

**#ScholarStrike September 9 & 10, 2020**  
**Days of Action**

# **Anti-Oppression/ Anti-Racism Resources for Educators**

## **Contributors:**

Dr. Claire Ahn

Dr. Alana Butler

Dr. Saad Chahine

Dr. Jennifer Davis

Dr. Anita Jack-Davies

Dr. Heather McGregor

Dr. Lindsay Morcom

Dr. Holly Ogden

Jackson Pind

Dr. Thashika Pillay

Olivia Rondeau

Deb St. Amant

Dr. Michelle Searle

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## What is #ScholarStrike?

The organizers of #ScholarStrike are Drs. Anthea Butler and Kevin Gannon. Dr. Anthea Butler is an Associate Professor of Religious and Africana studies and interim chair of the Department of Religious Studies at the University of Pennsylvania. Dr. Kevin Gannon is a Professor of History and Director of the Center for Excellence in Teaching and Learning at Grand View University.



Scholar Strike is an action, inspired by professional athletes from the WNBA, NBA, and MLB who went on strike (the NBA players even interrupted their postseason) to underscore the urgent importance of addressing the grave injustices faced by people of color in the United States. Scholar Strike is both an action, and a teach-in. Some of us will, for two days, refrain from our many duties and participate in actions designed to raise awareness of and prompt action against racism, policing, mass incarceration and other symptoms of racism's toll in America. In the tradition of the teach-ins of the 1960s, we are going to provide YouTube ten-minute teach-ins, accessible to everyone, and a social media blitz on Twitter, Facebook, and Instagram to share information about racism, policing, mass incarceration, and other issues of racial injustice in America.

## ScholarStrike Canada

The Canadian action is aligned with the one in the U.S., in its call for racial justice, an end to anti-Black police violence and it adds a specific focus on anti-Indigenous, colonial violence.

Scholar Strike is a labour action/teach-in/social justice advocacy happening on September 9 & 10, 2020. September 9 & 10 were chosen as the dates of the Scholar Strike in Canada because, for many of us, the academic year begins on these dates. These days were also chosen because of their proximity to Labour Day.

## Canadian Digital Teach-In Events

### Programme of Digital Teach-Ins

Through Sept 9 & 10, 2020, Scholar Strike Canada is hosting public digital teach-ins on state-sanctioned violence as part of the systemic violence that materially disenfranchises Black, Indigenous, and racialized people, and is a contemporary function of slavery, carcerality, and colonialism in the world today.

[Visit the site for up-to-date links to the online panels/presentations](#)

## Queen's University Resources

[Centre for Teaching and Learning: What is decolonization? What is Indigenization?](#)

### [Human Rights and Equity Office](#)

HREO provides a listing of books, organizations, faith communities, Indigenous resources, and links to other web sites related to human rights, equity, and inclusion.

### [Human Rights 101](#)

This training provides a basic understanding of rights and responsibilities under the Ontario Human Rights Code. It discusses what you should know about human rights and discrimination, your rights and responsibilities under the Ontario Human Rights Code, and how to apply the Ontario Human Rights Code.

### [Faculty of Education: Anti-Racism and Diversity Resources](#)

These resources have been curated and recommended by our faculty with expertise in anti-racism, SHARE, and our EDI Committee, as well as recommendations from our teacher candidates and graduate student community.

### Dr. Anita Jack Davies, Senior Research Advisor (Research Initiatives, Diversity & Inclusion)

- [After the Fires Burn](#) (Queen's Alumni Review, 2020, Issue #3)
- [Navigating racism: Black graduate students need support](#) (*The Conversation*, April 30, 2018)
- [Coronavirus: The 'yellow peril' revisited](#) (*The Conversation*, August 3, 2020)

**Dr. Lindsay Morcom, Associate Professor and CRC in Language Revitalization and Decolonizing Education (TED Talk)**

- [A history of Indigenous languages — and how to revitalize them](#)

**Olivia Rondeau, ATEP Coordinator/MEd Candidate**

- [Teaching Aboriginal Education](#) is a web site with lesson plans, literary resources, and other online resources for teaching Aboriginal Education in Canada.

**Dr. Lee Airton, Assistant Professor of Gender and Sexuality Studies in Education**

- [Gender: Your guide: a gender-friendly primer on what to know, what to say, and what to do in the new gender culture.](#)

**[Queen's University Library Guide: Aboriginal Educational Resources](#)**

**[Every Student Reflected](#)**

Website created by teacher candidates Emily Cehic (Ed'20) and Jaden Diminno (Ed'20) to recommend children's books featuring diverse characters.

**[Queen's University Law Student Society: Diversity Resource Bank](#)**

**[Queen's University: Inclusive Queen's](#)**

Listing of equity, diversity, and inclusion resources for the Queen's community.

**[Queen's Rehabilitation Therapy Student Society](#)**

Anti-racism resources and resources for allyship.

## Resources for Early Childhood Educators

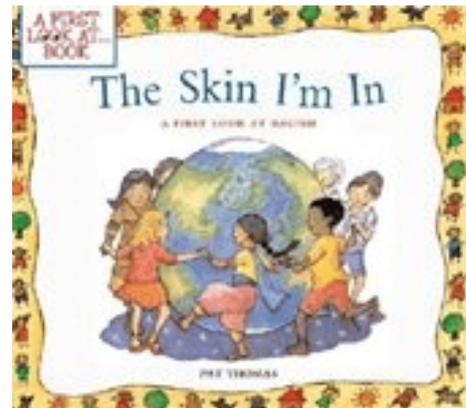
### Books

#### The Skin I'm In

By: Pat Thomas

Illustrator: Lesley Harker

Racial discrimination is cruel, and especially so to younger children. *The Skin I'm In* encourages kids to accept and be comfortable with differences of skin color and other racial characteristics among their friends and in themselves. The book explores the dynamics in relationships among children of preschool through early school age.

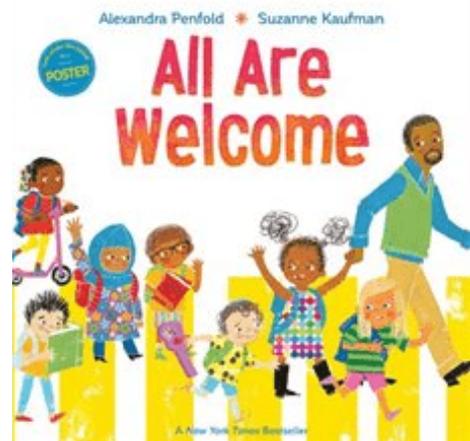


#### All Are Welcome

By: Alexandra Penfold

Illustrator: Suzanne Kaufman

Discover a school where—no matter what—young children have a place, have a space, and are loved and appreciated. Follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where students from all backgrounds learn from and celebrate each other's traditions. A school that shows the world as we will make it to be.

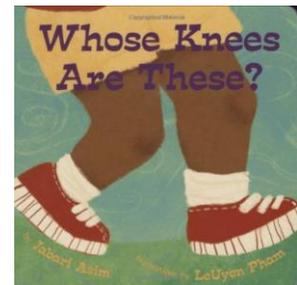


### Whose Knees Are These?

By: Jabari Asim

Illustrator: LeUyen Pham

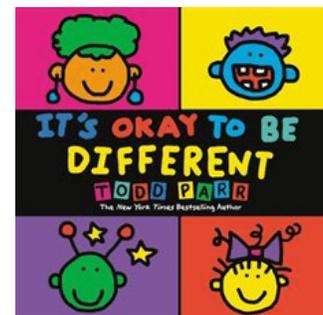
This interactive and multicultural board book is a fun way to embrace diversity through a baby's dimpled knees! This book is targeted for preschool and kindergarten aged children.



### It's Okay to Be Different

By: Todd Parr

It's okay to need some help. It's okay to be a different color. It's okay to talk about your feelings. Targeted to young children first beginning to read, this book will inspire children to celebrate their individuality through acceptance of others and self-confidence--and it's never too early to develop a healthy self-esteem.

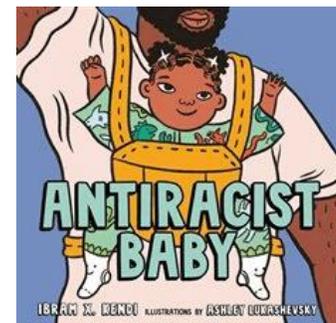


### Antiracist Baby

By: Ibram X. Kendi

Illustrator: Ashley Lukashevsky

With bold art and thoughtful yet playful text, Antiracist Baby introduces the youngest readers and the grown-ups in their lives to the concept and power of antiracism. Providing the language necessary to begin critical conversations at the earliest age, Antiracist Baby is the perfect gift for readers of all ages dedicated to forming a just society.



## Web Resources

### [Anti-Bias Resources for Early Childhood Educators](#)

This site lists books, videos, webinars, podcasts, research articles, and social media sites that feature the topic of anti-racism for early learners.

### [Resources for Early Learning: Diversity](#)

This site offers free online modules on topics such as: fostering a sense of self, celebrating differences in others, teaching about fairness, practicing learned skills, and self-reflection.

### [National Association For the Education of Young Children \(NAEYC\): Diversity](#)

The site includes books, peer-reviewed articles on the topic of diversity in early learning, teaching activities, and policy recommendations.

### [How to Teach Racial Acceptance](#)

By Beatrice Ekwa Ekoko

### [Family Tipsheet: How to Talk to Your Child About Racism](#)

### [Bias isn't just a police problem, it's a preschool problem: NPR video](#)

### [Canadian children and race: Toward an anti-racism analysis](#)

### [Anti-racism activities for toddlers](#)

## Lesson Plans/Activities

### Title: The Colors of Us

Grades: Preschool to Grade 2

**Description:** Read the book *The Colors of Us* by Karen Katz and have students draw faces onto multicoloured pieces of paper matching various skin tones. Discuss how important it is to recognize and celebrate different skin tones.

**Source:** <https://happytoddlerplaytime.com/20-anti-racism-activities-for-kids/>



### Title: School Around the World

Grades: Preschool to Grade 3

**Description:** Children are interested in learning more about kids their own age, including what school looks like in other countries. Set up a “school” interest center in a portion of your classroom. Add photos, books, videos and other activities that feature students at school in another culture.

Encourage discussions about school in other countries by asking questions such as, “How do the children get to school?” and “What do they eat for lunch?” Rotate cultures throughout the year so students are exposed to many different school experiences from around the globe.

How it teaches diversity: “By focusing on school, children can automatically relate to experiences of children around the world,” says Robin Leon, a 20-year ECE teacher and senior community counselor at Global Awareness. “Letting the children experience schools around the world through pretend play is a great way to tackle this important topic at a developmentally appropriate level.”

**Source:** <https://www.rasmussen.edu/degrees/education/blog/multicultural-activities-for-preschoolers/>

**Title:** Hello, Friend!

**Grades:** Preschool to Kindergarten

**Description:** Greeting one another each morning is already an established part of your preschool routine. Make it a fun learning opportunity by introducing words and phrases in other languages at circle time, and encouraging children to practice by greeting their friends with their new vocabulary words. Bilingual read-aloud books provide another opportunity to introduce children to new languages. Try Hello Ocean / Hola Mar by Pam Munoz Ryan (Spanish), Bee-bim Bop! by Linda Sue Park (Korean) and Am I Small? / Mimi Ni Mdogo? by Philipp Winterberg (Swahili).

How it teaches diversity: “One of the first steps in understanding cultural differences is recognizing that not everyone speaks the same language,” Carver says. “Through this exercise, children begin to understand the many different ways people of the world communicate and that language is a bridge to understanding other cultures, not a barrier.”

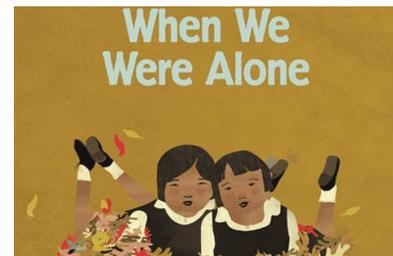
**Source:** <https://www.rasmussen.edu/degrees/education/blog/multicultural-activities-for-preschoolers/>

## Indigenous Learning Resources

### When We Were Alone

By: Alexander Robertson

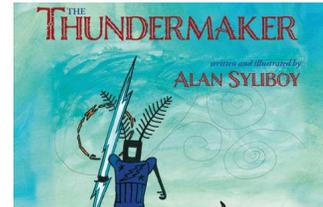
Illustrator: Julie Flett



This is one of many responses to the Truth and Reconciliation Commission's 94 calls to action — one of which is to begin education about the legacy of residential schools with children as early as kindergarten. When We Were Alone is a story about a difficult time in history, and merges exceptionally well into a story of empowerment and strength.

## The Thundermaker

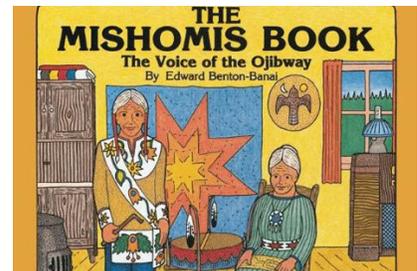
By: Allan Syliboy



The Thundermaker was born from Mi'kmaw artist Syliboy's spectacular mixed-media exhibit with the same name. Big Thunder shares the traditional teaching of making thunder and passes on this responsibility to his son, Little Thunder, to continue to provide for their people.

## The Mishomis Book

By: Edward Benton-Banai



Created for people of all cultures, but especially for Ojibway and Native youth, The Mishomis Book is detailed introduction to Ojibway culture and the sacred Midewiwin teachings. Parents will appreciate the message that life should be centered on respect for all living things, vibrant community and a respectful relationship with nature.

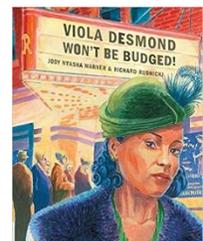
## Resources for Elementary Teachers

### Books

#### Viola Desmond Won't Be Budged

By: Jody Nyasha Warner

Illustrator: Richard Rudnicki

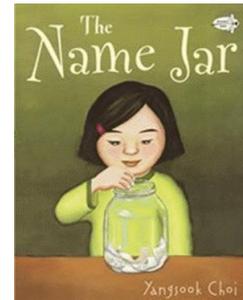


In Nova Scotia, in 1946, an usher in a movie theater told Viola Desmond to move from her main floor seat up to the balcony. She refused to budge. Viola knew she was being asked to move because she was black. In no time at all, the police arrived and took Viola to jail. The next day she was charged and fined, but she vowed to continue her struggle against such unfair rules. Desmond's act of refusal awakened people to the unacceptable nature of racism and began the process of bringing an end to racial segregation in Canada. In 2018, Viola Desmond's image appears on the Canadian ten-dollar bill.

### The Name Jar

By: Yangsook Choi

This book addresses identity issues and discrimination when a South Korean girl migrates to the United States and nobody in her school can pronounce her name. She grapples with choosing an Anglicized name before embracing her heritage.

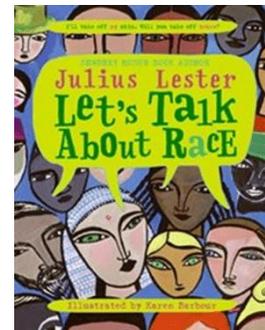


### Let's Talk About Race

By: Julius Lester

Illustrator: Karen Barbour

Let's Talk About Race discusses the philosophy of storytelling, especially as it pertains to race and equality. Author Julius Lester invites you into his book by writing, "I am a story. So are you?" He discusses how each individual has many different elements to their story, from family, to name, to likes and dislikes, and maybe even race. However, he says that race is just a portion of your story. But why do people think it is so important? He explains that sometimes we get too caught up on race and make quick assumptions based on skin color.

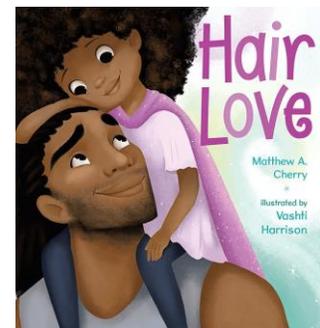


### Hair Love

By: Matthew A. Cherry

Illustrator: Vashti Harrison

Zuri's hair has a mind of its own. It kinks, coils, and curls every which way. Zuri knows it's beautiful. When Daddy steps in to style it for an extra special occasion, he has a lot to learn. But he LOVES his Zuri, and he'll do anything to make her -- and her hair -- happy. Tender and empowering, Hair Love is an ode to loving your natural hair -- and a celebration of daddies and daughters everywhere.

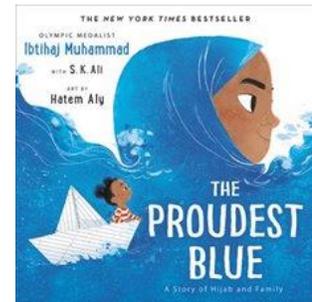


### **The Proudest Blue: A Story of Hijab and Family**

By: Ibtihaj Muhammad

Illustrator: Hatem Aly

A powerful, vibrantly illustrated story about the first day of school--and two sisters on one's first day of hijab--by Olympic medalist and social justice activist Ibtihaj Muhammad.

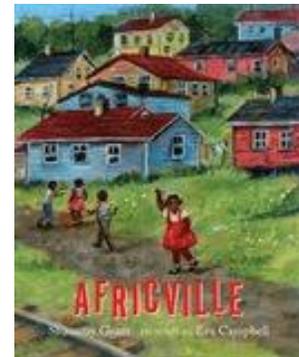


### **Africville**

By: Shauntay Grant

Illustrator: Eva Campbell

Africville was a vibrant Black Canadian community for more than 150 years. But even though its residents paid municipal taxes, they lived without running water, sewers, paved roads and police, firetruck and ambulance services. Over time, the city located a slaughterhouse, a hospital for infectious disease, and even the city garbage dump nearby. In the 1960s, city officials decided to demolish the community, moving people out in city dump trucks and relocating them in public housing. Today, Africville has been replaced by a park, where former residents and their families gather each summer to remember their community.

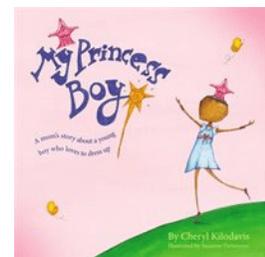


### **My Princess Boy**

By Cheryl Kilodavis

Illustrator: Suzanne DeSimone

Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy. The book address LGBTQ identity among children.



## Web Resources

### [British Columbia Teachers' Federation: Show Racism the Red Card](#)

A resource guide with k-12 lesson plans about racism

### [British Columbia Teachers' Federation: Elementary Lesson Plans on Racism](#)

### [Elementary Teachers Federation of Ontario](#)

*Social Justice Begins with Me: School Wide Curriculum from the Early Years to Grade Eight.*  
Booklists on topics including race, gender, bullying, disability, LGBTQ etc.

### [ETFO Action on Anti-Black Racism: 365 Days of Black History Curriculum](#)

The curriculum resource for primary, junior and intermediate educators focuses on the lived experiences of Black Canadians from the past and present, 365 days a year. The documents were created to support elementary teachers in their teaching practice. The combination of the curriculum, [calendar](#), and poster as individual lessons or thematic units ensures that Black Canadian history is embedded in classrooms throughout the school year.

### [Confronting Racism in the Classroom](#)

By Kalpana Makan

### [American Psychological Association](#)

Experts say diversity and discrimination are subjects that need to be addressed with children.

### [Ottawa Carlton District School Board](#)

Responding to Anti-Black Racism: Resources to Support Parents and Students

### [Race Bridges](#)

African American storyteller Linda Gorham tells two stories. One is I Am Somebody: Story Poems for Pride and Power. This is an upbeat and moving celebration of Linda's family tree and heritage. The lesson plan guides teachers to invite "pride poems" from their students.

[CBC archives – video clips showing examples and stories of racism](#)

[Kawartha Pine Ridge District School Board](#)

Equity, Diversity, and Inclusion Calendar

[Limestone District School Board: Anti-Black Racism Resources](#)

[Embrace Race: Resources for Children about race](#)

## Lesson Plans

**Title: The Power Flower: Reflection on our Social Identities**

**Grade level:** 4-8

**Time:** 45-60 minutes

### Rationale

Participants will identify who they are (and who they aren't) as individuals and as a group in relation to those who wield power in our society. This activity will also highlight discrimination as a process for maintaining dominant identities.

### Materials

- The power flower drawn on large paper
- Individual copies of the flower as handouts
- A variety of coloured markers

### Teaching/ Learning Strategies

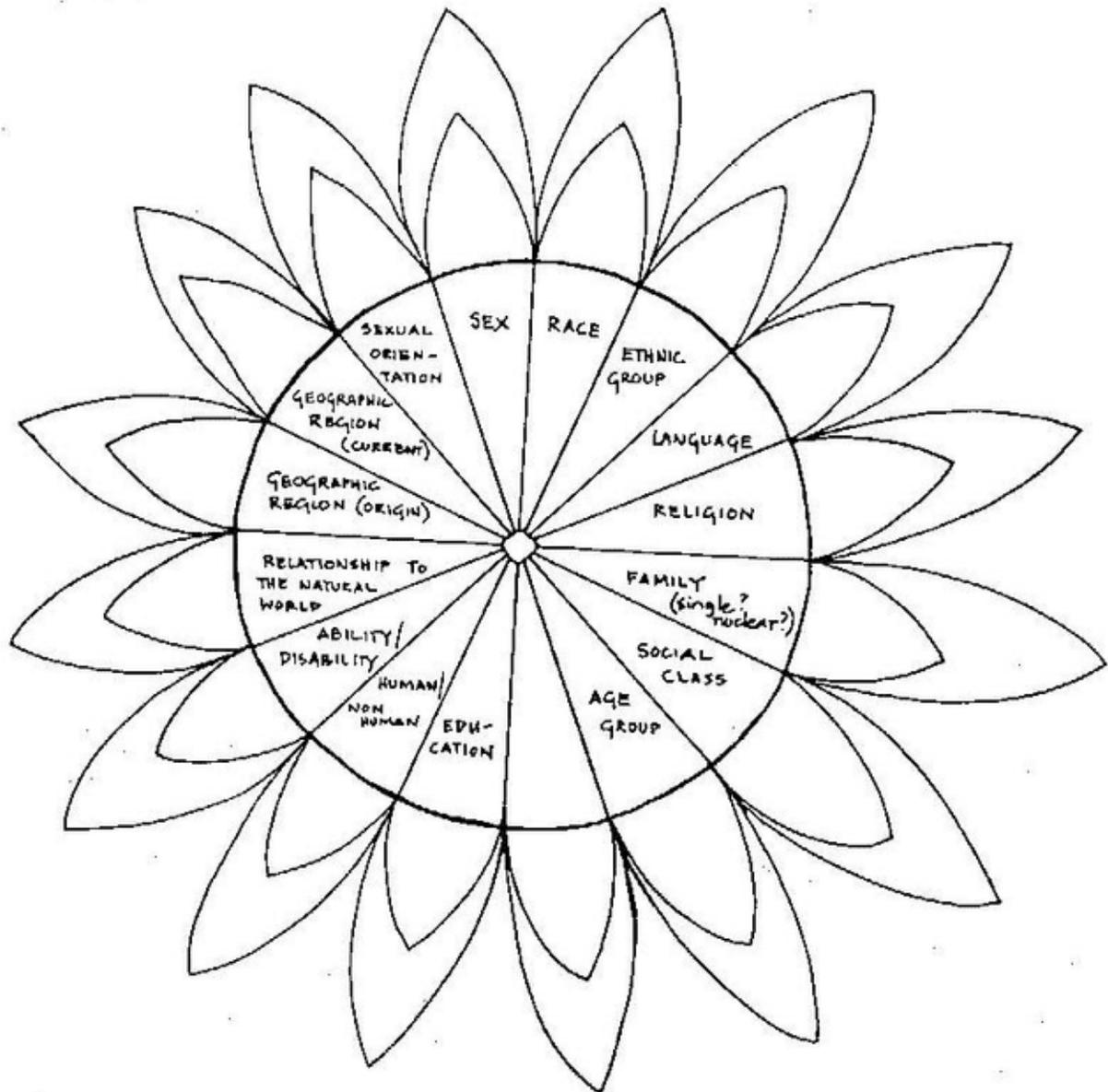
1. Introduce the power flower, drawn on large paper and placed on the wall. As a group fill in the dominant social identity of the group on the outside circle.
2. Asking people to work individually or with the person next to them, hand out individual flowers to each pair. Ask participants to locate themselves on the inner blank circle.
3. The groups of two post their identities on the inner circle of the large flower as soon as they are ready to do so.
4. We review the composite as a group and reflect on:

- personal location: how many factors you have as an individual that are different from the dominant identity; what factors can't be shifted, changed?
- representation: who we are/ are not as a group - and how that might influence the task/discussion at hand?
- the relationship between and among different forms of oppression.
- the process at work to establish dominance of a particular identity and, at the same time, to subordinate other identities.

### Variations

- Individuals fill in the inner circle of the flower before reflecting on the dominant social identity in the group.
- Using flip-chart paper, cut out large versions of the twelve different petals. Each petal should be large enough so that all participants can make an entry on it. Name each of the petals and spread them around the room. Participants circulate and record their personal identity on the inner part of the petal and the dominant identity on the outer part. Gather the petals in the centre of the room, and use as a catalyst for discussion as above.
- Use the power flower as an introduction to focus on one form of oppression. The flower was developed specifically for use in anti-racist work.
- List the words participants use to describe their own "ethnicity" and "race". Examine the two columns for differences. Use this as a take-off point for talking about race as a social - as opposed to scientific- concept.

The power flower



Source: [https://www.oise.utoronto.ca/edactivism/Activist Resources/The Power Flower.html](https://www.oise.utoronto.ca/edactivism/Activist_Resources/The_Power_Flower.html)

**Title: Something Happened in Our Town**

**Grade level:** 2-8

**Description:** Students should [watch this video](#). It is an 8-minute reading of a story about two families (one Black, one White) speaking to their children about why a Black man was shot by police. Teachers should discuss the video with the class and prompt students to write a reflection about how they feel about the scenario presented in the video.

**Source:** School District 8 Kootenay Lake

**Title: Understanding Prejudice through Paper Plate Portraits**

**Grade level:** K-5

**Description:** This lesson is most effective if students have already begun exploring social justice issues like racism or gender stereotypes. You will need one paper plate per student. First, review the meaning of the word prejudice, breaking down the word into its parts, “pre” and “judge.” Begin brainstorming about the types of judgments people might make without getting to know someone. Ask, “What is something someone might think about you just from looking at you

Explain that students will be reflecting on the difference between what others might assume about them and how they truly are on the inside. Students will draw their faces on the outside or “bump” of the plate. They will then write a few words or phrases that they think someone might assume about them. On the inside or “crater” of the plate, students color in a heart and write words or phrases that describe their character/personality—who they really are. When students are finished, give them time to participate in a short “gallery walk” to admire the collective work of the class. Then facilitate a discussion found [here](#).

**Source:** <https://www.tolerance.org/classroom-resources>

**Title: Black Canadian Scientists, Medical Professionals and Inventors**

**Grades: 4-8**

**Overall Question:** How have the contributions of Black Canadian scientists, health care practitioners/physicians, and inventors made an impact on society?

**Guiding Questions:**

- What shared experiences have shaped the lives and stories of Black Canadians in Canada?
- What roles do gender and race play when Black Canadians' stories are shared? Whose voices are heard and whose voices are often silenced?
- What characteristics were developed through the personal, professional and/or social struggles that these individuals faced?

**Curriculum Connections:**

**Social Studies**

Grade 5: The Role of Government and Responsible Citizenship B3

Grade 6: Heritage and Identity: Communities in Canada, Past and Present A1, A2

**Learning Goals**

Students will: Critically discuss and reflect on the lack of archival documentation on Black Canadians. Create biographical stories about Black Canadian scientists, health care practitioners/physicians and inventors using various technologies. Understand the impact of racial discrimination/segregation and sexism on the livelihood of Black Canadians past and present in the area of science, medicine and inventorship. Define and begin to understand the impact of words such as anti-Black racism, racism, prejudice and segregation

**Possible Success Criteria**

- Collaboratively develop a visual biographical profile of a Black Canadian scientist, health care practitioner/physician or inventor using technology (PowToon, PowerPoint, animation programs, etc.)
- Share these biographies with peers and others

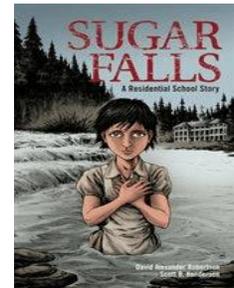
**Source:** <https://www.etfo.ca/SupportingMembers/Resources/Pages/365.aspx>

## Indigenous Learning Resources

### Sugar Falls: A Residential School Story

By: David A. Robertson

Illustrator: Scott B. Henderson



BASED ON A TRUE STORY\* A school assignment to interview a residential school survivor leads Daniel to Betsy, his friend's grandmother, who tells him her story. Abandoned as a young child, Betsy was soon adopted into a loving family. A few short years later, at the age of 8, everything changed. Betsy was taken away to a residential school. There she was forced to endure abuse and indignity, but Betsy recalled the words her father spoke to her at Sugar Falls - words that gave her the resilience, strength, and determination to survive. Sugar Falls is based on the true story of Betty Ross, Elder from Cross Lake First Nation. We wish to acknowledge, with the utmost gratitude, Betty's generosity in sharing her story. A portion of the proceeds from the sale of Sugar Falls goes to support the bursary program for The Helen Betty Osborne Memorial Foundation.

### Sweetest Kulu

By: Celina Kalluk

Illustrator: Alexandria Neonakis

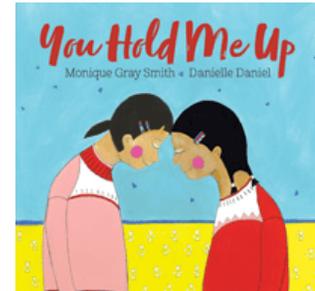


This beautiful bedtime poem, written by acclaimed Inuit throat singer Celina Kalluk, describes the gifts given to a newborn baby by all the animals of the Arctic. Lyrically and tenderly told by a mother speaking to her own little "Kulu," an Inuktitut term of endearment often bestowed upon babies and young children, this visually stunning book is infused with the traditional Inuit values of love and respect for the land and its animal inhabitants.

## **You Hold Me Up**

By: Monique Gray Smith

Illustrator: Danielle Daniel



This vibrant picture book, beautifully illustrated by celebrated artist Danielle Daniel, encourages children to show love and support for each other and to consider each other's well-being in their everyday actions. The theme of reconciliation and Indigenous relationships feature prominently in this book.

### [Indigenous Early Learning and Child Care Framework](#)

#### [B.C. Aboriginal Child Care Society](#)

The resource lists curriculum materials, books, articles, reports, and Indigenous stories.

#### [Understanding Indigenous Perspectives](#)

This set of learning modules has been created to support and inspire educators and future teachers to gain a deeper understanding of Indigenous perspectives and an appreciation of how Indigenous knowledge and worldviews can assist all learners in their educational journey.

#### [Indigenous Education: Limestone District School Board](#)

Lists resources on incorporating Indigenous perspectives and making connections to Indigenous communities and families

#### [First Nations Child & Family Caring Society](#)

The site includes educational resources, videos, and factsheets for educators of Indigenous early learners.

#### [The Learning Circle: Classroom Activities on First Nations in Canada - Ages 4 to 7](#)

#### [The Learning Circle: Classroom Activities on First Nations in Canada - Ages 8 to 11](#)

**Lesson Title: Reconciliation Conversations - Language and Culture**

**Grades:** 5 to 8

**Description:**

[Explore the Google slide as a group](#)

Afterwards, ask students to reflect on the prompts below. They may write down some of their ideas. You may also decide to discuss these questions in small groups or as a large group. Discussion questions: How are your own language and culture linked? How might your language impact how you view the world? Is your language a part of your identity? In what way? When a language disappears, what do we lose? How can we ensure the survival of Indigenous languages? How is learning an Indigenous language an act of reconciliation?

**Source:** <https://www.oise.utoronto.ca/deepeningknowledge/>

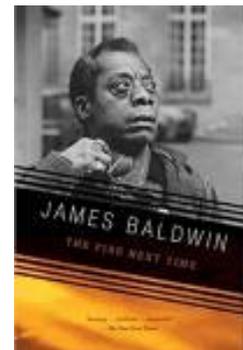
## Resources for Secondary School Teachers

### Books

#### The Fire Next Time

By: James Baldwin

James Baldwin's short book of nonfiction *The Fire Next Time*, first published in 1963, includes two essays: "My Dungeon Shook -- Letter to my Nephew on the One Hundredth Anniversary of the Emancipation" and "Down at the Cross -- Letter From a Region of My Mind." He examines a world of issues facing Black Americans, including the damage wrought by racism, and the possible outcomes of reparations.



## The Hate U Give

By: Angie Thomas

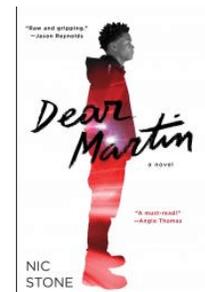
Angie Thomas' New York Times best-selling book *The Hate U Give* won a 2018 Coretta Scott King Author Honor, a Michael L. Printz Honor, and the Odyssey Award for best audiobook for kids and teens. Inspired by the Black Lives Matter movement, it involves the police shooting of an unarmed black teen. The book covers topics of race, interracial dating, political activism, grief, friendship, wealth disparity, police brutality, addiction, and the media's depiction of African Americans.



## Dear Martin

By: Nic Stone

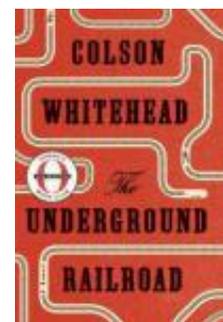
Dear Martin tells the story of an Ivy League-bound African American student named Justyce who becomes a victim of racial profiling. He struggles to reconcile the fact that he's a "good kid" with suddenly being in police handcuffs.



## The Underground Railroad

By: Colson Whitehead

Colson Whitehead's riveting runaway slave story is an eye-opening, brutal, and remarkable study of tensions that pull in opposite directions. On the one hand, his depictions of slave life are thoroughly grounded in heartbreaking and hard-to-take reality; on the other hand, *The Underground Railroad* is literally a railroad, with engines and cars. Readers who can let go of the literal, and who can appreciate the Gulliver's Travels way that Whitehead shows Cora's possibilities, will get a deeper understanding of what slavery really was and how it continues to affect racism today.



## **Barely Missing Everything**

By Matt Mendez

This is a compelling and eye-opening story about race, economic and social inequality, and preconceived ideas about a particular group of people. Author Matt Mendez sheds light on the struggles of brown people and what people in Latinx communities constantly endure but rarely talk about.



## **Web Resources**

### [Anti-Racism Resource Centre](#)

Tools for educators in the classroom includes a selection of articles and classroom activities about anti-racism.

### [Experiences Canada: Anti-Racism Resources](#)

A collection of web sites, videos, poems, and classroom activities about anti-racism

### [Under A North Star](#)

Under a Northern Star presents seven collections at Library and Archives Canada that document the experiences of African Canadians. These historical papers and photographs reveal the life and work of people who fought against slavery and racism.

### [Teaching Tolerance](#)

Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use their materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants. Their program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Their Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice, and action.

### [Canadian Race Relations Foundation: Learning About Racism](#)

The CRRF has developed an exclusive, free on-line program that has brought together a “faculty” of subject matter experts to create a curriculum and a set of reading materials. Learners, drawn from multiple sectors, will read provided material and participate in courses led by faculty members who are experts in the topic of discussion.

### [CBC Short Docs: Freedom Summer](#)

Moon is a 13-year-old discovering what it means to take responsibility as a leader. Rihanna is a 7-year-old learning to love the skin she’s in. Freedom Summer follows them as they learn about themselves and others at Black Lives Matter Toronto’s Freedom School — a summer camp where Black kids learn that Black is beautiful

### [Ontario Secondary School Federation: Anti-Bias Toolkit](#)

#### [Anti-Racism Resource Kit](#)

Developed by the Alberta Civil Liberties Research Centre and Calgary Committee on Race Relations and Cross-Cultural Understanding, this guide provides definitions of key terms related to anti-racism and lesson plans for k-12.

#### [White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh](#)

A helpful discussion tool and activity. Read the brief article and discuss how White Privilege manifests itself in everyday life.

## Lesson Plans/Activities

**Title:** Privilege Walk

**Grades:** 9-12

**Comment to participants:** This activity involves a number of statements related to your identity and relationship to privilege. These are not meant to embarrass you but to make visible our privileges (or lack thereof) in a friendly and trusting environment. Please after you hear each question, reflect and honestly take one step forward if the answer to a statement is YES and a step backward if the answer is NO. If a statement is not relevant, ambiguous, or you do not

wish to respond, you can stand still. Please try to ensure that your steps are the same length as others, about two feet long.

Although we are aware that unfortunately many social practices condemn homosexuality, we **did not formulate statements that address sexual orientation because we did not want to** create a situation in which we would force anyone to reveal information that one might not want revealed. Also, some of the statements will require you to interpret concepts as you understand them now, such as the concept of ethnicity, which could refer to culture, language, ancestry, and more.

**Find the full activity here:** <https://depts.washington.edu/cpreeuw/wordpress/wp-content/uploads/2015/11/SU-FG-2.1-Privilege-Walk-Prompts.docx>

**Title: Critical Self-Reflection Paper on Race and Ethnicity**

**Grades:** 9-12

**Description:** Write a 4-6-page (double-spaced) reflection paper on your childhood and/or adolescent experiences that shaped your perspectives about race and ethnicity. Was your race or ethnicity a major part of your identity? Why or why not? Growing up, what messages did you receive about race and ethnicity from a) your family b) your peers c) your teachers d) the media What implications for professional practice can you draw from your own experiences?

This is not a formal paper, so no secondary source research beyond the course outline will be necessary although you should incorporate relevant course readings. A good guideline should be to include at least three (3) of the course readings. All citations should follow APA style. While there are no 'right' or 'wrong' personal reflections, you will be graded on the content and depth of your analysis. You should provide specific examples, reflect on your thought processes, and make clear connections to the readings.

**Purpose:** The purpose of this paper is to reflect on your own experiences about race, ethnicity, and culture in order to gain an understanding of how this may have shaped your current perspective and future professional practices.

**Source:** Dr. Alana Butler

**Title: Talking Circles about Race, Equity, and Inclusion**

**Grades:** 9-12

**Description:** Secondary school teachers can include this as a weekly activity or monthly. The teacher chooses a topic for discussion related to equity, diversity, and inclusion. The teacher selects an object such as a feather or other artifact. Those holding the object can speak and others must listen. The students sit in a circle and take turns sharing their experiences. A student can opt out of speaking when their turn comes by passing the object to the next person. The activity typically takes 30-45 minutes.

**Source:**

<http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf>

## Resources on Environmental Racism

**Contributors:** Dr. Heather McGregor and Jackson Pind

**Grades:** 10-12/Adult learner resources

Numerous news articles in Vice Media under the [Environment](#) section, such as:

- [People of Colour Experience Climate Grief More Deeply Than White People](#)
- [Climate Change Has Forced Indigenous Peoples in This Alaskan City to Pay \\$99 for a Turkey](#)
- [It's Time for Environmental Studies to Own Up to Erasing Black People](#)
- [Canada Is Falling Behind on Confronting Environmental Racism](#)

Documentary video by Pearson on youth action against industry in racialized/poor communities (in the US)

- [Taking a Stand Against Environmental Injustice](#)

Environmental Racism in Nova Scotia

- [There's Something in the Water](#) A film about environmental racism in Nova Scotia, unfortunately only available on Netflix (not for classrooms, but still valuable to know about)

- [There's Something in the Water](#) Article and link to Youtube panel discussion for those who cannot access Netflix
- [Enrich](#) Community-based research project on environmental issues in Mi'kmaq and African Nova Scotian communities
- [Global News Articles](#) Primarily on environmental racism in NS

#### Other articles on Environmental Racism in Canada

- [Overview of environmental racism](#) in Canada by Ecojustice
- Editorial by [David Suzuki](#)

#### Environmental Racism at Grassy Narrows First Nation

- [Video showing damage on people/land](#) Shows the story of environmental racism in Ontario
- [Youth of Grassy Narrows Video](#) Shows youth perspectives from the community
- [Pulitzer Article](#) Explaining the issue in 2019
- [Mercury Treatment Centre Agreement](#) Recent announcement of promised treatment centre

## Anti-Oppressive Resources for Environmental Education

**Contributors:** Dr. Heather McGregor and Jackson Pind

#### Climate change adaptation in Inuit communities

- [Beautiful videos](#) of different Arctic regions with climate change adaptation strategies
- Inuit climate activist [Sheila Watt-Cloutier TedX talk](#) (15 mins)
- Inuit climate activist [Sheila Watt-Cloutier Ontario Science Centre Talk](#) (2 mins)
- [The Right to Be Cold](#) by Sheila Watt-Cloutier

#### Racism in Animal Welfare Organizations and Canadian Inuit Self-determination

- [Angry Inuk](#) documentary/activist film by Inuit director/producer Alethea Arnaquq-Baril (NFB films are accessible through many libraries, including Queen's)

[Anti-racism toolkit for Environmentalists](#) - Greenpeace Canada

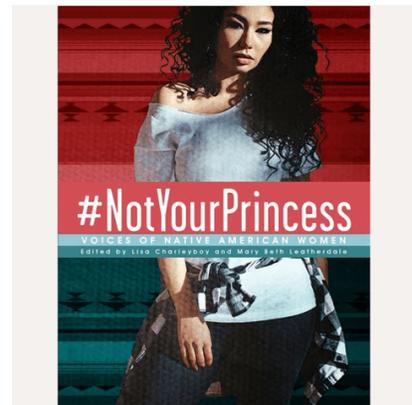
[Equity Resources](#) from the North American Association for Environmental Education

## Indigenous Learning Resources

### #NotYourPrincess: Voices of Native American Women

Edited by: Lisa Charleyboy & Mary Beth Leatherdale

Whether looking back to a troubled past or welcoming a hopeful future, the powerful voices of Indigenous girls and women across North America resound in this book. In the same visual style as the bestselling *Dreaming in Indian*, #NotYourPrincess presents an eclectic collection of poems, essays, interviews, and art that combine to express the experience of being a Native woman.

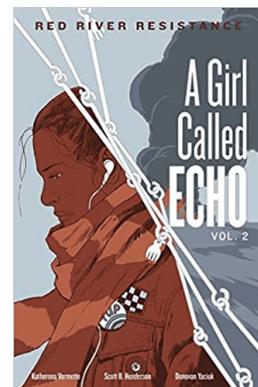


### A Girl Called Echo

By: Katherena Vermette

Illustrators: Scott B. Henderson and Donovan Yaciuk

Echo Desjardins is adjusting to her new home, finding friends, and learning about Métis history. She just can't stop slipping back and forth in time. One ordinary afternoon in class, Echo finds herself transported to the banks of the Red River in the summer of 1869. All is not well in the territory as Canadian surveyors have arrived to change the face of territory, and Métis families, who have lived there for generations, are losing access to their land. As the Resistance takes hold, Echo fears for her friends and the future of her people in the Red River Valley.

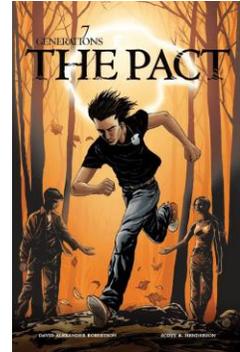


## The Pact

By: David A Robertson

Illustrator: Scott B. Henderson

As the pain and loss of James's residential school experiences follow him into adulthood, his life spirals out of control. Haunted by guilt, he is unable to maintain a relationship with Lauren and their son Edwin. Edwin, mired in his own pain, tries to navigate past the desolation of his fatherless childhood. As James tries to heal himself, he begins to realize that, somehow, he may save his son's life – as well as his own. When father and son finally meet, can they heal their shattered relationship, and themselves, or will it be too late?



### [OISE/University of Toronto: Deepening Knowledge Resources for and about Aboriginal Education](#)

Resources for teachers and students include lesson plans, reports, films, blogs, and curriculum resources.

### [Experiences Canada: Reconciliation](#)

A collection of videos, articles, web links, and lesson plans for reconciliation education.

### [Questions to Ask While Evaluating Resources Featuring Indigenous, POC and/or LGBTQ+ People and Communities \(PDF\)](#)

### [Ontario Teacher's Federation](#)

Useful Links for Indigenous Education

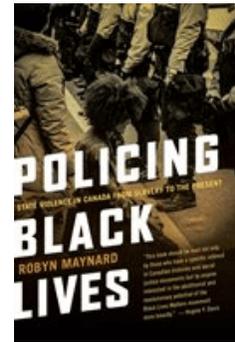
### [The Learning Circle: Five Voices of Aboriginal Youth in Canada - A Learning Resource for Ages 14 to 16](#)

## Resources for College/University Teaching

### Policing Black Lives

By: Robyn Maynard

Delving behind Canada's veneer of multiculturalism and tolerance, *Policing Black Lives* traces the violent realities of anti-blackness from the slave ships to prisons, classrooms and beyond. Robyn Maynard provides readers with the first comprehensive account of nearly four hundred years of state-sanctioned surveillance, criminalization and punishment of Black lives in Canada.



### The Skin We're In

By: Desmond Cole

In his 2015 cover story for *Toronto Life* magazine, Desmond Cole exposed the racist actions of the Toronto police force, detailing the dozens of times he had been stopped and interrogated under the controversial practice of carding.

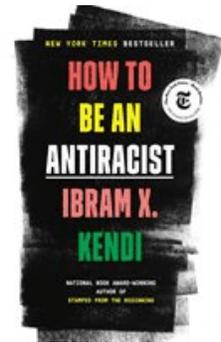
Both Cole's activism and journalism find vibrant expression in his first book, *The Skin We're In*. Puncturing the bubble of Canadian smugness and naive assumptions of a post-racial nation, Cole chronicles just one year—2017—in the struggle against racism in this country. It was a year that saw calls for tighter borders when Black refugees braved frigid temperatures to cross into Manitoba from the States, Indigenous land and water protectors resisting the celebration of Canada's 150th birthday, police across the country rallying around an officer accused of murder, and more.



## How to Be an Antiracist

By: Ibram X. Kendi

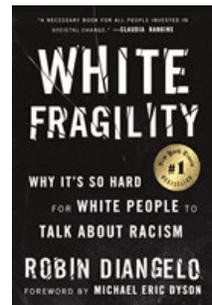
Ibram X. Kendi is a #1 New York Times bestselling author, the Andrew W. Mellon Professor in the Humanities at Boston University, and the founding director of the Boston University Center for Antiracist Research. He is a contributing writer at The Atlantic and a CBS News correspondent. He is the author of five books including *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, which won the National Book Award for Nonfiction; *How to Be an Antiracist*.



## White Fragility

By: Robin DiAngelo

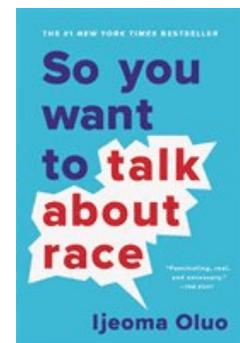
The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality.



## So, You Want to Talk About Race

By: Ijeoma Oluo

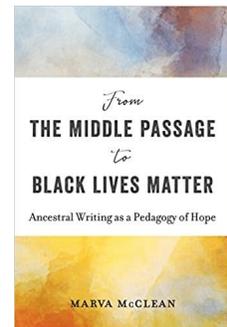
In *So You Want to Talk About Race*, Ijeoma Oluo guides readers of all races through subjects ranging from intersectionality and affirmative action to "model minorities" in an attempt to make the seemingly impossible possible: honest conversations about race and racism, and how they infect almost every aspect of American life.



## From the Middle Passage to Black Lives Matter

By: Marva McLean

In this narrative rooted in autoethnography, the author juxtaposes her personal story with that of international stories of resistance to oppression and calls on educators to include children's personal stories as critical pedagogy to honor their funds of knowledge and foster their historical consciousness. With a focus on eighteenth-century freedom fighter Nanny of the Maroons, *From the Middle Passage to Black Lives Matter* emphasizes the historical connections between Indigenous people worldwide who have harnessed their ancestral roots to disrupt cultural hegemony.



## Web Resources

### [Call It Out: racism, racial discrimination and human rights](#)

A 30-minute interactive eCourse that offers a foundation for learning about race, racial discrimination, and human rights protections under Ontario's Human Rights Code. The course offers a historical overview of racism and racial discrimination, explains what "race," "racism" and "racial discrimination" mean, and provides approaches to preventing and addressing racial discrimination.

### [Canadian Federation of Students: Anti-Racism Toolkit](#)

This 66-page guide includes sections on building advocacy organizations, policy development, anti-racism education, anti-racist curriculum reviews, and online resources.

### [Training For Change](#)

This site lists a series of workshop activities designed to raise awareness about anti-oppression and anti-racism.

### [Government of Canada: Anti-Racism Resources](#)

A collection of reports, film resources, and organizations addressing anti-racism in Canada

[Centre for Race and Culture: Anti-Racism Education in Canada: Best Practices](#)

[Doing Justice by Black Canadians by Anthony Morgan](#)

[University of Manitoba anti-racism policy passed, a first in Canada](#)

[Racial Equity Tools](#)

Racial Equity Tools is designed to support individuals and groups working to achieve racial equity. This site offers tools, research, tips, curricula and ideas for people who want to increase their own understanding and to help those working toward justice at every level – in systems, organizations, communities and the culture at large.

## Critical Literacy and Media Resources

**Contributor:** Dr. Claire Ahn

[Equity Literacy Institute](#)

[UBC, Faculty of Education Anti-Racism Resources](#)

### Media

- [Global News Living in Colour Series](#) (YouTube, covers many different topics)
- [Intersection Education – Toward Better Teaching and Learning](#) (Podcast series 2018)
- [Beyond Quick Fixes to Racial Injustice in Education Rebroadcast](#) (Podcast episode, US based)
- [Desmond Cole on Anti-Black Racism in Canada & US](#) (Podcast episode)

### Articles

- [Turner Consulting Group Reports](#)  
[The Case for Capitalization the B in Black](#)
- [Reading is only a step on the path to Anti-Racism](#) (article, US based, that links to site by author called [Anti-Racism Resources for All Ages](#))
- [How to Talk About Anti-Black Racism](#) \*\* Discussions through art, in a Canadian context, panel discussion with Black academics, artists and educators
- [Canadian Education is Steeped in Anti-Black Racism](#)

- [Dear white people, wake up: Canada is racist](#)
- [How to become an ally: Educators, community leaders explain ways to stand up to anti-Black racism](#) (Canadian)
- [Canonical Loyalty and the Role of Gatekeeping the English Teaching Profession](#) (article & links to resources)
- [Weeding out Racism's Invisible Roots: Rethinking Children's Classics](#) (US perspectives)
- [Social Justice and Diversity Book Bank](#) (Canadian, may also be relevant for PJ and middle years)
- [Evaluating Indigenous Resources for Classroom Use](#) (Canadian)

## Social Justice in the Classroom: Resources

**Contributor:** Dr. Holly Ogden

### [Social Justice and Diversity Book Bank](#)

#### Scaffolded Anti-Racist Resources

- [A live document](#) created by Anna Stamborski, M. Div Candidate (2022) Nikki Zimmermann, M. Div candidate (2021) Bailie Gregory, M. Div, M.S. Ed.
- [Ministry of Education: Peel District School Board Review](#) (Link to the review, investigation report, and directions)
- [CBC: Black students in Peel discussing classroom challenges](#) (Article and Short Video)

## Critical Resources for Classroom Discussions about Race and Equity

**Contributor:** Dr. Thashika Pillay

**Level:** Undergraduate and Graduate

Talaga, Tanya. (2018). [Racism, death, and hard truths in a northern city](#). *Briarpatch*, 47(1), 30–34.

Sinclair, R. (2007). Identity lost and found: Lessons from the Sixties Scoop. *First Peoples Child & Family Review*, 3(1), 65-82.

Cénat, J. M., Noorishad, P-G., Czechowski, K., McIntee, S-E., & Mukunzi, J. N. (2020). Racial disparities in child welfare in Ontario (Canada) and training on ethnocultural diversity: An innovative mixed-methods study. *Child Abuse & Neglect*, 108, 1-13.

Toronto District School Board. (2020). [System data for Black student school experiences](#) [Board Meeting Appendix]. Toronto District School Board.

Parekh, G., Brown, R. S., & Zheng, S. (2018). Learning skills, system equity, and implicit bias within Ontario, Canada. *Educational Policy*, 1-27.

#### Videos

- [Robyn Maynard - Resisting Gendered State Violence Across Turtle Island](#)
- [Invisible No More: From Combahee to Stonewall to Say Her Name & Beyond](#)
- [Lecture 1: "We Were Always Here" by Tanya Talaga \(2018 CBC Massey Lectures\)](#)
- [El Jones. Black in Halifax – What's the word](#)
- [Richard Cardinal: Cry from a diary of a Metis child \(Montreal\): National Film Board of Canada.](#)
- [Cameron Davis. My teenage life being Black in Canada.](#)
- [Aljazeera. \(2015, May 19\). How the school-to-prison pipeline works.](#)

### Critical Resources for Classroom Assessment

**Contributors:** Dr. Michelle Searle, Dr. Saad Chahine, and Dr. Claire Ahn

[Turn & Talk / "Antiracist" Grading Starts with You](#): interview with grading equity advocate Cornelius Minor.

[Confronting Inequity / Assessment for Equity](#) by H. Richard Milner IV

[Center for Culturally Responsive Assessment and Evaluation](#)

## Lesson Plans/Activities

**Title:** [Where are you REALLY from? What is a microaggression?](#)

**Level:** Undergraduate

Microaggressions are hostile verbal, behavioral, or environmental insults or slurs that target People of Colour and Indigenous Communities. They are normalized and are thus often not recognized as aggressive or inappropriate. Examples of microaggressions include asking People of Colour: “Where are you from?”

**View activity:** <http://sph.umn.edu/site/docs/hewg/microaggressions.pdf>

**Title:** **Community Research Project on an Immigrant/ Ethnic/Sexual Minority Family in your geographic region**

**Level:** Undergraduate

Working in small groups of four to five (five maximum), you are to prepare a 20-25 double spaced page (excluding bibliography and appendices) Community Resource Guide for the population that the family belongs to. The intended purpose is to support such families within early learning environments. You may choose to specify a particular community focus (e.g. A specific immigrant group, Indigenous, LGBTQ+, racialized group, religious minority group etc.) Tasks should be divided equitably between group members. All citations should follow APA style with no cutting and pasting from web sites. The guide must include the following information:

- Introduction
- Social and cultural profile of the family
- The family system
- Access to social resources
- Impact of immigration on family life
- Community Resource List
- Comparison to our own family

- Relevance to Educators
- Conclusion
- References

Data must be collected via both primary and secondary research methods.

Primary research: Complete at least one in-depth interview with one (1) recent immigrant family from this community in order to research the current challenge and diversity section

Secondary research: This includes but is not limited to scholarly journal articles, newspaper articles, magazine articles, internet resources (reputable), course readings, and library archives.

**Source:** Dr. Alana Butler

**Title:** Intersectionality of Identities

**Level:** Undergraduate and Graduate

**Description:** This is a self-reflection about our own identities, backgrounds, and histories is how we begin the process of unlearning racism and eliminating our biases.

Examine the privilege/oppression wheel on the next slide and take 5 minutes to reflect on where you see yourself.

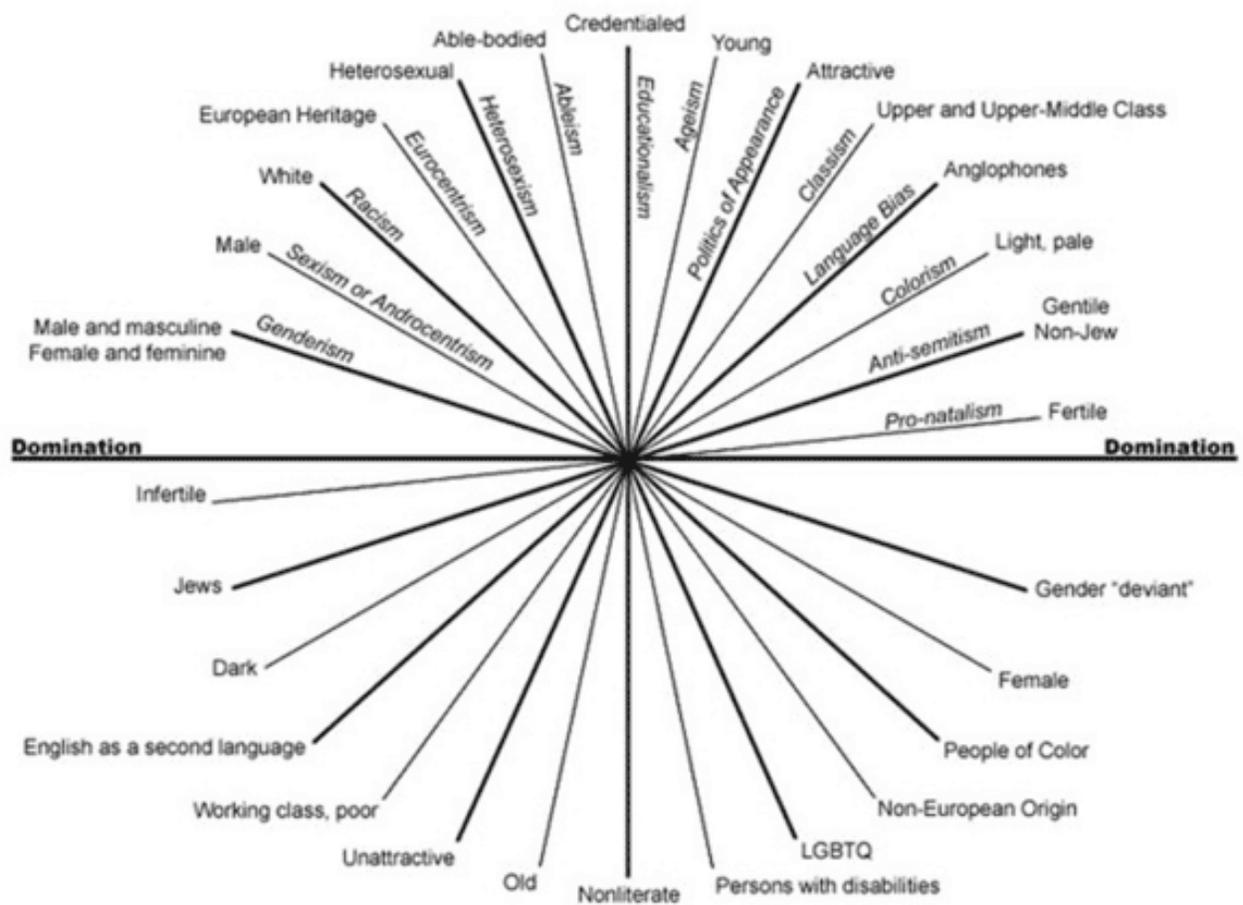
Questions for reflection:

- Which identities do you focus on the most?
- Which identities confer privilege?
- Which identities confer disadvantage?

*See illustration on next page*

## Intersecting Axes of Privilege, Domination, and Oppression

*Adapted from Kathryn Pauly Morgan, "Describing the Emperor's New Clothes: Three Myths of Educational (In)Equality," The Gender Question in Education: Theory, Pedagogy & Politics, Ann Diller et al., Boulder, CO: Westview, 1996.*

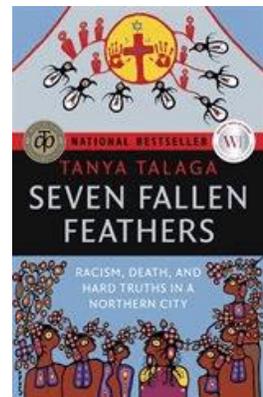


## Indigenous Learning Resources

### Seven Fallen Feathers

By: Tanya Talaga

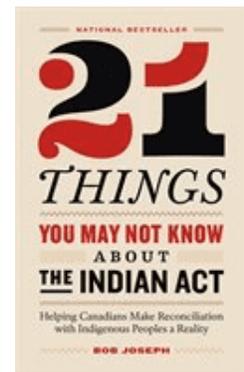
The shocking true story covered by the Guardian and the New York Times of the seven young Indigenous students who were found dead in a northern Ontario city. In 1966, twelve-year-old Chanie Wenjack froze to death on the railway tracks after running away from residential school. An inquest was called, and four recommendations were made to prevent another tragedy. None of those recommendations were applied. More than a quarter of a century later, from 2000 to 2011, seven Indigenous high school students died in Thunder Bay, Ontario. Using a sweeping narrative focusing on the lives of the students, award-winning investigative journalist Tanya Talaga delves into the history of this small northern city that has come to manifest Canada's long struggle with human rights violations against Indigenous communities.



### 21 things You May Not Know About the Indian Act

By: Bob Joseph

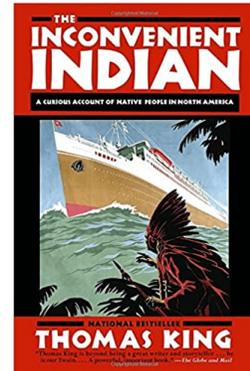
#1 National Bestseller Based on a viral article, 21 Things You May Not Know About the Indian Act is the essential guide to understanding the legal document and its repercussion on generations of Indigenous Peoples, written by a leading cultural sensitivity trainer. Since its creation in 1876, the Indian Act has shaped, controlled, and constrained the lives and opportunities of Indigenous Peoples, and is at the root of many enduring stereotypes.



## An Inconvenient Indian

By: Thomas King

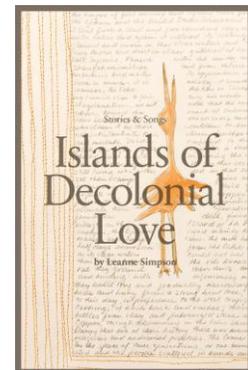
The *Inconvenient Indian* distills the insights gleaned from Thomas King's critical and personal meditation on what it means to be "Indian" in North America, weaving the curiously circular tale of the relationship between non-Natives and Natives in the centuries since the two first encountered each other. In the process, King refashions old stories about historical events and figures, takes a sideways look at film and pop culture, relates his own complex experiences with activism, and articulates a deep and revolutionary understanding of the cumulative effects of ever-shifting laws and treaties on Native peoples and lands.



## Islands of Decolonial Love

By: Leanne Betasamosake Simpson

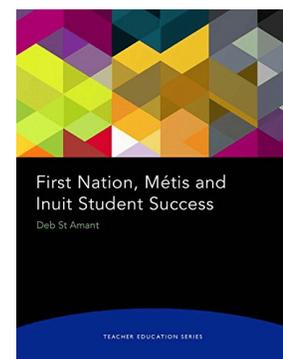
In her debut collection of short stories, *Islands of Decolonial Love*, renowned writer and activist Leanne Simpson vividly explores the lives of contemporary Indigenous Peoples and communities, especially those of her own Nishnaabeg nation.



## First Nation, Métis and Inuit Student Success

By: Deb St. Amant, Queen's University, Faculty of Education, Elder in Residence

*Student Success for First Nations, Metis, and Inuit Students* is a practical guide to understanding how the culture and history of Aboriginal people in Canada affects the learning of First Nation, Metis, and Inuit students. It provides teacher candidates and in-service teachers specific strategies and activities to boost FNMI student success in the school and the community.



[National Collaborating Centre for Indigenous Health](#)

Knowledge Resources and Publications about Racism, Colonialism, and Indigeneity

[Guide to Acknowledging First Peoples & Traditional Territory](#)

[Indigenous Ally Toolkit](#)

[Podcast: Dr. Pamela Palmetter](#): Dear Media: Yes, Canada Is Racist

[Week 2, Module 2: Race, Racism, and Colonization](#)

**Contributed by:** Dr. Lindsay Morcom

In this module, we will explore how race and racism developed as social constructs through colonization. We will also look at how that development informs interactions and social movements today, and what that means for us all as teachers. This module will take about 70-90 minutes to complete.

The module contains many hyperlinks to news, opinion, or academic articles and other resources. Those are there if you want to do a deep dive on any of the subjects we'll be talking about. **You are not expected to access all of them by any stretch of the imagination.**

**Mandatory readings and videos will be highlighted in red and noted in the text.**

I am grateful to Dr. Alana Butler for her guidance and help on the development of this module. Chi-miigwech.

**Thank you for reading! Miigwetch!**