

EDUCATOR'S GUIDE

AGES 12 & UP

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DEAR EDUCATOR,

Stamped: Racism, Antiracism, and You by Jason Reynolds and Dr. Ibram X. Kendi explores the legacy of racism throughout the entire history of the United States of America. Further, it spotlights the work of antiracists and those who have resisted the racist ideas and policies that shape this nation.

A quick glance at textbooks used in classrooms across the country reveals the paucity of pages devoted to teaching about the origins of racism. And among these pages are obscured narratives that belie the realities of racism, as [recent headlines demonstrate](#). *Stamped* unveils this reality, which has often been hidden from students, by deconstructing false narratives and providing a comprehensive discussion of the history of race and racism in America.

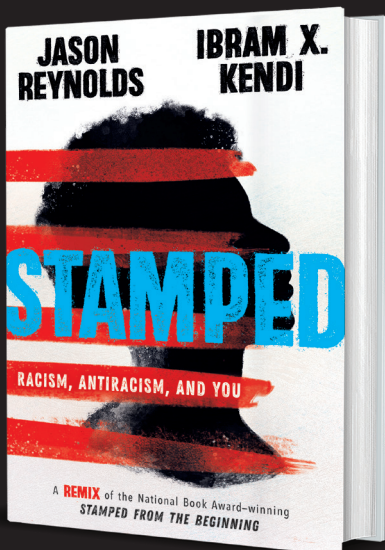
Prior to engaging students in this unit, it is important that educators confront their own racist ideas by interrogating what they've come to understand about the racial groups and how they've acquired this knowledge. Reflecting on their own racial identities and ways they locate and implicate themselves in the work of racial justice is a vital process, which can help prevent educators from causing harm when facilitating conversations about race with students.

Further, sending a letter home to parents/guardians alerting them to the kinds of conversations that will occur throughout this unit is helpful. Because the United States has not provided in-depth teaching and learning opportunities on race and racism in K–12 schooling, family members may be learning alongside students and educators as they engage with this unit. Providing them with a copy of this guide can help make discussions more fluid between school and home.

This guide suggests a month-long approach to reading and discussing *Stamped* with middle-school and high-school readers in English, English Language Arts, Social Studies, History, and Humanities classrooms. A daily pacing recommendation is provided for reading *Stamped* in about three weeks. It suggests that students be given time to read both in school during part of their class

sessions and at home in order to keep momentum and energy high. Because students will be reading about ideas, people, and events that are challenging and emotional, it is also recommended that book clubs are formed so that small groups of students can read and journey through information that they will find fascinating, frustrating, and frightening. Having a core group of peers that students feel connected to can provide a supportive foundation for them to open up, take risks, and engage in conversations that can be transformative. This guide includes:

- **Essential Questions** offered throughout the reading for students to engage with in order to spark conversations that will inevitably branch into multiple directions. Encourage this.
- **Reader's Notebook** prompts and note-taking strategies that help students process and synthesize information they're learning, and reflection questions to make space for students to, as Reynolds suggests, inhale and exhale as they read and discuss *Stamped*. Because some prompts push students to locate and implicate themselves in ways that may feel deeply personal, students may choose not to share some of their responses.
- **Collaborative Club Work** recommended to give students time twice per week to process the reading and co-construct an **Antiracist Timeline**.
- **Research Modules** for each section of the book that invite students to work as a group, with a partner in their group, or in some cases individually to research and explore ideas, people, and events further. You may decide to prioritize certain modules over others depending on students' grade level, time, and other factors. Grade-level recommendations are provided.
- **Multimodal Culminating Project** recommendations that provide students with opportunities to synthesize their reflections and research.



Continued on the next page . . .

Glass has been used as a powerful metaphor for reading. Multicultural educator and scholar Dr. Rudine Sims Bishop uses it to describe the important purposes books serve for students: as mirrors, windows, and sliding glass doors. In his award-winning picture book *Martin's Big Words*, illustrator Bryan Collier shares that, to him, stained-glass windows serve as a metaphor for the life and work of Dr. Martin Luther King Jr. Glass, too, is a symbol for this unit on *Stamped*. Students are invited to peer through the looking glass to learn about the history of racist ideas in America. They are challenged to hold up a magnifying glass to identify and examine racist policies that are embedded within the fabric of this nation. Students are also empowered to look into the mirror to locate themselves in the work of stamping out racist thoughts in their lives today. May this book and this unit provide a window to view the path forward for leading antiracist lives.

SUPPORTING NATIONAL ELA AND SOCIAL STUDIES STANDARDS

Stamped is a powerful text selection for middle-grade and high-school students for addressing ELA standards in reading informational texts and Social Studies standards such as, but not limited to, the Common Core Standards (CCSS), and the National Curriculum Standards for Social Studies. Educators are encouraged to think about this text through the lens of their state-specific and national standards.

Although race has been an important factor in the way that the US and all its institutions have been designed, one of the biggest roadblocks to engaging in discourse about this is discomfort. Conversations about race and racism are inherently uncomfortable. And yet *Stamped*, as well as frequent news headlines about racist incidents, makes clear that we cannot allow discomfort to be a deterrent to this work. Instead, with continued practice, guided by educators who continuously reflect on and interrogate their own racial identities, these conversations become easier. Rather than seeking to create "safe spaces," which has become synonymous with *comfort*, the goal should be to foster "brave spaces" for conversations about race and racism that are grounded in mutual respect. Establishing community agreements and protocols for discussions about race is one way that educators can help students enter these brave spaces where listening to and valuing various perspectives and experiences is central.

Establishing community agreements prior to reading *Stamped* can help support students in having a more meaningful experience as they navigate this comprehensive, complex text and examine the ideas within it as well as their own. Provide opportunities to practice these agreements by facilitating conversations that help students develop a consciousness, or further their awareness, about race. For example, students can reflect on the ways they've noticed that race matters in society and the ways their racial identities have influenced their lives. Reflecting and sharing responses in small groups while practicing the community agreements can help students become more attuned to their own racialized experiences and the racialized experiences of others. Implementing community agreements in classrooms can make it possible for discussions about race and racism to be sustained across the school year, not simply across one unit or the reading of one text.

ESTABLISHING COMMUNITY AGREEMENTS

A NOTE OF CAUTION

It is important to note that some of the language used in *Stamped* may be triggering for some students. It is recommended that educators and students discuss this up front and make decisions as a community about how they will navigate this in ways that foster a learning environment that mitigates the emotional labor of students of color. For example, the N-word appears in *Stamped*. Educators can help students understand that this word provokes intense emotions and reactions based on the truth behind its origins, its historical use toward people of color, and the legacy that remains today. A community agreement might include the provision that just because students will read this word doesn't mean they have to say this word during class discussions.

DAY 1

KEY CONCEPT

Understanding the legacy of racism in America is essential to building an antiracist America.

On this first day of the unit you'll begin to develop a sense of community among readers as they engage with ideas and work that will be challenging and transformative. Help students form book clubs that consist of four or five students.

Read the "Dear Reader" letter by Kendi aloud to students. Use the Essential Questions to frame how they listen to and think about the letter. Students might jot down their ideas on Post-its or in their Reader's Notebooks. You might also use a document camera to share the Essential Questions and to show and mark key parts of the letter as students engage in discussion within their book clubs.

Students will also read chapter 1 today and discuss the Essential Questions with their book club members.

ESSENTIAL QUESTIONS (Opening Letter)

So much has been hidden from us. As you listen to this letter to readers by Kendi, think about and prepare to discuss the following:

- ✓ What are the consequences of continued omissions about the history of racism and antiracism in the US?
- ✓ What are the implications for you and the kind of thinking you might undertake, discussions you might have, and actions you might take up as you read this book?

ESSENTIAL QUESTIONS (Introduction)

Read the following two sentences from the beginning of the introduction: "To know the past is to know the present. To know the present is to know yourself" (p. ix). Ask students to consider the following:

- ✓ How will you locate yourself in the work of antiracism as you read and discuss this book?
- ✓ How might learning about the source of racist ideas help you to know the present and yourself?

ESSENTIAL QUESTIONS (Chapter 1)

- ✓ Discuss each of the three positions: assimilationist, segregationist, antiracist. In what ways do people, past and present, demonstrate their imperfections by embodying ideas from one or more of these positions?
- ✓ Reynolds has given Gomes Eanes de Zurara the title "World's First Racist." In doing so, Reynolds spotlights the power of the written word and how it can be used as a force for evil. What is history? How is history much more than simply a recording of dates and facts that are significant only to the past?

READER'S NOTEBOOK

Remind students that their Reader's Notebook is a place to reflect on ideas they're learning as well as to construct written responses to the reading. For example, students may capture a brief description of each of the three positions in their notebooks and add to their thinking as they continue to read and their understanding deepens. These descriptions can include examples of people and events that support students' ideas. Encourage note-taking and responses in various forms including charts, diagrams, lists, and other ways students work to process information.

HOMEWORK: Read chapters 2 and 3.

DAY 2

KEY CONCEPT

Knitting slavery into America's religious and educational institutions helped solidify and justify racism.

Ask students to read chapter 4. Remind students that, as they read, an overarching goal is to connect issues and events of the past with the present.

ESSENTIAL QUESTIONS

- ✓ In what ways is racism woven into the fabric of American institutions? Where do you see evidence of this today?
- ✓ Zurara's book *The Chronicle of the Discovery and Conquest of Guinea* and Cotton Mather's book *Memorable Providences, Relating to Witchcrafts and Possessions* are symbols of the power and consequences of writing. How does what we read influence our views of the world?

READER'S NOTEBOOK

Invite students to consider in writing why words such as *race* and *privilege* seem to require, as Reynolds suggests, a "breath break" (p. 21). They might also consider how and why the definition of *White* shifts and changes as the institution of slavery is founded, and has continued to, even up to today.

HOMEWORK: Read chapter 5.

DAY 3

KEY CONCEPT

Racist ideas were embedded in the formation of the US government by the founding fathers, whose hypocrisy was manifested in documents that proclaimed freedom and equality for all.

Ask students to read chapters 6–8. Then provide time for book clubs to discuss the reading, including the connections they've made between the past and the present.

ESSENTIAL QUESTIONS

- ✓ Nigerian author Chinua Achebe (1930–2013) shares the following African proverb in his acclaimed novel *Things Fall Apart*: "Until the lions have their own historians, this history of the hunt will always glorify the hunter." How does Reynolds's truth-telling about Thomas Jefferson compare to narratives typically told about him as one of our nation's founding fathers? How does this African proverb help shed light on why the storyteller matters when learning about events of the past and present?
- ✓ Evaluate the following statement: "Racism is the bedrock of the USA." How are the forming of our nation's government and the policies and practices of today emblematic of this statement?

READER'S NOTEBOOK

Have students create a chart that helps them track and analyze the ways race influences social, economic, and political conditions for African Americans.

In addition to noting examples of the ways racism has been embedded in the policies and practices of our nation, students might also write about how they've come to develop understandings about race. Invite students to consider the messages they've learned about race from the media, their family, community, school, and peers.

HOMEWORK: Read chapters 9 and 10.

DAY 4

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to work collaboratively with their clubs to process all that they've been reading and learning. This is a sample script:

"Today you'll begin to co-construct an Antiracist Timeline that includes the antiracists you've been reading about, the work they've done, and how they've resisted racists and racism. Because you will be adding to this Antiracist Timeline throughout the unit, you'll want to construct it on paper that you trim and/or connect with tape to give you the space needed for this ongoing work. Also, you will want to use different sized Post-it notes for the names of people and events. That way, you'll have the ability to move ideas around and make space for others as you are presented with new information as you read."

"Kendi asserts, 'The first step to building an antiracist America is acknowledging America's racist past. By acknowledging America's racist past, we acknowledge America's racist present. In acknowledging America's racist present, we can work toward building an antiracist America' (p. xv). Therefore, the last entry on this timeline will be about each of you. So as you continue to read and co-construct this Antiracist Timeline, keep thinking about the question you considered on Day 1 of this unit: *How will you locate yourself in the work of antiracism as you read and discuss this book?*"

READER'S NOTEBOOK

Suggest to students that they create and continue to develop a chart of the antiracists they're learning about as they read *Stamped*. As they consider how they will locate themselves in the work of antiracism, they can return to this chart to list and reflect on the words and actions of these antiracists and how they can be mentors for them.

HOMEWORK: Read chapters 11 and 12.

DAY 5

KEY CONCEPT

Racist ideas, along with economic greed, are central to the formation of this nation, its laws, policies, and practices. Meritocracy and the American Dream narrative are rooted in whiteness.

Ask students to read chapters 13 and 14. Use the following Essential Questions to help frame and support students' discussions as they make connections between the past and the present.

ESSENTIAL QUESTIONS

- ✓ At the beginning of *Stamped* and in chapter 13, Reynolds asserts, "Life rarely fits neatly into a box. People are complicated and selfish and contradictory." Who are some of the complicated political figures, past and present, and what makes them complex?
- ✓ Reynolds uses the following simile to describe racism: "Freedom in America was like quicksand. It looked solid until a Black person tried to stand on it. Then it became clear, it was a sinkhole" (p. 108). He also uses the following metaphors and descriptors: "racist roadblocks," "racist loopholes," "potholes," and "political and physical violence working to break the bones of Black liberation" (p. 109–110). In what ways is racism embedded in practices, policies, and laws? What parallels can you draw between the past and present ways racist roadblocks, potholes, and loopholes continue to persist?
- ✓ Reynolds names the Thirteenth, Fourteenth, and Fifteenth Amendments each as an example of a "big deal" that is far from a "done deal" (p. 110). When it comes to racism, why must we never let our guards down?

READER'S NOTEBOOK/HOMEWORK

Ask students to reflect on the following question and respond in their Reader's Notebooks: How is your racial consciousness being challenged or changed as a result of reading and discussing *Stamped*?

DAY 6

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to continue to co-construct their Antiracist Timeline that includes the anti-racists they've been reading about, the work they've done, and how they've resisted racists and racism. What matters is not the wrongness or rightness of this work, but that students are grappling with the complexity of the people and events they're learning about and working together to understand the work of antiracists. Guide students in this work. For example, if students are wrestling with whether complicated figures like W. E. B. Du Bois should be positioned on the timeline, you might suggest that the names of some people be placed above or below the timeline until students deem whether their words and actions live up to their being an antiracist. Other figures may not be positioned on the timeline at all, and students can determine how and where to position them in their work later.

HOMEWORK: Read chapters 15 and 16.

DAY 7

KEY CONCEPT

Racist ideas are exposed within the complicated and contradictory approaches to liberation by Black assimilationists as well as in literature and media.

Ask students to read chapter 17. Facilitate and support discussions in ways that help students bridge events in the past to the present, helping them draw upon experiences in their local contexts and communities and those they've learned about in the headlines.

ESSENTIAL QUESTIONS

- ✓ Du Bois and Booker T. Washington had distinct strategies and approaches to Black liberation. What does liberation mean to you? In what ways are some approaches to liberation in fact not always liberatory?
- ✓ Reynolds discusses *The Souls of Black Folk* by Du Bois and Du Bois's concept of "double consciousness." "A two-ness. A self that is Black and a self that is American" (p. 124). In what ways might people feel as if their identity is divided? In what ways might people feel as if their identity is unified?

READER'S NOTEBOOK

Invite students to list some of their identities. Ask them to consider whether they feel as if their identity is divided in some way. If so, they might draw a line between those identities on their list to demonstrate how. Then, have students write about the ways they experience what Reynolds calls a "two-ness."

Students might also respond to the questions posed by researcher and scholar Dr. Beverly Daniel Tatum in the following quote: "The concept of identity is a complex one, shaped by individual characteristics, family dynamics, historical figures, and social and political contexts. Who am I? The answer depends in large part on who the world around me says I am. Who do my parents say I am? Who do my peers say I am? What message is reflected back to me in the faces of teachers, my neighbors, store clerks? What do I learn from the media about myself? How am I represented in the cultural images around me? Or am I missing from the picture altogether?" (Tatum, B. D. [2000]. The complexity of identity: "Who am I?" In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. [Eds.], *Readings for Diversity and Social Justice* [pp. 9–14]. New York: Routledge.)

HOMEWORK: Read chapter 18.

DAY 8

KEY CONCEPT

From assimilationist to antiracist—a transformation of Du Bois and his politics begins as young leaders launch new movements for the liberation of Black people.

Ask students to read chapter 19.

ESSENTIAL QUESTIONS

- ✓ Marcus Garvey spotlighted the issue of colorism, its origins, and the dangers of it. Is colorism equally as destructive as racism?
- ✓ Reynolds demonstrates how racist ideas in the fields of science and mathematics—from eugenics to the creation and purposes of IQ and standardized tests—have been created and used to oppress Black and Brown people. How do we decide what to believe about a scientific claim?
- ✓ *Stamped* traces Du Bois's complicated stance on race and racism. In what ways do assimilationist, segregationist, or antiracist stances show up in your daily lives?

READER'S NOTEBOOK

Ask students to draft an infographic in their Reader's Notebook that summarizes what they're learning about a particular topic, event, or person. As students look across the research they've collected while reading *Stamped* and engaging with some of the Research Modules, they can consider the purpose of their infographic. If their goal is to inform, they might create a pictograph. To compare, they might construct a bar, pie, or stacked-column chart. To show change, they might use a timeline or line chart. Encourage students to consider how color, headers, and the size of words can help them communicate ideas easily and clearly. Later, they might use this notebook draft to create a digital version.

HOMEWORK: Read chapter 20.

DAY 9

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to continue working on their Antiracist Timelines with their club members. Remind students that the goal of this work is to process and reflect on all they are learning and discussing as they read *Stamped*. They may need to add more paper to extend the length of their timelines to reflect the names and events they've been reading about. Students may also choose to create and attach QR codes to digital resources they've accessed in their research on particular modules that can enhance antiracist understandings. Essentially, this timeline will capture what the work of antiracism looks like to better understand how to build an antiracist America.

HOMEWORK: Read chapters 21 and 22.

DAY 10

KEY CONCEPT

Black antiracists and Black political movements work to affirm the racial identities of Black people and their right to do more than just survive.

Ask students to read chapter 23.

ESSENTIAL QUESTIONS

- ✓ When describing Black political movements such as the Mississippi Freedom Democratic Party (MFDP) and the Student Nonviolent Coordinating Committee (SNCC), Reynolds states, “The shift went from fighting for civil rights to fighting for freedom. The difference between the two is simple. One implies a fight for fairness. The other, a right to live” (p. 175). Expound on this idea. In what ways do you make a distinction between *fairness* and *life*?
- ✓ Racism is so embedded in our lives that even everyday expressions that might seem innocuous are in fact examples of the pervasive power of language and the ways words and phrases associate blackness with negativity. Examples include words and phrases such as *black sheep*, *blackballing*, *blackmail*, *blacklisting*, *black mark*, and *blackout*. Other words and phrases include *minority*, *ghetto*, *thug*, and *inner city*. Discuss the ways Reynolds sheds light on how Black people have worked collectively to resist such negativity. To what extent do all citizens of a democratic society have a responsibility to disrupt the racism that is embedded in the English language?

READER'S NOTEBOOK/HOMEWORK

Ask students to reflect on the following and respond to the questions in their Reader's Notebooks. Stereotypes are learned and pervade our society, even if we don't agree with them. What stereotypes about people based on race do you know? Which stereotypes have you *learned*, which therefore influence your perception of people?

DAY 11

COLLABORATIVE CLUB WORK

Inhale. Exhale. Ask students to continue working on their Antiracist Timelines with club members and remind them to revisit previous ideas and revise or extend their thinking. For example, ask students to consider how their thinking about Du Bois is evolving and how they might demonstrate this. Also, ask how they might account for the silencing of antiracist leaders such as Bayard Rustin, James Baldwin, and Malcolm X during the March on Washington, as well as the overall silencing of Black women such as Angela Davis, on their timelines. Challenge students to reflect and recognize that the work of antiracism is just that. Work! Remind students to contribute their work and ideas from the Research Modules they've engaged with in the co-construction of this timeline.

HOMEWORK: Read chapter 24.

DAY 12

KEY CONCEPT

Racist ideas entrenched in political campaigns and presidencies wage war on the Black community.

Ask students to read chapter 25.

ESSENTIAL QUESTIONS

- ✓ Discuss the legacy of coded racial policies such as the Southern Strategy, the War on Drugs, and the Violent Crime Control and Law Enforcement Act that devastated Black communities and the ways this continues today. How do racist policies tarnish or delegitimize the ideals and purposes of government?
- ✓ Watch the video for [“Fight the Power”](#) by Public Enemy. How was the emergence of hip-hop music a force for “driving change and empowerment” (p. 211)? In what ways does “Fight the Power” offer a powerful critique of mainstream America that is still relevant today? *Who* or *what* is the power?

READER'S NOTEBOOK

Invite students to think more about power and *resilience*. They might reflect on the following questions in their Reader's Notebooks as they read *Stamped* and examine their own lives: Who has power? How is it used? How do people respond to injustice? In what ways do they take action?

HOMEWORK: Read chapter 26.

DAY 13

KEY CONCEPT

Racist ideas rooted in legislation shape the institution of education and its outcomes for Black children, while the nation's leaders assert that color blindness is the solution for racism.

Ask students to read chapter 27.

ESSENTIAL QUESTIONS

- ✓ In *Stamped*, Reynolds exposes and debunks the myths of several master narrative themes such as: America is a meritocracy and anyone who works hard enough can succeed; truth and justice (or law and order) should be valued; people should be colorblind. In what ways is a color blindness approach toward race not only disingenuous but dangerous?
- ✓ Researcher and scholar Dr. Richard Milner IV argues that race is constructed physically, contextually, socially, legally, and historically. (*Race[ing] to Class: Confronting Poverty and Race in Schools and Classrooms*, Harvard Education Press, 2015.) How strong is the evidence that Reynolds and Kendi present to support Milner's assertion?

READER'S NOTEBOOK

Challenge students to think about how closely examining and interrogating their own lives can provide insight into how they can disrupt racism. Encourage them to use their Reader's Notebooks as a space to do this work, responding to questions such as: Who are the people that are part of your daily life (family, friends, teachers, teammates, etc.)? How many are from a cultural, language, or social-class background that differs from your own? How does this influence your understandings about race and racism?

HOMEWORK: Read chapter 28.

DAY 14**COLLABORATIVE CLUB WORK**

Prior to clubs working on their Antiracist Timelines, read the afterword aloud to students as a way to bring the reading of *Stamped* to a close as a community.

Provide students with time to independently reflect on and respond to the following questions in their Reader's Notebooks: What have you learned about how racism works and the work of antiracism? How has your racial consciousness been challenged or changed as a result of reading *Stamped*? Then invite students to share their thoughts with their club members.

With the remaining class time, ask students to continue working on their co-constructed Antiracist Timelines. Remind them of Kendi's assertion: "The first step to building an antiracist America is acknowledging America's racist past. By acknowledging America's racist past, we acknowledge America's racist present. In acknowledging America's racist present, we can work toward building an antiracist America" (p. xv). Ask students to consider how they locate themselves in the work of antiracism. Encourage students to consider their responses to the reflection questions in their Reader's Notebook today and use them to position themselves on their timeline along with the antiracist work they have done and pledge to do.

DAYS 15–19

Provide students time to finalize their Antiracist Timelines and to determine the Multimodal Culminating Project they'd like to develop, which will be shared with the class on Day 20. Educators may decide with students whether the work they have done on Research Modules throughout this unit will be used in the culminating projects.

DAY 20

Invite students to share their Antiracist Timelines and Multimodal Culminating Projects as a gallery-style experience in which students move from location to location to admire and celebrate one another's work.

RESEARCH MODULES

As students read *Stamped*, they gain access to the people, ideas, events, and policies that have embedded racism in America, as well as the antiracists and movements that have worked to disrupt it. The following Research Modules are opportunities for students to continue to explore this information.

Provide students time to engage with one or more of the research modules for each section during their reading of *Stamped*. Students may decide to explore a research module together as a club or with a club partner, and in some cases students may work independently. Partnerships and individual students from a club may choose to explore different research modules. Such exploration can occur in class after students read and discuss the Essential Questions, and also on Collaborative Club Work days if students have finished work on their Antiracist Timeline for that day. Educators can anticipate that students may not complete an entire research module during a class session. The goal is for them to engage with topics they're interested in and curious about. Students can return to this work the next day or continue researching at home. Further, students may want to continue working with a particular research module as part of, or in place of, the options this guide suggests as their Multimodal Culminating Project.

Invite students to approach this work with their Reader's Notebooks in hand. For each topic students may select to explore, this guide suggests a specific task that includes a prompt that can frame their research. This task can be used in addition to, or be replaced by, the questions students generate on their own as they read *Stamped* and investigate a specific topic. Educators are encouraged to support students with quick and simple note-taking strategies they can use while exploring a research module. Charts, diagrams, mapping, outlines, and webs, for example, are strategies students can use to capture the most salient information during their research. Students can also add this information to their Antiracist Timelines.

There are numerous resources students can access to learn more about a specific topic. This guide makes recommendations about some of these options. Educators can include additional topics and resources, or invite students to do additional research. Grade-level suggestions are made regarding certain research modules and resources, particularly if the content is more accessible to older students. It is important that educators preview the content of modules first and remain alert to how students are taking in the images and language used in articles and videos that may cause discomfort. You may make further decisions about certain research modules based on the specific needs and interests of your students, concerns you have about content, or access to technology, as well as any time constraints your schedule might pose.

THIS IS **NOT** A HISTORY BOOK.

THIS IS A BOOK ABOUT THE
HERE AND NOW.

A BOOK ABOUT RACE.

RESEARCH MODULE FOR STAMPED: SECTION 1

TOPIC	TASK	TAGS
<p>Destruction of the Black Body (MS/HS)</p>	<p>Reynolds writes about the planters and missionaries of early America. Although they had conflicting approaches, their goal was the same: to control, exploit, and ultimately destroy the Black body.</p> <p>Read and research about racist events that demonstrate evidence of this.</p> <p>How do these events spotlight the ways White people and institutions work to control Black bodies?</p>	<p><u>Tracing the "Immortal" Cells of Henrietta Lacks</u></p> <p><u>Philadelphia Starbucks Arrests, Outrageous to Some, Are Everyday Life for Others</u></p> <p><u>Sleeping Student Uproar</u></p> <p><u>Referee's Questionable Call for Wrestler to Cut Dreadlocks</u></p>
<p>The 1619 Project (HS)</p>	<p>Reynolds explains that a Spanish ship called the <i>San Juan Bautista</i>, carrying enslaved Angolans, arrived on the shores of Jamestown, Virginia, in August 1619.</p> <p>Read about Nikole Hannah-Jones and her acclaimed work on The 1619 Project.</p> <p>In what ways does the 1619 Project re-frame American history to make explicit that slavery is the foundation on which America is built?</p>	<p><u>Nikole Hannah-Jones</u></p> <p><u>The 1619 Project</u></p> <p><u>The 1619 Audio Series: Introduction and Episodes 1–5</u></p>
<p>Native American Removal (MS/HS)</p>	<p>Reynolds asserts that "there's an obvious backdrop we need to discuss" regarding the history of racism in America: "The misinterpreted, misrepresented owners of this terrain—the Native Americans" whose land was "taken from them forcefully" (p. 24).</p> <p>Explore this online lesson created by the National Museum of the American Indian to learn about the removal of Native Americans.</p> <p>As you access this comprehensive lesson to learn about several Native American nations, make note of the ways interactions with Europeans brought accelerated and often devastating changes to American Indian cultures, as well as of the resistance and resilience of Native Americans past and present.</p>	<p><u>American Indian Removal: What Does It Mean to Remove a People?</u></p>

RESEARCH MODULE FOR STAMPED: SECTION 2

TOPIC	TASK	TAGS
<p>Phillis Wheatley (HS)</p>	<p>Learn about the life and work of Phillis Wheatley, including the three intellectual movements she founded: the Black Literary Tradition, the American Poetic Tradition, and the Women's Literary Tradition.</p> <p>Read the poem "On Being Brought from Africa to America."</p> <p>In what ways are Wheatley and her poetry a disruption of the social constructions of race and gender as well as an interruption of whiteness and patriarchy?</p>	<p><u>Phillis Wheatley Biography</u></p> <p><u>"On Being Brought from Africa to America"</u> (Teaching Tolerance)</p> <p><u>Phillis Wheatley—Clip from Great African American Authors Series</u></p>
<p>Revolutions, Rebellions, Revolts, and Resisters (MS/HS—notations by each link)</p>	<p>Throughout history, Black people have fought for liberation. Yet resistance is seldom taught in connection with slavery beyond the canned narratives of a few individuals.</p> <p>Learn about some of the important revolutions, rebellions, and resisters that are often minimized or silenced in history books.</p> <p>What surprises you about the information you've researched and read so far? Why do you think this information is not included in most social studies/history textbooks? How might this information shape students' thinking and understanding about racism if it were included?</p>	<p><u>How Two Centuries of Slave Revolts Shaped American History</u> (National Geographic) (MS/HS)</p> <p><u>Gabriel Prosser's Rebellion (MS/HS) Forging Freedom: The Story of Gabriel's Rebellion</u></p> <p><u>The Haitian Revolution (MS/HS) 15-Minute History: Episode 11: The Haitian Revolution</u></p> <p><u>The Abaco Slave Revolt (MS/HS) When Enslaved People Commandeered a Ship and Hightailed It to Freedom in the Bahamas (Smithsonian magazine)</u></p> <p><u>Nat Turner (HS) Nat Turner Rebellion Nat Turner's Rebellion</u></p> <p><u>*Igbo Landing (HS)</u></p> <p>*Please note that this resource discusses the suicide of Africans who were enslaved. Learning about and discussing sensitive topics such as suicide can be triggering for some students. For this reason, this resource may not be suitable for all learners.</p>

RESEARCH MODULE FOR STAMPED: SECTION 3

TOPIC	TASK	TAGS
<p>Abolitionists and Antiracists (MS/HS)</p>	<p>Reynolds names abolitionist William Lloyd Garrison as a central figure in the conversation around race and abolitionism.</p> <p>Learn more about the life and work of William Lloyd Garrison, David Walker, and Frederick Douglass and their specific ideas about liberation.</p> <p>How did abolitionists and antiracists use literature, writing, and language to advance the liberation of Black people? How effective were their approaches?</p>	<p>WILLIAM LLOYD GARRISON</p> <p><u>Garrison Publishes the <i>Liberator</i></u></p> <p><u>William Lloyd Garrison and the <i>Liberator</i></u></p> <p>DAVID WALKER</p> <p><u>The David Walker Memorial Project</u></p> <p><u>David Walker's "Appeal to the Coloured Citizens of the World"</u></p> <p>FREDERICK DOUGLASS</p> <p><u>Frederick Douglass: Orator, Abolitionist, Editor, and Statesman</u></p> <p><u>"The Meaning of July Fourth for the Negro"</u> (speech read by actor Danny Glover)</p>
<p>Black Women Resisters (MS/HS)</p>	<p>Black women have always risen. Black women have always led the resistance.</p> <p>Learn about the life and work of Harriet Tubman and Sojourner Truth.</p> <p>Despite the historical ways that Black women have been marginalized and limited by the social constructions of race and gender, how have they specifically and intentionally worked to interrupt both whiteness and patriarchy in their leadership?</p>	<p>HARRIET TUBMAN</p> <p><u>Harriet Tubman's Road to Freedom</u></p> <p><u>Explore—Harriet Tubman (PBS)</u></p> <p>SOJOURNER TRUTH</p> <p><u>The Sojourner Truth Project</u></p> <p><u>Sojourner Truth (PBS)</u></p> <p><u>Sojourner Truth: Abolitionist and Women's Rights Activist (MS)</u></p>
<p>Historically Black Colleges and Universities (HBCUs) (HS)</p>	<p>Research the origins of HBCUs and their essential role in resisting racism.</p> <p>In what ways have Black people built their own institutions and spaces to, as Reynolds asserts, "survive and thrive"?</p>	<p><u>Five Things to Know: HBCU Edition</u></p> <p><u>New PBS Documentary Explores Evolution of Black Colleges and Universities in America</u></p> <p><u>Tell Them We Are Rising</u></p>

RESEARCH MODULE FOR *STAMPED*: SECTION 4

TOPIC	TASK	TAGS
<p>Ida B. Wells (MS/HS—notations by each link)</p>	<p>Throughout <i>Stamped</i>, Reynolds exposes the complex and at times racist thinking of Black men such as W. E. B. Du Bois, Booker T. Washington, and Frederick Douglass. He asserts that it took Ida B. Wells-Barnett, “a young Black antiracist woman to set these racist men straight.”</p> <p>Despite the historical ways that Black women have been marginalized and limited by the social constructions of race and gender, how did Wells-Barnett specifically and intentionally work to speak out against racial terror and racial injustice?</p>	<p><u>Ida B. Wells-Barnett (MS/HS)</u></p> <p><u>Ida B. Wells—The Early Black Press (MS/HS)</u></p> <p><u>Ida B. Wells—Pioneer of Civil Rights (MS/HS)</u></p> <p>*<u>Overlooked: Ida B. Wells (HS)</u></p> <p>*<u>When Ida B. Wells Took on Lynching, Threats Forced Her to Leave Memphis (HS)</u></p> <p>*<u>Ida B. Wells—Anti-Lynching Crusader (HS)</u></p> <p>*Learning about lynching and racial terror can be difficult and triggering for students. Preview these texts and consider your learners. Engage them in discussion prior to them accessing these texts, during, and after.</p>
<p>25th Infantry Regiment (MS/HS)</p>	<p>About the 25th Infantry Regiment, also known as the Buffalo Soldiers, Reynolds writes, “These soldiers...were a point of pride for Black America. For them to be mistreated, as fighters for a country that had been fighting them their entire lives, was a blow to the Black psyche” (p. 126–127).</p> <p>Listen to “Buffalo Soldier” by Bob Marley and the Wailers. How does the lyric “Fighting on arrival, fighting for survival” connect to Reynolds’s words?</p> <p>Research and learn more about these soldiers. When we think of the image of an American soldier, who does that image tend to reflect? How might learning about the Buffalo Soldiers in the history books of our schools matter?</p>	<p><u>Learn How Buffalo Soldiers Fought on the American Frontier and Protected Yosemite and Sequoia National Parks</u></p> <p><u>25th Infantry Regiment (1866–1947)</u></p> <p><u>Buffalo Soldiers</u></p> <p><u>25th Infantry</u></p> <p><u>Bob Marley–Buffalo soldier</u></p>
<p>Marcus Garvey (MS/HS– notations by each link)</p>	<p>In <i>Stamped</i>, readers gain insight into the lives of flawed leaders, Black and White, throughout the history of America.</p> <p>Learn about Marcus Garvey. How do Garvey and the Garvey Movement contribute to and influence the legacy of the Black radical tradition and Black nationalism?</p>	<p><u>Marcus Garvey (MS/HS)</u></p> <p><u>Marcus Garvey: Black Nationalism (MS/HS)</u></p> <p>*<u>The Story of Marcus Garvey: A Documentary (HS)</u></p> <p>*Educators, please note that this is a two-hour documentary and the N-word is used at least once.</p>

RESEARCH MODULE FOR *STAMPED*: SECTION 4 (CONTINUED)

TOPIC	TASK	TAGS
<p>The Harlem Renaissance (MS/HS)</p>	<p>Langston Hughes, Zora Neale Hurston, Duke Ellington, Billie Holiday, and Jacob Lawrence were some of the influential poets, writers, musicians, and artists of the Harlem Renaissance.</p> <p>Conduct research about the Harlem Renaissance and some of the leaders of this social movement. Learn about how these individuals and others spoke truth to power about life in America for Black people. In what ways were they active agents in this social movement? How did their work affirm Black people and culture as well as raise the consciousness of others about race and racism?</p>	<p><u>An Introduction to the Harlem Renaissance</u></p> <p><u>A Brief Guide to the Harlem Renaissance</u></p> <p><u>Harlem Renaissance</u></p> <p>LANGSTON HUGHES <u>Langston Hughes: Leading Voice of the Harlem Renaissance</u></p> <p><u>"I, Too" by Langston Hughes</u></p> <p>ZORA NEALE HURSTON <u>About Zora Neale Hurston</u></p> <p><u>Zora Neale Hurston Was Criticized for Writing in the "Black Voice." Now Her Novels Are Classics</u></p> <p><u>Zora Neale Hurston—American Folklorist</u></p> <p>JACOB LAWRENCE <u>Revisiting the Great Migration Through Paintings and Poetry</u></p> <p><u>Why the Works of Visionary Artist Jacob Lawrence Still Resonate a Century After His Birth</u></p> <p>DUKE ELLINGTON <u>Duke Ellington Biography</u></p> <p><u>Duke Ellington Mini Biography</u></p> <p><u>Duke Ellington's Melodies Carried His Message of Social Justice</u></p> <p>BILLIE HOLIDAY <u>Billie Holiday—Bio, Music, Media, Timeline, Quotes</u></p> <p><u>Billie Holiday: Emotional Power Through Song</u></p>
<p><i>Brown vs. BOE</i> (MS/HS)</p>	<p>When discussing <i>Brown vs. Board of Education</i> (1954) Reynolds writes, "What's really interesting about this case, though, something rarely discussed, is that it's actually a pretty racist idea" (p. 159).</p> <p>Learn more about <i>Brown vs. Board of Education</i> and the racist ideas Reynolds describes. What were some of the benefits and consequences of this landmark legislation?</p>	<p><u><i>Brown v. Board of Education</i></u></p> <p><u>School Segregation on the Rise 65 Years After <i>Brown v. Board of Education</i></u></p> <p><u>Revisionist History—Miss Buchanan's Period of Adjustment: (Malcolm Gladwell's podcast)</u></p>

RESEARCH MODULE FOR *STAMPED*: SECTION 4 (CONTINUED)

TOPIC	TASK	TAGS
<p>Martin Luther King Jr.'s "Letter from Birmingham Jail" (HS)</p>	<p>Reynolds writes, "Just as Du Bois had done in 1903, and later regretted, in his letter King erroneously conflated two opposing groups: the antiracists who hated racial discrimination and the Black separatists who hated White people (in groups like the Nation of Islam). King later distanced himself from both, speaking to a growing split within the civil rights movement" (p. 162).</p> <p>Read and annotate this letter to identify the conflation Reynolds explains. Also, note the techniques King uses in this call to action to convince his audience that they must fight for equality and do so nonviolently.</p>	<p><u>Martin Luther King Jr.'s "Letter from Birmingham Jail"</u></p>
<p>"I Have a Dream" Speech (MS)</p>	<p>Reynolds calls King's "I Have a Dream" speech "the most iconic speech of all time" (p. 164). And yet, most schools provide students with only a filtered-down version of this speech that primarily focuses on the idealism found in the last few pages.</p> <p>Read and listen to the entire speech and annotate it to spotlight the social, economic, and political conditions for Black Americans that King addresses. Also, note the techniques King uses in this call to action to convince his audience of the "fierce urgency of now."</p>	<p><u>"I Have a Dream," Address Delivered at the March on Washington for Jobs and Freedom</u></p>
<p>Student Nonviolent Coordinating Committee (SNCC) (MS/HS)</p>	<p>Reynolds states, "There was a youthful energy to the movement" (p. 160) as young activists organized sit-ins in efforts to desegregate southern lunch counters and businesses. Learn about SNCC and some of these young activists such as Ella Baker and Congressman John Lewis.</p> <p>What was their philosophy and what strategies and approaches did SNCC use to advance the work of social justice?</p>	<p><u>CNN: SNCC's Legacy: A Civil Rights History</u></p> <p><u>Ella Baker</u></p> <p><u>Ella Baker and the SNCC</u></p> <p><u>John Lewis History</u></p>

RESEARCH MODULE FOR STAMPED: SECTION 5

TOPIC	TASK	TAGS
<p>Black Power Movement (MS/HS)</p>	<p>Reynolds writes that “Black people owning and controlling their own neighborhoods and futures, free of white supremacy” is what antiracist Stokely Carmichael meant by Black Power (p. 181).</p> <p>Learn about key leaders from the Black Power movement such as Malcolm X and Stokely Carmichael. What were their core beliefs for achieving liberation for Black Americans? How did the rally cry “Black Power” create a shift in the consciousness of Black people?</p>	<p>The Foundations of Black Power</p> <p>The Black Power Movement–Timeline Clip</p> <p>Malcolm X</p> <p>Malcolm X Mini Biography</p> <p>Malcolm X’s Fiery Speech Addressing Police Brutality</p> <p>Stokely Carmichael (SNCC Digital Gateway)</p> <p>Stokely Carmichael, a Philosopher Behind the Black Power Movement</p>
<p>Voting Rights Act (MS/HS)</p>	<p>Reynolds calls the Voting Rights Act “the most effective piece of antiracist legislation ever passed by the Congress of the United States of America” (p. 177). Find out why. How does the right to vote continue to be challenged today for Black and Brown Americans?</p>	<p>Primer: The Voting Rights Act</p> <p>President Lyndon B. Johnson’s Voting Rights Act Speech</p> <p>50 Years Ago, President Johnson Signed the Voting Rights Act</p> <p>The Voting Rights Act at 50: How It Changed the World</p> <p>Voter Suppression Is Warping Democracy</p> <p>The Facts about Voter Suppression</p> <p>The Facts about Voter Suppression Infographic</p> <p>Fighting Voter Suppression: (TEDx Talk by Joevahn Scott)</p>
<p>Black Panther Party (MS/HS—notations by each link)</p>	<p>Reynolds writes, “Oakland, California. Two frustrated young men started their own two-man movement. They called themselves the Black Panther Party” (p. 182).</p> <p>Learn about the philosophy of the Black Panthers and the two founders, Huey Newton and Bobby Seale. What strategies did they use to work toward Black liberation? What does the BPP reveal about the resistance that occurs when those who are oppressed stand up to their oppressors?</p>	<p>*Black Panthers Revisited (HS)</p> <p>Inside the Black Panther Party (MS/HS)</p> <p>A Huey P. Newton Story (MS/HS)</p> <p>Reflections on the Black Panther Party 50 Years Later (MS/HS)</p> <p>Feb. 17, 1942: Huey P. Newton Born (MS/HS)</p> <p>Bobby Seale (MS/HS)</p> <p>*This text includes the use of the N-word along with images of police brutality that might cause discomfort for some learners.</p>

RESEARCH MODULE FOR *STAMPED*: SECTION 5 (CONTINUED)

TOPIC	TASK	TAGS
<p>Black Women Resisters (MS/HS—notations by each link)</p>	<p>In many history books, the monumental contributions of Black women and their work are either minimized or missing.</p> <p>How did pivotal Black women leaders such as Angela Davis and Audre Lorde help shape the meaning of the word <i>revolution</i>? Learn about their principles and the goals they worked toward to advance antiracism in America.</p>	<p>Angela Davis (1944–) (MS/HS)</p> <p>*Angela Davis—Freedom Is a Constant Struggle (HS)</p> <p>Angela Davis Is Beloved, Detested, Misunderstood. What Can a Lifelong Radical Teach the Resistance Generation? (HS)</p> <p>Biography: Audre Lorde—Radical Feminist, Writer, and Civil Rights Activist (MS/HS)</p> <p>(1981) Audre Lorde, “The Uses of Anger: Women Responding to Racism” (HS)</p> <p>Audre Lorde (HS)</p> <p>“A Litany for Survival” by Audre Lorde (MS/HS)</p> <p>*The N-word is used in this text as well as descriptions of images that may be upsetting for students.</p>
<p>Black Presidential Candidates (MS/HS)</p>	<p>Before Barack Obama’s historic and victorious election, there was Charlene Mitchell, Shirley Chisholm, and Jesse Jackson.</p> <p>Learn more about the pioneering work of these leaders. In what ways were their actions groundbreaking and controversial? How did they work to amplify the voices of those who have been excluded from American society?</p>	<p>CHARLENE MITCHELL Charlene Mitchell, Candidate for President, 1968 Charlene Mitchell on Presidential Election Laws (1968)</p> <p>SHIRLEY CHISHOLM Shirley Chisholm A Look at the First Black Woman in Congress</p> <p>JESSE JACKSON Jesse Louis Jackson Biography Jesse Jackson—1984 Presidential Campaign</p>
<p>“A More Perfect Union,” Speech by Barack Obama (HS)</p>	<p>Reynolds describes Barack Obama’s speech “A More Perfect Union” as one that “teetered back and forth between both painful assimilationist thought and bold antiracism” (p. 239).</p> <p>Listen to and read this speech. Annotate where both assimilationist and antiracist ideas are revealed. What does it mean to be truly antiracist?</p>	<p>Transcript: Barack Obama’s Speech on Race</p>

MULTIMODAL PROJECTS

At the culmination of their reading and discussions of *Stamped*, invite students to work with their club members, in new small groups, in partnerships, or independently to create engaging multimodal culminating projects.

As readers of *Stamped*, students have been challenged by Dr. Ibram X. Kendi and Jason Reynolds to learn how racist ideas and their history permeate every facet of our lives today. These multimodal projects, therefore, provide opportunities for students to connect the past to the present in order to forge an antiracist future.

TOPICS

The following three options invite students to continue to examine the racist policies, past and present, that shape American society. Further, students are encouraged to identify the antiracists working to disrupt racism, to reflect on what they find empowering, and to be the antiracists Kendi and Reynolds challenge them to be. Essential to the research and presentation of these projects are the ways students spotlight segregationist, assimilationist, and antiracist ideas in the topics they choose to explore. This guide recommends the following topics for students to develop their multimodal projects:

REPRESENTATION OF RACE IN LITERATURE, ART, AND MEDIA

Examine key areas of popular culture. What patterns do you notice? Provide a historic and current perspective to identify the prevalence of racist practices in areas such as:

- ✓ **Children's literature**—Examine the statistics around books published about characters of color that are written by people of color. Then consider the classic texts that are often core books in English classes. Whose lives are centered? Whose are marginalized or silenced? And why does it matter who tells the story?
- ✓ **The Academy Awards**—Look across the history of the Academy Award winners for Best Actress/Best Actor. How do actors of color fare in comparison to their White counterparts? In what ways does the #OscarsSoWhite social media campaign illuminate racist practices?
- ✓ **Grammy Awards**—Look at the Record of the Year and Album of the Year categories for the past number of years. Who are the winners in these categories? In what ways can you identify racist practices?
- ✓ **Primetime television shows**—Identify the television show lineups for the major broadcast networks (NBC, ABC, CBS, FOX). What stories are told? Note the racial diversity of characters. Are the storylines for characters of color representative of full and complex lives?
- ✓ **Cultural appropriation**—In an article critiquing White rapper Post Malone, Shawn Satero writes, "Following a year in which White people took credit for cornrows, hoop earrings, and even Latin music, we now have Post Malone" ("Here's Why Post Malone Is a Problem," *Complex*, 2017). Examine how Black bodies are copied and embodied. In what ways do you see cultural appropriation in music, television advertisements, fashion, and so forth? What makes this a racist practice?

ENVIRONMENTAL RACISM

Examine racist policies and practices that contribute to the disproportionate impact of environmental hazards on (Black, Indigenous, and people of color). Explore events such as:

- ✓ Hurricane Katrina and the Ninth Ward, 2005, New Orleans, Louisiana
- ✓ The Water Crisis in Flint, Michigan, 2014
- ✓ The South Dakota Pipeline Conflict #NoDAPL, 2016
- ✓ Hurricane Maria, 2017, Puerto Rico

Research the statistics around where landfills and hazardous waste sites are located, the children most affected by lead poisoning, and governmental response to natural disasters, paying careful attention to locations and communities. Author Ijeoma Oluo suggests three quick guidelines that can be used to determine if an issue is about race:

- 1) It is about race if a person of color thinks it is about race.
- 2) It is about race if it disproportionately or differently affects people of color.
- 3) It is about race if it fits into a broader pattern of events that disproportionately or differently affect people of color (*So You Want to Talk About Race*, Seal Press, 2018, p. 14–15).

Listen to the voices of BIPOC affected by these issues. How does listening to their voices help you understand that these issues are about race? In what ways have these events/issues, as well as governmental practices, policies, and responses, "disproportionately or differently" affected communities of color? Who are the antiracists working to stop this?

*THE FIGHT FOR FREEDOM, LIBERATION, AND JUSTICE CONTINUES

Examine the legacy of police brutality and racial profiling and the ways these practices continue today. In *Stamped*, readers learn about Bull Connor, who maintained racist policies in Birmingham, Alabama, as commissioner of public safety during the civil rights movement. These policies and practices resulted in racial violence and terror toward unarmed African Americans at the hands of the police.

Look into the policies of past presidents such as the "tough on crime" policies of the Reagan administration and the Violent Crime Control and Law Enforcement Act of the Clinton administration. In what ways have these policies continued the legacy of the death and mass incarceration of African Americans at the hands of government?

Examine the role of movements today. Research the philosophies and pillars of the Black Lives Matter and #SayHerName movements. How are movements today continuing the work of movements of the past? Who are the antiracists of these movements today that are advancing the work of racial equity?

*Educators, please consider the specific needs of your learners. Some of the content and images around police brutality can cause emotional distress. This project option can be presented to learners in ways that minimize trauma by narrowing the scope of what students research.

ADDITIONAL OPTIONS

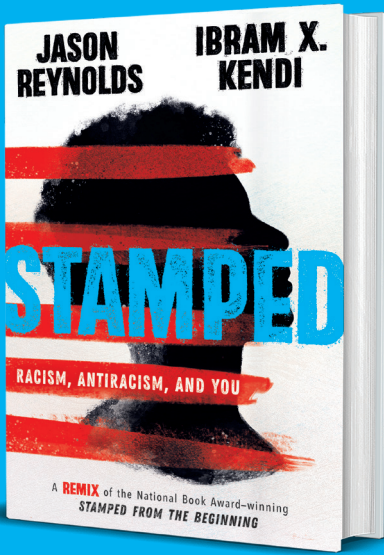
Educators can invite students to further engage with topics from the research modules they explored during the reading of *Stamped*. Students can continue to research one of these topics in place of the three multimodal culminating project options described or include information they've learned from one of the modules in their multimodal project.

DIGITAL PLATFORMS AND PRESENTATION FORMATS

There are a variety of digital platforms and formats students can engage with and consider for their multimodal culminating project. Digital platforms such as Flipgrid and Office Sway make it possible for students to develop interactive presentations. Padlet can support students in organizing and displaying information. iMovie and Adobe Spark can be utilized for visual storytelling and short videos. And students can access Weebly or Google to develop websites.

Encourage students to use technology in powerful ways that help them communicate their ideas and goals. Examples of presentation formats students might consider include websites, short videos, public service announcements, podcasts, blog posts, TED Talk-style presentations, infographics, and slide presentations.

THE THIEF
KNOWN AS
RACISM IS ALL
AROUND.



HC 9780316453691
Also available in ebook
and audio formats

ABOUT THE BOOK

Stamped: Racism, Antiracism, and You is a timely, crucial, and empowering exploration of racism—and antiracism—in America.

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This remarkable reimagining of Dr. Ibram X. Kendi's National Book Award-winning *Stamped from the Beginning* takes the reader on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited.

Through a gripping, fast-paced, and energizing narrative written by beloved award-winner Jason Reynolds, this book shines a light on the many insidious forms of racist ideas—and on ways readers can identify and stamp out racist thoughts in their daily lives.

PRAISE FOR THE BOOK

★ **"Powerful."**
—Publishers Weekly

★ **"Required reading."**
—Booklist

★ **"Highly recommended."**
—School Library Journal

★ **"[A] monumental feat."**
—Kirkus

★ **"Eye opening."**
—School Library Connection

"Stamped is the book I wish I had as a young person and am so grateful my own children have now."
—Jacqueline Woodson, bestselling author of *Brown Girl Dreaming*

"Refreshingly simple and deeply profound." —Renée Watson, bestselling author of *Piecing Me Together*

"Mark my words: This book will change everything." —Nic Stone, bestselling author of *Dear Martin*

ABOUT THE AUTHORS

JASON REYNOLDS is a #1 *New York Times*–bestselling author; two-time National Book Award finalist; the recipient of a Newbery Honor, a Printz Honor, and multiple Coretta Scott King Honors; and the winner of a Kirkus Prize, two Walter Dean Myers Awards, and an NAACP Image Award, among other honors. He invites you to visit him online at JasonWritesBooks.com.



Photo by Jati Lindsey

DR. IBRAM X. KENDI is a *New York Times*–bestselling author and award-winning historian. He is a professor of history and international relations and the founding director of the Antiracist Research and Policy Center at American University. He is a columnist at *The Atlantic* and one of America's leading antiracist voices.



Photo by Ibram X. Kendi

ABOUT THE CURRICULUM DEVELOPER



DR. SONJA CHERRY-PAUL is a senior research associate at TCRWP (Teachers College Reading and Writing Project) as well as the co-founder and co-facilitator of the Institute for Racial Equity in Literacy. Dr. Cherry-Paul leads presentations at national conferences and provides professional development for educators on reading and writing instruction and equity and inclusion. Her most recent book is *Breathing New Life into Book Clubs: A Practical Guide for Teachers* (2019). Follow her @SonjaCherryPaul.