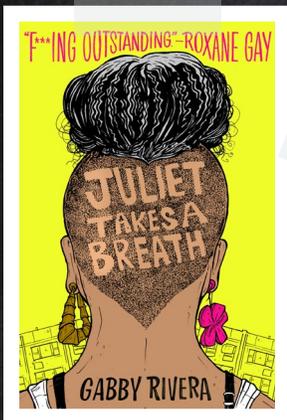
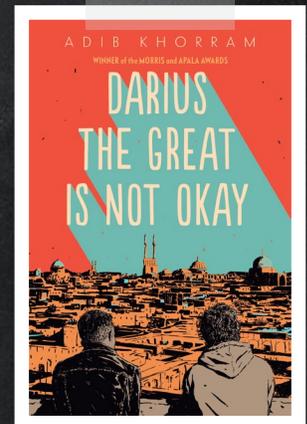
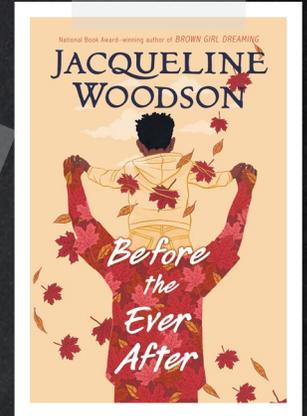


#DISRUPTTEXTS

IN YOUR CLASSROOM WITH THESE 8 TEXTS!



In partnership with #DisruptTexts, learning guides for eight individual texts and how they align to the #DisruptTexts pillars!



DEAR EDUCATOR,

We are honored to partner up with #DisruptTexts to bring you this resource to help you bring equity to your classroom or library! These are, by no means, the only eight texts to use; but we hope they provide a scaffolding to bring change and choice for your students.

SINCERELY,

Penguin Young Readers School + Library Marketing



WHAT IS #DISRUPTTEXTS?

Disrupt Texts is a crowdsourced, grass roots effort by teachers for teachers to challenge the traditional canon in order to create a more inclusive, representative, and equitable language arts curriculum that our students deserve. Co-founded by Tricia Ebarvia, Lorena Germán, Dr. Kimberly N. Parker, and Julia Torres, #DisruptTexts's mission to aid and develop teachers committed to antiracist/anti-bias teaching pedagogy and practices.

There are four core principles to #DisruptTexts:

1. **Continuously interrogate our own biases and how they inform our thinking.**

As teachers, we have been socialized in certain values, attitudes, and beliefs that inform the way we read, interpret, and teach texts, and the way we interact with our students. Ask: How are my own biases affecting the way I'm teaching this text and engaging with my students?

2. **Center Black, Indigenous, and voices of color in literature.**

Literature study in U.S. classrooms has largely focused on the experiences of white- (and male-) dominated society, as perpetuated through a traditional, Euro-centric canon. Ask: What voices—authors or characters—are marginalized or missing in our study? How are these perspectives authentic to the lived experiences of communities of color?

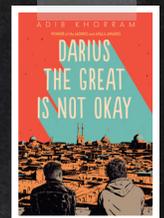
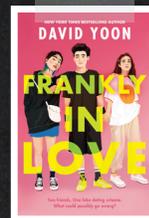
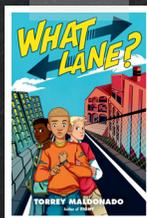
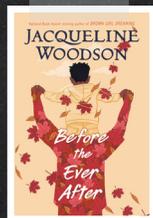
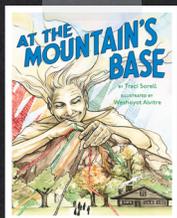
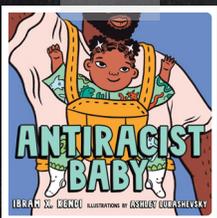
3. Apply a critical literacy lens to our teaching practices.

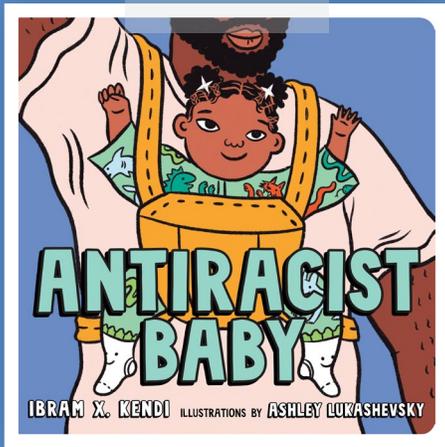
While text-dependent analysis and close reading are important skills for students to develop, teachers should also support students in asking questions about the way that such texts are constructed. Ask: How does this text support or challenge issues of representation, fairness, or justice? How does this text perpetuate or subvert dominant power dynamics and ideologies? And how can we ask students to wrestle with these tensions?

4. Work in community with other antiracist educators, especially Black, Indigenous, and other educators of color.

To disrupt and transform curriculum and instruction requires working with other educators who can challenge and work with us as antiracist educators. Ask: How can we collaborate to identify, revise, or create instructional resources (like this guide) that can center and do justice to the experiences of historically marginalized communities?

Each principle stands for actions that are culturally sustaining and antiracist. Through each principle, teachers aim to offer a curriculum that is restorative, inclusive, and therefore works toward healing identities and communities. As you read this guide, you'll see how each of these principles informs the approach recommended to teach *Antiracist Baby*.





ANTIRACIST BABY

by Ibram X. Kendi and Ashley Lukashevsky

ABOUT THE BOOK

From the National Book Award-winning author of *Stamped from the Beginning* and *How to Be an Antiracist* comes a 9×9 picture book that empowers parents and children to uproot racism in our society and in ourselves, now with added discussion prompts to help readers recognize and reflect on bias in their daily lives.

Take your first steps with *Antiracist Baby*! Or rather, follow *Antiracist Baby*'s nine easy steps for building a more equitable world. With bold art and thoughtful yet playful text, *Antiracist Baby* introduces the youngest readers and the grown-ups in their lives to the concept and power of antiracism. Providing the language necessary to begin critical conversations at the earliest age, *Antiracist Baby* is the perfect gift for readers of all ages dedicated to forming a just society.

Considerations for Teachers

Before starting *Antiracist Baby* we encourage educators to interrogate their own biases. We know, both from current events and from long-standing social injustices, that racism has not gone away. It has only evolved. It's the water we all swim in. Thus, we must do personal, internal work so that we stop perpetuating this system.

In his adult book *How to Be an Antiracist*, Dr. Kendi argues that we are either racist or antiracist; there is no in-between. Because research has shown that babies as young as six months old show racial preferences, learning to be antiracist is work that even our youngest of children can and must do. Antiracism goes beyond universal platitudes to "be kind." Being kind does not mean we avoid seeing race, but that we celebrate racial differences. Furthermore, although we might teach our children that "anyone can do anything," we must also teach them that racist barriers exist that stop us all from being truly free—and that we have the power to change this.

We believe that with *Antiracist Baby*, teachers and children together can begin the process of understanding racial identity. The only way to remove the stigma and shame around talking about race is to normalize these conversations.

Considerations for Teachers (cont.)

If you want to be successful, however, you have to do the work on yourself, first. Below are some ideas to consider:

- How we've been socialized to understand our own racial identity
- How we've been socialized to understand the racial identity of others
- Our understanding of racist practices & policies' function in our own lives
- Developing language around race, racism, and antiracism

Additionally, considering that the second principle in *Antiracist Baby* is about using your words when talking about race, be sure you have a range of descriptive, positive words to identify race, starting with your own. It is critical for teachers to model this language and behavior. Students will observe how you describe yourself and how normalizing difference is common and good. They will see your comfort and boldness in addressing race and sharing your identity, and hopefully, that will invite them to explore their own and become comfortable with sharing as well.

Lastly, we have been socialized to believe that BIPOC are not as populous as white people, a fact that is untrue. There are rich legacies of knowledge, wisdom, art, and literacy that belong to BIPOC but are often missing in white dominant culture. In your own experiences, how have you been socialized to see knowledge and wisdom belonging mostly (or only) to Western European society? How can you broaden your appreciation of the contributions of BIPOC to include writing, science, art, etc. so you can share them with your family? These are questions we invite you to think about and prepare yourself for before you start a class study of this book.

Using this text in the classroom is an important step in addressing racism with your students. It is a book that deals with the issue directly and offers you, the teacher, an opportunity to engage students meaningfully.

Key Concepts and Vocabulary

These are words all featured in the book or present in ideas. Depending on the grade and ability level of your students, you may want to consider one of the following approaches to exploring vocabulary with them.

- | | | | |
|--------------------------|---------------|--------------|---------------|
| 1. Race | 5. Neutrality | 9. Access | 13. Confess |
| 2. Racism | 6. Equity | 10. Proclaim | 14. Disrupt |
| 3. Antiracist/antiracism | 7. Equality | 11. Diverse | 15. Curious |
| 4. Transform | 8. Policies | 12. Culture | 16. Overcome |
| | | | 17. Transcend |

CONCEPTS

The words “race”, “racism”, and “antiracism” are critical for understanding this book. They, alone, require time and discussion. Students need to have a clear understanding of what these ideas are so they can fully appreciate the book and its message. Here are some questions to guide your preparation:

- What does “race” mean?
- What is racism?
- What does “racist” mean?
- What is culture?

The book also offers a great opportunity to discuss and understand the idea of justice. Your goal is not to instill in them what your notions of justice are, but to help them understand what the concept of justice is. Your classroom should be a place where they get to explore what actions need to be taken in order to reach that justice. Here are some questions to guide your preparation:

- How will you help them understand the definition of fair and unfair?
- How will you define “neutrality” for them?
- What is “access” and how is that limited for some?

VOCABULARY

PRE-READING

Spend time discussing and explaining the selected words before you begin. You can do so by having students work in pairs and guess meanings, then through discussion with you, determine a definition. They can share their learning with peers, and together, you add them to your word wall. Make sure to point them out when you encounter them as you read.

DURING READING

As you read the pages, you pause and have students take notes or jot down the words they don't know. Make sure you also point them to the words from the list above if some are unknown to them. This strategy helps them notice words as they're reading and you can offer them lessons in using context clues to make meaning.

POST READING

After completing the book, you can gather with students and, in partners, they can go back into the book and either select words they want to learn more about, or you can assign words from the list above. Students can then use the book as well as research in a dictionary to learn what the words mean. Together they can present their learning to the class and add the words to the word wall, if you have one.

Themes

The following are possible themes to consider when teaching this book. You can explore the essential questions below with students as you walk through those themes.

BEING ANTIRACIST REQUIRES ACTION.

Explore the difference between thoughts, feelings, and action. Help students understand that having positive thoughts about others isn't enough and doesn't equal action. Having positive or even loving feelings toward others also does not equal action. Only when one takes measured steps that lead to the palpable support of others is when action has been practiced.

ACCEPTING AND VALUING DIFFERENCE IS IMPORTANT.

This is a great opportunity to teach about melanin and normalize differences among us. Use this book to answer commonly asked questions by students about skin colors, cultures, race, and ethnicities. You can also spend time researching these ideas with students and embedding geography discussions by studying maps to learn the sun, equator, and melanin.



Illustrations by Ashley Lukashovsky

Key Concepts and Vocabulary

Rarely do picture books used in classrooms embrace the conversation about race and racism so openly as *Antiracist Baby*. Therefore, this book presents a great opportunity for teachers to boldly discuss with students. The book carries so many critical ideas and launching points for discussion. It can be used to explore the following ideas:

Use this text to explore the idea of action. Below is a list of questions you can use to discuss with students.

- What does kindness look like in action?
- What does respect look like in action?
- What does antiracism look like in action?
- What does it mean to demonstrate care for others?
- What is advocacy?
- What is the difference between kindness and antiracism?

Through these questions you nurture critical thinking and get students to think about their actions. One goal includes making sure that they understand that just because one is kind doesn't automatically mean they're antiracist.

Use this text to explore the idea of policies. Through the book you can study what policies are, how rules are formed in our society, and how our government functions. Below is a list of questions you can use to discuss with students.

- What do you think a law is?
- What do you think a bill is?
- What laws and bills have been passed that either support or get rid of racist ideas?

Use this text to explore the idea of humanity. One underlying idea of racism is that it requires a racist to dehumanize others and see them as less than the human they inherently are (Kendi). Therefore, part of antiracist pedagogy is to help young people admire and nurture the humanity in all of us. Below is a list of questions you can use to discuss with students.

- How many skin tones do you notice in the room/in our class?
- How do you think we get different skin tones?
- What do you think about the differences we notice among us?

This is one way to begin normalizing differences and treating others with dignity and respect.

Lesson Ideas

While the book is concise, particularly in comparison to the adult version, there is much to study and elicit from the reading of this picture book. There are many ideas present in each page both in the words used and the images drawn. The following are ideas present in the book that could drive lessons for critical study.



Illustrations by Ashley Lukashovsky

MARCHES & PROTESTS

In the first page of the book we see a character at a protest. Show students pictures of young people and children at marches and protests from U.S. history and in other parts of the world. This study can inspire them to know that they are not too young to have beliefs and can be a part of historical movements.



Illustrations by Ashley Lukashovsky

DIFFERENCES

Use this book to explore and normalize the differences in the room. Invite students to count how many languages are spoken, types of hair, heights, shoe sizes, colors of clothing, skin tones, etc. and celebrate the diversity in the room. Additionally, you can print blank characters or coloring pages for students and, using Bellen Woodard's colors from [More Than Peach Project](#), offer students the chance to practice coloring each character in different colors. This normalizes diversity of skin tone in their drawings and in their imagination.

FAMILIES

Throughout the book we see babies and young children with their families. Talk to students about what they and their families have defined as some of their beliefs. Maybe send students home with one to two questions they can ask parents in order to come back and share what some of their family beliefs are. Have students share in class and create a chart outlining what all of these values are. Charting and visualizing this can help students to see the differences in values and consider other points of view.

Lesson Ideas (cont.)

UNFAIRNESS

Use this book to launch students into a correct and nuanced understanding of what fairness is. Help them understand when something is unfair versus when someone is simply mean to another. Invite them to role-play and think about what they would do if they witnessed unfairness in their presence. Offer students sentence stems for speaking up in the moment and then have those sentence stems up on the wall.

TRUTH TELLING

Value #7 in the book is about confessing our racist beliefs and ideas. Invite students to understand the value of telling the truth and being honest. Help them understand why sharing when something is wrong is important and how adults can be of help to them in such cases. This could be another opportunity for role-play and practicing with sentence stems.

Picture books are often considered to be appropriate only for early childhood students. While this Teaching Guide focuses on lessons for the kindergarten through second-grade classroom, there are many ways to use this picture book with older students.

UPPER ELEMENTARY

This group includes third through fifth grades, and one way to use this book with that age group is to treat it as a core text that you build a unit around with supplementary texts. For example, in this unit you might invite students to think about important historical figures who fought against racism in the United States and around the globe. Using excerpts from nonfiction, research, video clips, and speeches, students can learn about the history of this struggle against injustice.



Illustrations by Ashley Lukashovsky

Lesson Ideas (cont.)

MIDDLE SCHOOL

This group includes sixth through eighth grades, and one way to use this book is to invite students into a deep study of racist policies. Use this book to help students understand what makes a policy race-based and how many have been defeated. You can focus on large-scale Supreme Court cases as well as smaller, local cases, where racist laws and bills were challenged and defeated. Work in community with antiracist lawyers or advocates and welcome their stories into the unit or discussion.

HIGH SCHOOL

This group includes ninth through twelfth grades, and similarly to the other groups, the book can be a tool for learning about antiracist movements against harmfully biased policies and laws. You can use this to build a similar unit as the one mentioned for middle school, but also engage in a rhetorical study of the book. Invite these students to think:

- What specific language changes did Kendi make from *How to Be an Antiracist* to *Antiracist Baby*?
- How did his audience determine his format, content, and structure?
- How true to his original message is Kendi in *Antiracist Baby*?

We encourage you to work in community by inviting a colleague or community member who is a local activist and can speak to antiracist work in that specific community. This book can be a powerful entry point into helping students understand the historical context of antiracist work as well as foundational concepts of language and literacy.



Illustrations by Ashley Lukashevsky

Journal Prompts

Teaching Tolerance is an organization whose mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy. They've outlined Social Justice Standards that we believe would be a great tool for studying this text. The Standards are divided into four domains: Identity, Diversity, Justice, and Action. Each domain has a series of Anchor Standards that are excellent guides for teachers for how to embed this work into the curriculum and classroom community. Below are journal prompts all tied to the standards. Invite students to write and process what they're reading.

Ask students to answer the following prompts in their notebooks:

- What does it mean to be antiracist? How do you know if you're being antiracist? (*Action Anchor Standard, #17*)
- What are some rules you think might benefit some people over others? Why do you think that is? How should they change? (*Justice Anchor Standard, #12*)
- How would you define the word "stereotype"? What are some stereotypes you've heard of? How do you think stereotypes make people feel? (*Justice Anchor Standard, #11*)
- What are some fun and important differences you have from your classmates? What makes this diversity special? (*Diversity Anchor Standard, #6*)
- What are some cultural differences you've observed about another group? What was interesting to you and what was different from your own traditions or culture? What else would you like to learn about them? (*Diversity Anchor Standard, #7 and 8*)
- What are some racist or biased ideas you think you might have about others? Where do you think that came from? Why might those ideas be wrong? (*Justice Anchor Standard, #11*)
- What steps would you like to take to be more antiracist? What do you think you need to learn or do? (*Action Anchor Standard, #16 and 17*)
- How might our society be different if all babies were raised to be antiracist? What do you think is the author's dream for our country? (*Justice Anchor Standard, #12*)

#DisruptTexts is not simply about replacing older texts for new ones; rather, it is a more nuanced and holistic approach aimed at offering a restorative and antiracist curriculum. #DisruptTexts requires that we as educators interrogate our own biases, center the voices of BIPOC in literature, help students develop a critical lens, and work in community with other antiracist and BIPOC educators. Together we will bring about change in society.

JULIA E. TORRES is a veteran language arts teacher librarian in Denver, Colorado. Julia facilitates teacher development workshops rooted in the areas of antiracist education, equity and access in literacy and librarianship, and education as a practice of liberation. Julia works with students and teachers locally and around the country with the goal of empowering them to use literacy to fuel resistance and positive social transformation. Julia also serves on several local and national boards and committees promoting educational equity and progressivism. She is the current NCTE Secondary Representative-at-large, a Book Love Foundation board member and Educator Collaborative Book Ambassador.

LORENA GERMÁN is a Dominican American educator based in Austin, Texas. A two-time nationally awarded educator, she works with middle and high school students, using an anti bias and antiracist approach to teaching. She's Co-Founder of [Multicultural Classroom](#), through which she supports teachers and schools, and is Chair of NCTE's Committee Against Racism & Bias in the Teaching of English, in addition to being a writer (Heinemann 2021), speaker, and professional development provider.

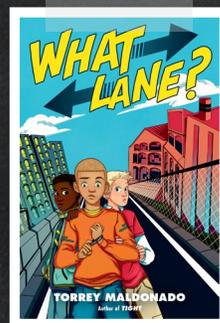
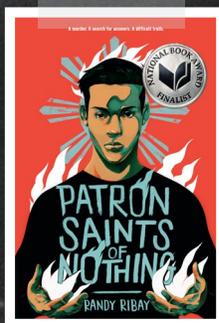
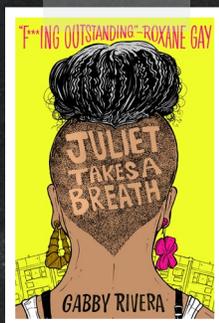
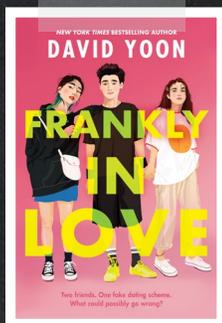
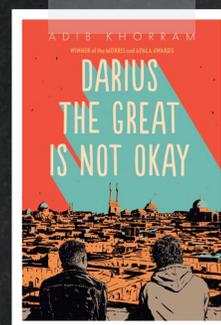
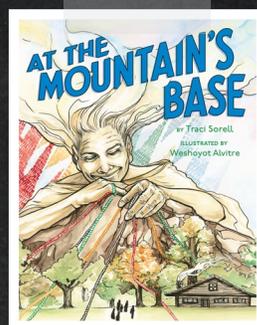
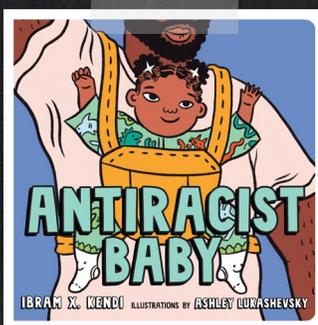
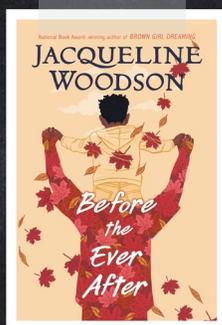
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DR. KIMBERLY N. PARKER currently prepares preservice teachers as the Assistant Director of the Teacher Training Center at the Shady Hill School in Cambridge, MA. She is the 2020 recipient of the NCTE Outstanding Elementary Educator Award and is a co-founder of #DisruptTexts and #31DaysIBPOC. Twitter: [@TchKimpossible](https://twitter.com/TchKimpossible)

TRICIA EBARVIA is a high school English teacher with almost twenty years of experience, a co-Director at the PA Writing & Literature Project, a Heinemann Fellow, and co-Founder of #DisruptTexts and #31DaysIBPOC. In order for students to become responsible, engaged participants in their communities, Tricia believes that educators must teach from an anti-bias, critical literacy stance and is the author of a forthcoming book on anti-bias literacy practices. Tricia can be found on social media [@triciaebarvia](https://twitter.com/triciaebarvia) and at triciaebarvia.org.

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