's critical for all educators to understand that no approach to recreate enslavement or to show violent images is acceptable. Whether intentional or not, this creates trauma and downplays the trauma of this history. The impact of this school-based racial trauma is, as Jones describes in [Ending Curriculum Violence](#), "a type of emotional destruction legitimized as teaching."

Avoid causing racial trauma and instead:

- ✓ Teach in ways that center the humanity of Black people past and present, those who were enslaved and the students in your classroom.
- ✓ Do not implement enactments of slavery under any circumstances in the classroom.
- ✓ Be cognizant of the images you are surrounding students within your community.
- ✓ Teach about racism as a contemporary problem, rather than as a past condition, even as students are learning about historical events.

DOING THE WORK BEFORE THE WORK

Prior to reading *Stamped (For Kids)* with students it is critical for educators to consider the ongoing internal work that helps create more equitable outcomes for students, as well as the work of cultivating classroom environments where safe, productive conversations about race and racism can occur.

- ✓ **Interrogate Your Own Biases** – Before reading and discussing *Stamped (For Kids)* with students, it is important that educators confront their own racist ideas by interrogating what they've come to understand about the racial groups and how they've acquired this knowledge. Reflecting on their own racial identities and ways they locate and implicate themselves in the work of racial justice is a vital process, which can help prevent educators from causing harm when facilitating conversations about race with students.
- ✓ **Inform and Include Caregivers** – Sending a letter home to parents/ guardians alerting them to the kinds of conversations that will occur throughout this unit is helpful. Because the United States has not provided in-depth teaching and learning opportunities on race and racism in K–12 schooling, family members may be learning alongside students and educators as they read and discuss SFK. Providing them with a copy of this guide can help make discussions more fluid between school and home.
- ✓ **Establish Community Agreements** – To support students in having safe, meaningful discussions about race, establishing community agreements prior to reading *Stamped (For Kids)*. Provide opportunities to practice these agreements by facilitating conversations that help students develop a consciousness, or further their awareness, about race. For example, students can reflect on the ways they've noticed that race matters in society and the ways their racial identities have influenced their lives. Reflecting and sharing responses in small groups while practicing the community agreements can help students become more attuned to their own racialized experiences and the racialized experiences of others. Implementing community agreements in classrooms can make it possible for discussions about race and racism to be sustained across the school year, not simply across one unit or the reading of one text. [Learning For Justice](#) offers a helpful resource for facilitating classroom conversations about race with students.

READING STAMPED (FOR KIDS) AT SCHOOL

Stamped (For Kids) can be read by and with students in classrooms in a variety of ways across one or two weeks depending on grade level and student stamina. A few approaches to consider include:

Read Aloud – Educators might read the book aloud making sure to share the illustrations and key parts of the book using a document camera for all students to experience.

Shared Reading – Educators might strategically plan to read some of the chapters aloud, and turn over some of the reading to students, repeating this process until the book is finished.

Student-Led Reading – Educators might invite students to read in partnerships or in a book club where each partnership or club reads at a pace that works best for them.

There are compelling reasons why educators may make different choices about how to read *Stamped (For Kids)* based on factors such as access to multiple copies of the book, time, and most importantly, the needs of the students.

Because students will be reading about ideas, people, and events that are challenging and emotional, it is recommended that they read in community with others, rather than in isolation, to discuss information that they will find fascinating, frustrating, and frightening. Providing opportunities for students to connect with their peers and teachers is part of creating a supportive environment for them to open up, take risks, and engage in conversations that can be transformative. Essential questions, reflection prompts, and collaborative work can support students as they read and discuss *Stamped (For Kids)*.



ESSENTIAL QUESTIONS

"So this book is a start, not a finish - keep reading, keep learning, and KEEP TALKING ABOUT RACE." (p. 134)

Whether discussed in partnerships, clubs, or as a community facilitated by educators the following essential questions can be utilized to spark conversations that may branch into multiple directions. Encourage this.

After reading specific chapters and parts of the books, educators might invite students to discuss question such as:

- 1) Who are the people that are part of your daily life (family, friends, teachers, teammates, etc.)? How many are from a racial, cultural, or social-class background that differs from your own? How does this influence your understandings about race and racism?
- 2) Discuss each of the words used to describe the people you're learning about: segregationist, assimilationist, antiracist. What are you noticing about the ways people, past and present, demonstrate their imperfections by expressing ideas from one or more of these positions? In what ways do assimilationist, segregationist, or antiracist stances show up in your daily lives?
- 3) In SFK you're learning about many people, past and present, and their ideas about what freedom means for Black people. Talk about some of the people you're reading about and their ideas. What does freedom seem to mean to them? What does freedom mean to you?
- 4) There are several examples in SFK of stories, television shows, and movies that contain racist stereotypes. Discuss some of these examples that are familiar to you. What messages about race have you learned from them? In what ways can you identify this pattern in other books and images you've been exposed to? What are some of the stories, television shows, and movies that disrupt this pattern?
- 5) How are you being challenged and changed because of reading SFK?

REFLECTION PROMPTS

Let's PAUSE/ Let's UNPAUSE

So let's all just take a deep breath. Inhale. Hold it. Exhale and breathe out:

R A C E (p. 2)

Across SFK are moments for readers to pause, to, as Jason Reynolds suggests, inhale and exhale, and to process what they're reading and learning.

Educators and caregivers can lean into these opportunities and use them to debrief, to recenter, and to support students as they connect one idea to another before moving forward in the reading.

Students can be encouraged to use this time to react to the reading and to ask questions. There may be times when they prefer to journal in their reader's notebook. Because readers may respond in writing in ways that are deeply personal, they may choose not to share some of their responses.

Simply providing the space for young readers to process during these Let's PAUSE/Let's UNPAUSE moments in SFK can be powerful. Additionally, one or more of the following reflection prompts may help to facilitate discussions and journaling.

- 1) What are you learning about race and racism? What are you unlearning?
- 2) What are you noticing about how power is used? What are you noticing about how people respond to injustice?
- 3) What are you noticing about the ways people have and can take action to create an antiracist future?

COLLABORATIVE WORK

Art Tour

"This book is meant to take you on a race journey from then to now, with some people you just may think of as new heroes. Antiracists, who help us see ourselves. Who love you because you are you" (p. 6).

Prereading can heighten young readers' interest and excitement, activate their prior knowledge, and can be critical to increasing their comprehension of a text. One powerful way to introduce and preview *Stamped (For Kids)* is by inviting young readers to take an art tour of the text.

Educators can guide the art tour using a document camera to display the art in SFK for the class to observe together. Or students can work in partnerships to self-guide their tour. Encourage students to pay keen attention to and think deeply about the art they're observing in order to discover the intentions and skill of the artist. And encourage readers to develop ideas about how each piece relates to the writing and to the reader.

The following questions can support readers as they preview, observe, and admire Rachelle Baker's art in *Stamped (For Kids)*:

- 1) What is the art doing? Does it tell a story? Does it present an idea? Does it document an event?
- 2) Select three images that you are drawn to. What is the mood? What emotions are captured in each image? What expressions are captured in images of people? How do these images make you feel? What title might you give for each of these images?
- 3) Does the art bring to mind any of your own lived experiences? evoke any of your own lived experiences or memories?
- 4) What questions are being raised for you about the art or the writing of SFK?
- 5) Who is the artist? In what ways does hearing directly from the artist influence your thinking about the art in SFK? Learn more about Rachelle Baker, a multi-disciplinary artist from Detroit, and her artistic process: [Artist Demonstration: Rachelle Baker](#)

ROPE METAPHOR

"Rope can be used to tie, pull, hold, and lift. How do people become tied to racist and antiracist ideas? Who are the people pulling at each end? How do racist ideas hold people down? How do antiracist ideas lift people up? How did things get so tangled in the first place? And who are the people working to unravel this mess?" (p. 4)

Metaphors and comparisons are all throughout *Stamped (For Kids)*. One example that is extended across the book is about rope. Rope is such an ordinary, familiar thing that holds many possibilities. As students read and discuss SFK, use rope as an anchor to help readers recognize racist and antiracist ideas and how people become connected to them.

Educators might:

- 1) Invite students to identify and analyze what racist ideas have been tied to. Support students in identifying some categories they can track as they read such as: skin color, money, religion, land, stories, movies, education, government, etc. Students can co-construct a chart to gather information and their ideas across the reading with reading partners in their reader's notebooks, or you might decide to do this process work collaboratively as a class community.
- 2) Help students recognize the ways race influences social, economic, and political conditions for African Americans. And invite students to consider what racist ideas are tied to today and to note patterns that emerge as they look across their chart that captures people, ideas, events, policies, and practices of the past and present. Ask students: "Where do you see evidence of racism today?"
- 3) Facilitate and support discussions in ways that help students bridge the past to the present, helping them draw upon their lived experiences, their communities and local contexts, and information they've learned about in the headlines.

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ANTIRACIST TIMELINE

"So, remember as you read that you are part of writing the next chapter. The choices you make, the words you use, the way you look at yourself and those around you—they all matter. You matter" (p. 7).

Set aside time for students to work in partnerships or with club members to construct an Antiracist Timeline that they develop as they read *Stamped (For Kids)*. Support students in identifying the antiracists they've been reading about and naming the ways they believe their work and thinking makes them antiracist. Expect that students will engage in spirited discussions. They may disagree. They may agree and then change their minds. What matters is not the wrongness or rightness of this work, but that students are grappling with the complexity of the people and events they're learning about and working together to understand the work of antiracists.

- 1) Provide students with construction paper that they can trim and connect with tape, so they'll have the space needed for this ongoing work. Having access to different sized post-it notes for the names of people and events will give students the flexibility to remove names and ideas easily or move ideas around and make space for others as they are presented with new information as they read.
- 2) Guide students in this work. For example, if students are wrestling with complicated figures like W. E. B. Du Bois and whether they should be positioned on the timeline, you might suggest that the names of some people be placed above or below the timeline until students deem whether their words and actions live up to their being an antiracist. Other figures may not be positioned on the timeline at all, and students can determine how and where to position them in their work later.
- 3) Let students know that the last entry on this timeline will be about each of them. As they continue to read and co-construct this Antiracist Timeline, ask students to think about the following question: "How will you locate yourself in the work of antiracism as you read and discuss this book?"

VERTICAL TIMELINE

"I hope you believe that the world can be good, that things can change, and that knowing this history can help us move toward a better, more honest future. Every day" (p. 7).

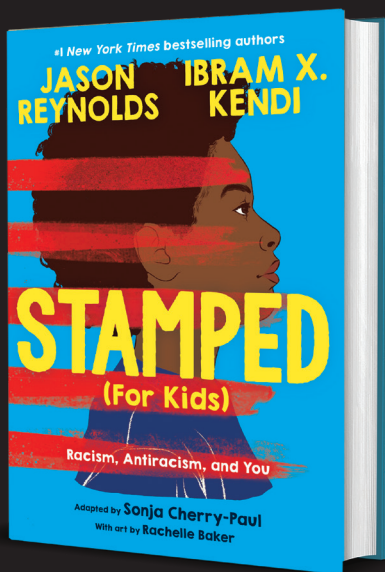
The timeline at the end of SFK provides a snapshot of key moments in American history. Educator, author Colleen Cruz teaches children to create vertical timelines, explaining that time isn't just a single series of events. Events often intersect and influence each other.

For young readers who would like to engage in additional historical exploration, educators can invite them to select a particular date on the timeline and do some research to discover what else occurred on this date in the United States and beyond if students are interested in taking a global look. To create a vertical timeline, students position events above and below the date chosen, stacking them chronologically across the particular year they've selected to examine.

This activity is not about quantity. Students can investigate two or three events or several more. What matters is the examination of these events and the consideration of ways they intersect and can influence students' understandings about the nation and the world at that time.

Ask students to review their vertical timeline and to consider questions such as the following:

- 1) What can be noticed about events, people, and ideas during this time?
- 2) What observations about race can be made?
- 3) How do other social identities such as gender and class intersect with race to reveal any patterns that can be noticed?
- 4) What are you wondering as you look at this "stack" that provides a snapshot of the particular year you've chosen to examine?
- 5) What do you want to learn more about?



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(Read by Pe'Tehn Raighn-Kem Jackson)

ABOUT THE BOOK

This chapter book edition of the groundbreaking #1 bestseller by luminaries Ibram X. Kendi and Jason Reynolds is an essential introduction to the history of racism and antiracism in America

RACE. Uh-oh. The R-word.
But actually talking about race is one of the most important things to learn how to do.

Adapted from the award-winning, bestselling *Stamped: Racism, Antiracism, and You*, this book takes readers on a journey from present to past and back again. Kids will discover where racist ideas came from, identify how they impact America today, and meet those who have fought racism with antiracism. Along the way, they'll learn how to identify and stamp out racist thoughts in their own lives.

Ibram X. Kendi's research, Jason Reynolds's and Sonja Cherry-Paul's writing, and Rachelle Baker's art come together in this vital read, enhanced with a glossary, timeline, and more.

PRAISE FOR THE BOOK

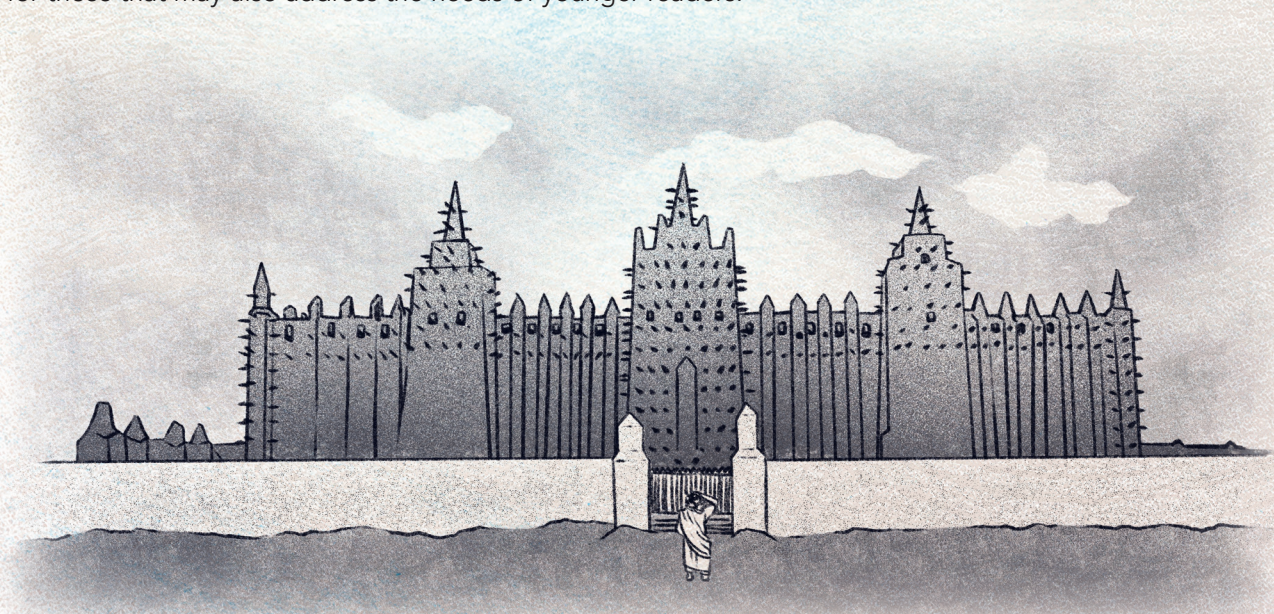
★ "Exhilarating, excellent, necessary."
—Kirkus Reviews

THE #1 NEW YORK TIMES
BESTSELLER

"[A] dynamic title for our time."
—Booklist

★ "A wonderfully accessible version of the already seminal work for teens."
—School Library Journal

For additional explorations that further students' understandings about the history of race and racism in the United States, review suggested modules in the [Stamped: Racism, Antiracism, and You Educator's Guide](#) for those that may also address the needs of younger readers.



Continued on the next page . . .

ABOUT THE AUTHORS

JASON REYNOLDS is the #1 *New York Times* bestselling author of many books, including *When I Was the Greatest*, *Boy in the Black Suit*, *All American Boys* (cowritten with Brendan Kiely), *As Brave as You*, *For Every One*, the Track series (*Ghost*, *Patina*, *Sunny*, and *Lu*), *Long Way Down*, and *Look Both Ways*. He is a two-time National Book Award finalist; the recipient of a Newbery Honor, a Printz Honor, and multiple Coretta Scott King Honors; and the winner of a Kirkus Prize, two Walter Dean Myers Awards, and an NAACP Image Award, among other honors. He lives in Washington, D.C.



Photo by Jati Lindsay

DR. IBRAM X. KENDI is a #1 *New York Times* bestselling author, the Andrew W. Mellon Professor in the Humanities, and the Founding Director of the Boston University Center for Antiracist Research. He is an Ideas Columnist at *The Atlantic*, and a correspondent with CBS News. He is the author of many books including *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, which won the National Book Award for Nonfiction, and three #1 *New York Times* bestsellers: *How to Be an Antiracist*; *Stamped: Racism, Antiracism, and You*, co-authored with Jason Reynolds; and *Antiracist Baby*, illustrated by Ashley Lukashovsky.



Photo by Ibram X. Kendi

DR. SONJA CHERRY-PAUL is an educator, author, and the co-founder of the Institute for Racial Equity in Literacy. She is the Director of Diversity and Equity at the Teachers College Reading and Writing Project at Columbia University. As a former middle school English teacher, Sonja developed curriculum that centered the work of racial literacy in K-12 schools. She leads presentations at educational conferences and works with educators around the world providing professional development on antiracist reading and writing instruction.



Photo by Joy Malone

ABOUT THE ILLUSTRATOR

RACHELLE BAKER is a multi-disciplinary artist from Detroit, Michigan. She is the artist behind many the covers of *New York Times* and Indie bestsellers including *Grown* and *Furia*, as well as the illustrator of *Shirley Chisolm is a Verb* by Veronica Chambers (Dial/PRH) and *Making Our Way Home: The Great Migration and the Black American Dream* by Blair Imani (Ten Speed Press/PRH). Her work has been featured in the *New York Times*, *New York Magazine*, Netflix, and *Entertainment Weekly*, among others.

