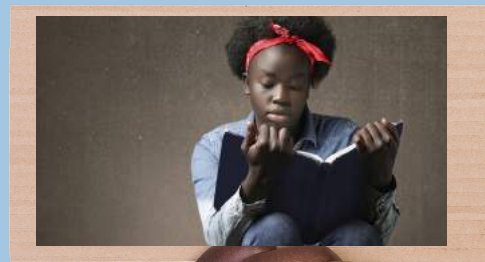
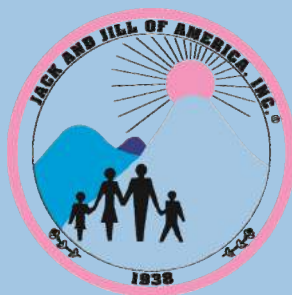


# RACIAL IDENTITY TOOLKIT



**DEVELOPED BY THE EASTERN REGION  
Regional Education Committee  
Jack and Jill of America, Inc.**

**2016**

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**THE POWER**  
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**DIFFERENCE**



# JACK AND JILL OF AMERICA, INCORPORATED

## EASTERN REGION

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October 2016

Dear Eastern Region Families,

We are beyond excited to share our very first Eastern Regional Racial Identity Kit! As someone who was born into a Black neighborhood and moved to a predominantly White suburb when I was just six years old, I experienced firsthand the culture shock that can occur, when our beautiful African American children grow up in an environment where society does not always value our beauty, our intellect, our grace or our talent. As a result, it is imperative that we shore up our children with a strong racial identity, so they can embrace their full potential.

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Although our children often lived charmed lives and we have an African American President in the White House, we also know that society sometimes views us as “different.” While many of our African American children attend well regarded schools and live in highly desirable neighborhoods, the reality is that they usually are the minority in those environments. Self-acceptance is key, and our children want to feel confident in the darker hues of their skin, the breadth of their noses, the texture of their hair and the shapes of their bodies. Our Teens are tired of feeling like the spokesperson for all of Black America, when issues such as slavery or Black Lives Matter are discussed in class. Some children feel compelled to force a smile and/or suppress anger, when their peers make derogatory jokes or comments about Blacks, because they fear being isolated or ridiculed at school.

As parents, we have an important opportunity to help solidify the racial identity of our children and ensure that they have a strong base of knowledge and pride in our African American heritage and culture. The Regional Racial Identity Kit is a resource guide to help empower our children, so they can meet life’s challenges with knowledge, confidence, dignity and grace.

The Regional Racial Identity Kit was a high priority for me and I would like to extend a very special thank you to our 2015-2016 Regional Education Committee—Immediate Past Chair Lisa Brown, Crystal Barrow, Tia McNair and Dawn Ray—for their extraordinary work and dedication in helping to make this vision a reality. I also would like to thank current Regional Education Chair Monica Azare-Davenport, Regional Editor Paulette Walker Campbell and National Technology Chair Teri Taylor for their contributions as we put the finishing touches on the document. For any questions, please contact Chair Monica at: [jjeasternedmonica@gmail.com](mailto:jjeasternedmonica@gmail.com).

Sincerely,  
Mondi Kumbula-Fraser  
Eastern Regional Director

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## PREFACE

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Dear Families of the Mighty Eastern Region,

We hope you find this Regional Racial Identity Kit to be a beneficial resource as you create experiences and opportunities for your children through your chapter programming. It was compiled with the goal to create and to nurture an appreciation for our cultural wealth as members of the African Diaspora in order to build agency within our children. **Agency** is a key term meaning the capacity of individuals to act independently and to make their own free choices. The major themes of **pride, history, culture, and political awareness** are woven throughout the different elements contained in this Racial Identity Kit. **Pride** is respect and value for oneself. **History** represents the past events in the life and development of a people. **Culture** means the beliefs, customs, practices, and social behavior of a particular nation or community and **Political Awareness** relates to acquiring knowledge in the theory and practice of government. There are a plethora of activities available to help guide your children's racial and cultural identity and to be a starting place as you implement the new Jack and Jill of America National Curriculum adopted at the 2016 National Convention. View this document as a catalyst to embrace our innate gifts, strength, and power as a people!

*“Black Power simply means: Look at me, I’m here.  
I have dignity. I have pride. I have roots. I insist.  
I demand that I participate in those decisions that affect  
my life and the lives of my children.  
It means that I am somebody.”*  
— Whitney M. Young, Civil Rights Leader

**THE EASTERN REGIONAL EDUCATION COMMITTEE**



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### Primary (Grades 1-3)

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- Films, videos, and series for African American boys and girls (p. 40)
- An Activity Book for African American Families: Helping Children Cope with Crisis with great activity ideas around self-awareness, self-love, hope, and faith for children under 12 years old. (p. 41)

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## GENERAL ACTIVITIES

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Strength of character, resilience, perseverance, fortitude, and self-esteem--these are recurring themes of the Black Experience. The following activities can be adapted to any age group as a way to incorporate history, culture, and pride throughout the year.

### **Read books**

Libraries and bookstores offer a variety of books related to black history. Whether focusing on slavery, the civil rights movement or something in between, books are available for toddlers to tweens to teens. Books are the gateway to so many enriching experiences that expand the mind and nourish our souls.

### **Feed your souls**

Our children may not like everything, but usually they are willing to try something new. Perhaps it is time to cook up a pot of southern-style black-eyed peas. Or perhaps, your little ones might like to help bake an old-fashioned peach cobbler. Preparing dishes that are true to African American heritage is an appetizing way to experience black history.

### **Experience the performing arts**

There's nothing like experiencing a live performance of the arts. Dance troupes and concerts are exciting for kids of all ages. Older children or teens may also enjoy poetry readings or plays. Libraries, community centers and schools usually offer these types of events for little or no cost.

### **Grow a family tree**

Have you ever thought about celebrating your own history? Our children love projects. Start sorting through your own files, documents, and archives together to uncover family members and history from long ago. This takes time and a bit of research, but the results will be cherished forever. Visit our Expert Q & A with Henry Louis Gates, Jr. for ideas on how to begin.

### **Put your hands on history**

Historical places that are linked to various periods in black history can be found across the country.

Visit the home of Frederick Douglass in Washington, D.C. or John Coltrane in Huntington, Suffolk County, New York. Stand beside a monument honoring Buffalo Soldiers, like the one found at historic Fort Leavenworth in Kansas or by a statue of the late great Jazz singer, Billie Holiday in Baltimore, Maryland. Pop into a museum dedicated to African American Heritage. After a few clicks on the computer, you will find what additional opportunities are near you to explore.

### **Bop around with jazz**

Nothing gets our children moving quite like music. Suggest that they take a break from their usual CDs and expose them to jazz. This music genre has deep roots in African American history and culture. The cool rhythms will have them (and you) foot-tapping and finger-snapping in no time! (Other types of music can also be explored like the blues, spirituals, etc.)

### **Seek out elderly friends or relatives**

Access to first-hand accounts of black history may be closer than you think. Brainstorm with children (if they are old enough) to create a list of elders you know. Then start asking. Maybe there is a neighbor who marched in support of civil rights. Perhaps one of the men working at your local barber shop could not drink from a water fountain because he was "colored." Not only will your children be able to experience "living" black history, but they'll likely make the storyteller's day.

*Excerpt from PBS site: Black History, Connecting Kids to Black History. <http://www.pbs.org/parents/special/article-blackhistory-connectingkids.html>*

### **Activities that Promote Racial and Cultural Awareness**

*By Barbara Biles, M.Ed.*

*Training and Technical Assistant Specialist Early Childhood and Family Education*

*North Central Regional Educational Laboratory, Oak Brook, Illinois*

### **Background Knowledge**

Children develop their identity and attitudes through experiences with their bodies, social environments, and their cognitive developmental stages (Derman-Sparks, 1989). As these three factors interact, young children progress through certain stages of racial and cultural awareness. In this article, we'll talk first about the stages of racial awareness. Then we'll give you some ideas for activities that will help children accept themselves and others.

### **When does it start?**

The foundation of self-awareness is laid when children are infants and toddlers. At these stages, children learn "what is me" and "what is not me." Toddlers are sensitive to the feelings of the adults around them, and they begin to mimic adult behavior. By age two, children recognize and explore physical differences. They are also learning the names of colors, and they begin to apply this to skin color. Natural curiosity will lead to questions about differences.

### **The Preschool Years (age 3 and 4)**

Children of this age are better at noticing differences among people. They have learned to classify, and they tend to sort based on color and size. They can't yet deal with multiple classifications, so they get confused about the names of racial groups and the actual color of their skin. They wonder why two people with different skin tones are considered part of the same racial group. Many preschool children will comment - in words or through actions - on hair texture, eye shape, and other physical characteristics. They want to know how people got their color, hair texture, and eye shape.

Children at this age believe that because other parts of their body grow and change, skin color and other physical traits could also change. Some young black children prefer white dolls over black dolls (Clark, 1963). More often than white children, they may say that they don't like their skin color, hair texture, or another physical trait. By age four, children begin to prefer one race.

At this age, children's thinking is limited, distorted, and inconsistent. For these reasons, it is easy for them to believe stereotypes and form pre-prejudices. In the Anti-Bias Curriculum (1989), Louise Derman-Sparks states, "The goals are to facilitate children's awareness that their racial identity does not change, to help them understand that they are part of a large group with similar characteristics (not "different" from everyone else) and to foster their desire to be exactly who they are."

### **Kindergarten (age 5 and 6)**

Kindergartners continue to ask questions about physical differences, and they can begin to understand the explanations for these differences. They can now make distinctions between members of the same racial or cultural group. At this age, children are developing social skills and becoming more group-oriented. They enjoy exploring the culture of their friends. By age six, most children understand the concept of fair and unfair, and they often use these concepts as they try to deal with issues.

### **The Early Primary Years (age 7 and 8)**

At this age, children acquire racial constancy. They now understand that a person's skin color will not wash off or change but will remain the same as she grows up. At this age, children can also consider multiple attributes at one time. They can now understand how one person can be a member of several different groups. For example, a person can be part of a family, a classroom, a culture, and a race.

Children can also understand feelings of shame



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and pride at this age, and they are aware of racism against their own group. They are able to empathize, and they are interested in learning about the world. It's the perfect time for giving them accurate information so they grow out of "preschool" ways of thinking (York, 1991).

Now that you understand how children develop their racial and cultural awareness and identities, it's time to encourage them to accept and celebrate their differences. We want to help all children develop a positive self-concept and feel proud of whom they are - although we don't want them to feel better than other groups, either! If this positive sense of self and others is allowed to flourish, today's children will become adults who accept and affirm differences, identify unfair situations, and strive to eliminate racism of any sort. A first step in helping children feel positive about racial and cultural identity is reflecting diversity in their surroundings. Children notice it when the only dolls there are to play with do not look anything like them.

Books and toys that reflect racial and cultural diversity serve two purposes. They not only help

children of color feel good about themselves, they help all children feel positive about differences.

**Additional ideas to help Black children feel good about themselves.**

- ⇒ Remove materials and visuals that promote stereotypes of any races.
- ⇒ Display images of all the children and families in your program.
- ⇒ If your group is not diverse, display images of diversity in your community or in U.S. society.
- ⇒ Add toys and materials that reflect the cultures of the children and families in your group. Then expand to include materials that mirror the diversity in the world.

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## ACTIVITIES FOR PRESCHOOLERS & KINDERGARTENERS

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### Skin-Color Match-Ups

Set out a number of nylon knee-high stockings in various shades, tan, black, white, pink, yellow, and red. Encourage children to try them on their hands and arms or their legs and feet. Ask questions to help the children increase their awareness of skin color. For example,

- "Can you find a stocking that is the same color as your skin?"
- "What color is that stocking you have on your arm?"
- Ask the children to "Try the stocking. Is it lighter or darker than your own skin?"

Tell the children no one's skin color is really white, pink, yellow, or red. Emphasize that skin-color differences are interesting and desirable.

### Hair

Ask parents to give you a tiny bit of hair from each child. If parents cannot do this, use photographs of different hairstyles and hair-care products for the children to use, explore, and talk about. If parents do give you the hair, paste the hair from each child on a 3" x 5" index card, put

them in a box, and ask the children to identify each bit of hair.

Talk about how hair has texture and curl. For instance, some people have fine hair while others have coarse hair. Some people have straight hair, and others have curly hair. Talk about how people have different hair colors and lengths. Take a photo of each child's face and make a collage of different hairstyles.

### Music and Dance

Ask parents to lend you recordings of music that their family enjoys. Teach the children songs and dances from different nations of the world. Children will begin to see that all people like to sing and dance, but every group has its own special ways of doing it.

Talk with the children about how different music sounds: loud, soft, fast, or slow. Listen for the different instruments. Again, ask parents if they have any instruments children could listen to or try.



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## ACTIVITIES FOR SCHOOL AGE CHILDREN

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### Alike and Different (Thumbprints)

Set out white 3" x 5" cards, a black ink pad, a pen, and a magnifying glass. Ask the children to make prints of their thumbs by pressing them on the ink pad and then on the cards. Label each print with the child's name. Let children use the magnifying glass to see how the prints are alike and different. Point out that everyone has patterns on the skin of their fingers and each person's fingerprints are different from anyone else's.

### Listening and Carving

Tell the children that some people from other cultures enjoy carving things from stone. For example, some Inuit artists carve animals out of stone. They pick out a stone and sit with it, spending time with the stone and getting to know it. They listen to the stone, and when they know the stone well, they find the shape or animal that the stone wants to become. Then they begin carving the stone in that shape. Show the children pictures of some of these carved animals if you can find them in an encyclopedia or at the library. Give each child a piece of sandstone (available in art supply stores). Sandstone is a rock made of compressed sand. It can easily be carved by rubbing the sand off with a plastic knife. Encourage the children to carry the stone with them all morning or afternoon. Tell them that after lunch or the next day

they can carve their stone into any shape they want. Encourage them to listen to their stone. Maybe it will tell them what shape it wants to become.

### Proverbs and Traditions

Ask children to talk with their families about sayings that are common in their culture or traditions that they have in their families. Choose one broad topic, such as love, birthdays, holidays, or time. Chart the responses to see how different cultures express similar ideas. Children might also be fascinated to compare the different names they use for their grandparents (Williams, 1989). Listen and watch for children's comments that can lead to discoveries.

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## ACTIVITIES FOR MIDDLE/HIGH SCHOOL CHILDREN

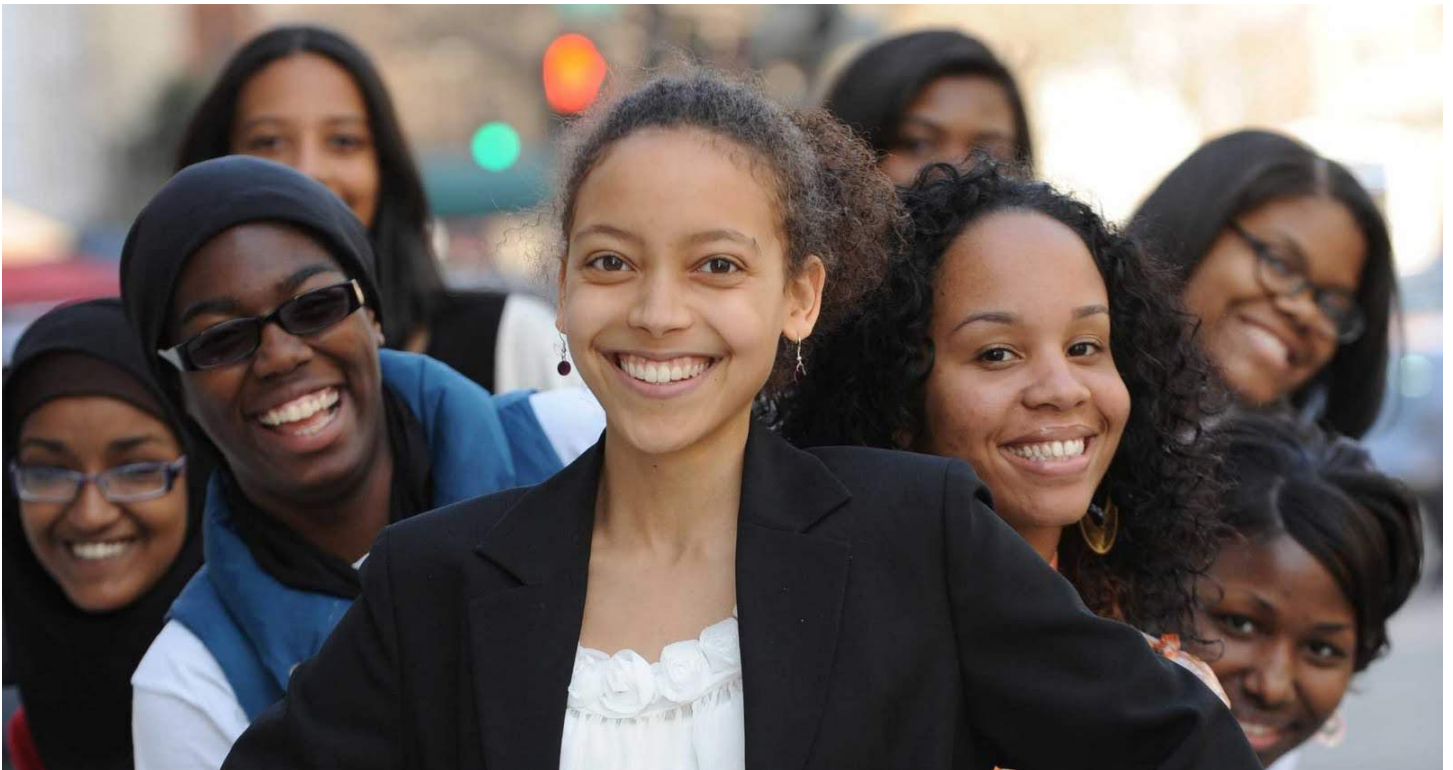
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### PROMOTING SELF CONFIDENCE

- “Confidence Activities,” published by the Polk County, Fla., Public School District, available online at <https://www.polk-fl.net/community/volunteers/documents/ymConfidenceActivities.pdf>.
- “Diversity Activities Resource Guide,” published by Bowling Green State University Leadership in Residence program, available online at <http://lir.bgsu.wikispaces.net/file/view/Diversity+Activities+Resource+Guide.pdf>

### ADDITIONAL ACTIVITIES

- Mirror Activity (Mirror, Mirror on the Wall)
- My Personality Tree
- First Thoughts
- Personal Reflections
- Crash (Movie Analysis)
- Journeys Privilege Exercise: “The American Dream”
- Racial Literacy quiz





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## ACTIVITIES FOR MIDDLE/HIGH SCHOOL CHILDREN

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### MIRROR ACTIVITY (20 minutes)

Provide each participant the "Mirror, Mirror on the Wall" worksheet and ask them to fill it out. Note the header on the document reads: religion, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and mental ability, language, education, occupation, nation of origin, etc. Please answer the following questions and be prepared to share all or parts of your answers with someone you don't know if you are comfortable.



1. When I look in the mirror each morning, I see...
2. Who are my people? What do they see in the mirror?
3. If I had to describe myself in four words I would say that I am a: (4 descriptors)
4. One experience that I have had that helped me to form this description of myself was:
5. One thing about being a (answers to question above) that makes me feel good or proud is:

*Activity Adapted from Department of Residential Education Educator (CDE) for Weinstein Community Development <http://homepages.nyu.edu/~rs156/Weinstein/diversityfiles.htm>*

### MY PERSONALITY TREE

Design your tree, using the following prompts:

- **Roots** = your life influences and beliefs
- **Trunk** = your life's structures, particularly aspects that are quite firm and fixed.
- **Branches** = your relationships and connections, directions, interests, how you spend your time
- **Leaves** = information and knowledge acquired and sources thereof
- **Buds** = your ideas and hopes for the future, and your potential
- **Fruit** = your achievements
- **Flowers** = what makes you special, your strengths
- **Thorns** = your challenges, threats, and difficulties



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## ACTIVITIES FOR MIDDLE/HIGH SCHOOL CHILDREN

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### FIRST THOUGHTS

Look at each of the words below and write down the first two or three adjectives which come to mind (your thoughts or traditional ideas). Positive or negative, just write down your first thoughts.

- Disabled:
- New Yorkers:
- Californians:
- Teachers:
- Elderly:
- Women:
- Whites:
- American Indians:
- African American:
- Police Officers:
- Irishmen:
- Managers:
- Resident Advisors:
- "A" Students:

### PERSONAL REFLECTIONS

Think of a time in your life when you were discriminated against or treated unfairly because of who you are.

Describe the situation:

What did you feel?

How did you cope?

What did you learn?

### CRASH

... a 2004 drama film co-written, produced, and directed by Paul Haggis, about racial and social tensions in Los Angeles, California. **This movie is most appropriate for young people, ages 16 and older.**

Discussion Questions for "Crash," by topic, available online at

<http://lir.bgsu.wikispaces.net/file/view/Diversity+Activities+Resource+Guide.pdf>



### General Discussion Questions:

1. What was the underlying message in this film? Is it a reasonable one?
2. Do you have any criticisms of the film?
3. After watching the film, which specific images and messages did you agree or disagree with? Why?
4. How does each character/story evolved throughout the movie, and what did each character learn from their experiences?
5. How does socioeconomic status classify people into different groups?

### Questions on Power, Discrimination, and Prejudice:

1. What role did the character's economic situations play in the film Crash? Was economic status a central theme? How did the economic situations of the characters affect the other issues that were presented?

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## ACTIVITIES FOR MIDDLE/HIGH SCHOOL CHILDREN

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2. How did people deceive others to climb the social ladder and gain more power?
3. What were some of the different ways racism was exemplified in the movie?
4. How does power influence racism and discrimination?
5. Why is racism such an issue in American culture today?
6. What is the modern definition of a racist in today's society?
7. Discuss how Hispanic people are mostly referred to as "Mexican" – no matter where they are from. It is even worse for people of (Asian) Indian descent – many people see them all as terrorists.
8. Sociology has proven that there is no scientific basis for the notion of race/there are no biological differences between the various "races". How can we explain the barriers that have come between people? Is it simple our outward appearances that separate us or have we been taught, through various institutions, that we are actually intrinsically different from those who do not look exactly like us?
9. What does this movie show as the effect of built up racial discrimination on the characters?
10. Which character in the film was the most racist? Why?
11. Discuss some of the racial overtones that were lined thought the movie and the kind of treatment that ensued towards the different characters because of this.
12. What is the difference between stereotyping a group and being racist? Do you believe that there is a difference? Explain.
13. Why do people take so much more offense to remarks made by people of other races than those of their own?
14. Name two examples where people were stereotyped negatively in the movie.
15. How were the minorities shown in the movies as being less affluent as the Caucasians?
16. During the film *Crash*, it seemed that every group or race was affected by more than one other group or race, in both a positive and negative way. What is your opinion?

### Focus Questions for *Crash*

1. What specific images stay with you after the movie is over? Are they all the more powerful for being visual, or can we expect written images to have the same power?
2. The opening lines of the movie are spoken by Graham, who says:  
*It's the sense of touch. In any real city, you walk, you know? You brush past people, people bump into you. In L.A., nobody touches you. We're always behind this metal and glass. I think we miss that touch so much, that we crash into each other, just so we can feel something.*  
In what ways do people "crash" into one another in the film?
3. Graham says people crash into one another "just so we can feel something." What does that mean, and where do you see it happening in the film?
4. Do the characters in the film who crash into one another get anything else as a result of the "crash"?
5. Clearly stereotyping, prejudice, and racism are central themes in the movie. Where do you see examples of each?
6. Would you say the central theme of the movie is simply that stereotyping, prejudice, and racism are very common in American, or is there more going on here?
7. Does the movie suggest any reasons for stereotyping, prejudice, or racism?
8. In your experience, does the movie accurately depict the extent of racial separation in daily life?
9. Compare and contrast Cameron's behavior when he is pulled over by Ryan and his behavior later when he faces off with the three white cops. What accounts for the differences?
10. Jean, Ludacris, and Farhad all behave differently towards the end of the movie than they do earlier. What accounts for the differences?

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## ACTIVITIES FOR MIDDLE/HIGH SCHOOL CHILDREN

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### JOURNEY'S PRIVILEGE EXERCISE

"The American Dream"  
(Major Identity Markers)

#### Instructions:

- Get the group to stand in line in the middle of a large space. Practice baby steps so that everyone moves the same distance.
- Define "Major Identity Markers" as others perceptions of your race, class, gender, sexual orientation, religion, and able-bodiedness.
- Ask members to look around during this exercise and remember how they feel.
- Tell them they are to take one "baby-step" forward or backward at your direction.
- Tell the participants they may pass on a given question at any time by standing still. They can stand still the entire time if they want.

#### Statements:

- If your ancestors were forced against their will to come to the USA, step back.
- If your primary ethnic identity is American, step forward.
- If you were ever called hurtful names because of your MIM's, step back.
- If your family employed people in your house-

- hold as domestic workers, step forward.
- If they were people of color, step forward.
- If you were often ashamed or embarrassed of your material possessions, step back.
- If most of your family members worked in careers requiring a college education, step forward.
- If you ever tried to change your appearance, behavior, or speech to avoid being judged on the basis of your MIM's, step back.
- If you studied the cultures of your ancestors in elementary school, step forward.
- If you started school speaking a language other than English, step back.
- If there were more than 150 books in your home when you grew up, step forward.
- If your parents took you to art galleries, plays, or museums growing up, step forward.
- If at least one of your parents was ever unemployed, not by choice, step back.
- If you have ever attended a summer camp, step forward.
- If you ever attended private school, step forward.
- If you were ever discouraged from academic



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or career paths because of your MIM's, step back.

- If you were encouraged to attend college by your parents, step forward.
- If you believe that you were paid less for a job because of your MIM's, step back.
- If you were raised in a two parent household, step forward.
- If you frequently saw characters who shared your MIM's portrayed in likable ways on TV and movies, step forward.
- If you have felt that clerks watch you more than other customers in a store, step back.
- If you were ever offered a job because of your association with a friend, mentor, or family member, step forward.
- If you ever had your name mispronounced, step back.
- If you have ever been afraid to walk alone at night, step back.
- If you believe that an employer turned you down because of your MIM's, step back.
- If you attended an elementary school with good books and facilities, step forward.
- If you ever had an allowance during high school, step forward.
- If you were ever accused of cheating or lying because of your MIM's, step back.
- If you have ever inherited money or property, step forward.
- If you were ever stopped or questioned by the police because of your MIM's, step back.
- If you have ever feared violence directed at you because of your MIM's, step back.
- If you have ever felt uncomfortable about a joke related to your MIM's, but not able to confront the situation, step back.
- If you were ever the victim of violence related to your MIM's, step back.
- If at least one of your parents did not grow up in the USA, step back.
- If your parents told you that you could be anything you wanted to be, step forward.
- If you have ever been whistled at, step back.

- If you have traveled overseas, step forward.

### **Processing questions:**

Pair up with someone who ended up in a different position than you did. Or gather as a small group and discuss these questions:

1. How did you feel doing this?
2. Were some steps easier or harder to take than others?
3. What did it feel like to the people at the front of the line?
4. What did it feel like to the people at the back of the line?
5. What surprises you about the feelings people are expressing?
6. Does achieving the American Dream mean being at the front of the line?
7. Does this exercise include everything that is important to your American Dream?
8. Would you give up some of your privileges so that others could catch up?
9. What did you learn from this exercise?

Source: <http://lir.bgsu.wikispaces.net/file/view/Diversity+Activities+Resource+Guide.pdf>



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## ACTIVITIES FOR MIDDLE/HIGH SCHOOL CHILDREN

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### RACE LITERACY QUIZ

#### What differences make a difference?

Developed by California Newsreel in association with the Association of American Colleges and Universities. These myths and misconceptions are explored in the documentary series *RACE – The Power of an Illusion*, available on DVD from California Newsreel at [www.newsreel.org](http://www.newsreel.org).

For more information, visit the *RACE* companion Web site at [www.pbs.org/race](http://www.pbs.org/race).

#### 1. Members of a race can be identified by their:

- A. Blood group
- B. Color
- C. Ancestry
- D. Genes
- E. All of the above
- F. None of the above

*Answer: F. None of the above. There are no traits, no characteristics, not even one gene that distinguishes all members of one so-called race from all members of another. The A, B, O blood groups can be found in all the world's peoples (Estonians and Papua New Guineans, for*

*example, have the same frequencies). Skin color tends to correspond with latitude not race; sub-Saharan Africans, Dravidians and Tamils from Southern Asia and Melanesians from the Pacific all have very dark skin. Ancestry is difficult to trace. Go back 30 generations, less than 1,000 years, and you have a billion ancestors.*

#### 2. Which species has the most genetic variation?

- A. Humans
- B. Chimpanzees
- C. Penguins
- D. Fruit flies
- E. Elephants

*Answer: D. Fruit flies. Fruit flies have been around for a very long time, but they also have a short life span, so lots of genetic mutations have accumulated over many generations. In contrast, modern humans are one of the most genetically similar of all species. This is because we are a relatively young species, and we simply haven't been around long enough to accumulate a lot of genetic variation. Also, humans have always moved, mixed and mated, so genetically speaking, we're all mongrels. Beneath the skin, we're all very similar.*

The online companion to California Newsreel's 3-part documentary about race in society, science & history

# RACE - The Power of an Illusion

How valid are your beliefs about the human species?

[Learn More >](#)

About the Series   Background Readings   Ask the Experts   Resources

The graphic features a network of six diverse human eyes connected by lines, set against a background of faint human faces. A large hand silhouette is on the right, and navigation links are at the bottom.



**3. Which two populations are most likely, on average, to be genetically similar?**

- A. Italians and Ethiopians
- B. Senegalese and Kenyans
- C. Italians and Swedes
- D. Chinese and Lakota (Sioux)
- E. Saudi Arabians and Ethiopians

*Answer: E. Saudi Arabians and Ethiopians. Populations that live near each other geographically tend to be more alike than populations that live far apart. This is because they are more likely to have intermixed in the past and therefore share genetic similarities. Often when variation seems to follow racial lines, it is more accurately explained by geographic distance.*

**4. Which continent has the greatest human genetic diversity?**

- A. Europe
- B. Asia
- C. South America
- D. Africa
- E. North America

*Answer: E. Africa. All modern humans originated from Africa, and we spent most of our evolution as a species together there. All the other populations of the world can be seen as a subset of Africans. Every human trait found elsewhere can also be found in Africa, with the exception of a few recent variations favored by the environment or sexual selection – such as light-complected skin.*

**5. The characteristic that Greeks felt distinguished them from “barbarians” was:**

- Religion
- Color
- Language
- Customs
- Hairiness
- Intelligence

*Answer: C. Language. The word barbarian comes from the Greek word “barbar,” for stammerer, or unintelligible, or he who does not speak Greek. The Greeks, like most all ancient peoples, did not attribute much meaning to people’s physical*

*appearance. For Greeks it was language that was the difference that made a difference. It is thought that those whom the Greeks first called barbarians were the Scythians, who lived north of the Black Sea and were fair complected. Race is a recent idea that did not exist in antiquity.*

**6. When Jamestown colonist John Rolfe traveled to the Court of London in 1619 with his new wife Pocahontas, it caused a scandal because:**

- A. An Englishman had married a Native American
- B. A Christian had married a heathen
- C. Pocahontas, a princess, married beneath her by marrying a commoner
- D. Londoners had never seen a Native American before

*Answer: C. Pocahontas, a princess, married beneath her by marrying a commoner. Seventeenth-century England was a very hierarchical feudal society where people’s class status was fixed at birth. Status was so important they even had laws, called sumptuary laws that regulated the clothing people could wear so they couldn’t “pass” as another class. When John Rolphe took his new bride, Pocahontas (who had converted to Christianity) back to London, the English settlers, though in conflict with the Native Americans over land, had not yet developed the ideology of race that would later help justify Indian removal. But it was unthinkable that royalty would marry a commoner.*

**7. Which of the following was NOT an important reason why African slavery first took root in North America:**

- A. As non-Christians, they had no legal protections
- B. They were skilled semi-tropical farmers
- C. The supply of indentured servants from Europe was becoming unreliable
- D. They were deemed innately inferior
- E. Unlike Native Americans, they were resistant to European diseases
- F. They couldn’t easily run away

*Answer: D. They were deemed innately inferior. Throughout much of history, societies have enslaved people, often as a result of conquest, war*

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or even debt. People were not enslaved because they were first deemed inferior. African slaves were well-suited to labor in North America. Unlike the Indians, they were resistant to European diseases; they couldn't easily run away; they were not Christians (and hence unprotected by English law); and they were skilled semi-tropical farmers. Over time, the degradation of slavery became identified with blackness, giving white Americans the idea that Africans were a fundamentally different kind of people.

**8. In America, the rise of the idea of white supremacy was tied most directly to:**

- A. Indian removal
- B. Slavery
- C. The Declaration of Independence
- D. The U.S. Constitution
- E. Ancient Greece

*Answer C. The Declaration of Independence. Ironically, it was freedom not slavery that gave rise to modern theories of race. Until the Age of Revolution, slavery was an unquestioned "fact of life." It was only when Americans proclaimed the radical new idea that "all men are created equal" that slavery was first challenged as immoral. As historian Barbara Fields notes, the new idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.*

**9. Which was NOT introduced to Native Americans by whites?**

- A. A Native American identity
- B. Democracy
- C. Identity by "blood quantum"
- D. Horses
- E. Measles

*Answer: B. Democracy. United States' representative democracy drew upon the traditions of the Iroquois Confederacy. Native Americans didn't think of themselves as Indians when European settlers arrived, but rather as members of separate nations, divided by language, custom and religion. The idea of "blood quantum," i.e., the determination of Native American identity by ancestry, was imposed by the*

*federal government. In contrast, tribal membership traditionally was open to anyone, even Europeans, as long as they accepted tribal customs and authority. There were no horses in the New World until they were brought over by Europeans. Measles, small-pox and other communicable diseases were also unknown in the Americas prior to European exploration. Some historians estimate that up to 90% of all Eastern seaboard Indians died from diseases contracted from European traders and explorers by the time of the first Plymouth settlement.*

**10. Of the \$120 billion in home loans underwritten by the federal government between 1933 and 1962, what percentage went to white homeowners?**

- A. 45%
- B. 64%
- C. 75%
- D. 88%
- E. 98%

*Answer: E. 98 percent. Beginning in the 1930s and 1940s, the federal government created programs that subsidized low-cost home loans, opening up home ownership – and wealth accumulation – to millions of Americans for the first time. But government underwriters introduced a national appraisal system tying loan eligibility and property value to race, inventing "redlining," and effectively locking people of color out of home-buying just as white Americans were beginning to purchase homes and build net worth.*

**11. Which of the following is NOT a result of federal government policies?**

- A. Redlining
- B. Renewal
- C. Deterioration of inner cities
- D. Affirmative action quotas
- E. The wealth gap between black and white families

*Answer: D. Affirmative action quotas. Federal affirmative action guidelines specifically prohibit quotas. Beginning in the 1930s, the Federal Housing Administration and related programs made it possible for millions of average white*

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Americans to own a home for the first time and set off the post-WWII suburban building boom. The government established a national neighborhood appraisal system, explicitly tying mortgage eligibility to race, a policy known today as "redlining." The FHA and other government policies made possible the post-World War II all-white suburbs, while people of color and in central cities were denied loans. Government policies and practices helped create two legacies that are still with us today: segregated communities and a substantial wealth gap between whites and nonwhites, much of which can be traced to the differential value of their homes and inheritance from past generations.

**12. Today, the net worth of the average white family is how much compared to the average Black family?**

- A. Three times as much
- B. Eight times as much
- C. Half as much
- D. Twice as much
- E. The same

*Answer: B: Eight times as much. Probably no one statistic better captures the cumulative disadvantage of past discrimination than wealth. Even at the same income levels, whites still have, on average, twice as much wealth as nonwhites. Much of this difference is due to the different rates of home ownership and the different values of homes in white and Black neighborhoods. But wealth is not only the end point, it's the starting line for the next generation – helping finance your children's education, helping them through hard times, or helping with the down payment of their own home. Economists estimate 50-80% of one's lifetime wealth accumulation can be traced to this head start.*

**13. According to a 1993 study, 86% of suburban whites lived in a community where the Black population was:**

- A. Less than 5%
- B. Less than 10%
- C. Less than 1%
- D. More than 10%
- E. More than 15%

*Answer: C. Less than 1%. According to the 2000 Census, whites are more likely to be segregated than any other group. This is largely a result of past housing discrimination, but it is perpetuated today by unfair practices such as predatory lending, racial steering and a substantial wealth gap between Black and white families. Today, 71% of whites own their own home, compared to 44% of African Americans. Black and Latino mortgage applicants are 60% more likely than whites to be turned down for loans, even after controlling for employment, financial, and neighborhood characteristics. On average, nonwhites who are approved for mortgages still pay higher rates. The accumulation of wealth in America has historically been tied to property ownership, differentially available to Americans of color.*

**14. Which is NOT an example of a government racial preference program?**

- A. 1964 Civil Rights Act
- B. Homestead Act
- C. 1790 Naturalization Act
- D. 1934 Federal Housing Administration
- E. 1935 Social Security Act

*Answer: A. 1964 Civil Rights Act. The Civil Rights Act made racial discrimination in public places illegal. The other programs are all examples of racial preferences - for white people. Over a 40-year period, the Homestead Act gave away, for free, 270 million acres of land, formerly Native American Territory, almost all of it to white people. The Naturalization Act allowed only "free white persons" to adopt citizenship, thus opening voting rights and property ownership to European immigrants but barring Asians and other groups. Racial barriers to citizenship were not removed until 1952. The Federal Housing Administration made it possible for millions of average white Americans – but not others – to own a home for the first time. (See #11 above). And the Social Security Act specifically exempted two occupations from coverage: farm-workers and domestics, both largely non-white.*

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From the documentary *RACE – The Power of an Illusion* – [www.pbs.org/race](http://www.pbs.org/race)

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## POLITICAL AWARENESS

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*A young girl joins demonstrators marching on the first anniversary of Michael Brown's death on Aug. 8, 2015, in Ferguson, Mo. Photo: Scott Olson/Getty Images*

Young people can be powerful agents for change. In fact, the United States has a long history of youth-led movements in areas such as voting rights, civil rights, school desegregation and child labor laws. According to the Anti-Defamation League, political activism can instill life-long skills and attitudes that teach students about citizenship, and to demonstrate to them that there is something they can do when faced with injustice.

Political activities include:

- Letter writing campaigns
- Voter registration drives
- Town halls
- Meeting with government officials and elected representatives
- Organizing social action projects

ADF provides ten ways youth can be involved in activism online at <http://www.adl.org/education-outreach/curriculum-resources/c/10-ways-youth-can-engage-in.html>.

Other organizations that encourage and facilitate youth political engagement include:

### **NAACP**

<http://www.naacpconnect.org/pages/youth-college-about>

In 1935, during the NAACP's St. Louis Convention, a determined youth delegate, Juanita E. Jackson,

challenged the leadership of the Association to create a department that focused on the growing concerns of Black youth in America. The National Board of Directors passed a resolution creating the NAACP Youth & College Division and named Ms. Jackson its first Youth Secretary in March of 1936. Today, the NAACP's Youth & College Division serves as the premier institution for young people to develop the skills they need to meet various challenges that face African Americans and other youth of color. NAACP youth units across the country engage in social justice activism, addressing issues at the local, state and national level, with a primary focus on education, economic development, health, juvenile justice and voter empowerment.

### **Black Youth Project**

<http://blackyouthproject.com/>

The Black Youth Project was launched in 2004 to examine the attitudes, resources, and culture of African American youth ages 15 to 25, exploring how these factors and others influence the decision-making, norms, and behavior of black youth. Professor Cathy Cohen, the Black Youth Project's principle investigator, created an online hub for Black youth where scholars, educators, community activist, youth allies, and youth could access the study's research summaries.



Visitors to The Black Youth Project's website can access research summaries, read blogs about and by black youth, search an extensive rap database, access black youth social justice organizations, and download social justice curricula to teach. Watch this video, <https://youtu.be/b6utSojOdQE>, to learn more about the project.

**The Freechild Project**, <https://freechild.org/>  
The Freechild Project works internationally to promote youth changing the world. The links below presents activities that can be incorporated into a social action strategy. This information is also available at <https://freechild.org/blog/page/3/>. Each link includes activities, examples, and tools to make a difference!

- [Youth Action Councils](#)
- [Youth as Activists](#)
- [Youth as Activity Leaders](#)
- [Youth as Advisors](#)
- [Youth as Advocates](#)
- [Youth as Artists](#)
- [Youth as Board Directors](#)
- [Youth as Consumers](#)
- [Youth as Decision Makers](#)

- [Youth as Designers](#)
- [Youth as Entrepreneurs](#)
- [Youth as Evaluators](#)
- [Youth as Facilitators](#)
- [Youth as Farmers](#)
- [Youth Forums](#)
- [Youth as Grant-Makers](#)
- [Youth as Lobbyists](#)
- [Youth as Media Makers](#)
- [Youth as Mediators](#)
- [Youth as Mentors](#)
- [Youth as Organizers](#)
- [Youth as Planners](#)
- [Youth as Policy-Makers](#)
- [Youth as Politicians](#)
- [Youth as Recruiters](#)
- [Youth as Researchers](#)
- [Youth as Specialists](#)
- [Youth Summits](#)
- [Youth as Teachers](#)
- [Youth as Trainers](#)
- [Youth as Volunteers](#)
- [Youth as Voters](#)
- [Youth as Workers](#)

*Members of Black Youth Project 100, the National Black Justice Coalition and other black millennial activists travel to Capitol Hill to lobby lawmakers Sept. 14, 2016.*

*Published in [TheRoot.com](http://TheRoot.com).*

*Photo by Lauren Victoria Burke, a Washington, D.C.-based political reporter who writes the [Crew of 42](#) blog.*





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## HISTORY

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*“Teaching children about the historical accomplishments and struggles of African Americans benefits everyone. By connecting children with history, they'll gain a better understanding of themselves no matter what color they are.*

*And, they'll learn to develop compassion for other people.”*

*Excerpt from PBS [Black History. Connecting Kids to Black History](#).*

### Online Guides to African American History

- [African American History Resources](#)  
(Library of Congress)  
<http://www.loc.gov/topics/content.php?subcat=12>  
Celebrate the contributions of African Americans throughout U.S. history. Learn about Harriet Tubman, John Hope Franklin, the Tuskegee Airmen, African Americans in the military, African American band music and recordings, and the Emancipation Proclamation. Find a number of primary documents and resources for teachers.
- [African American Odyssey](#)  
(Library of Congress)  
<http://lcweb2.loc.gov/ammem/aohtml/exhibit/aointro.html>  
This site showcases the African American collections of the Library of Congress. Displaying more than 240 items, including books, government documents, manuscripts, maps, musical scores, plays, films, and recordings, this is the largest black history exhibit ever held at the Library of Congress.
- [Guide to Black History](#)  
(Encyclopedia Britannica)  
<http://kids.britannica.com/blackhistory>  
This site includes an extensive timeline, audio and video clips, and biographies.

### Become a Stamp Collecting Family and Chapter

- Ebony Society of Philatelic Events and Reflections  
<http://www.esperstamps.org/>

The Ebony Society of Philatelic Events and Reflections (ESPER) is an international stamp society dedicated to promoting the collecting of stamps and philatelic material depicting people and events related to the African diaspora and to encouraging and supporting the interest and participation of Black people in all aspects of philately. It is ESPER's sincere hope that visiting their website not only will enhance your knowledge of stamp collecting and Black heritage, but also will create a desire to start or revive your own collection of stamps or other philatelic material.

### Historical Sites

- A Listing of African American National Historic Landmarks by state  
<http://www.blackpast.org/national-african-american-historic-landmarks-state>
- The story of African Americans is told year-round at these institutions  
[www.usatoday.com/story/travel/destinations/10greatplaces/2014/02/13/A-history-african-american-museum/5453527/](http://www.usatoday.com/story/travel/destinations/10greatplaces/2014/02/13/A-history-african-american-museum/5453527/)
- 24 Historic Sites You Must Visit  
<http://blerds.atlantablackstar.com/2014/09/16/25-african-american-historical-sites-must-visit/>
- National Museum of African American History and Culture in Washington, D.C.  
<https://nmaahc.si.edu/>

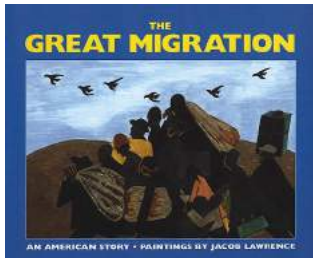
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## ARTISTIC EXPRESSION: VISUAL ARTS

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*Explore African American history through the art and life of major 20th century artists, Jacob Lawrence and Romare Bearden. Using the artwork of Lawrence and Bearden, children can study the different styles and media used, the time it was created, the stories it reveals, and the sounds or emotions it generates.*

### The Great Migration: An American Story



Jacob Lawrence was part of the Great Migration, a time he documents in *The Great Migration: An American Story* (HarperCollins, 1993).

Lawrence defines this period just after World War I as “an exodus of African Americans who left their homes and farms of the South ... and traveled to northern industrial cities in search of better lives.” In 1940, Lawrence began a series of paintings that visually described the unforgettable journey: where it began, what happened on the way, and how it felt. The powerful images depict people's pain, isolation, courage, and strength. It is the individual story and the collective story of “people all over the world trying to build better lives for themselves and their families.”

### Romare Bearden: Collage of Memories



Romare Bearden was a contemporary of Jacob Lawrence. *Romare Bearden: Collage of Memories* by Jan Greenberg (Abrams, 2003) creates page designs that are reminiscent of Bearden's unique collage technique. The text invites readers to

celebrate “the struggles and triumphs of African American life in the twentieth century,” and to “step inside Bearden's world, where jazz, rhythm, and the blues meet a kaleidoscope of shimmering, shimmying color.”

See also [http://www.ldonline.org/article/The\\_Things\\_We\\_Share:\\_Themes\\_for\\_Black\\_History\\_Month?theme=print](http://www.ldonline.org/article/The_Things_We_Share:_Themes_for_Black_History_Month?theme=print)

### Online Resource: The National Gallery of Art, African American Artists

<http://www.nga.gov/collection/gallery/ggafamer/ggafamer-main1.html>

The Gallery's collection of American art includes nearly 400 works by African-American artists. This online tour offers commentary on a selection of 22 paintings, works on paper, and sculpture ranging from a colonial portrait by Joshua Johnson of Baltimore to modern and contemporary pieces by Jacob Lawrence, Romare Bearden, Alma Thomas, Sam Gilliam, Barkley Hendricks, Willie Cole, Kara Walker, and Lorna Simpson.

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## ARTISTIC EXPRESSION: LITERATURE

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Incorporating Agency into your Reading Experiences

1. **Buy a book by a Black author or illustrator and make it a part of your child's permanent collection.** Books offer a fun and easy way to introduce your children to new cultures and help them explore the experiences of people from different backgrounds.
2. **Look for books that are inclusive and reflect the diversity of our communities.** Books help illustrate that diversity is a natural part of everyday life. Don't forget to read the books for general accuracy. Check copyright dates and be sure to avoid outdated, stereotypical and irrelevant content.
3. **When and if children ask questions about race, don't sweep differences under the rug.** Give children simple, concrete explanations when they have questions about differences. Select books that affirm a valued place for all children. Try to find books that will help prepare children for the complex world in which they live.
4. **Make a note of the author's perspective.** Who is telling the story? Is the author sensitive to the culture that is being described? Has accurate research been done to capture the culture that is being written about?

5. **Make sure your selections include contemporary stories.** Black History is a celebration of not just history, but of culture and experiences, which are readily reflected in picture books, chapter books, and poetry. Don't limit selections to biographies and non-fiction. Contemporary fiction can encourage your child to make new friends, relate to classmates and neighbors and understand current cultural experiences.
6. Seek the suggestions and guidance from knowledgeable cultural experts, booksellers and librarians. Coretta Scott King award winning titles are always a good place to start for excellence in text and illustrations.
7. **Buy books from independent presses that specialize in books by and about Black people,** as well as books from larger, more commercial publishing houses.
8. **Speak up when you hear bias remarks.** A simple response could be, "That language or word or comment is not acceptable. Please do not repeat it."

Excerpt from PBS site: "Celebrating Black History All Year Long" by Cheryl Willis Hudson  
<http://www.pbs.org/parents/experts/archive/2012/02/cheryl-willis-hudson.html>



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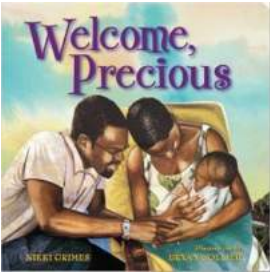
## ARTISTIC EXPRESSION: RECOMMENDATIONS FOR YOUNGER CHILDREN

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Bring the Black experience to life by using these books as read alouds and as chapter or family book club selections to equip your children with value, respect, and pride.

### TODDLER

#### Welcome, Precious, by Nikki Grimes

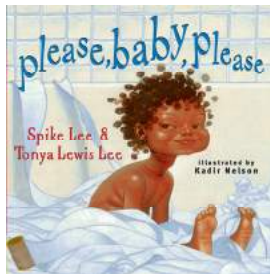


A mother and father welcome their "precious" newborn child to the joys of the five senses in his world.

Ages: 0-3

Themes: Family, Feelings, African American

#### Please, Baby, Please, by Spike Lee, Tonya Lewis Lee

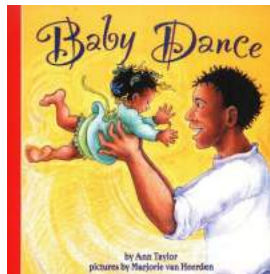


Parents implore their toddler to behave nicely, but Baby has a mind of her own.

Ages: 1-3

Themes: Family, Multicultural, African American  
Types: Read Aloud

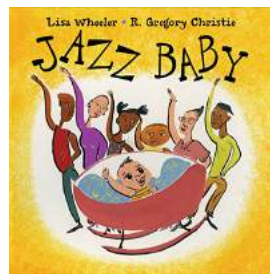
#### Baby Dance, by Ann Taylor



While Mama rests on the couch, Dad dances with his little girl, swinging her to and fro, up and down, and round and round in this rhythmic and rollicking board book.

Ages: 1-3  
Themes: Family, Multicultural, Music, African American

#### Jazz Baby, by Lisa Wheeler

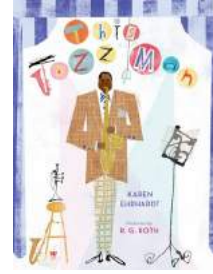


With a clap-clap-clap and a rat-tat-tat and Granny singing scat, Baby and family make some snappy jazz music.

Ages: 2-5  
Themes: Family, Multicultural, Music, African American

### PRESCHOOLER

#### This Jazz Man, by Karen Ehrhardt



This adaptation of "This Old Man" alludes to ten great jazz musicians: Charlie Parker, who "Plays five... plays jive, with a Beedle-dibop! Bebop!" Mingus, who plays 9 with a "Thimp-thump! Duple- thump!" and so on.

Ages: 3-6

Themes: Biography, Multicultural, Music, African American

#### Bruh Rabbit and the Tar Baby Girl, by Virginia Hamilton

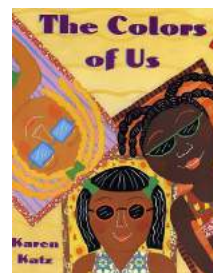


Hamilton retells this familiar tale, using Gullah speech, in which wily Bruh Rabbit uses reverse psychology to outwit Bruh Fox who has set a trap for him with the help of a tar baby.

Ages: 4-6

Themes: Animals, Family, Multicultural, Nature, African American

#### The Color of Us, by Karen Katz



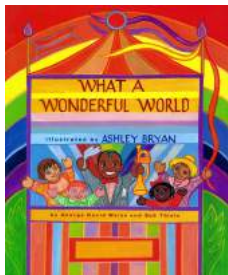
A young girl and her mother observe the variations in the color of their friends' skin in this vibrant picture book.

Ages: 4-6

Themes: Concepts; ABC, Numbers, Colors, Shapes, Family, Friends, Multicultural



**What a Wonderful World,  
by George David Weiss, Bob Thiele**



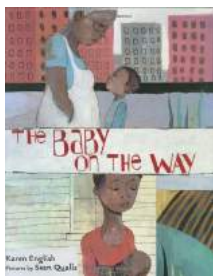
A puppet show hosted by children illustrates the lyrics of the song made famous by Louis Armstrong, who is featured among the puppets.

Ages: 4-8

Themes: Multicultural, Music, Nature, African American

**KINDERGARTENER**

**The Baby on the Way, by Karen English**



When a young boy asks his grandmother if she was ever a baby, she shares the story of her birth and her family's folkway traditions.

Ages: 5-8

Themes: Family, Feelings, Multicultural, African American

**The Chicken-Chasing Queen of Lamar County,  
by Janice N. Harrington**



Self-proclaimed Chicken-Chasing Queen sets her eye on catching the plumpest, fastest hen in the flock, but has she met her match?

Ages: 4-8

Themes: Animals, Family, Multicultural, African American

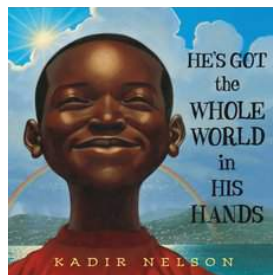
**Just Like Josh Gibson, by Angela Johnson**



A grandmother shares her love of baseball with her granddaughter, and tells of the memorable day when she proved to the boys that she could play "just like Josh Gibson." Ages: 5-8

Themes: Family, Feelings, Multicultural, Sports, African American

**He's Got the Whole World in His Hands,  
by Kadir Nelson**



Through this traditional spiritual, a young boy sees connections among nature, family and friends.

Ages: 4-7

Themes: Art, Family, Friends, Music, Nature, African American

**FIRST GRADER**

**Yesterday I Had the Blues,  
by Jeron Ashford Frame**

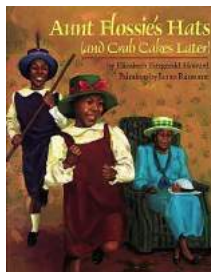


Colors described in rhythmic language identify the many moods within one boy's family.

Ages: 5-8

Themes: Concepts; ABC, Numbers, Colors, Shapes, Family, Feelings, Multicultural, Music, African American

**Aunt Flossie's Hats and Crab Cakes Later,  
by Elizabeth Fitzgerald Howard**



Sara and Susan share tea, cookies, crab cakes, and stories about hats when they visit their favorite relative, Aunt Flossie.

Ages: 4-8

Themes: Family, Feelings, Multicultural, African American

**Goin' Someplace Special, by Patricia McKissak**

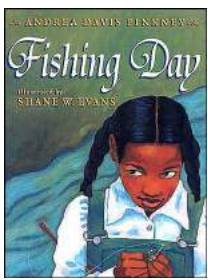


Tricia Ann finds that there are many places she cannot go just because of the color of her skin in her segregated city. Then she finds one special, wonderful place, where all are welcome: the public library.

Ages: 5-8

Themes: Feelings, Multicultural, African American

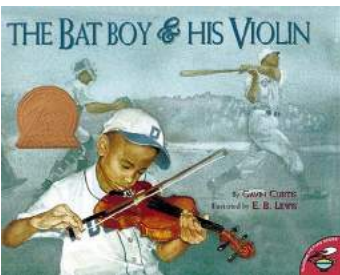
**Fishing Day, by Andrea Davis Pinkney**



When Reenie and her mother go fishing, Reenie shares fishing tips with their poor white neighbors in this tale set in the Jim Crow South. Ages: 5-8  
Themes: Family, Feelings, Friends, Multicultural, Nature, African American

**SECOND GRADER**

**The Bat Boy and His Violin, by Curtis Gavin**



Reginald loves the violin, but when he agrees to be bat boy for the Negro League team his father manages, baseball and music bring father and son closer together. Ages: 6-10

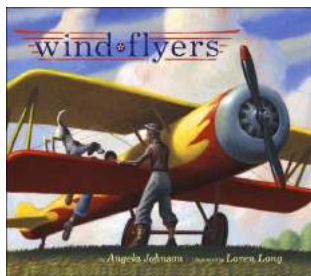
Themes: Family, Feelings, Multicultural, Sports, African American

**Catching the Moon: The Story of a Young Girl's Baseball Dream, by Crystal Hubbard**



An anecdotal tale based on the childhood of Toni Stone; as a girl, she dreamed always of playing baseball and later grew up to play in baseball's Negro Leagues. Ages: 5-8  
Themes: Family, Feelings, Friends, Multicultural, Sports, African American

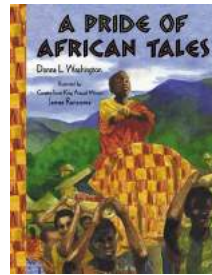
**Wind Flyers, by Angela Johnson**



Vivid illustrations lift up this stirring book in which a boy's great-great uncle recounts how he achieved his dream of flying as a Tuskegee Airman in World War II. Ages: 5-8

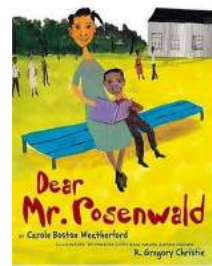
Themes: Family, Multicultural, Transportation, African American.

**A Pride of African Tales, by Donna L. Washington**



This lavishly illustrated collection of stories offers great tales for reading aloud from the oral traditions of various African regions. Ages: 8-12  
Themes: Animals, Family, Fantasy, Multicultural, Nature, African American

**Dear Mr. Rosenwald, by Carole Boston Weatherford**

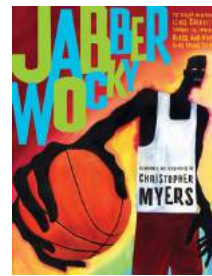


A young girl rejoices as her community comes together to raise money and build a much-needed school in the 1920's, with matching funds from Mr. Rosenwald, president of Sears, Roebuck and Company. Ages: 7-10  
Themes: Education and

Development, Literacy, Multicultural, School, African American

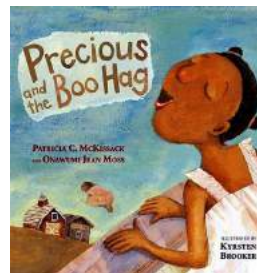
**THIRD & FOURTH GRADER**

**Jabberwocky, by Christopher Myers**



Christopher Myers radically reinterprets Lewis Carroll's famous nonsense poem, using vivid, strong colors to create a battle of one-on-one on the basketball court. Ages: 7-10  
Themes: Multicultural, Sports, African American

**Precious and the Boo Hag, by Patricia C. McKissack, Onawumi Jean Moss**

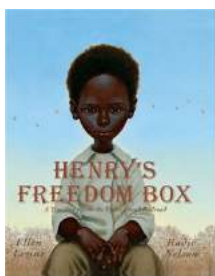


Left alone at home, Precious follows her mama's advice and outwits the trickster Boo Hag in a tale that is fun to read aloud and just scary enough for its intended audience. Ages: 7-10

Themes: Family, Feelings, Fantasy, Multicultural, African American



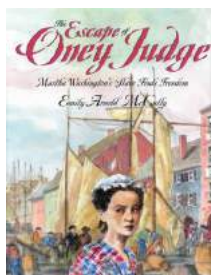
### Henry's Freedom Box, by Ellen Levine



After his family is sold to another slave owner, Henry "Box" Brown comes up with a plan to escape slavery by mailing himself to freedom. Ages: 7-9

Themes: Biography, Family, Multicultural, African American

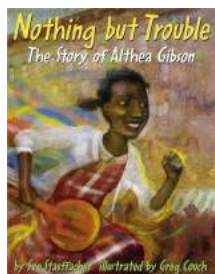
### The Escape of Oney Judge: Martha Washington's Slave Finds Freedom, by Emily Arnold McCully



The fascinating story, based on historical facts, of the young woman who grew up as a slave to the wife of the first president, then escaped to freedom. Ages: 7-9

Themes: Biography, Multicultural, Nonfiction, African American

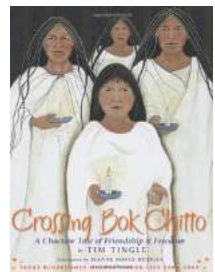
### Nothing But Trouble: The Story of Althea Gibson, by Sue Stauffacher



Dazzling illustrations help to tell the inspiring true story of how "the wildest tomboy in the history of Harlem" became the greatest female tennis player in the world. Ages: 7-10

Themes: Biography, Multicultural, Sports, African American

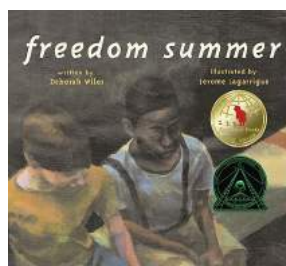
### Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom, by Tim Tingle



In the 1800s, a Choctaw girl is befriended by a slave boy from a plantation across the river, and when she learns his family is in danger, she helps them cross to freedom. Ages: 8-10

Themes: Family, Friends, Multicultural, African American

### Freedom Summer, by Deborah Wiles



In the summer of 1964, two best friends, one Black and one white, are astonished to learn that the community swimming pool in their Southern town will be filled in with tar rather than desegregated. Ages: 5-9

Themes: Feelings, Friends, Multicultural, African American

See also:

Top 100+ Recommended African-American Children's Books, <https://aalbc.com/books/children.php>

<http://www.pbs.org/parents/special/blackhistory-books.html>

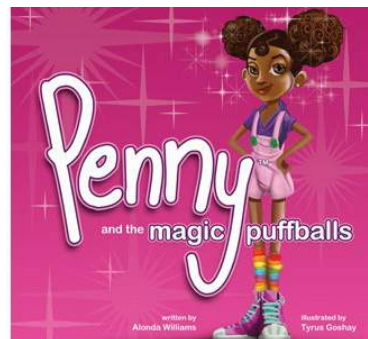
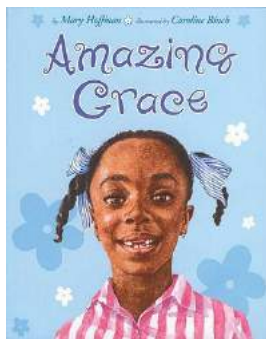
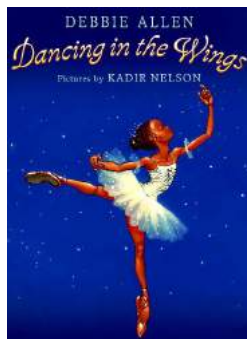
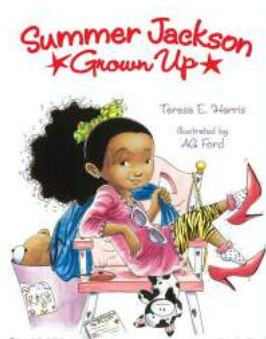
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## ARTISTIC EXPRESSION: RECOMMENDATIONS FOR GIRLS

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These books feature African American girls as the main character dealing with every day happenings that girls will surely enjoy!

<http://babyandblog.com/2013/11/20-books-movies-and-tv-shows-that-affirm-brown-girls/>

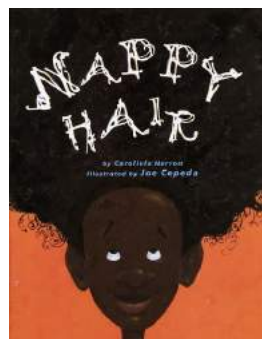
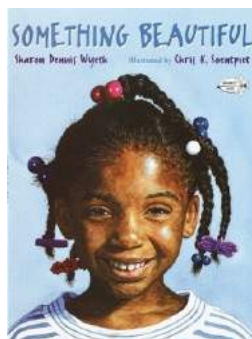
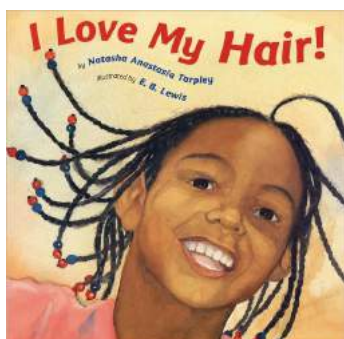


### PRE-K TO 2ND GRADE

- Summer Jackson Grown Up, by Theresa E. Harris Lola at the Library by Anna McQuinn
- Little Diva, by LaChanze
- Jump at the Sun fairytale classics such as Beauty and the Beast, Rapunzel, Cinderella, etc., that feature African American leading ladies.
- Please Baby Please and Please Puppy Please, by Spike and Tanya Lee
- Princess Truly and the Hungry Bunny Problem, by Kelly Greenawalt
- Dancing In the Wings, by Debbie Allen

### 7 TO 12 YEARS OLD

- Sugar Plum Ballerinas series, by Whoopi Goldberg
- Ruby and the Booker Boys series, by Derrick Barnes
- Keena Ford books, by Melissa Thomson
- Zora and Me, by Victoria Bond and T.R. Simon
- President of the Whole Fifth Grade, by Sherri Winston
- Liberty Porter, First Daughter series, by Julia DeVillers
- Amy Hodgepodge series, by Kim Wayans



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## ARTISTIC EXPRESSION: RECOMMENDATIONS FOR BOYS

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These books feature African American boys or historical figures as the main character who deals with every day occurrences that boys will definitely enjoy!

<http://babyandblog.com/2014/02/28-books-that-affirm-black-boys/>

### PRESCHOOL AGE GROUP (2-5):

- Daddy Calls Me Man, by Angela Johnson
- Bippity Bop Barbershop, by Natasha Anastasia Tarpley
- Peter's Chair, by Ezra Jack Keats
- Whose Knees are These?, by Jabari Asim
- When I Am Old With You, by Angela Johnson
- A Beach Tail, by Karen Williams
- Max and the Tag Along Moon, by Floyd Cooper
- A Child is Born, by Margaret Wise Brown/illustrated by Floyd Cooper

### AGES 4-7

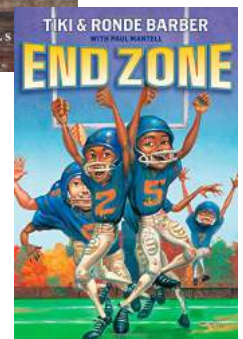
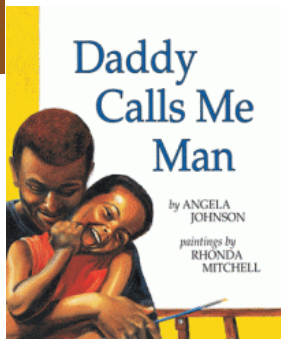
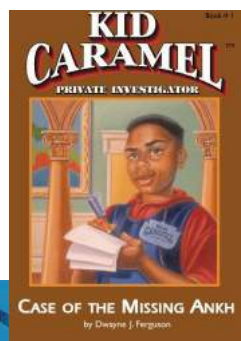
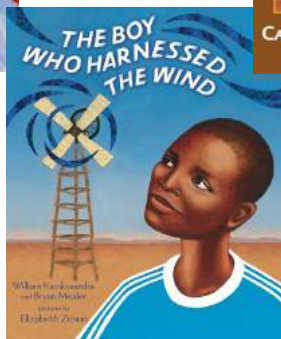
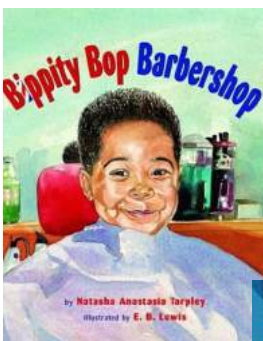
- Windflyers, by Angela Johnson
- Salt in His Shoes, by Deloris Jordan
- You Can Do It, by Tony Dungy
- Brothers of the Night, by Debbie Allen
- Big Jabe, by Jerdine Nolen
- Hewitt Anderson's Great Big Life, by Jerdine Nolen/Kadir Nelson
- Knock Knock: My Dad's Dream for Me, by Daniel Beaty
- Testing the Ice: A True Story About Jackie

Robinson, by Sharon Robinson

- Not Norman: A Goldfish Story, by Kelly Bennett
- The Boy Who Harnessed the Wind, by William Kamkwamba

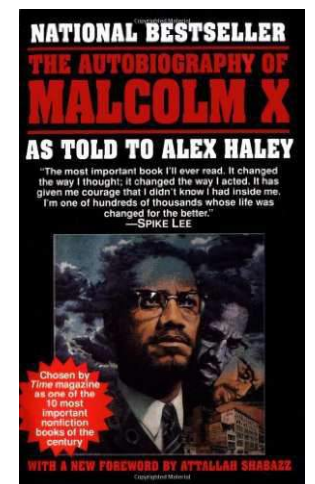
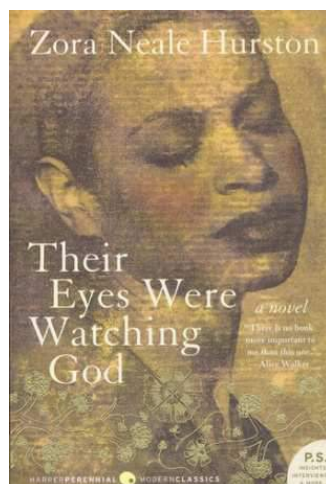
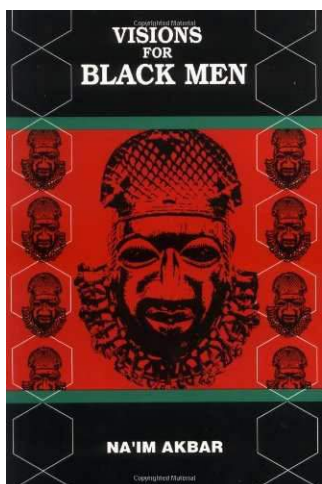
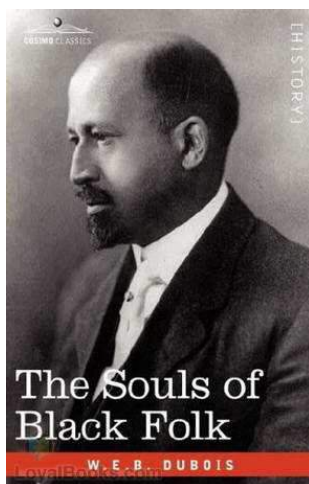
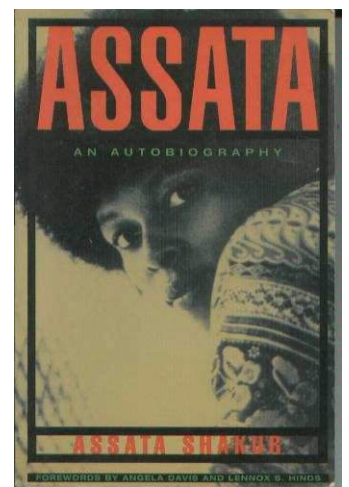
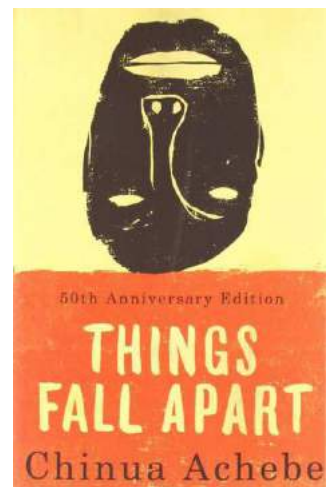
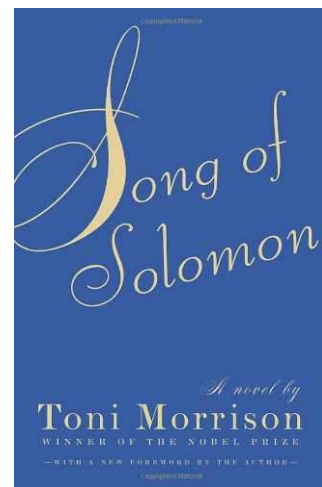
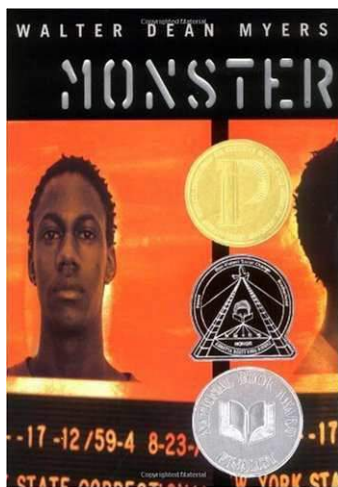
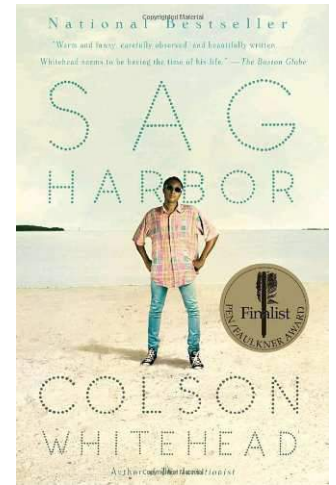
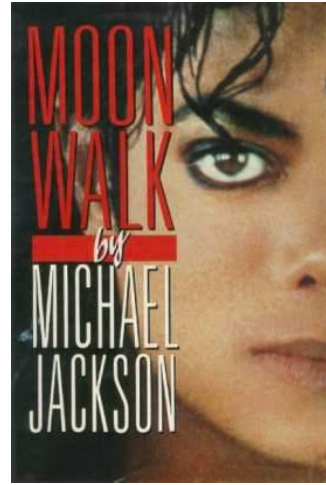
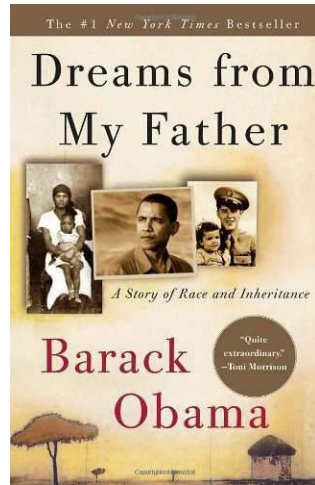
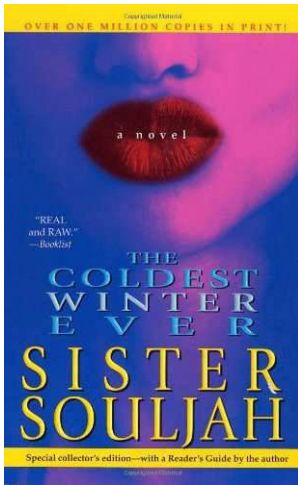
### AGES 8-12

- Barber Game Time Books, by Tiki and Ronde Barber
- Static Shock series- chapter books, by Tracey West. Adapted from the comic series by Scott McDaniel.
- STAT: Standing Tall and Talented series, by Amare Stoudemire
- Malcolm Little: The Boy Who Grew Up to Become Malcolm X, by Ilyasah Shabbazz
- Kid Caramel series, by Dwayne Ferguson
- Clubhouse Mysteries series, by Sharon Draper
- Julian series, by Ann Cameron
- Miami Jackson series, by Patricia McKissack
- The Toothpaste Millionaire, by Jean Merrill
- Donovan's Word Jar and Donovan's Double Trouble, by Monalisa DeGross



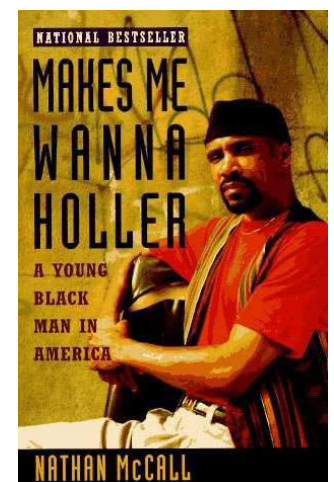
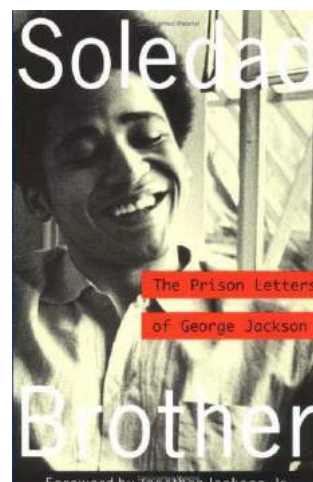
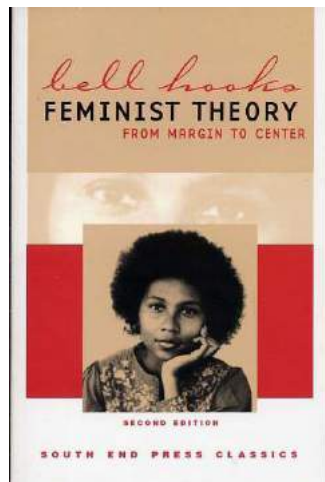
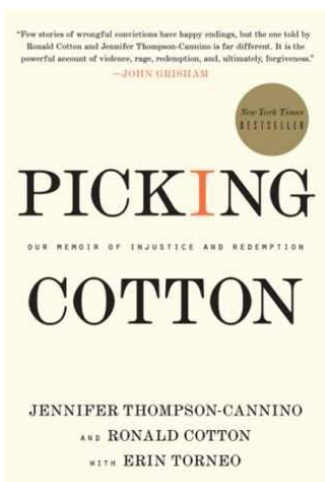
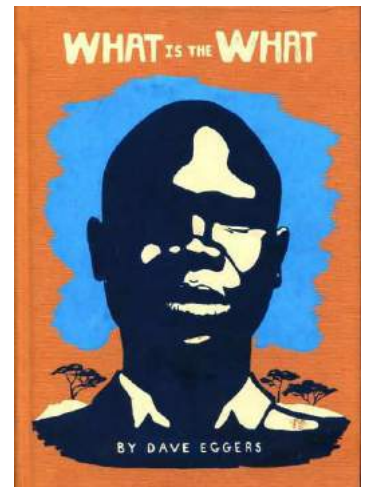
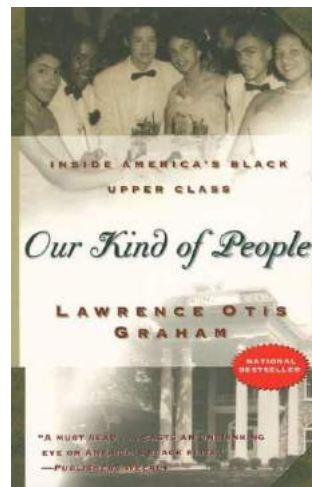
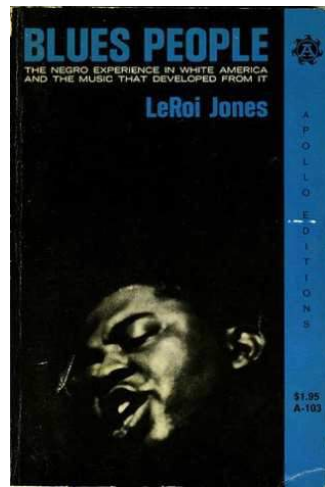
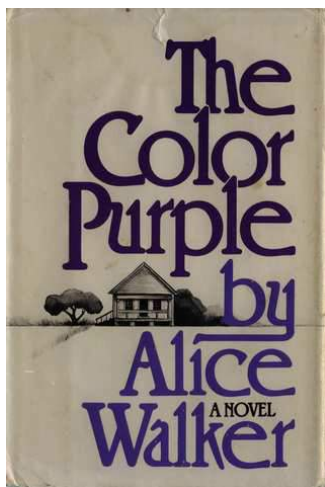
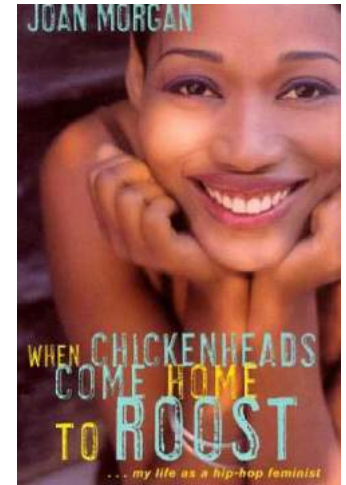
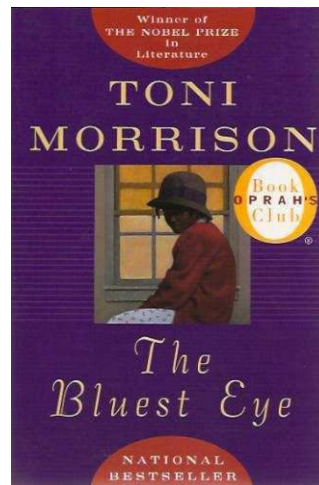
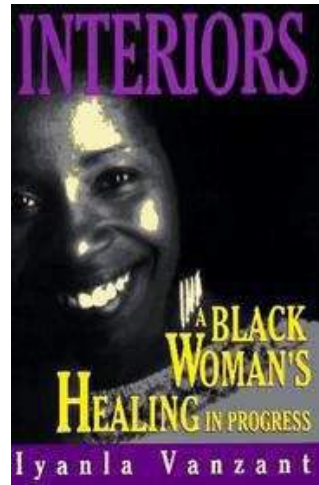
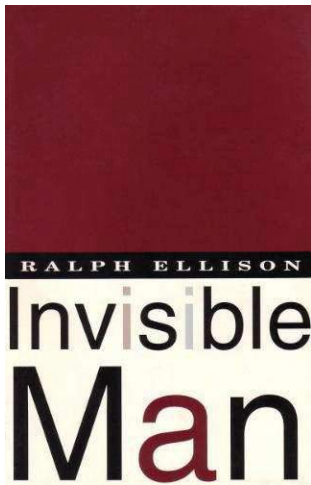


## ARTISTIC EXPRESSION: RECOMMENDATIONS FOR TEENS



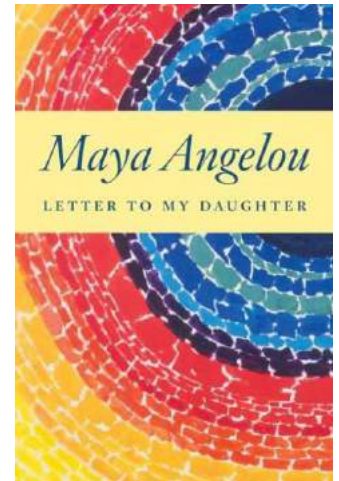
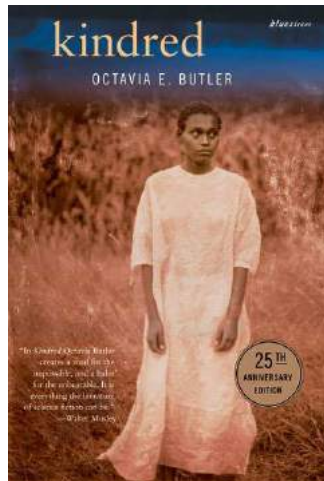
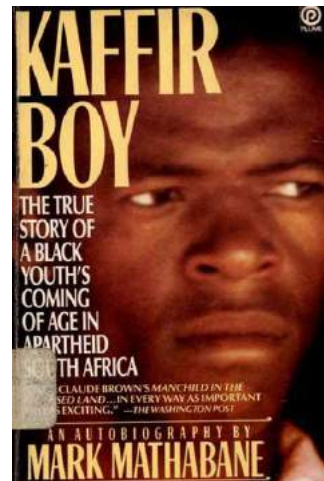
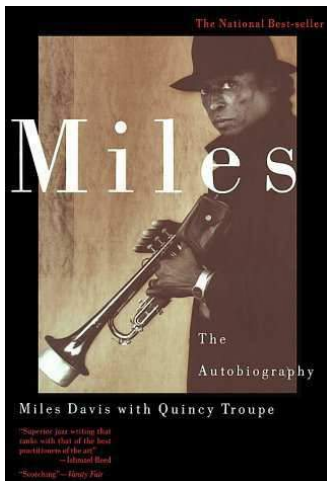
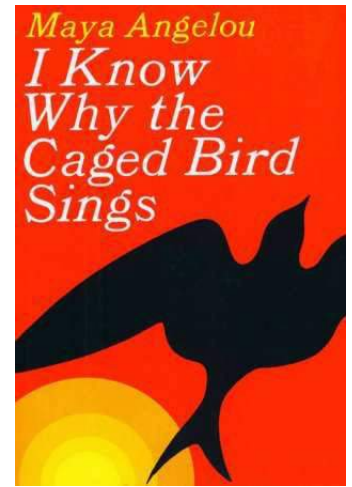
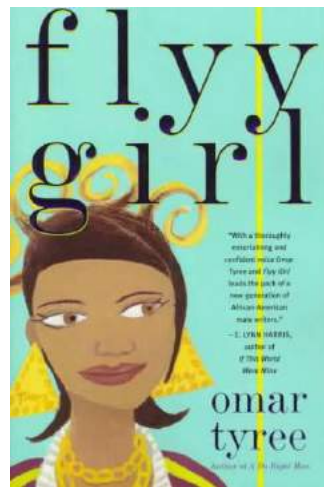
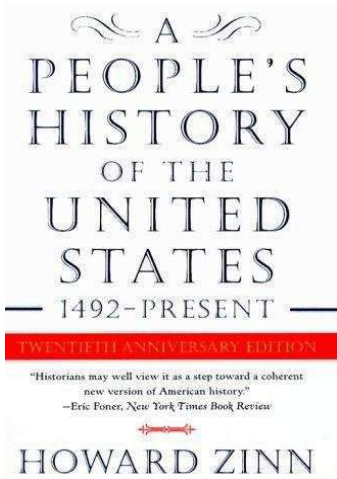
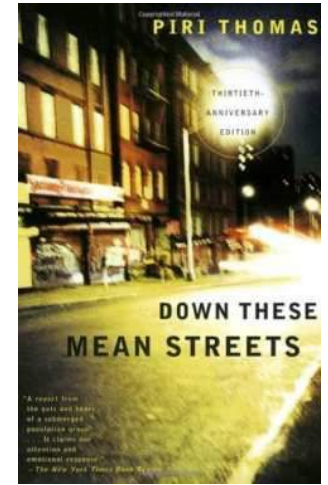
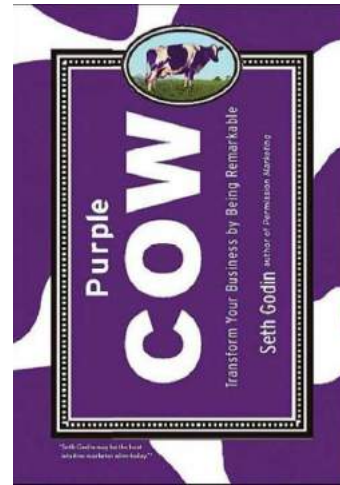
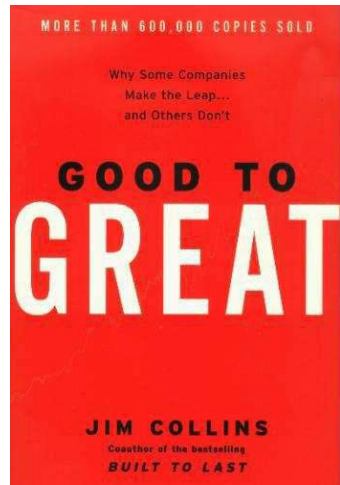
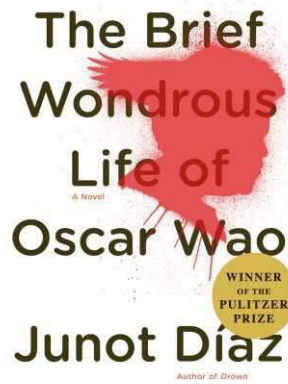


ARTISTIC EXPRESSION: RECOMMENDATIONS FOR TEENS



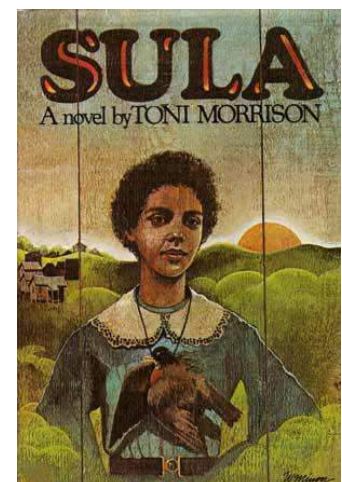
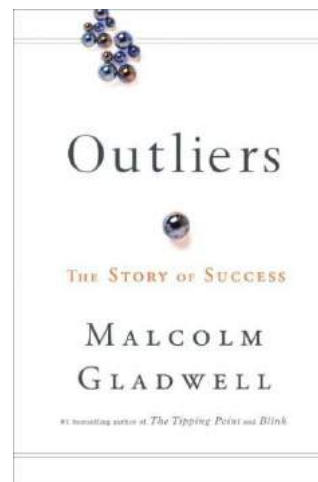
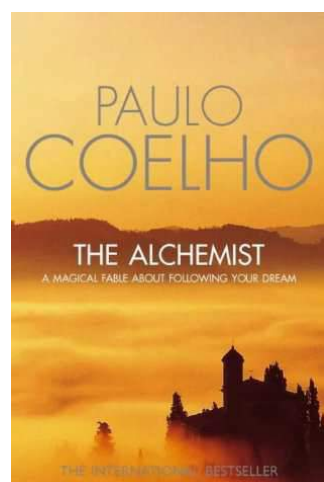
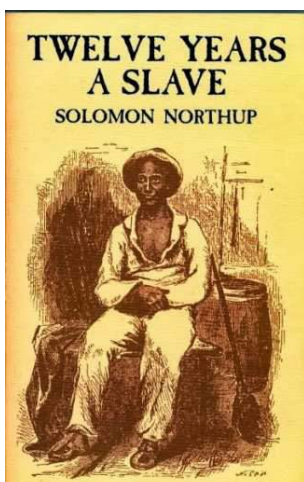
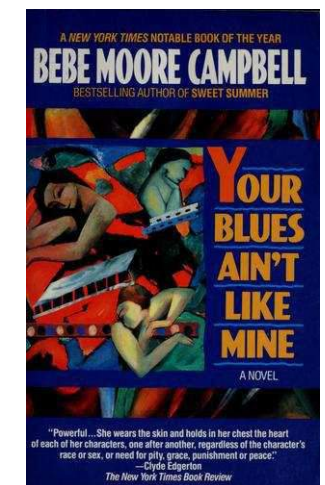
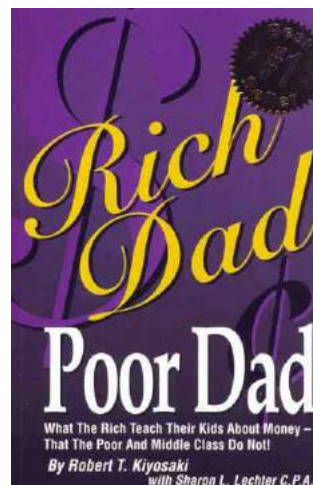
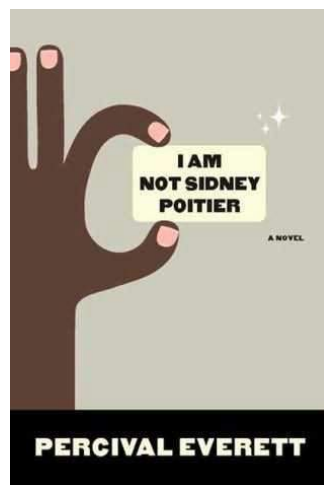
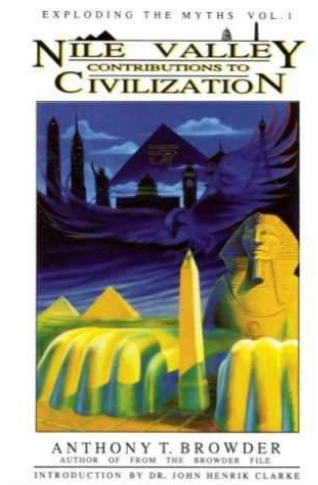
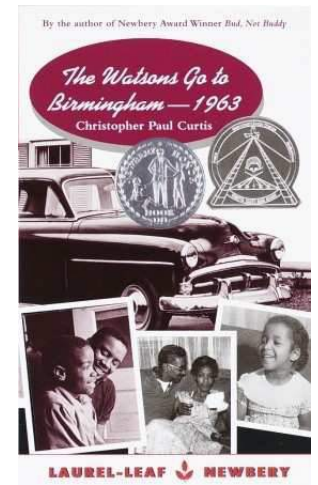
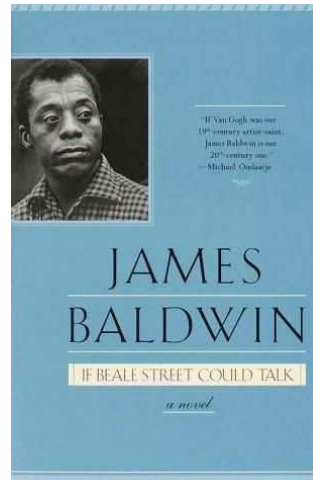
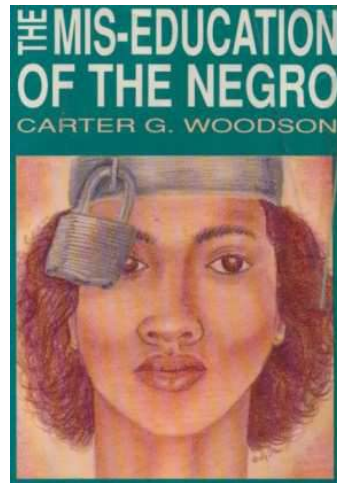
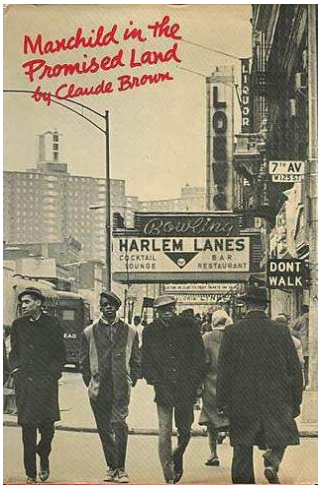


# ARTISTIC EXPRESSION: RECOMMENDATIONS FOR TEENS



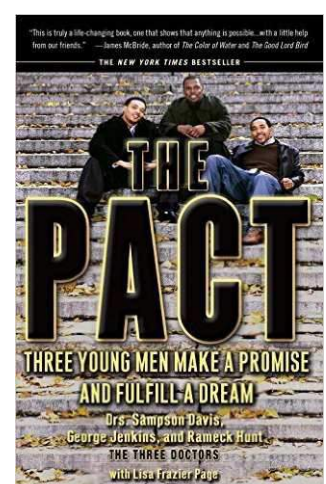
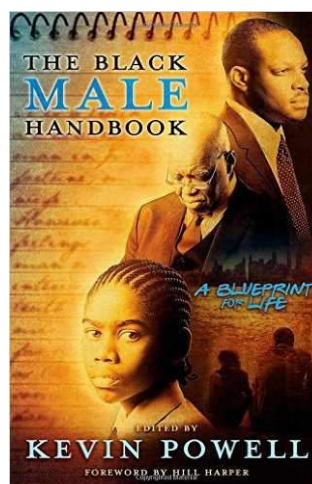
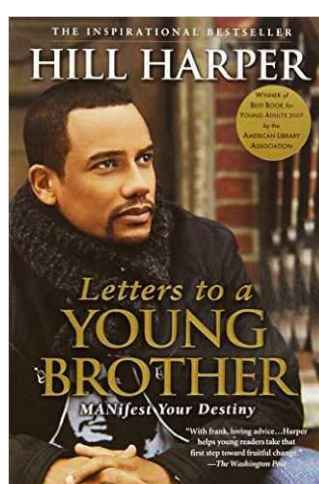
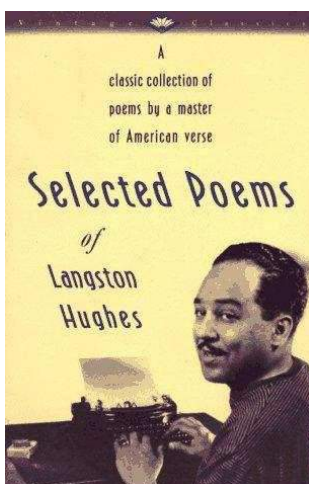
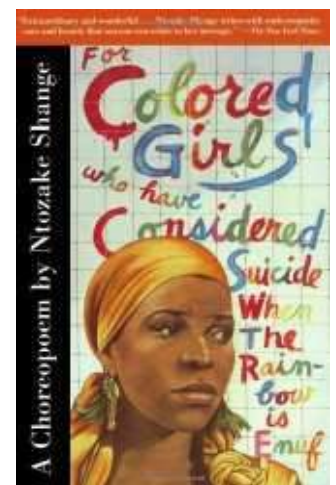
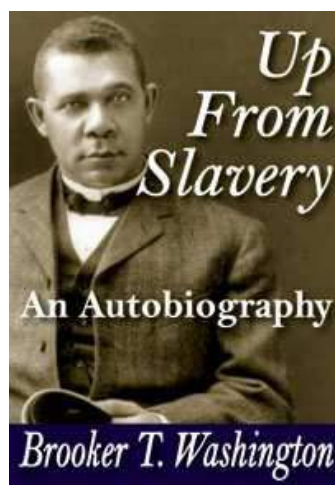
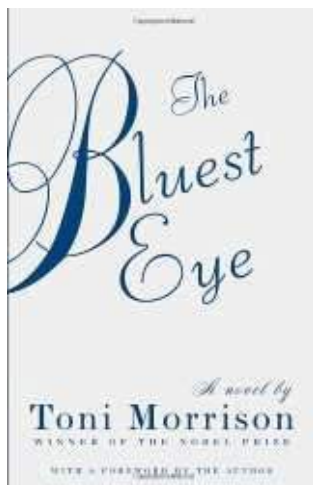
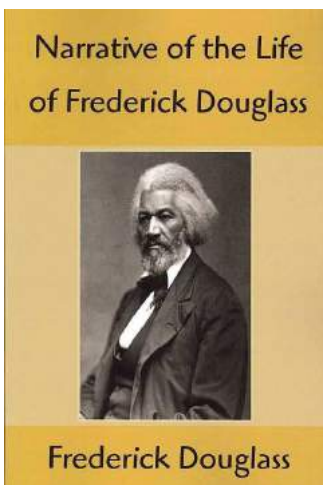
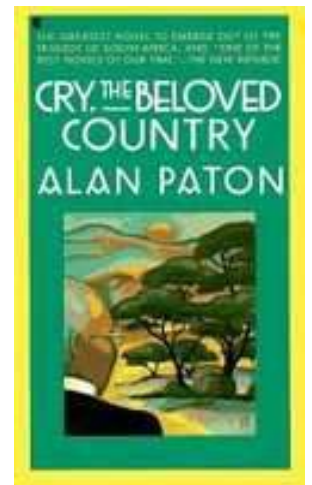
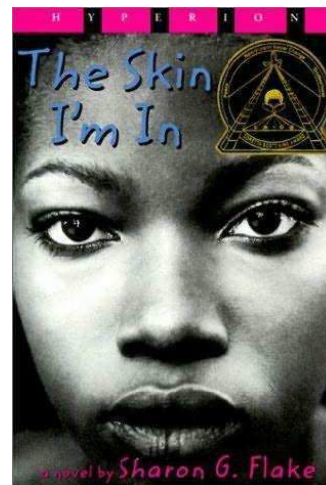
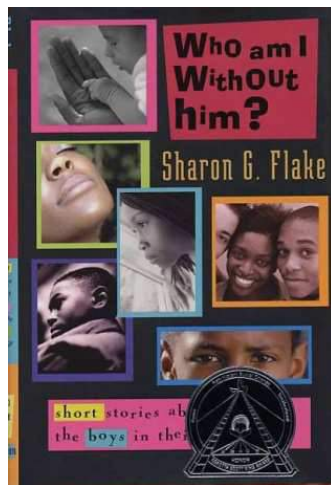
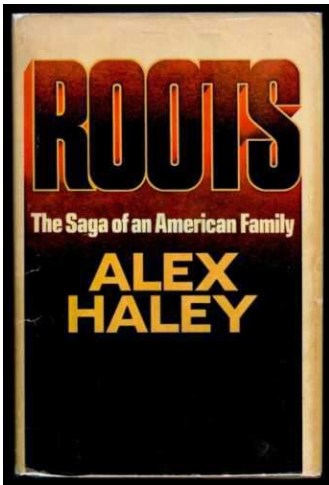


## ARTISTIC EXPRESSION: RECOMMENDATIONS FOR TEENS





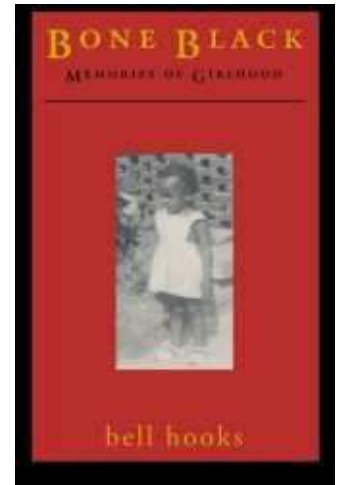
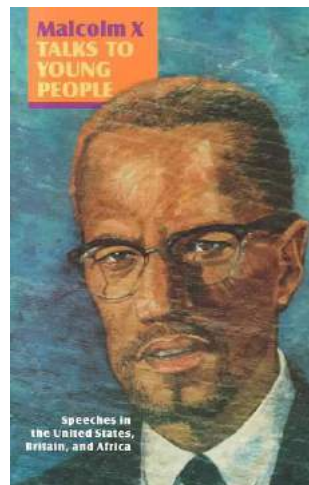
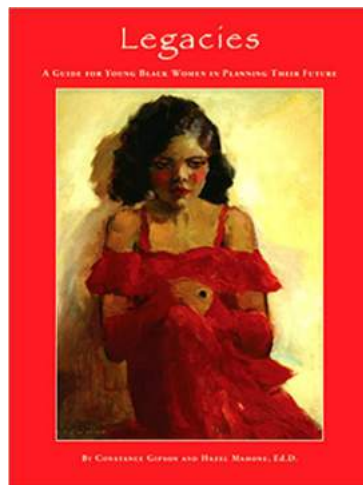
## ARTISTIC EXPRESSION: RECOMMENDATIONS FOR TEENS



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## ARTISTIC EXPRESSION: RECOMMENDATIONS FOR TEENS

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## ARTISTIC EXPRESSION: MOVIES, VIDEOS & FILMS

**A List of 105 Must See Black Conscious/Educational/Inspirational Films.** Films on race, films that inspire, films that educate, films about struggle, films about triumph, and documentaries. See <http://www.listchallenges.com/105blackinspirationalfilms>

### Videos that are great for discussion starters.

- Dr. Martin Luther King's excerpt "I'm Black and I'm Proud," [https://youtu.be/Suw\\_CQ3zfTY](https://youtu.be/Suw_CQ3zfTY)
- Malcolm X's excerpt "Who Taught You to Hate Yourself?" <https://youtu.be/gRSgUTWffMQ>
- Lupita Nyong'o Speech on Black Beauty Essence Black Women, #BringBackOurGirls, <https://youtu.be/ZPckfARH2eE>

**Films and Series for African American boys and girls,** available online at <http://babyandblog.com/2013/11/20-books-movies-and-tv-shows-that-affirm-brown-girls/>

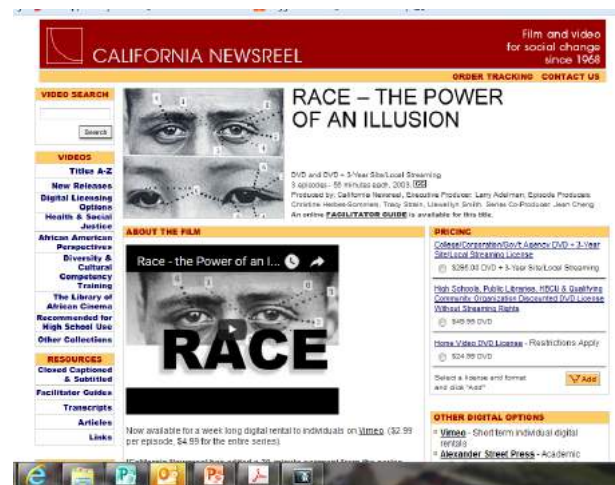
- The Princess and the Frog
- Super Why, Princess Presto is an African American princess.
- Doc McStuffins
- Little Bill
- Tutenstein
- The Proud Family
- Polly, featuring Keisha Knight Pulliam
- Happily Ever After: Fairytales for Every Child, featuring remakes of classic fairytales. 12 Dancing Princesses, Hansel and Gretel, and Beauty and the Beast feature African American leading ladies.
- The Golden Blaze: The bond between son Jason Fletcher and father Gregory Fletcher, known throughout their town as "The Fletcher Flops," strengthens after an accident with one of Gregory's inventions grants him the superpowers of Jason's comic book hero, The Golden Blaze.

### Films and Series for African American teens

- Eyes on the Prize series, <http://www.pbs.org/wgbh/amex/eyesontheprize/>, including original images and music; primary sources and documents. Home video is \$29.99; available online at <http://www.shoppbs.org/product/index.jsp?productId=3999340>



- PBS Series: Race—The Power of an Illusion. A three-hour series by California Newsreel <http://newsreel.org/video/RACE-THE-POWER-OF-AN-ILLUSION>. Available at this URL are:
  - A video clip to preview
  - Resources, including the video discussion toolkit and companion website
  - Home Video DVD License to purchase for \$24.95
  - A week long digital rental on Vimeo. (\$2.99 per episode, \$4.99 for the entire series).





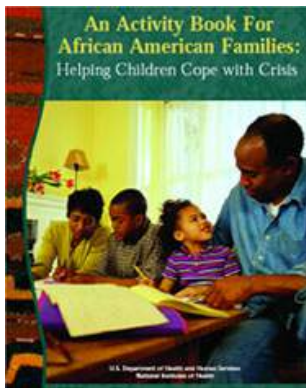
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## ADDITIONAL RESOURCES

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### An Activity Book For African American Families: Helping Children Cope with Crisis

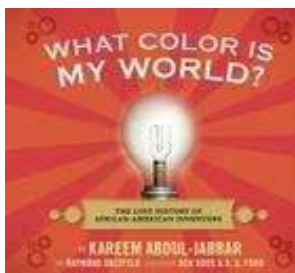
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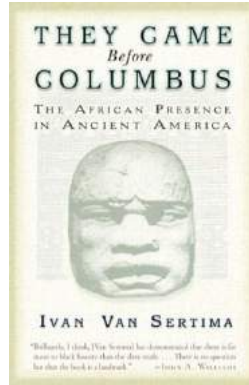
The National Black Child Development Institute and the Eunice Kennedy Shriver National Institute of Child Health and Human Development, in collaboration with other organizations serving the African American community, including Jack and Jill of America, Inc. developed

This guidebook to help you and your family find different ways to help your children cope with stress, insecurity, hardship, and violence. These methods work best with children ages 12 and under.

### Reference books for adults:



What Color Is My World?: The Lost History of African-American Inventors, by Kareem Abdul-Jabbar, Raymond Obstfeld, Ben Boos



They Came Before Columbus: The African Presence in Ancient America (Paperback)  
By Sertima Ivan Van, Ivan Van Sertima (Joint Author), Ivan Van Sertima



Stolen Legacy, by George G. M. James, (Introduction by) Molefi Kete Asante

*“A people without the knowledge of their past history, origin and culture is like a tree without roots.”*

*—Marcus Garvey*