

I'm Still Here

(Adapted for Young Readers)

Loving Myself in a World Not Made for Me

by Austin Channing Brown

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Convergent Books

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ABOUT THE BOOK

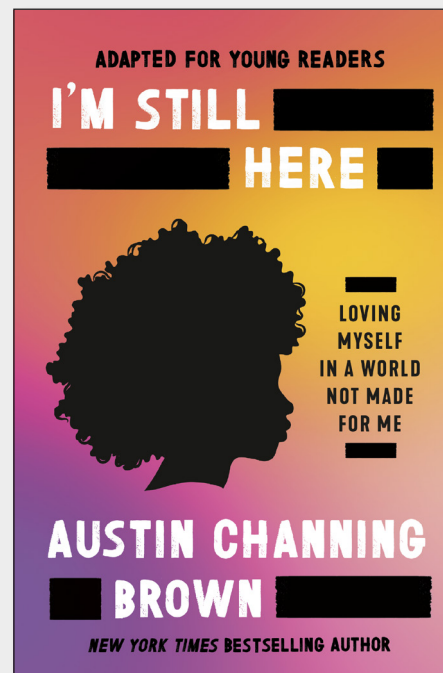
Austin Channing Brown's first encounter with race in America came at age seven, when she discovered that her parents had named her Austin to trick future employers into thinking she was a white man. Growing up in majority-white schools and churches, Brown writes, "I had to learn what it means to love Blackness," a journey that led to a lifetime spent navigating America's racial divide as a writer, speaker, and expert helping organizations practice genuine inclusion.

In this adaptation of her bestselling and critically acclaimed memoir, she explores how America's racial dynamics show up in the classrooms, friend groups, and conversations kids inhabit every day. "I love being a Black girl," she writes. "And sometimes being a Black girl in America is hard." Covering topics like representation, self-love, allyship, and being Black in public, Brown helps kids nourish their identity and make sense of how they fit into the world.

For students navigating a time of racial hostility, and for the adults and educators who care for them, *I'm Still Here* is an empowering look at the experiences of young Black kids, inviting the reader to confront apathy, find their voice, and discover how Blackness—if we let it—can save us all.

ABOUT THE AUTHOR

Austin Channing Brown is a speaker, writer, and media producer providing inspired leadership on racial justice in America. She is the *New York Times* bestselling author of *I'm Still Here: Black Dignity in a World Made for Whiteness*, a Reese's Book Club pick, and CEO of Herself Media, Inc. Her writing and work have been featured by outlets such as *On Being*, *Chicago Tribune*, *Christianity Today*, *Sojourners*, *Shondaland*, and WNYC.



“Unlike some books that teach kids to downplay the reality of racism, this book helps them love the skin they’re in—and everyone else’s, too.”

—Jemar Tisby, PhD, author of
The Color of Compromise and
*How to Fight Racism: Young
Reader's Edition*

PRE-READING ACTIVITIES

ANALYZE THE COVER OF THE BOOK

Explore the purpose of a book cover with this activity.

Examining the cover of *I'm Still Here (Adapted for Young Readers)*, students should explain in their own words what the cover tells us about the book:

- What feelings, thoughts, and emotions does the book cover evoke?
- Why would the author select the title and subtitle of the book? What do you think it tells us about the story and the author?
- Why was the illustration selected for the cover of the book?
- What message does it send readers about the story we are about to read?

DISCUSSION NORMS & COMMUNITY BUILDING

Discussions about issues like race can be a delicate matter. While reading this book, students will be pushed to examine difficult issues, experiences, realities, and truths. Therefore, it is important that students and teachers approach this text and the work with an open mind and heart. It is important to remember that feeling stretched, pulled in various directions, or uncomfortable is okay. When reading and interacting with this text, please keep in mind that agreement is not required, but mutual respect and consideration is. Teachers may consider adopting their own discussion and community norms or using the five norms for “courageous conversations” (prhlink.com/courageousconvos) as the basis for classroom discussions on the text.

- 1) stay engaged
- 2) speak your truth
- 3) experience discomfort*
- 4) expect and accept non-closure
- 5) listen for understanding

* Although sometimes feelings of discomfort are necessary when discussing difficult topics, we must carefully monitor our students and take breaks when needed. We never want our students to feel traumatized or forced to stay in difficult conversations or situations if it will cause harm. Labrea Pringle's guide for teachers from the fall 2022 issue for Learning for Justice (prhlink.com/honesthistory) explores how teachers can create a care plan for difficult conversations.

Choose one or more of the activities below to foster conversation, interpret texts, and exchange stories:

WHAT IS YOUR NAME STORY?

This activity helps students understand the connections between our names, identity, history, power, and heritage. It is also an act of resistance against the erasure of identities and histories and is culturally sustaining, elevating students' stories and their voices as part of the curriculum.

- This activity can be completed before students read the chapter titled “A Name.” In preparation, you can facilitate a read aloud of “My Name” from *The House on Mango Street* by Sandra Cisneros (prhlink.com/myname), then lead a conversation on what we learn about Esperanza and how she got her name.
- In response, invite students to write about the story of their own name, what nicknames they have, whether they like their name and if it suits them, and/or what they would like to be called. Did their parents have to consider race to help them bypass racial discrimination when they were named? Students can take turns sharing their name stories with a small group and then with the whole class.

PRE-READING ACTIVITIES (CONTINUED)

Afterward, ask students to reflect on what they have learned about their classmates' names and why names are important. They can also discuss how their name story compares to Austin's in the text.

WHO AM I? IDENTITY CHART

This activity allows students to unpack and better understand the multiple intersections of their identities. Our multiple identities shape our experiences and help shape the choices we make. The activity will help students think more concretely about the concept of identity by naming different aspects of their lives and how they define themselves.

- Use Austin's exploration in the text of different aspects of her identity and how they shape her experiences. You should start by explaining that we can have multiple identities—our identities are complex and change over time. The late poet and activist Audre Lorde, for instance, introduced herself in the following way: "I am a Black lesbian, feminist, warrior, poet, mother, stronger for all my identities, and I am indivisible" (prhlink.com/poetrylorde).
- You can then ask students their initial thoughts and reactions to this statement: Why was it important for Audre Lorde to introduce herself in that way? What does she mean when she says, "I am . . . stronger for all my identities, and I am indivisible"?
- During the discussion, encourage students to consider the following:
 - How do our identities influence or shape our thoughts, actions, and beliefs?
 - How do our multiple identities intersect and impact our experiences navigating the world?
- Students should then create an identity map depicting their identity group memberships (e.g., race, ethnicity, gender, family roles, professional roles, religious affiliations, etc.). It is important that they are made aware that identity group memberships are complex and shouldn't be considered in a strictly binary way (such as Black or white, cisgender male or cisgender female, etc.). Thinking of identity in such a limited way can have a harmful impact on those whose identities fall in between or outside of those binaries. (Note: You can reference Facing History and Ourselves' identity mapping lesson plan at prhlink.com/facinghistoryidentity.)
- After students have completed their identity maps and shared them in small groups, have students discuss which of these memberships are visible and which are invisible. Ask them to consider:
 - What are some labels or identities that outsiders would attach to you? And how do society's labels or perceptions of particular identities or bodies influence how you are seen and treated in the world?
 - How do our identities inform our values, ideas, or actions? What, if any, impact do your multiple identities have on the choices you make or your experiences?
 - How do we manage multiple and intersecting identities?

"STILL I RISE" BY MAYA ANGELOU IDENTITY ANALYSIS

This activity is adapted from *Learning for Justice's* lesson plan (prhlink.com/justiceangelou) as Austin Channing Brown highlights the words of Dr. Maya Angelou multiple times in the text. At the end of the lesson, students will be able to reflect on resiliency in their lives, school, and community, and determine the origins of their "voice" and consider how they would like to use it.

- Using the poem "Still I Rise" by Maya Angelou (poets.org/poem/still-i-rise), explain to students that although we know the author is Maya Angelou, the speaker, audience, and topic of the poem are less clear. You may tell them, "Readers are free to develop their own interpretations. Your interpretation may depend on your own cultural identity, experiences and knowledge, and it may be different than the interpretation of your classmates."

PRE-READING ACTIVITIES (CONTINUED)

- Explain that poems are often best interpreted by first reading them aloud. Ask students to pair up with a partner and take turns reading the poem aloud while a partner listens. Have them discuss the poem with their partner using the following questions and invite students to share highlights of their discussions:
 - What emotions do you hear in your partner's interpretation? Did you read the poem in a similar manner or differently?
 - How does the speaker/narrator seem to feel about herself? Draw a face representing that emotion (e.g., a smiley face, sad face, or angry face) next to a word or phrase that exhibits it. Have you ever felt that way about yourself? If so, share with your partner what makes you feel that way.
 - To whom do you think the poem is directed? Highlight or underline words and phrases that support your answers and share them with your partner.
 - What message is the writer trying to give to the person or group to which she is writing? Have you ever had to give a similar message to someone? If so, when?
 - What do you believe the poem's overall theme is? Examples include hopelessness, strength, resiliency, spirit, and anger. Write the theme you have identified at the top of the poem. Then draw an arrow to a word or phrase from the poem that supports that theme.
 - Finally, consider and share with your partner how your own knowledge, experiences and cultural identity influence the way you interpret the poem. Have you interpreted it differently than your partner?
- Next, invite students to learn more about Angelou's difficult early life and her subsequent accomplishments. You can share this information: "Maya Angelou is one of the most influential voices of our time. However, she had a turbulent childhood. After her parents' divorce, she was sent to live with her grandmother in racially divided Stamps, Arkansas, where she experienced the brutality of racial discrimination. She also absorbed the unshakable faith and values of traditional African American family, community, and culture. After being sent back to live with her mother, she was raped at the age of eight by her mother's friend. She confided the abuse to her brother, leading to the rapist's arrest. Upon getting out of jail, the rapist was killed, many believe by Maya's uncles. She believed her voice killed him since she told her brother of the crime. Subsequently, she went mute for nearly six years. She was then sent back to live with her grandmother, where a teacher helped her regain her voice, her confidence, and her pride. She went on to become an author, actress, journalist, civil rights worker, and teacher, using her voice for positive change."
- Ask students to think about the questions below, then invite them to write a letter, poem, blog, song, or journal entry that answers these questions:
 - From where does your voice come: your family, your culture, your beliefs, your friends, your experiences? Share an example of how you have faced adversity as part of one of these groups and if/how you have risen up against it. What would you like to use your voice for, now and in the future?

CLASSROOM ACTIVITIES

BOOK CLUB

Place students into small book clubs to read and discuss the text. Cherry-Paul and Johansen (2019) argue that book clubs are an important space for young people to read and respond to texts, to engage with others and to not only reflect on their own lives, but learn about the lives of others. Moreover, working with peers in a book club environment provides students with an opportunity to engage and interact with others—taking turns, asking questions, and supporting and affirming one another. Because this book is about growing up Black and female in America, students should be instructed to critically discuss the text and their own identities in an affirming manner.

CLASSROOM ACTIVITIES (CONTINUED)

WRITER'S NOTEBOOK

A writer's notebook can be a tool for students to develop their thinking and perspectives on the reading and a place to document their writing and thoughts. Use the book discussion and reflection questions from pages 6 to 14 to prompt students to reflect in writing on Austin's story, their own lives, and thematic connections between the text and their own experiences. To help students take ownership of their writer's notebook, they can decorate the cover to reflect their identity and interests. A note of caution: it is important that students do not treat their writer's notebook as a diary. Although it may contain personal writing and reflection, it is still a learning and teaching tool.

MEMOIR WRITING

Invite students to write their own memoirs. While reading the book, students can answer the discussion questions below in their writer's notebook as brainstorming and prewriting activities. Once students finish writing their memoirs, they can design the cover and consider which images and words they choose to represent the stories and experiences held inside. Note: You can use a writer's workshop model (www.weareteachers.com/what-is-writing-workshop) to help students write their memoirs. Generally, there are four main components to the writer's workshop model: mini-lesson, status check-in, writing/conferencing, and sharing.

BOOK DISCUSSION QUESTIONS

The following pages include discussion questions for each chapter in the book.

GROWING UP IN A BLACK GIRL'S BODY

- Austin begins the book with six powerful words: "I love being a Black girl" (p. 3). What do you love about being you?
- "As early as preschool," Austin writes, "I felt different in my school, like I always stood out" (p. 4). Describe your experience in school. Have you ever felt different from your classmates? In what way? How do you deal with those feelings?
- Austin wrote, "I hope by reading my story, you are inspired to love who you are and decide for yourself how to nourish your racial identity. I'll share everything I can think of that helped me make sense of who I am and how I fit in the world" (p. 5). What does it mean to "nourish your racial identity"?
- What are some ways that you can nourish your racial identity? What are some of your experiences that shaped who you are and how you fit in the world?

A NAME

- Austin writes, "I love being Black. And yet, when I was a kid, white people liked to inform me that my skin color doesn't matter. Teachers. Counselors. Coaches. Principals. All were eager to assure me of my own invisibility" (p. 7). Have you ever been made to feel invisible? What happened? How did that make you feel?
- Why is it harmful when someone says that they "don't see color"? Why is it important to see the entire person, including their skin color and race?
- Austin's mother shared with her how she got her name. She told Austin, "One day you are going to have to apply for school or for jobs or other things. And your father and I wanted to make sure that you at least made it to the interview" (p. 12). How did Austin get her name and why? Have you experienced something like this?
- "I know what it's like to stand before a teacher and watch their expectations change because my body is not what they expected. I know what it's like to navigate a world where people are surprised we exist in it" (p. 13). What does this quote mean to you? What were your thoughts and reactions to this quote when you read it? What connections were you able to make to this quote (text-to-text, text-to-self, text-to-world)?

**BOOK DISCUSSION
QUESTIONS
(CONTINUED)**

DISTRUST

- Do you see yourself reflected in your school (through the curriculum, books that are assigned, posters, policies, images, your interests, etc.)? Why or why not?
- Can you think of ways that society tells Black girls they do not belong?
- What adults in your life do you trust or confide in when faced with a dilemma like Austin's? Would you trust and share with your teachers or the adults in your life? Why or why not?
- In this chapter, Austin writes about Zach calling her a racial slur. According to Austin, why did Zach feel entitled and comfortable using that word and saying it to her face? Austin wrote about an "invisible force" that gave Zach the confidence to use that slur. Can you give a name to that dehumanizing "invisible force"? How does it show up in your life?

SAFETY

- In this chapter, Austin describes a "sacred space" at school. What does "sacred" mean? Why was this particular space "sacred" and meaningful to Austin? Describe the space, the interactions, relationships, the physical space, and feelings she had when she entered the space.
- Do you have sacred spaces at school? Please write about them. How do you feel in those spaces? Who do you share them with? If you do not have a sacred space in school, why not? What could a sacred space in school look like and feel like for you? How can you create one?

SUMMER

- In this chapter, Austin writes about splitting her time between living with her father in Toledo (a predominantly white community) and her mother in Cleveland (a majority Black community). She writes about feeling "super Black" (p. 25) in Toledo, surrounded by mostly white people, but that "my Blackness didn't feel so Black anymore" (p. 25) in Cleveland. Write about a time when you were in a situation or a space where you did not feel that you quite fit in. Where were you? What happened? Who was there and what made you feel that way? Did you overcome that feeling and eventually feel like you fit in? Why or why not?
- Austin writes, "But the lack of those connections didn't mean something was wrong with me. And it certainly didn't make me white on the inside. I knew that I was Black through and through. I just had to figure out what that meant for myself" (p. 29). What are your thoughts on this statement and Austin's experiences? What text-to-text, text-to-self, or text-to-text connections can you make to Austin's experiences in this chapter?

TIFFANI

- Have you ever had a friend like Tiffani? Tell us about your friend. What made them special? What was your relationship like? How did you support and show up for each other?
- Austin describes being accused of not being "Black enough." Have you ever been accused of not adequately fitting into an identity group? Do you ever feel the pressure of having to "prove" your identity to others or pressured to meet or perform in certain ways because others expect it of you?
- Select a quote from this chapter and write about how it resonated with you or how you were able to connect with it.

CHURCH

- What does spirituality mean to you? What does it look, sound, and feel like? What role, if any, does spirituality play in your life?
- Austin states she felt at home in the Black church because it was a place "where Blackness was core to its very existence, its movement, its purpose. It was inspiring"

**BOOK DISCUSSION
QUESTIONS**
(CONTINUED)

(p. 38). Is there a place where you feel “at home” that helps you connect to your spirituality? What makes this place special to you?

PUSHING BACK

- Describe Austin’s act of rebellion in this chapter. What did Austin do to “claim space” at her school? Why did she do that? Have you ever intentionally tried to claim space as an act of rebellion? What happened?
- Austin describes a time when she observed her mother’s subtle ways of questioning Black history in America during a family discussion, and it inspired her to “push back” and correct Black narratives in her own way at school. How did Austin push back in her history class? Why did she do it? What purpose did it serve? Would you do the same at school? Why, or why not?
- Are there areas in your school curriculum where you could “push back” to correct problematic narratives (such as Christopher Columbus “discovering” America—i.e., you can’t discover a place when people are already living there; when you do, you are erasing the lives of people who are there).

THE MASK

- In this chapter, Austin wrestles with the idea of a mask and questions whether there are parts of herself that she keeps hidden behind a mask from white people—even those she thinks of as friends. Why does Austin keep parts of herself hidden from others? Please be sure to elaborate.
- Reflect on masks, the ones you hide behind and the ones you remove when surrounded by certain people. How do you think these masks affect your sense of who you are? Do you keep parts of yourself hidden from others as an act of survival? Why or why not? From whom do you keep things hidden and why?

THE CONFESSION

- What is unconscious bias? What is racism? How does unconscious bias turn into racism?
- How did Austin feel about her teacher’s confession?
- The seating chart is a tool many teachers use to manage or control student behaviors. Sister Phillips showed how it could be used in a racist way to target and harm Black students. What are other ways the practices, actions, or policies in schools unfairly target or harm Black students? What are some ways that students and teachers can work to disrupt such harmful practices, policies, and actions in schools?

CHOIR

- What was Austin’s experience in Gospel Choir?
- What were some of the differences between the Gospel Choir and the Glee Club at Austin’s school? Why did these differences exist? What did students do to raise awareness of the differences and to create change? What did Austin learn from that experience?
- What clubs or organizations at your school provide a safe, uplifting, and affirming environment for marginalized students? If none exist, why not and what clubs or organizations could students at your school benefit from? How could you go about creating those clubs?

AFFIRMATION

- What is an affirmation? Why is it important for a person to be affirmed?
- Have you ever had a similar experience to Austin, where there were two sets of rules and consequences for students at school? Or that particular bodies were viewed, seen, and/or treated differently by teachers and school administrators? What happened? Did you do anything to call attention to the unfair system?

**BOOK DISCUSSION
QUESTIONS
(CONTINUED)**

- How did Austin and her friends affirm each other and their existence?
- Do you ever feel like you have a shared “secret language” with others? How does this “secret language” help you bond with your friends and classmates?
- What are some ways that you and your friends affirm one another?

RECEIPTS

- What is “The Talk” (p. 62)? What is the purpose of “The Talk”? Have you ever had “The Talk” with your parents, guardian, or caregiver? What was said and how did you feel?
- Why did Austin’s parents give her “The Talk”? What were some ways that Austin’s parents prepared her for being a Black girl in America?
- What lessons have you learned about being and existing in America?

THE MARATHON

- What were your thoughts or connections to this chapter? Write about your own hair journey. What do you love about your hair and how does it express who you are?

FIRST LOVE

- What are some of the most important relationships (including friendships) that you have in your life? What makes them special? How do you “show up” for your friends or the special people in your life? How do they show up for you? What have you learned from them? What have they learned from you?

REPRESENT

- Why is representation important? What did it mean to Austin to see and experience representation in the city government and in the community?
- What does representation mean to you? How does representation show up in your life? Are there areas where more representation is needed? What can be done to make it happen?

INDIGNITIES

- What is dignity? Why is it important for students to have dignity and be treated with dignity in school?
- How did Austin’s teacher make her and Will feel left out in the classroom introductions icebreaker activity?
- How did Austin and Will reclaim their dignity when the teacher made them feel left out? What did Austin learn from this experience?
- How could the teacher have changed that activity to make it more inclusive of everyone’s family and ancestral histories?
- How do you respond when you experience insensitivity or racism in the classroom? What emotions do you experience? Do you take any actions? How would you like to respond when you encounter such moments?

THE TRIP

- What do you know about the history of forced labor camps¹ in the United States? What have you been taught about slavery in America and its legacy? Where did you learn this?
- Why was Austin angry about the way the history of slavery was being presented at the forced labor camp she visited? How did she react? What emotions did she experience?

¹ Traditionally these places have been called “plantations,” but I argue that the word “plantation” centers the wealth and lifestyle of enslavers while overlooking the reality of enslaved labor (being kidnapped and forced to labor without pay) and the violence that happened at these places. Therefore, I refer to these places as “forced labor camps.”

**BOOK DISCUSSION
QUESTIONS
(CONTINUED)**

- How can anger be a useful emotion (in certain situations)? How did Austin use her anger?
- Have you ever experienced anger so strong that it gave you the courage to take action for good? Why or why not?

CRENDALYN

- When has a teacher made you feel that you belonged in school? What did they say or do? If you have never experienced this feeling, how could a teacher help create a sense of belonging?

BELONGING

- Describing the university she attended, Austin writes, "I realized the school probably wasn't built with me in mind" (p. 105). What were your thoughts, connections, or reaction to this statement? What made Austin believe the school wasn't built with her in mind?
- What is the racial history of your school? How does it impact your school in the present day?

WHOSE FOREFATHERS?

- Write about Dr. Simms and his class. What did he teach and how did he teach? What impact did his class have on Austin?
- According to Austin (and Dr. Simms), why should we care about the past and feel connected to it (p. 114)?
- Write about a social studies class that you are currently taking. Does it feel like Dr. Simms's class? Do you feel a sense of connection when studying history? Why or why not?
- What does Austin mean by "having permission to tell *my* truth" (p. 114)? What are some ways that you can tell your truth in your history class?
- Think about figures like Martin Luther King, Jr.; Cesar Chavez; and Malcolm X. Who are other BIPOC individuals who fit into this category of boldness, both historical and current? What were their triumphs, setbacks, and achievements?

DALIN

- Who was Dalin, and what happened to them?
- What was Austin's relationship to Dalin?
- What does Austin mean when she wrote, "you deserved a better America" (p. 120)?
- Why do you think Austin included this letter to her cousin in the book?

COMMUNITY

- What happened on June 17, 2015? Did you know about this event before you read this chapter? Where did you learn about it? What do you know about this event?
- What is "community hurt"? What is "community hope"? How can you experience both at the same time?
- How does Austin describe experiencing the "love of the Black community"?

BOUNDARIES

- What is a boundary? Why was it important for Austin to set a boundary when it came to her racial justice work? How did she do it?
- Have you ever set a boundary? Where are some areas in your life where you can set a boundary? Why is it important that you begin to set boundaries in your life?

NO MORE SHRINKING

- What is the meaning behind Dr. Maya Angelou's quote, "modesty is a learned affectation" (p. 136)?

**BOOK DISCUSSION
QUESTIONS
(CONTINUED)**

- Austin writes that instead of being modest, we should do what?
- What does Austin say we need to cultivate in our lives and in the lives of Black girls around us?
- What is something you are proud of that you have accomplished? How did it feel to accomplish it?
- What are some ways that you can cultivate confidence and humility in yourself and the people around you?

JOY

- What are Austin's dreams and hopes for you?
- How does joy show up in your life? What brings you joy?
- What are your dreams and hopes for yourself? What are your dreams and hopes for your community?

REFLECTION QUESTIONS

In this section, students can use the following questions to reflect on major themes in the book and how they relate to Austin's story and their own lives.

STORYTELLING

- Stories help us make sense of ourselves and our world. This book features many personal stories from the author. Which story connected with you the most? Why?
- What is the purpose of telling our stories?
- Why do some stories get told (and retold) and others do not?
- Why do you think Austin chose to tell her story in this book?
- What can we learn from sharing our stories?
- What stories about yourself would you like the world to know?
- What is the importance of representation—to see yourself and your experience reflected in the stories you read?

RACE AND INTERSECTIONALITY

- What does it mean to be resilient? Why is it important to be resilient?
- What is race? What is racism? How has race showed up in your life? How does race impact a person's lived experiences? What is the racial history of this country? How does race impact this country in the present day?
- What does it mean when someone says they are "colorblind" when it comes to race? Have you heard that before? How does it make you feel? Is that something people should strive for? Why or why not?
- What is intersectionality? What are some of your own intersectional identities? How do your intersectional identities impact your experiences?
- How were Austin's experiences shaped by the intersections of her race and gender?
- What do you think the racial diversity is like at your school? Is there diversity among teachers and administration? Is there diversity in your library? Artwork? Curriculum?
- Have you experienced being in the racial minority? Have you experienced being in the racial majority? How were the two experiences different?

EXPERIENCE

- In what ways was Austin made to feel invisible both inside and outside of school?
- How did Austin's experiences in school shape her and the work she does in the present day?
- What experiences helped shape the person you are today? How did they shape the person you are today?

REFLECTION QUESTIONS (CONTINUED)

- Austin names some of the teachers who made an impact in her life (like Mr. Slivinski, Mrs. Gilsdorf, Sister Phillips, and Professor Crendalyn McMath). Do you have a teacher (or another adult) who you particularly admire or find supportive? Describe them. What makes them special?
- Have you ever been in a space where you experienced belonging (even if the space was imperfect in other ways)?

RESOURCES

FOR PERSONAL STUDY

- *A Black Women's History of the United States* by Daina Ramey Berry and Kali Nicole Gross
- *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy* by April Baker-Bell
- Baldwin, J. (1963/2008). A talk to teachers. *Teachers College Record*, 110(14), 17-20. (prhlink.com/talktoteachers)
- TED Talk: "The urgency of intersectionality" by Kimberlé Crenshaw (prhlink.com/tedcrenshaw)
- *Badass Black Girl: Quotes, Questions, and Affirmations for Teens* by M.J. Fievre
- *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* by Patricia Hill Collins
- *Hood Feminism: Notes from the Women That a Movement Forgot* by Mikki Kendall
- *Black Joy: Stories of Resistance, Resilience, and Restoration* by Tracey Michael Lewis-Giggetts
- *Black Girl Civics: Expanding and Navigating the Boundaries of Civic Engagement* edited by Ginnie Logan and Janiece Mackey
- Tressie McMillan Cottom: "Why Black People Are the Most Future People She Knows" (prhlink.com/mcmillancottom)
- *Pushout: The Criminalization of Black Girls in Schools* by Monique W. Morris
- *Pushout*, the documentary (pushoutfilm.com)
- "#A Peoples Journey: African American Women and the Struggle for Equality" from the National Museum of African American History and Culture (www.youtube.com/hashtag/apeoplesjourney)
- *Our Stories, Our Voices: 21 YA Authors Get Real About Injustice, Empowerment, and Growing Up Female in America* edited by Amy Reed
- *salt.* by Nayyirah Waheed
- *The Lightmaker's Manifesto: How to Work for Change without Losing Your Joy* by Karen Walrond

RESOURCES TO INFORM CLASSROOM PRACTICE AND PEDAGOGY

- *Being the Change: Lessons and Strategies to Teach Social Comprehension* by Sara K. Ahmed
- *A Teacher's Guide to Writing Workshop Essentials: Time, Choice, Response* by Katherine Bomer and Corinne Arens
- *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning—and Triumph Over Tests* by Katherine Bomer
- *Identity Affirming Classrooms: Spaces that Center Humanity* by Erica Buchanan-Rivera
- *Breathing New Life into Book Clubs* by Sonja Cherry-Paul and Dana Johansen
- *Stand Up! 10 Mighty Women Who Made a Change* by Brittney Cooper and illustrated by Cathy Ann Johnson

RESOURCES
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