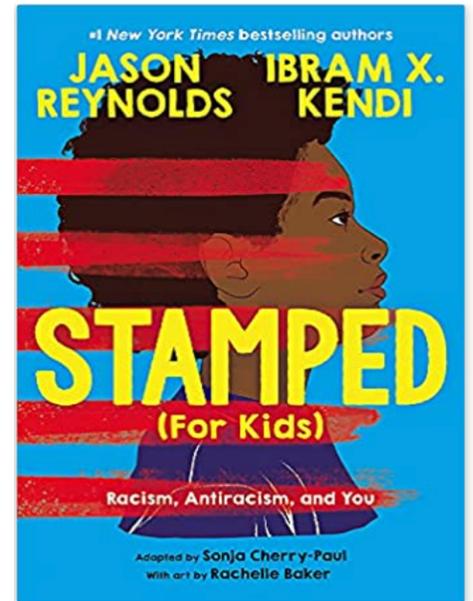


Stamped (For Kids): Racism, Antiracism and You

Adapted by Sonja Cherry-Paul

This book looks at history, shares where racist ideas have come from, and how “the story of us” may have been built on the hurting of others. Read the Preface to learn more about why the author wrote this book and how she set it up. When reading the chapters, at the “Let's Pause” places, use these as an opportunity to share and reinforce what you as a parent believes.

- Ch. 1: When Zurara claims enslaving people was God's plan, use this as an opportunity to share that Jesus' commandment to love each other as he loved us is a contradiction to Zurara's claim. Would God and based on God's call to love, believe in hurting others, ripping them from their families, and using others for selfish greed, want that? What beliefs surprise you? How do people create stories in their head to justify something bad they want to do or did do?
- Ch 2: It is hard to talk to our children about our country being built on stolen land and stolen lives, but if we are not willing to talk about the truth of history, then we can never grow and learn from it. That was not us, but it is the history of our ancestors and our country. Talk about this and share if this makes you feel uncomfortable.
- Ch 3: On p. 21, it defines what a “racist idea” is. Talk about this. Are there any racist ideas around your child? What does it feel like when someone thinks you are “worse” than them because of your hair or skin or gender?
- Ch 4: How does learning about the founding fathers “help you understand the truth of today and to make different choices?”
- Ch 5: How would you feel being told by your school that you would have to change everything about you to fit in, attend school, and make friends? How would you feel about yourself? How would you feel about the friends you made, pretending to not be you?
- Ch 6: “Go back to where you came from” is used some today, by people who do not understand what they are saying. Talk about where your family comes from (unless you are Native American, your family at one time came to the USA.) What would it be like to have to suddenly move to that country without knowing the language and customs?



- Ch 7: “Fake news” was used throughout history to persuade people to see things in a certain way. What measure should your child use to judge if something they hear is true or not? How does “fake news” profit the author or speaker? Why do we manipulate others?
- Ch 8: Talk about in the news why symbols of the Civil War (Confederate flag, statues, etc) are said to Black Americans and why the recent movements to remove them is more than history. History of early American Black families matters and these symbols are hurtful to them because it was a time when they were not seen by others as people.
- Ch 9: Both Du Bois and Washington were trying to find ways to be liked. Can you force someone to like you or be your friend? What feeling would make you develop plans and try to find ways to be liked? If someone does like you because you did things just to make them happy, are they really your friend (if you have to change everything to get them to like you)?
- Ch 10: Ida Wells-Barret said, “The way to right wrongs is to turn the light of truth on them.” How can you turn the light of truth? When should you do or say something to “turn on the light of truth?” Talk about ideas, games, etc that are hurtful and racist and ways your child can respond when asked to participate.
- Ch 11: Talk with your child about black face being worn by a white person and what it means to others, but especially black children, when they see it. Use this opportunity to talk about how the media, especially movies and television, can teach us how to hate or teach racist ideas without us even realizing it.
- Ch 12: Two important points for discussion: the defining of what makes someone beautiful (media group think, etc.) and how it feels for the people with the opposite or different nose or hair or eye color or skin color. The second is the freedom to be yourself and not let others tell you what to be or do (peer pressure and peer pressure on a society level.)
- Ch 13: Talk about what it must have been like for Ruby Bridges. What would it be like to live in isolation and fear?
- Ch 14: Talk about protesting. It is done to make change, to right a wrong, to let the voice of all people be heard. Emmett Till died for something he did not do (the woman admitted later that it never happened), but even if it had, he was a child who did nothing wrong. Do you know anyone who is 14 years old?
- Ch 15: We honor Dr. Martin Luther King, Jr. in January. Ask your child what they know of him. What stands out in this chapter for you?
- Ch 16: There is a history to police brutality, discrimination, and the attend of condoning hate continues. How is it true today too?
- Ch 17: Word hurt; words are used to belittle others. Words can be used to help others and lift others up. What are words you can choose not to use and what are words you can use to help others?

- Ch 18: How have movies been used to promote fear? How else is fear one of the reasons change is hard? The opposite of love is fear. Talk about this with your child.
- Ch 19: Angela Davis was brave, smart, and used her beliefs to remind people that “freedom means freedom for all, not for one.” What does freedom mean to you?
- Ch 20: Talk about the “Let’s Pause” on page 109.
- Ch 21: Why is trying to fix a problem by simply not focusing on it, not going to work?
- Ch 22: Discuss the “Let’s Pause” on page 119. On page 120: “To tell an accurate story about the progress of Black people in the United States means looking at the whole group, not just a few individuals.” Continue reading that paragraph. Why do some people look for ways to deny racism?
- Ch 23: Discuss how the “Black Lives Matter” movement started and why?
- Ch 24: On page 133, it says, “it’s people who can bring about lasting change.” What does that mean to you? What is your family’s role in that? On page 134, it says “So this book is a start, not a finish—keep reading, keep learning and keep talking about race.” How does your family plan to continue?