

# Index

- ABAR instructional practice. *See* Antibias, antiracist (ABAR) instructional practices/practitioners
- Abolitionist, 7, 35, 92
- Abolitionist Teaching Network (*Teaching to Thrive*), 59
- Accomplice, 8, 35
- Action-oriented learning, 5, 185, 187, 189–190, 209
- challenge of homelessness, 192
- charity and, 201
- Confederate monuments, 197–198
- criteria for high-quality, 192–193
- design thinking, 193–195
- interdisciplinary connections, 204–205
- reflection on final projects, 200–202, 207
- sympathy and empathy, 201
- Ada, Alma Flor, 78
- Adichie, Chimamanda Ngozi, 151
- Administrators, fear of pushback, 95–97
- Advantage, 7, 43, 95
- African/African American people (*Diversity in Children's Books*), 14
- Aguilar, Elena, 49
- Ahiyya, Vera, 79
- Ahmed, Sara K., 102
- Alexie, Sherman, 78
- All American Boys*, 144
- Allies, 7, 35
- Alma and How She Got Her Name* (Martinez-Neal), 78
- Amante-Jackson, Darnisa, 114
- American Born Chinese*, 148
- American Debate League, 165
- American Indian/First Nations people (*Diversity in Children's Books*), 14
- Amygdala hijack, 107–108
- Anchoring bias, 104
- Anderson, Carol, 110
- Antibias, 7
- training, 17–18
- Antibias, antiracist (ABAR) instructional practices/practitioners, 4–7, 34, 57–58, 62, 65, 70, 77, 79, 89–90, 95, 116, 126, 128, 141, 160, 175, 189–190, 209
- beliefs, 44, 46
- concentric/inside-outside circles, 177–178
- educators challenges. *See* Educators challenges (ABAR instruction)
- fishbowl, 176
- four corners strategy, 183
- jigsaw, 175–176
- K-12 experiences, 88
- learning experiences, 141
- learning from testimonies, 17–18
- lessons, student reflections, 157, 157 (figure)
- Socratic seminar, 176–177
- VTs, 180–181
- White advocates, 95
- Antiracist, 7, 35, 38, 126
- learning resources, 92–93
- White identity development, 85–86, 88
- Anti-Racist School Practices to Support the Success of All Students (course), 68, 123
- Asian Pacific Islander/Asian Pacific American people (*Diversity in Children's Books*), 14
- At-risk, 8, 65
- The Autobiography of Malcolm X*, 27
- Autonomy stage (White racial identity development), 46
- Baldwin, James, 89, 173
- Banks, James, 3, 189
- Banned books, 79
- Being the Change: Lessons and Strategies to Teach Social Comprehension* (Ahmed), 102

- Between the World and Me* (Coates), 137–138
- Bishop, Rudine Sims, 14, 16, 210
- Black, Indigenous, and People of Color (BIPOC), 7, 15, 23, 27, 31–32, 86, 95, 162
- Black Lives Matter, 96, 130, 161
- Blind-spot bias, 104
- Book reflections, 155, 155 (figure)
- Brian's Song*, 27
- Brown, Brené, 201
- Brown v. Board of Education of Topeka*, 65, 195
- C3 Framework for Social Studies
- State Standards, 165
- Caffrey, Liz, 204
- Carson, Jo, 67
- Case Studies on Diversity and Social Justice Education* (Gorski & Pothini), 102
- Chaffee, Sydney, 23, 27, 31, 35
- Changemakers, principles, 157
- Children's books, diverse racial representation, 14–15, 15 (figure)
- Children's Community School, *They're Not Too Young to Talk About Race!* (infographic), 16, 17 (figure)
- Children's Right to Read Campaign* (International Literacy Association), 15
- Choi, Yansook, 78
- Circle of Trust Touchstones (Palmer), 115
- Cisneros, Sandra, 80
- Civil Rights Movement, 111
- CLCBE (calculate, locate, communicate, breathe, and exhale) approach, 110
- Clothes selection, 1
- Coates, Ta-Nehisi, 137–139
- Co-conspirator, 8, 35
- Cohen, Lori, 85
- Cole, Johnny, 123
- Collins, Melissa, 129–130
- Color-blind approach, 31, 43, 64, 88
- Comfort zone (Senninger's Learning Model), 107
- Community agreements, 116, 141, 178
- Confederate monuments, removal, 194, 197–198
- Confirmation bias, 104
- Conservatism bias, 104
- Contact stage (White racial identity development), 43–44, 88
- Coppola, Shawna, 19, 27
- Counting Descent* (Smith), 133
- Crash Course Black American History*, 163
- Create Debate, 185
- Critical classroom conversations, brave space, 114–115
- co-creating agreements, 115–117
- disagreements, 117
- preparing for, 117–118
- Critical race theory, 79, 110, 162
- CRNP, 108
- Culturally Responsive Teaching and the Brain* (Hammond), 107
- Culture, 7, 27, 50, 71
- of poverty, 48
- Whiteness, 126
- Dahlen, Sarah Park, 14
- The Danger of a Single Story (Adichie), 151
- The Danger of Silence (Smith), 114
- Daniel-Tatum, Beverly, 43, 90
- Debate.org, 185
- Deficit thinking models, 48–49
- Democratic Republic of the Congo, 125–126
- Denevi, Elizabeth, 85
- Depth of Knowledge (Webb), 165
- Derek Chauvin trial, 96, 96–97 (figure), 161
- Design for Change (DFC), 193
- Design thinking, 193–195
- Design Thinking for Educators Co-Designing Schools Toolkit (IDEO), 193
- DiAngelo, Robin, 102
- Digital segregation, 163
- Discourse, 5, 162
- benefits of debate and, 165
- debate examples, 172–173
- debating skills and experiences, 163
- integrating technology into, 185
- outcomes, assessing growth, and monitoring progress, 167, 169
- pre- and post-assessment, 167, 168 (figure)
- skills, foundational, 171–172
- Disintegration stage (White racial identity development), 44–45, 64, 88
- Disruptive Equity Education Project, 114
- Diverse, 8, 32, 125
- racial representation in children's books, 14–15, 15 (figure)
- 2018 Diversity in Children's Books* (Dahlen & Huyck), 14–15, 15 (figure)
- Don't Ask Me Where I'm From*, 144
- Dove Summer Glow Nourishing Body Lotion ad, 52, 54
- Drum Majors for Justice (DM4J), 197

- DuBois, W. E. B., 163
- Dunlea, Michael J., 129–130
- Eastern Educational Resource Collaborative, 85
- Educating Citizens in a Multicultural Society* (Banks), 3
- Educators challenges (ABAR instruction)
- instructional materials, lack of, 90
  - pushback, fear of, 95–98
  - race, lack of experience, 90
  - teacher prep programs, lack of coursework, 92–94
- EdWeek Research Center, 92, 99
- Emotional intelligence. *See* Emotional quotient (EQ)
- Emotional quotient (EQ), 49–50
- Empatico, 129–131
- Empowering Multicultural Initiatives (EMI). *See* Initiatives for Developing Equity and Achievement for Students (IDEAS)
- Ending Racism, 194–195, 200
- Enslaved Africans
- empathy for, 62
  - as workers/immigrants, 93
- Equity Literacy Approach: Becoming a Threat to Inequity in Classrooms and Schools
- workshop, 114, 189
- Erickson, Leigh Ann, 35, 139
- Ethnicity, 7, 71
- Facing History & Ourselves, 99
- Contracting (teaching strategy), 116–117
  - Identity & Community: An Introduction to 6th Grade Social Studies, 84
- Families, 16
- partnering with, 79, 95–97, 96–97 (figure), 141, 142–143 (figure)
  - poverty, 48
- Ferraresso, Jill, 151
- Find Your Marigold: The One Essential Rule for New Teachers* (Gonzalez), 210
- Finding your marigolds, concepts, 210
- The Five Chinese Brothers*, 24
- Flipgrid, 79
- Ford, James E., 163
- Four corners strategy, 183
- A Framework for Understanding Poverty* (Payne), 48
- Freedom Summer* (Wiles), 64
- Freire, Paulo, 3
- Fries, Claudia, 150
- Gender inclusivity, 7
- Gladwell, Malcolm, 202
- Gonzalez, Jennifer, 210
- Goodwill, 114
- Gorski, Paul, 19, 27, 102, 114, 189
- The Great Gilly Hopkins* (Paterson), 61
- Growth mindset, 5, 90, 126, 167, 209
- Haahes, Sarah Halter, 77–78, 150
- Hammond, Zaretta, 52, 107
- Hardy, Shannon, 193–195, 197, 200–202
- Harvey, Jennifer, 19
- The Hate U Give* (Thomas), 141, 144, 148
- Healing from racialization
- need for, 52–54
  - uncovering, dismantling, and, 56–59
- Helms, Janet, 43
- Hemings, Sally, 133
- Hill, Daniel, 59
- History Reconsidered* (Smith), 133–134
- Holocaust theme, 62
- Holt Jr., Joe, 194–195, 197
- How the Word is Passed: A Reckoning of the History of Slavery Across America* (Smith), 133
- How to Resolve Racially Stressful Situations (Stevenson), 110
- Hunkin, Marianne, 31, 35
- Huyck, David, 14
- I Am From Project*, 69
- I Am Poem*
- Gaby, 71 (figure)
  - Sebastian, 72–73 (figure)
- Identity-affirming, 67, 95
- complexity of, 84–85
  - I Am Poem*, 71 (figure), 72–73 (figure)
  - “I Am” posters/presentations, 73–76, 74 (figure), 84
  - sharing name stories, 77–80, 81 (figure), 82–83, 82 (figure). *See also* Names, exploration
  - “Where I’m From” poems, 67–69, 69 (figure), 70 (figure), 75
  - White identity development, 85–87
  - See also* Racial identity
- Immersion/emersion (White racial identity development), 46, 88
- Immigrants/immigration, 93, 177–178

- Indigenous People, 8–9, 95, 177
- Individuals with Disabilities Education Act, 92
- Initiatives for Developing Equity and Achievement for Students (IDEAS), 62, 107–108, 123
- Interactive read alouds
- challenges through, 150–151
  - names, exploration, 77–79
- Internalized racism, 56–57
- Irving, Debby, 23, 27
- “Is My Skin Brown Because I Drank Chocolate Milk?” (Daniel-Tatum), 90
- Jackson, Andrew, 134
- Jefferson, Thomas, 35, 133–134
- Just Mercy* (Stevenson), 162
- K-12 learning experiences, 4, 18, 59, 114, 126
- ABAR, 88
  - and people races, 31–32
  - and Whiteness, 35–36
- Kaepernick, Colin, 110
- Kazis, JoAnne, 36, 123
- Kendi, Ibram X., 141
- Kialo Edu, 185
- King, Martin Luther, Jr., 129–130, 163, 197
- King, Ruth, 115
- Kleinrock, Liz, 68
- Ku Klux Klan member, toddler dressed as, 1, 2 (figure)
- LaBelle, Kate, 28
- Lament (Erickson), 139
- Landsman, Julie, 69
- Language Matters vocabulary list, 141, 145–147 (figure)
- Latinx people (*Diversity in Children’s Books*), 14
- Learning for Justice, 90, 97, 99
- articles/resources, 177
  - Let’s Talk* guide, 90, 116
  - Speak Up at School*, 111–112
  - Teaching Hard History, 62
- Learning zone (Senninger’s Learning Model), 107
- Legg, Timothy J., 108
- Let’s Talk!: Facilitating Critical Conversations With Students* (Learning for Justice), 90, 116
- Life on a Budget Project, 204–205
- Literary analysis, race through, 141, 144, 148
- Little Rock Nine: Activities
- resource, 195
- Love, Bettina, 95
- Loving v. Virginia*, 84
- Lyons, George Ella, 67–69
- Lyons, Lindsay, 24, 28, 31
- Madison, James, 133
- Malcolm X, 163, 173
- Marginalized groups, 4–8, 14, 16, 34, 42, 45, 48, 53–54, 62, 79, 104, 126, 162, 175
- Martinez-Neal, Juana, 78
- Marxist indoctrination, 110
- Mathes, Megan, 80
- McGhee, Heather, 64–65
- Me and White Supremacy* (Saad), 95
- Menakem, Resmaa, 54
- Metropolitan Council for Educational Opportunity (METCO) voluntary desegregation program, 61
- Microaggressions, 16, 57–58, 161
- types, 104, 105 (figure)
- Microassaults, 104
- Microinsults, 104
- Microinvalidations, 104
- Middle and wealthy classes, surviving, 49
- Mindful of Race: Transforming Racism from the Inside Out* (King), 115
- Minor, Cornelius, 102
- Minorities, 8, 59
- Minority Literature, 27
- Mirrors, Windows, and Sliding Glass Doors (Bishop), 14, 16
- Monroe, James, 134
- My Grandmother’s Hands* (Menakem), 54
- My Name (Cisneros), 80
- My Name Is Maria Isabel* (Ada), 78
- The Name Jar* (Choi), 78
- Names, exploration, 77, 83
- Brigitte, 80, 81 (figure)
  - Brynn, 82, 82 (figure)
  - interactive read alouds, 77–79
  - literature study, 80, 82
- National Network of State Teachers of the Year (NNSTOY, 2018) Conference, 163
- New York Times Learning Network’s Room for Debate, 185
- Newsela, 175–176
- articles, 178, 181, 195, 198

- Obama, Michelle, 5
- Onward: Cultivating Emotional Resilience in Educators* (Aguilar), 49
- Open windows, 2–3, 14, 160, 210
- Oppression, interlocking aspects of, 52, 53 (figure)
- ideological, 52
  - institutional, 53
  - internalized, 54, 77
  - interpersonal, 54
- An Ordinary Hero: The True Story of Joan Trumpauer Mulholland* (Mulholland), 85–86
- The Other Side* (Woodson), 155
- Palmer, Parker, 115
- Panic zone (Senninger's Learning Model), 107
- Parents League of New York, 43
- Partnering
- with colleagues, 101–103
  - with families, 79, 95–97, 96–97 (figure), 141, 142–143 (figure)
- Payne, Ruby, 48. *See also* Culture, of poverty
- People First Language, 9
- People of Color, 3, 8, 43, 45, 48, 64, 130, 139, 181, 190
- categories, 123–124, 124–125 (figure)
  - history, culture, and oppression, 27–30
  - race-based challenges, 45
- A Pig Is Moving In* (Fries), 150
- Pitcher-Boyea, Shannon, 210
- Pointer, Melissa, 19, 24
- Pothini, Seema G., 102
- Pranikoff, Kara, 96, 157
- Prejudice, 150, 162
- Privilege, 4, 7, 42, 95, 162
- Pro/Con.org, 185
- Pro-human, 8
- Project-based learning (PBL).
- See* Action-oriented learning
- Pseudo-independence stage (White racial identity development), 45, 62, 88
- Race(s), 8, 19, 31, 62, 71, 75, 108
- in books, movies, and/or TV shows, 23–26
  - as social construct, 52
  - in teacher prep programs, 92–93
  - through literary analysis, 141, 144, 148
  - See also* Racism
- A Race Is a Nice Thing to Have: A Guide to Being a White Person or Understanding the White Persons in Your Life* (Helms), 43
- Race-based conversations
- lack of experience, 90
  - lack of instructional materials, 99
- Racial differences, 19–20, 26, 43, 64, 86, 90, 95, 128–131
- Racial equity, 110
- The Racial Healing Handbook* (Singh), 56–59
- Racial identity, 4–5, 8, 34–36, 62, 67, 88, 89, 105
- deficit thinking models, 48–49
  - development, 39, 43, 48, 65, 209. *See also* White identity development
  - knowing, 56
  - productive struggle, 49–50
- Racial injustice, 161, 197
- causes of, 162–163
- Racial socialization, 18, 50, 56
- Racialization, 4, 16, 56, 65. *See also* Healing from racialization
- Racism, 13, 16, 31, 35–36, 48, 115, 202
- collective racial healing, 58
  - design thinking, 193–195
  - dream of, reality, 58
  - flow, 57–58
  - grieving and naming, 57
  - incidents (schools, 2021), 2–3
  - internalized, 56–57
  - learning and unlearning, 57
  - race consciousness, raising, 57
  - racial ally, 58
  - reclaiming, racial self, 58
  - in relationships, 58
- Radical empathy, 137–139
- Rebellious Read Alouds* (Ahiyya), 79
- Recency bias, 104
- Reintegration stage (White racial identity development), 45, 48, 64, 88, 171
- Republican National Committee, 38
- Resistance, 4, 16, 79, 85, 89, 95, 209
- external, preparing for, 110–112
  - internal, overcoming, 104–105
  - partnering with colleagues, navigating by, 101–103
- Reynolds, Jason, 141
- Riley, Carly, 20, 31, 35

- Saad, Layla, 95
- School(s)
- board, fear of pushback, 95–97
  - racial incidents (2021), 2–3
  - segregation, 194–195
- School Is Your School website, 101
- Segregation, 4, 129, 155
- digital, 163
  - school, 194–195
  - White children, 64–65
- Selective-perception bias, 104
- Senninger's Learning Model, 107, 107 (figure)
- Service learning, 192
- She Stood for Freedom: The Untold Story of a Civil Rights Hero*, Joan Trumpauer Mulholland (Mulholland), 85
- Singh, Anneliese, 56, 59
- The 1619 Project*, 110
- Skills, 5, 114, 117, 167, 169, 172, 190, 202
- poverty survival, 48
  - through discourse. *See* Discourse
  - See also* Will
- Smith, Clint, 114, 133–134, 163
- instructional moves, 134–135
- Smoler, Rebecca, 24, 32, 36
- Social identifiers, 85
- Social justice professional learning community, goals/action plan, 101, 101–102 (figure)
- Stamped: Racism, Antiracism, and You* (Kendi & Reynolds), 141, 148
- Start Here, Start Now: A Guide to Antibias and Antiracist Work in Your School Community* (Kleinrock), 68
- Stereotypes and misinformation, 4, 14, 18, 130, 150
- Stevenson, Bryan, 162
- Stevenson, Howard, 110
- Stories I Ain't Told Nobody Yet* (Carson), 67
- The Strategic Education Research Partnership, 99
- Student-centered learning, 95, 185
- Students and teachers, parallel tracks, 159
- The Sum of Us* (McGhee), 64
- Supremacy, 8. *See also* White supremacy
- Survival skills (poverty, Payne), 48
- Take Hate Down website, 197
- Teacher prep programs, lack of coursework, 92–94
- Teachers and students, parallel tracks, 159
- Teaching Talk: A Practical Guide to Fostering Student Thinking and Conversation* (Pranikoff), 157
- Teaching While White* blog, 86, 97
- Their Eyes Were Watching God*, 24
- Thunder Boy Jr.* (Alexie), 78
- The Tipping Point: How Little Things Can Make a Big Difference* (Gladwell), 202
- Tochluk, Shelly, 32
- Tubman, Harriet, 151
- Unconscious biases, 104
- The United States (US)
- Black people in, 9, 163
  - economic mobility in, 205
  - enslavement, 62, 173, 177
  - history, learning/rediscovering, 108, 110, 133–135, 159, 195
  - hypersegregation, 4, 17
  - Indigenous People, 8–9
  - racial incidents, 2–3
  - wealth inequality, 204–205
- Visual Thinking Strategies (VTS), 180–181
- Washington, Booker T., 163
- Washington, George, 133
- We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* (Minor), 102
- We Want to Do More Than Survive* (Love), 95
- Where I'm From* poems, 67–68, 71, 75, 84
- Afrika Afeni Mills, 69 (figure)
  - Cairo Mills, 70 (figure)
  - George Ella Lyons, 67–68
  - ideas, 69–70
- White children/students, 75, 86, 95, 110, 115, 167
- diverse racial representation in books, 14–15, 15 (figure)
  - empathizing with people, 62–63
  - impact of racialization, 16
  - K-12 educational experiences, 4
  - learning experiences, 14, 126, 130
  - racial identity, 4
  - segregation, 64–66
- White Fragility* (DiAngelo), 102
- White identity development
- identifying as antiracist, 85–87
  - stages. *See* White racial identity development, stages

- White people (*Diversity in Children's Books*), 15
- White privilege, 110
- White racial identity development, stages, 4–5, 43–46, 44 (figure), 48, 59, 64, 88
  - autonomy, 46
  - contact, 43–44, 88
  - disintegration, 44–45, 64, 88
  - immersion/emersion, 46, 88
  - pseudo-independence, 45, 62, 88
  - reintegration, 45, 48, 64, 88, 171
- White Rage* (Anderson), 110
- White Responsibility
  - Anti Racism Teach-In, 52
- White supremacy, 31, 35, 197
  - liberation, 59
  - as trauma response, 54
- White supremacy culture,
  - characteristics, 50–51
  - defensiveness, 50
  - fear of open conflict, 50
  - perfectionism, 50
  - right to comfort, 50
  - sense of urgency, 50
- White-centric curriculum, 65, 126
- White-identifying students, 2, 85
- Whiteness, 16, 27, 75, 95, 126
  - K-12 learning experiences and, 35–36
- Whole-hearted learning, 95
- “Why Are All the Black Kids Sitting Together in the Cafeteria?” And Other Conversations About Race* (Daniel-Tatum), 43
- Wiles, Deborah, 64
- Will, 114. *See also* Skills
- Wolfrum, Jennifer, 28, 36
- Woodson, Jacqueline, 155
- Word cloud
  - People of Color (categories), 123, 124–125 (figure)
  - student discussion, 141, 144 (figure)
- World War II theme, 62
- The Zinn Education Project, 99, 172