

DURHAM
DISTRICT
SCHOOL
BOARD

CLOSING THE
GAP INITIATIVE
RESOURCE
DOCUMENT

Table of Contents

Closing the Gap Initiative	2
Introduction	3
Critical Literacy Connections: Elementary	4
Critical Literacy Connections: Secondary	6
Gender Equality	8
Mental/Physical Ability	13
Sexual Orientation	20
Socioeconomic Background	29
Appendix I: Additional Resources	32
Appendix II: Resource for Addressing Race Intersections	34
Appendix III: Other Related Titles	36

Closing the Gap Initiative

The funding for this project came through Closing the Gap: Funding for Safe, Equitable and Inclusive Schools.

Books were selected to target systemic barriers based on:

- Physical or mental ability
- Sexual Orientation
- Socioeconomic Background
- Gender Equality

Various groups were asked to offer book suggestions, including Facilitators, Teachers and Teacher-Librarians. A committee was formed to read and review these suggested titles and their recommendations formed the basis for the final list. They also provided invaluable help in the creation of this support document.

Special thanks to all the members of the Closing the Gap Committee:

Barry Bedford	Education Officer, Staff Development
Kelly Boehm	Education Officer, Staff Development
Lauren Chapple	Teacher, Bolton C. Falby P.S.
Vicki Davis D'Abreu	Literacy Coach
Anna Farquhar	Teacher-Librarian, Romeo Dallaire P.S.
Isabelle Hobbs	Program Facilitator, Library and Media Services
Philip Howard	Program Facilitator, Equity, Diversity and Race Relations
Maria Labrakos	Teacher, Sinclair S.S.
Kristin Plue	Teacher-Librarian, Williamsburg P.S.
Marie Thomas	Teacher, Altona Forest P.S.
Alyson Van Beinum	Course Director, York University (Seconded from J. Clarke Richardson Collegiate)
Elaine Young	Teacher, Vimy Ridge P.S.

Special thanks to Superintendent John Bowyer and Superintendent Luigia Ayotte, for their support in this project.

INTRODUCTION

USING THESE MATERIALS TO TEACH THE ONTARIO CURRICULUM:

Please note the following excerpts from Ministry of Education documents.

Schools should be places where students not only learn about diversity but experience it. We know that when students see themselves reflected in their studies, they are more likely to stay engaged and find the school relevant

- *From p. 15 of Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy).*

Antidiscrimination education affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate. Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive language program. Students are made aware of the historical, social, and cultural contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary Aboriginal peoples – First Nation, Métis Inuit, and make them available to students.

Critical thinking skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as explicit meaning. In the context of antidiscrimination, critical literacy involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The English program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them. In the language program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials; they also learn to use inclusive and non-discriminatory language in both oral and written work.

- *From the Ontario Curriculum documents Language, Grades 1-8 and English Grades 9, 10, 11 & 12*

It is understood that the expectations in the curriculum might be met by using other texts. However, using the texts in the collection along with other similar texts focusing on equity issues (i.e. Aboriginal identity, disability, gender, race, religion, socio-economic status, sexual orientation) will also support the Ontario Ministry of Education's vision for antidiscrimination education, and for equity of access and outcome for all students.

Critical Literacy Connections: Elementary

It is understood that the expectations in the curriculum could be met by using other texts. However, using the texts in the collection will also support the Ontario Ministry of Education's vision of equity of access and outcome for all students.

The following are some critical literacy questions that could be used for any of our books and altered to fit the text and the age group of the students:

The list directly below is from the book Critical Literacy: Enhancing Students' Comprehension of Text by Maureen McLaughlin and Glenn L. DeVoogd. (Figure 8, pp. 64-65)

- How can information from the text be used to promote justice? (Action steps)**
- What does the author want you to think?**
- Who is marginalized?**
- Who or what is in the text?**
- Who or what is missing from the text?**
- What story might an alternative text tell?**

* The information below was taken from the Continuing the Conversation: Shared Reading Document from the Literacy and Numeracy Secretariat, Ministry of Education.

The following are considerations when reading various primary sources and attempting to support and teach critical literacy and critical thinking.

Documents:

When looking at documents students/teachers may ask the following questions:

- What is the date of the text?
- Who is the creator?
- What is the creator's position or title?
- Who might the intended audience be?
- What is the intent?
- What evidence in the document helps you know why it was created?
- What does the text/document tell about life during this period?

Questions that promote critical literacy according to the above resource:

What is the author trying to make me think about?

What techniques or language is the author using to make me feel this way?

Why do I think the author wants to make me feel this way?

Why do I think the author chose this setting?

What techniques is the author using to make me want to read on?

Whose voices have I heard in the text so far?

Whose voices would I like to hear?

How do I think the author is trying to influence me?

Why do I think the author kept that information until now?

What would usually happen in such a situation?

Why do you think the author chose to write this text from the perspective of _____?

In what ways would the text be different if it was written from another perspective?

What equity issues are raised in this text?

What kind of social action is inspired by this text?

Critical Literacy Connections: Secondary

The content below is from the document *Antidiscrimination (Anti-oppression) Education & Critical Literacy: Supports for Teachers: Principles and Questions for Textual Analysis* from the Ministry of Education*

In each of the courses, the writing strand includes a specific expectation relating to the relevance, accuracy and completeness of information. Detecting negative bias and stereotypes contained in information are component skills relating to determining accuracy of information. A simple internet search using the key terms “bias checklist” will produce a number of sites which should provide a starting point for teachers developing activities or strategies to use with students when they are assessing their work.

Critical Questions about Audience and the Canon

- Why do you think certain texts get read recurrently in schools and others don't?
- What would you like to read in school? What arguments would you give for reading it?
- Why do you believe you were assigned this particular text or why did you select this particular text?
- Do you think this text should be taught in schools? Why and how?
- To whom would you recommend this text and why?

Critical Questions about Social-Cultural Context and Interpretation

- Whose interests (economic, political, social, racial etc) does the author seem to represent?
- What or whose ideological values structure the text? How are these evident?
- What incidents and which characters suggest such interests and values?
- How and with what character(s) or agenda does the author wish the reader to identify? Why do you think that?
- With what character(s) do you identify or sympathize? Why? How might this affect your understanding and enjoyment of the text?
- What social factors (gender, cultural background, etc.) and experiences in your own life might cause you to read from this character's perspective and to interpret the text as you do?
- How are you different from/similar to the protagonist (or some other character in the novel)?

Critical Questions about Representation

- What kinds of cultural conflicts or misunderstandings are there in the narrative?
- To what degree do you believe the narrator?
- Who speaks in the text? Who is silent? Why?
- Whose story is told and whose isn't? Why?
- From whose perspective is the story told?
- How might other characters in the story tell it differently? Why?
- How are characters represented? (How are women described? What roles/jobs do non-white characters have?)
- Are members of oppressed groups represented as victims or as resilient? How? Why? What effect does this have on you as a reader?
- If told from the perspective of one gender, how fair and fully dimensional is representation of characters of the other gender?

- If there is a male protagonist, what is his attitude toward the female characters in the text? How is this evident? How does this affect your sympathy for him? (vice versa for a female protagonist)
- If you are male, with what experiences, circumstances, or characteristics of the female protagonist can you identify? (and vice versa)

Critical Questions about Culture and Power

- Who has power (and of what sort) in the text? How does power relate to group membership? How does this power operate and change as the text progresses?
- What dominant social narratives are perpetuated or criticized in the text? (e.g. in *Death of a Salesman*, Arthur Miller criticizes the myth (social narrative) of the “American dream” whereby, with hard work and individual effort, a working-class man can achieve material success.
- How and to what degree are any specific characters’ lives limited in this text?
- At what point(s) do characters recognize and have difficulty with the prevailing social/cultural/economic order?
- How do they respond? What affects their options for changing things?
- How do characters exercise their own power? With what consequences?
- What were the social and historic conditions for the characters in this text that might help us understand their motivations, actions and desires?
- What additional knowledge might be required to understand social and cultural conditions described in the text?

Critical Questions about Narrative Closure

- How is the text resolved (given narrative closure) for the various characters? Does the protagonist die? Wake up from a dream? Get rescued or delivered from any crises?
- How predictable or surprising is the ending?
- How satisfying is the ending?
- How might you rewrite it and why, keeping in mind the character’s personality, and social and historical options?
- Which audiences might be most satisfied with the ending? Which audiences might not be? Why?

Note: The above material is contained in An Annotated Bibliography of World Literature, reproduced with permission, 2007, Toronto District School Board. The Ministry of Education gratefully acknowledges the Toronto District School Boards’ generosity in making this material available.

*The above material has been designed to help teachers incorporate antidiscrimination education principles into their instructional activities. They are meant as possible resources for teachers. These are suggestions only and do not represent Ministry endorsements of particular activities, resources or internet sites. Teachers use their professional judgement within the context of board policy when using materials as learning resources or parts of activities for students.

Gender Equality

***Cinder Edna* by Ellen Jackson: (Picture Book/Elementary)**

This book compares two girls, one is the Cinderella who is based on the fairy tale and the other is Cinder Edna who lives a very different life. Despite wearing loafers instead of glass slippers, Cinder Edna still has her “happily ever after”.

Connections: Self Esteem, Courage, Integrity, Equity/Inclusion

Curriculum Links: Elementary Language, Reading with Meaning, Drama

***It’s Okay to be Different* by Todd Parr: (Picture Book/Elementary)**

Explicit teaching of differences, and how important it is to be accepting of everyone.

Connections: Inclusion, Acceptance

Curriculum Links: Primary Language: Reading with Meaning, Art

Intersections: Race/Culture – see references to ‘anteaters from Afghanistan’. Are there anteaters in Afghanistan?

***Oliver Button is a Sissy* by Tomie DePaola: (Picture Book/Elementary)**

Oliver enjoys activities that the boys at school and his father do not approve of. He is teased and the phrase “Oliver Button is a Sissy” is written on the school wall. He then has the courage to enter a talent show for dancing. Although he does not win, at the end he gains acceptance and the phrase “Oliver Button is a Star” appears on the wall.

Connections: Agents of Change, Equity/Inclusion

Character Education: Courage

Curriculum Links: Elementary Language: Reading with Meaning, Music, Dance

Lesson Plan available in the ETFO *Imagine a World that is Free From Fear* Document.

***The Sissy Duckling* by Harvey Fierstein: (Picture Book/Elementary and Secondary)**

Elmer enjoyed doing things that the other ducklings did not like to do. They called him a “Sissy” and his father also disapproved of him. This story shows how Elmer gains acceptance, particularly from his father.

Connections: Gender Equality, Inclusion

Curriculum Links: Language Expectations (JR) 1.4-1.9 Reading with Meaning, Grade 2 Science (Animals)

Lesson Plan available in the ETFO *Imagine a World that is Free From Fear* Document.

***Sky High* by Marissa Moss: (Picture Book/Elementary)**

Maggie Gee was one of only two Chinese American Women Air Force Service Pilots to serve in WWII.

Connections: Equity/Inclusion

Character Education: Courage

Curriculum Links: Language Expectations (JR) 1.4-1.9 Reading with Meaning, Grade 6 Science (Flight)

Intersections: Race, Asian/Chinese Heritage

***No Girls Allowed: Tales of Daring Women Dressed as Men for Love, Freedom and Adventure* by Susan Hughes: (Graphic Non-Fiction/Elementary)**

Web interview with the illustrator:

<http://www.graphicnovelreporter.com/content/girl-power-willow-dawson-no-girls-allowed-interview>

YouTube clip with the author and illustrator talking about the book

http://www.youtube.com/watch?v=iwOgc_4wuS8

Interesting shots in this clip of school-age girls playing sword fights with sticks. This could lead into an interesting discussion about the relationship between violence and masculinity. Another interesting resource for this would be “Tough Guise”, a film available on Medianet.

Intersections:**Socioeconomic status:**

- Discuss how often these women's need to dress as men was so that they would have access to careers and socioeconomic stability. (James Barry, Sarah Rosetta Wakeman, Esther Brandeau).

Race:

- Hatshepsut: Egypt is in Africa. Discuss why the illustrations in the Hatshepsut story don't look like Africans compared, for example, to the portrayal of African servants in the James Barry story? Connect to history of making Egypt not seem to be a part of Africa, attempting to make distinctions between Egyptians and Africans, and the denial of many of the contributions of Egyptian and other African societies.
- Mu Lan: Make connections to Asian Heritage/History.
- Esther Brandeau: Discuss antisemitism (anti-Jewish racism) in Europe; make connections to the Holocaust and the way that it was the culmination of a long history of antisemitism. Discuss antisemitism in New France. Useful resource for this discussion is the Choose Your Voice kit that is in all school libraries.
- Ellen Craft: Discussion of Slavery and that the enslaved were not allowed to learn to read and write, not allowed to marry, and their families could be disrupted at the whim of the slave "owners." The cultural significance of "Jumping the Broom." Discuss why Ellen would have been light-skinned (Often because of the rape of enslaved women by their "owners.")

Religion:

- Esther Brandeau: Discuss antisemitism (anti-Jewish racism) in Europe; make connections to the Holocaust and the way that it was the culmination of a long history of antisemitism. Discuss antisemitism in New France. Useful resource for this discussion is the Choose Your Voice kit that is in all school libraries.
- Afterword, p. 78: How are different religious values related to women's rights? E.g. women's rights to dress as they wish, as related to women's rights not to be influenced by societies' tendency to think of them as sexual objects.

***Finding Nouf* by Zoe Ferraris: (Novel/Secondary)**

Addresses the role of women in Saudi Arabia. A young girl goes missing and her body is found in the desert 10 days later. She has apparently died from drowning. A murder mystery ensues that deals with adolescence issues of religious beliefs, sexuality, gender and equity in a particular Muslim society.

Curriculum Connections:

- Useful for a variety of SSH courses (i.e.: Gender and Equity, World Religions)
- Useful for CWS courses (i.e.: Canadian and World Issues, Travel and Tourism)

Intersections: Religion/Muslim identity. How does this novel challenge or reinforce stereotypical ideas about Muslims?

***My One Hundred Adventures* by Polly Horvath: (Novel/Elementary)**

Jane yearns for adventures outside her house by the sea, her siblings and her single mother. As she searches and experiences these adventures, she learns more about herself.

Connections: Self Esteem, Family Relationships, Equity/Inclusion

Character Education: Honesty

Curriculum Links: Intermediate Language

***Wanting Mor* by Rukhsana Khan: (Novel/Elementary and Secondary)**

Jameela lives in post Taliban Afghanistan and is abandoned at the marketplace by her family.

Connections: Agents of Change, Social Justice

Character Education: Courage, Integrity

Website: <http://www.rukhsanakhan.com/books/wantingmor.html>

This website includes a teacher guide for Grades 5-9

Curriculum Links: World Connections (Intermediate), Grade 5-8, Junior/Intermediate

Language: Reading with Meaning

Intersections: Afghanistan, Religion/Muslim identity. How does this novel challenge or reinforce stereotypical ideas about Muslims?

***Who Am I without Him?* by Sharon G. Flake: (YA Novel/Elementary and Secondary)**

Short stories about teen relationships from several perspectives and addressing a number of salient issues related to gender based violence.

Connections: Social Justice, Inclusion, Teen Relationships

Intersections: Race, African/Black Heritage. Consider the diversity of male and female roles in this book. How do they challenge stereotypical ideas about Black men and women? Are these gender interactions unique to Black people?

Curriculum Links: Intermediate/Senior Language, Physical Education/Health, Family Studies.

Mental/Physical Ability

***Ian's Walk* by Laurie Lears: (Picture Book/Elementary)**

A story from the perspective of a girl who deals with her autistic brother.

Curriculum Links: Health and Physical Education re: abilities and critical thinking/literacy 1.4 & 1.5

***Knots on a Counting Rope* by Bill Martin Jr.: (Picture Book/Elementary)**

Connections: The 5 Senses (Grade 1 Science)

Intersections: Aboriginal

Character Education: Courage

Given the story, discussion, and examples of names, students will demonstrate a knowledge of how names are given in various Aboriginal cultures by participating in discussion.

Discussion Questions:

What do you know about the time you were born?

Do you know where your name came from?

What things would you have to do differently if you were blind?

What's the bravest or most courageous thing you've ever done?

Have students find out for whom, or under what circumstances, they were named.

Is the boy defined by his disability?

In what ways is he more than his disability?

<http://www.shopgpn.com/guides/rr/53.pdf> Includes discussion questions as well as activities

***Miss Little's Gift* by Douglas Wood: (Picture Book/Elementary)**

Discussion Questions:

Talking with all ages about ADHD: http://www.aboutourkids.org/files/articles/mar_apr_4.pdf

Character Education: Perseverance, Courage

Curriculum Connections:

Health: Especially Personal Skills 1.4 and Critical Thinking 1.5

Language: Anti-Discrimination in the Language Program (p. 28 of Ontario Curriculum - Grades 1-8 Language) <http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

***The Seeing Stick* by Jane Yolen: (Picture Book/Elementary and Secondary)**

Elementary: Grade 1 Science (The 5 Senses)

How do blind people accomplish tasks? What jobs do blind people do? How might blind people use their other senses? What skills and tools do blind people learn in order to do their schoolwork, get to the supermarket, cook a meal, do their jobs?

How do blind people move about independently? How can a person get information without eyesight?

Point out that the number five on a phone pad usually has a tactile marking that blind people use as a reference point when dialing; let students try to find the marking using their sense of touch. Some might then want to locate the other numbers.

Children often wonder how a blind person can eat without being able to see. Put several plastic forks and spoons in a bag; have the students reach in the bag and retrieve either the spoons or the forks. They will see how easily they were able to discern which was which. Then have them close their eyes and see if they can get a spoon to their mouths. Point out that they probably brush their teeth without looking.

Brainstorm with the class about how people could accomplish various tasks without eyesight. Set up role play situations in which one child closes her eyes and a partner tries to show her an object. Students will soon see that using words and putting the object into the blind child's hands will be effective.

Brainstorm ways to include blind children in games. For example, in a game of kickball, instead of rolling the ball to the blind student, the ball could be placed in front of her/him.

Secondary:

Types of Text Read p. 4:

The OSSLT requires students to read twelve assigned selections of varying lengths and degrees of challenge on a range of topics.

The reading selections include:

- Informational texts
- Narrative texts
- Graphic texts

The emphasis in the test is on informational texts.

Students read many self-selected and teacher-assigned informational, narrative, and graphic texts of varying lengths and degrees of challenge on a range of topics, including topics relevant to the students' interests and postsecondary destinations.

Connections: Physical and Mental Ability, Traditions/Cultural, Alternative Medicine, Global Perspective, Historical, Youth/Elderly Relations, Equity/Inclusion

Intersections: Race, Asian/Chinese Heritage

Extension Activities:

This text leads nicely into the various forms of writing to share what they have read.

Writing Forms Used p. 5

The OSSLT requires students to produce four pieces of writing, one in each of the following forms:

- A summary
- An information paragraph
- An opinion piece ("a series of paragraphs expressing an opinion")
- News report

An opinion piece on:

1. Do you agree with the father's quest to help her regain her sight?
2. Do you feel that the emperor had to go through the entire process of finding a cure for his daughter in order to appreciate her uniqueness?
3. Describe other ways to see the world.
4. Evaluate how this book's treatment of blindness minimize or stereotype this condition?

A news report on:

1. The "old man's" arrival at the Imperial Palace
2. Family traditions

This book provides an excellent visual representation of text. For those who are reluctant readers, or are visual learners this would be a good text to engage them in reading and in exposure to cultural, and physical difference. Its overwhelming message of appreciation of an individuals' uniqueness is something that can help adolescents appreciate their own differences and strengths.

***Susan Laughs* by Jeanne Willis: (Picture Book/Elementary)**

Susan laughs, she sings, she rides, she swings. Told in rhyme, this story follows Susan through a series of activities. Not until the end of the story is it revealed that Susan uses a wheelchair.

Intersections:

<http://www.teachingenglish.org.uk/try/lesson-plans/susan-laughs>

This book teaches that we are more alike than different.

Curriculum Links: Science Gr. 1 The five senses
Health and Physical Education 1.4 and 1.5
Language 1.4-1.9

***A Friend Like Zilla* by Rachna Gilmore: (Novel/Elementary)**

Nobby visits PEI for a vacation and meets Zilla, an older girl (teen). Nobby quickly realizes that Zilla has Down's Syndrome.

Connections: Equity/Inclusion

Character Education: Compassion, Forgiveness

Author Website: Provides a brief summary of the book, as well as curriculum connections to Science, Social Studies, Arts (visual arts and drama), and Physical Education. Provides discussion questions, writing activities and art activities <http://www.rachnagilmore.ca/guide-zilla.html>

Curriculum Links: Language Expectations (Jr.) 1.4 to 1.9 Reading with Meaning
Health and Physical Education 1.4 & 1.5

***Rules* by Cynthia Lord: (Novel/Elementary)**

Catherine's brother David has autism. She resents all the family time and attention given to him, teaching him the 'rules'.

http://www.grandcanyonreaderaward.org/resources/rules_discuss.pdf

Lesson Plans, discussion questions as well as web links to sites that talk about Autism

<http://www.lesliepreddy.com/yhba/08-09/Intermediate/Rules-Reiff.pdf>

Contains pre-reading questions, as well as a list of similar titles.

<http://www.cynthialord.com/materials.html>

Includes a discussion guide, as well as reproducible work sheets.

***Secrets in the Fire* by Henning Mankell: (Novel/Elementary and Secondary)**

Synopsis and basic information.

Based on a true story of a young girl living in war-torn Mozambique, it shares how her life turns around after she loses her legs in a land mine explosion.

http://www.allreaders.com/topics/Info_27582.asp

Discussion Questions:

<http://wwwfp.education.tas.gov.au/english/secrets.htm>

<http://www.education.tas.gov.au/curriculum/standards/english/english/teachers/ideas/secrets>

Classroom Activities:

Building Peer Support: <http://specialed.about.com/od/integration/a/awareness.htm>

Intersections: Socioeconomic, Family Structures

Curriculum Connections:

- a) World Issues (land mines)

International Campaign to ban Land Mines: <http://www.icbl.org/intro.php>

Taking Action: <http://www.icbl.org/index.php/icbl/What-You-Can-Do/10-Things-You-Can-Do>

Language: Anti-Discrimination in the Language Program (p. 28 of Ontario Curriculum - Grades 1-8 Language)

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

- b) Health: Personal Skills1.4 and Critical Thinking 1.5

- c) Canadian and World Issues: talks about war, landmines (www.landmines.org), displaced people, etc.

Character Education: Perseverance, Courage

***So B. It* by Sarah Weeks: (Novel/Elementary and Secondary)**

Heidi has an unconventional relationship with her mentally disabled mother.

Discussion Questions:

http://content.scholastic.com/browse/collateral.jsp?id=10920_type=Book_typed=4681

<http://www2.scholastic.com/browse/collateral.jsp?id=10897>

Reader's Theatre:

<http://www.sarahweeks.com/readers/RT%20Script%20for%20So%20B.%20It.pdf>

<http://www.sarahweeks.com/readerstheatre.htm> (About a Reader's Theatre)

Intersections: Socioeconomic, Family Structures

Curriculum Connections:

Health: Especially Personal Skills 1.4 and Critical Thinking 1.5

Language: Anti-Discrimination in the Language Program (p. 28 of Ontario Curriculum - Grades 1-8 Language) <http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

Science: Gr. 11 Biology Genetic Processes

Character Education: Perseverance, Courage

Stitches: A Memoir by David Small: (Graphic Novel/Secondary)

A memoir and coming-of-age tale of David Small's early life in 1950's Detroit.

Reading Strategies Used p. 4

Students learn and demonstrate the ability to select and apply a range of reading strategies:

- Before reading, to preview texts and build on prior knowledge.
- During reading, to monitor comprehension and record ideas.
- After reading, to consolidate and extend understanding.

Curriculum Connections: Science 12M Pathogens and Disease

Connections: Illness (Cancer, loss of voice), Troubled Upbringing/Family Life, Redemption

Stuck in neutral by Terry Trueman: (YA Novel/Elementary and Secondary)

Recommended for Intermediate/Senior because of some of the language contained within the book.

Shawn has a disability that prevents him from communicating in any way because he cannot control any of his movements. The book addresses the possibility that his father will take his life for compassionate reasons, though Shawn is gifted in ways that only Shawn knows.

It is an excellent book in that it is written from the perspective of the person with a disability.

Connections: Stereotyping, Equity/Inclusion

The following link is an online study guide which includes a summary of the book, chapter summaries, and discussion questions, etc.

<http://www.bookrags.com/studyguide-stuck-in-neutral/>

A web-based student journal for Stuck in Neutral:

<http://www.ngsp.com/Portals/0/downloads/HSL.L.T3.SJ.Stuck.pdf>

Discussion Questions:

<http://www.terrytrueman.com/teachRockCounty.pdf>

<http://www.terrytrueman.com/teachBobBookDiscussion.pdf>

Study guide questions with a pre-reading activity:

<http://www.loyal.k12.wi.us/highSchool/vcsencsics/documents/StuckinNeutral.doc>

Curriculum Links: Health and Physical Education 1.4 & 1.5
Language 1.4-1.9 Reading with Meaning
Science Gr. 12M Pathogens and Disease Strand

Watching Jimmy By Nancy Hartry: (Novel/Elementary and Secondary)

Set in the 1950's, the story is about a brain-damaged boy and his friend.

Intersections: Gender Equity, Socioeconomic Background

Curriculum Connections:

Health: Especially Personal Skills 1.4 and Critical Thinking 1.5

Language: Anti-Discrimination in the Language Program (p. 28 of Ontario Curriculum - Grades 1-8 Language) <http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

Connections: Brain Injury, Financial Struggles, Family Challenges, Relationships, Overcoming Adversity, Abuse.

Links:

<http://school.discoveryeducation.com/lessonplans/programs/brainpower/>

<http://www.edheads.org/> - deep brain stimulation and surgery interactive website.

<http://neurophilosophy.wordpress.com/2006/12/04/the-incredible-case-of-phineas-gage>

Information on Neuroscience's most famous brain-injury patient and survivor. There are also several sites with video and other interactive information pieces.

Wish on a Unicorn by Karen Hesse: (Novel/Elementary)

Mags doesn't believe an old stuffed unicorn has any magic, but she does wish that her mother didn't have to work so hard and that she had a 'normal' brother and sister.

Links:

www.drexel.edu/cnhp/rehab_sciences/RHAB-Disability_Awareness_Manual.pdf

Practical guide on how to teach Elementary age students how to accept others.

Sexual Orientation

Imagine a World that is Free from Fear, ETFO (Teacher Resource/Elementary)

This is a Kindergarten to grade 8 resource that addresses issues relating to homophobia and heterosexism. A good place to begin is to read the “Definitions” section to better understand terminology. The “Myths and Facts” section will help dispel any misconceptions. The book is divided into themes of Pride and Self-respect, Safe Schools and Safe Communities, Anti-bullying and Conflict Resolution and Relationships. In each section there are a series of lesson plans and reproducibles that are connected to the Ontario curriculum. In addition, you will find an extensive list of picture books, resources for teachers, websites, videos, bookstores and community agencies.

And Tango Makes Three by Justin Richardson: (Picture Book/Elementary and Secondary)

Based on a true story, two male penguins in the New York zoo become a couple and are given an abandoned egg to raise.

Elementary:

Connections: Family relationships

Curriculum Connections:

Kindergarten: Overall Expectation- beginning understanding of diversity in individuals, families, schools and communities.

Grade 1: Science (Animals), Social Studies (Relationships)

Grade 2: Social Studies (Family), Science (Growth and Changes in Animals)

Grade 3: Drama - role playing different kinds of family

Ideas how to use:

Pre-reading:

- Explore all kinds of families: take a family survey.
- Introduce vocabulary of different types of (same sex family, heterosexual - family, adopted family, single-parent family, inter-racial family).
- Have children share their family and their roles in the family (daughter, sister, mother etc.).
- Take a picture walk - students share what they think the story is about.
- Talk about what is a family (family is love) and what activities you do as a family (make a list).

During Reading:

Read aloud, discussion of pictures (reading with meaning strategies).
Stop at specific sections and have students reflect how their families relate.

Post -reading:

- Art activity - who is in your family?
- Pantomime activity of welcoming a new family member.
- Role play of problems in society with same sex family.
- Role play: conflict situations about sharing, helping others.
- Connections of how this book relates to inter-race families.
- Writing 'My family is special to me because....'
- Go to Central Park zoo website and research penguins.
- Define word "gay" "lesbian" "same sex family". Discussion of how these words are used negatively and positively in society.

Secondary:**Curriculum Connections:**

Social Sciences: Individuals and Families in a Diverse Society HHS4M
Parenting and Human Development HPD4E
Parenting HPC3
Living and Working with Children HPW3E

English: (at any grade level) Media Studies:

Students must: "Evaluate the credibility of sources, recognize bias; be attuned to discriminatory portrayals of individuals and groups".
"Critically interpret the messages they receive through various media"
(Curriculum Documents).

Activity: Students could analyze media information on the controversy surrounding the censorship of this book by examining a variety of internet sites which discuss the text. Students could look for bias and for potentially discriminatory portrayals of various groups.

Debate: whether the text should be banned from public schools.

Mom and Mum are Getting Married* by Ken Setterington: (Picture Book/Elementary)*Curriculum Connections:**

Kindergarten: understanding of diversity in families, communities
Grade 1: Social studies (Rules and Responsibilities, Relationships)
Grade 2: Social Studies (Traditions and Celebrations)
Grade 3: Drama and Dance (role play situations, create a dance)
Grade 4: Drama and Dance (role play situations)

Pre-reading:

- Discussion of different celebrations.
- Discussion who can get married, what does the law say in Canada vs. United States, http://en.wikipedia.org/wiki/Same-sex_marriage_in_Canada .
- Why get married?
- Define words “lesbian” “gay” .
- Have students share if they have been involved in a wedding, or parts of a wedding.
- Picture walk - have students share what they think the book is about.

During reading:

- Have students map out how the main character is feeling and what is the conflict in the story.
- Make predictions of how problem will be resolved.
- Teacher models thinking aloud.

Post-reading:

- Drama - role playing of conflict situations that arise in a celebration.
- compare weddings from around the world and different cultures using Venn diagram: Muslim marriage, Jewish wedding, arranged marriage; discussion around conflicts of how media perceives different types of weddings <http://www.worldweddingtraditions.com/>
- Art - have students create a wedding invitation for specific wedding.
- Create a dance that you would do at a wedding celebration using a specific type of music.

Molly's Family* by Nancy Garden: (Picture Book/Elementary)*Curriculum Connections:**

Kindergarten: diversity in families: oral language sharing of personal families

Grade 1: Social Studies (Rules/Relationships)

Grade 2: Oral language (express personal thoughts)

Media (creating a poster that reflects different types of families)

Other Resources:

<http://hubpages.com/hub/Children-with-GayLesbian-Parents>

Pre-reading:

- Discussion of different types of families using different terms: (same sex families, heterosexual families).
- Discussion of “put downs”. How someone may put your beliefs and families down relates to Character Education, Critical Pathways, TRIBES.

Post-reading:

- My family art activity - create a poster that reflects their families using correct terminology (family words and activities they do with their families).
- Drama – role-playing, puppet play about how it feels to be teased, hear a put down and why one might put down someone for being different.
- Create a class book “We are alike”: make a Venn diagram of how we are alike, how we are different. Have students create a page about “I am a good at... the languages I speak are... after school I like to....

Lesson Plan available in the ETFO Free From Fear Document.

King and King* by L. deHaan: (Picture Book/Elementary)*Curriculum Connections:**

Kindergarten: Listening and responding to what is read

Grade 1: Social Studies

Grade 2: Social Studies (Traditions and celebrations)

Grade 3: Language - conventions of types of books (comparison fairy tales vs. non fiction genres)

Drama and Dance: role-playing

Oral Communication: response to what is read

Grade 4: Media Literacy

Oral Communication

Drama and Dance: tableau

Pre-reading:

- Discussion - structure of fairy tale Venn diagram, different types of genres of books.
- Discussion of cover of book - what they think the book is about.
- Discussion of title *King and King* .
- Share feelings about different types of weddings (gay weddings, heterosexual weddings).

Post-reading:

- Discussion of the word “marriage”, discuss other terms “civil unions, commitment ceremonies, common law relationship”.
- Discuss legal ramifications of marriage (comparison different countries).
<http://pewforum.org/docs/?DocID=423> (Gay marriage around the world).
- students create a tableau depicting different aspects of the book.

Additional Resources:

Read *King and King and Family*

Lesson Plan available in the ETFO Free From Fear Document.

Big Guy by Robin Stevenson: (YA Novel/Elementary and Secondary)

Elementary:

A novel for grade 7/8

Curriculum Connections:

Grade 7: Drama - interpret and present scripts, paying attention to characters and feelings.
Health - demonstrate an understanding of physical, emotional, social and psychological factors when making decisions of sexual health (understanding of sexual orientation, gender issues, relationships).
Writing - write in voice, communicate ideas of character.

Grade 8: Drama - write in role, interpret and communicate ideas and feelings from fictional accounts.
Health - demonstrate an understanding of gender identity and sexual orientation and identify factors that help individuals of all identities and orientations develop a positive self-concept.
Writing - write a selection showing a "point of view".

Pre-reading:

Think Pair share: thoughts on relationships, gender identity, gay, acceptance

Post-reading:

Drama: write a letter in character about feelings associated to being accepted and unaccepted.

Writing: choose a selection of text and respond to it as that character's point of view, expressing the conflict and solutions to the problem.

Role play situations, create script (e.g. if you were the father, what is his response to his son, how do the main character's peers feel about the situation?)

Additional Resources:

www.pflag.ca has pamphlets to help families who have gay/lesbian son or daughter or parents
<http://www.pridenet.ca/main.htm> resources to educators help youth who are gay/lesbian.

Secondary:

Curriculum Connections:

English: Grade 9 and 10 Applied (ENG 1P1 / ENG 2P1 /)
ELS 20 Literacy Development /
OLC
Media Studies EMS30
Individuals and Families in a Diverse Society HHS4M

Activity: On-line relationships: What are the pros and cons of on-line dating / on-line relationships, and perhaps prepare a debate.

Discuss internet safety for teenagers, students can create a list of tips for their peers.

Body Image: What are the consequences of on-line lives? How does media allow us to live in a fantasy world? (e.g. Students could look at Second Life or Avatar for ideas on how people project themselves differently in virtual lives.)

Connect with Poetry in Jamieson, J (2002) *The Teenage Years Mapped* (ISBN: 189437701X especially "Epiphany" p.20.

Resources: <http://www.egale.ca/> Egale Canada is a national organization that advances equality and justice for lesbian, gay, bisexual, and trans-identified people and their families across Canada.

***Absolutely, Positively Not* by David LaRochelle: (YA Novel/Elementary and Secondary)**

Elementary:

Curriculum Connections:

Grade 7: Health - sexual orientation and identity
Media - comparison of how media portrays Gays/Lesbians

Grade 8: Health - relationships, gender identity and sexual orientation
Media - comparison of how media portrays Gay/Lesbian

Pre-reading:

- Discussion around myths/misconceptions of Gay/Lesbian issues (refer to Free from Fear book).
- What is Gay/Lesbian? (another kind of love).
- Have students draw a picture of what they think a gay/lesbian individual would look like?
- What does it mean to "come out of the closet"? What are the feelings associated to coming out? http://www.safeschoolscoalition.org/RG-coming_out.html
- What is Homophobia? What are examples of homophobia?

Post-reading:

- Look at different types of media (magazines, movies, TV, commercials). How do they depict stereotypes?
- Look at lesson in the Free from Fear book "poster activity". Have students create their own newspaper headline featuring gay themes.
- Do Anti-Homophobia Quiz (questionnaire) in Free from Fear book pg. 52.
- Play the Porcupine Game in Free from Fear book pg. 149.

Secondary:

Curriculum Connections:

English: Grade 9 and 10 Applied (ENG 1P1 / ENG 2P1 /)
ELS 20 Literacy Development /
OLC
Media Studies EMS30
Individuals and Families in a Diverse Society HHS4M

Activities / questions: Who or What defines maleness and femaleness? (Media / Family / Society)

Students can examine gender stereotypes and consider the <http://www.egale.ca/> Egale Canada is a national organization that advances equality and justice for lesbian, gay, bisexual, and trans-identified people and their families across Canada. Restrictions they provide.

Resources: <http://www.egale.ca/> Egale Canada is a national organization that advances equality and justice for lesbian, gay, bisexual, and trans-identified people and their families across Canada.

***Geography Club* by B. Hartinger: (YA Novel/Elementary and Secondary)**

Curriculum Connections:

Grade 8: Health - gender identity, sexual orientation
Drama - improvisation

Pre-reading:

- Think Pair Share: define words gay, homosexual, lesbian, coming out, prejudice, homophobia, heterosexism
- Discussion of society's viewpoint of male-female relations, male-male relations, female-female relations.
- Discussion of how religion/culture dictates relationships?

Post-reading:

- Do improvisation activities depicting different aspects of the book
- Have students complete the questionnaires in the Free from Fear book in the Assessment section.
- Research with students about Gay/Straight Alliances
<http://www.safeschoolscoalition.org/RG-gaystraightalliances.html>
<http://galebc.org/gsa.htm>

Additional Resources:

The Canadian Teachers Federation
<http://www.ctf-fce.ca/documents/info/GSFlyer.pdf>

***GLBTQ The Survival Guide for Queer and Questioning Teens* by Kelly Huegel:
(Secondary Only)**

This book deals with gay, lesbian, bisexual and transgender issues. It attempts to answer questions that teens might have through their teen years.

Curriculum Connections:

- Useful for a variety of Social Science and Humanities courses (i.e.: Parenting, Gender and Equity, Family Studies, etc.)
- Also useful for Guidance courses and Guidance counsellors.
- All teachers should be encouraged to read this book.

***Hear Me Out: True Stories of Teens Educating and Confronting Homophobia*
(Secondary Only)**

This book was a project of Planned Parenthood in Toronto. It contains true stories of teens educating and confronting homophobia.

http://www.ppt.on.ca/Anti-Homophobia_teach.asp

Curriculum Connections:

SSH: Case Studies, dealing with gender, sexuality, religion, relationships, racism.

CWS: Canadian and World Issues, racism

Guidance

The Misfits* by James Howe: (YA Novel/Elementary and Secondary)*Pre-Reading:**

- Discussion of name calling and labels.
- Look at the Porcupine game in the Free from Fear book (pg 149).
- Discussion of Gay/Straight alliance and the purpose of a group.

Post Reading:

- We are Peacemakers Activity: From Fear from Fear book (Bully Awareness Week).
- Have students complete questionnaires from Fear from Fear book (pg. 153).
- Drama Activity: Tableau and role play depicting conflict situations.
- Have a No name calling week at School <http://www.nonamecallingweek.org>
- Day of Silence Activity www.dayofsilence.org
<http://www.thinkb4youspeak.com/>

***Totally Joe* by James Howe: (YA Novel/Elementary and Secondary)**

Pre-Reading:

- Discussion of gender roles, what society expects from men and women.
- Discussion of what it means to be gay/lesbian, transgender, bisexual.
- Discussion dispelling myths and misconceptions of Gay/Lesbian individuals (refer to Free from Fear document).
- Discussion of purpose of Gay/Straight Alliance.

Post Reading:

- Share the frustrations the main character showed through out the book.
- Discuss what it means “coming out of the closet”, what are the supports an individual can find in this process. (www.pflag.ca, www.kidshelpline.com)
- Read along with the Misfits.
- Watch “Sticks and Stones” Video (DDSB media library).
- Discussion about confronting homophobia in society. Make posters.
- Create posters, bookmarks, pamphlets to stop name calling. Share what is learned with other classes in the school.

French Resources

Elementary:

Marius by L. Alaoui: (Picture Book/Elementary French Immersion)

Lesson Plan available in the ETFO Free From Fear Document.

Secondary:

Phillippe avec un grand H by G. Bourgault: (Novel/Secondary French Immersion)

Lesson Plan available in the ETFO Free From Fear Document.

Socioeconomic Background

***A Day's Work* by Eve Bunting: (Picture Book/Elementary)**

http://www.homeschoolshare.com/a_day.php

Curriculum Connections:

Social Studies: Grade 1/2 - Communities and People in the Community
 Grade 6 - Immigration
 Geography - immigration from Mexico to California
Science: Grade 1/3/6 Botany- plants vs. weeds

Math: Story problems

Character Education: Integrity, Honesty, Responsibility

Intersections: Linguistic diversity

***Beatrice's Goat* by P. McBrier: (Picture Book/Elementary)**

Curriculum Connections:

Social Studies: Grade 2 - Features of Communities Around the World Mapping
 Grade 6 - Canada's Links to the World (World Health Organization,
 United Nations, social justice, Canada's role in ending world poverty)
 Grade 7/8 Geography - Patterns in Physical Geography, Natural
 Resources, Economic Systems

Health: Healthy Eating - compare and contrast typical North American diet with
 that of Beatrice's diet in Uganda.

Intersections: World Issues, Uganda

***Iqbal* by Francesco D’Adamo: (Novel/Elementary and Secondary)**

Curriculum Connections:

Social Studies: Grade 6 - Canada’s Links to the World (see Beatrice’s Goat)
Grade 7/8 Geography - Economic Systems (looking at poverty and how that leads to child labour)

Intersections: World Issues, Child Labour

***Bank Job* by James Heneghan: (Novel/Elementary and Secondary)**

Connections: Family, Social Issues Lit. Circle, Friendship, Poverty

Intersections: Race – there is an unfortunate statement on Pg. 161 about “the jungles of darkest Africa”. It is wise not to ignore this statement. Discuss the stereotypes and misinformation inherent in this statement. What stereotypical historical and current media images of Africa are we exposed to? What other stories are there about Africa? Why do we not hear these as often? How might this affect equity for people of African/Black heritage? This discussion could be supported by excerpts from the clip "The Danger of a Single Story" from TED at http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

***Just Juice* by Karen Hesse: (Novel/Elementary)**

Connections: Family, Illiteracy, Poverty,

Links:

http://www.ltl.appstate.edu/litcircleunits/litcirunits_Fall01/KarenHesseLiteratureCircle/Lessons.htm

http://www2.scholastic.com/browse/collateral.jsp?id=1056_type=Book_typeld=3988

***Also Known as Harper* by Ann Haywood: (Novel/Elementary)**

Connections: Poetry, Poverty, Family Relationships

***Fight for Justice* by Lori Saigeon: (YA Novel/Elementary and Secondary)**

Connections: Poverty, Bullying, Multi-generational Families

Curriculum Connections: Grade Six Social Studies: First Nations (Métis)

***The Skin I'm In* by Sharon Flake: (YA Novel/Elementary and Secondary)**

Connections: Poverty, Self-Esteem, Friendship

Links:

http://writingfix.com/Chapter_Book_Prompts/SkinImIn3.htm

<http://www.sharongflake.com/uploads/pdfs/flake-discussion.pdf>

Intersections: African/Black Heritage

***The First Part Last* by Angela Johnson: (Novel/Secondary)**

Connections: Teenage Pregnancy/Parenthood, Poverty

Intersections: Gender roles

Links:

<http://www.scu.edu/character/upload/The-First-Part-Last-Writing-Prompts.pdf>

***The Glass Castle* by Jeannette Walls: (Novel/Secondary)**

Connections: Poverty, Childhood, Family

Links:

http://www.litlovers.com/guide_glasscastle.html

Appendix I: Additional Resources

Don't Label Me. A title in the Live Ink series from Pearson Educational.

Operation Respect <http://www.dontlaugh.org/>

Bookstores:

A Different Booklist (Toronto)

Another Story (Toronto)

Sexual Orientation Resources

Teaching Resources:

- Connections: A K-8 Resource for Everyone Interested in Understanding Gender-Related Issues and Working for Social Justice (ETFO, 2008)
- Imagine a World that is Free From Fear: A K-8 Resource addressing issues relating to Homophobia and Heterosexism (ETFO, 2004)

Resources for Parents:

- *Now that you Know: What every parent should know about Homosexuality* by Harcourt Brace Jovanovich

Videos:

Apples and Oranges (NFB)

It's Elementary

Sticks and stones video – available from the DDSB Media Library

Websites:

Creating Safe Schools for LGBT Students: Resource Guide for Schools

Our World Too www.ourworldtoo.com

PFLAG www.pflag.org (Offer resource called “our Trans Children”)

Teaching Tolerance www.teachingtolerance.org

Transgender Resources

Our Trans Children <http://community.pflag.org/Document.Doc?id.189>

PFLAG Transgender Network <http://community.pflag.org/Page.aspx?pid=380>

Resource for Parents www.transparentcanada.ca

Transgendered Materials

Jayme Harper
dur-oshon@pflagcanada.ca

509 Cubert Street
Durham Region Ontario L1J 4X4
CANADA

Websites

- A Resource Guide for Educators Anti-homophobia and Anti-Heterosexism.
www.nbta.ca/resources/forms/Anti-homophobia.pdf
- GLSEN Safe Space: A How to Guide for Starting an Allies Program
www.glsen.org
- Elementary Teachers Federation of Ontario www.etfo.ca
Great resources/lesson plans and curriculum resource documents that address homophobia and heterosexism.
- Equality for Gays and Lesbians Everywhere www.egale.ca
National organization committed to the cause of equality and justice for lesbians, gays and bisexuals.
- COLAGE: Children of Gays and Lesbians Everywhere www.colage.org
Good information and resources for lesbian, gay, bisexual partners, their children and allies.
- Gay and Lesbian educators: www.galebc.org
Gay and lesbian educators of British Columbia. Great place for lesson plans and resources.
- GLSEN: The Gay, Lesbian and Straight Education network www.glsen.org
Provides comprehensive site with articles, information, online bookstores, and news regarding lesbian, gay, bisexual and transsexual people.
- PFLAG: Parents, Families and Friends of Lesbians and Gays www.pflag.ca
International organization for family members of lesbians and gays seeking assistance and support, there is a Durham Chapter, volunteers will come to schools and speak to your students and teachers.

Appendix II: Resources for Addressing Race Intersections

***Everyday Antiracism: Getting Real about Race in School* – Edited by Mica Pollock**

Available from Equity Diversity Library. The book is outlined in the following format, each part having one or two relevant articles:

Section A: Race Categories: We are all the same but our lives are different

- Part 1: Remember that Racial Categories Are not Biological Realities
- Part 2: Get Ready to Talk About a Racialized Society
- Part 3: Remember that People Do Not Fit Neatly and Easily into Racial Groups
- Part 4: Remember that People Are Treated as Racial Group Members and Need to Examine that Experience
- Part 5: Emphasize Individuality

Section B: How Opportunities are Provided and Denied in Schools

- Part 6: Remember that Students Experience Racially Unequal Expectations about their Brainpower
- Part 7: Counter Racially Patterned Skill Gaps
- Part 8: Help Students Gain Fluency in “Standard” Behaviours While Honouring the “Nonstandard” Behaviours they Already Have
- Part 9: Defy Racially Based Notions of Potential Careers and Contributions
- Part 10: Analyze Racial Disparities and Opportunities to Learn

Section C: Curriculum that Asks Crucial Questions about Race

- Part 11: Create Curriculum that Invites Students to Explore Complex Identities *and* Consider Racial Group Experiences
- Part 12: Create Curriculum that Analyzes Opportunity Denial
- Part 13: Create Curriculum that Represents a Diverse Range of People Thoroughly and Completely
- Part 14: Create Curriculum that Discusses History Accurately and Thoroughly

Section D: Race and the School Experience: The Need for Inquiry

- Part 15: Investigate Learning Experiences in Your Classroom
- Part 16: Spearhead Conversations with Students about Racism in Their Lives and Yours
- Part 17: Talk Thoroughly with Colleagues about Race and Achievement
- Part 18: Analyze, with Colleagues and Students, how Your Race Affects your Teaching

Section E: Engaging Communities for Real

- Part 19: Inquire Fully about Home Communities
- Part 20: Discuss Parents’ Experiences of Racially Unequal Opportunity

Section F: Keeping it Going

- Part 21: Struggle to Change a System that is Unequal, while Working Within it

Black History: Africa, the Caribbean and the Americas – by Rosemary Sadlier et al.

Available from Equity Diversity Library. The book is outlined in the following format:

Unit 1: Early African History: The Land and Its Peoples

- Chapter 1: Africa: The Birthplace of Humanity
- Chapter 2: Early African Civilizations

Unit 2: How Opportunities are Provided and Denied in Schools

- Chapter 3: Africa and Europe: The Devastating Connection
- Chapter 4: Africa and the Age of Imperialism

Unit 3: Toward Freedom

- Chapter 5: Oppression and Resistance: Canada and the United States
- Chapter 6: Oppression and Resistance: The Caribbean and Latin America
- Chapter 7: The Fight for African Independence

Unit 4: Moving Forward

- Chapter 8: Black People in Canada since the Second World War
- Chapter 9: Africa Today

Appendix III: Other Related Titles

Gender Equality:

Are you a Boy or a Girl by J. K. Pendelton
Boys Don't Knit by Janice Schoop
The Breadwinner series by Deborah Ellis
Brick Lane by Monica Ali
Girls Hold up this World by J. Pinkett-Smith
The Handmaid's Tale by Margaret Atwood
In your Face: the Culture of Beauty and You by S. Graydon
Paper Bag Princess by Robert Munsch
Shepherd's Grand-daughter by Anne Laurel Carter
Stephanie's Ponytail by Robert Munsch
Stevie Diamond mysteries by Linda Bailey
A Thousand Splendid Suns by Khaled Hossein
A Touch of the Zebras by I. Sadu

Physical/Mental Ability:

A Perfect Gentle Knight by Kit Pearson
Beauty Returns by Sylvia McNicoll
Boy in Motion: Rick Hansen's Story by Ainslie Manson
Freak the Mighty by Rodman Philbrick
From Charlie's Point of View by Richard Scrimger
Rebound by Eric Walters
Run by Eric Walters
Wounded by Eric Walters
Zoom by Robert Munsch

Sexual Orientation:

123 A family counting book by Bobbie Combs
ABC A family Alphabet by Bobbie Combs
Families are different by Todd Parr
From the Notebooks of Melanin Sun by J. Woodson
Holly's Secret by N. Garden
Mommy, mamma and Me by Leslea Newman
Stitches by G. Huser
Touch of the Clown by Glen Huser
What is a Family by Robert Sketch

Socioeconomic:

A Fine Balance by Rohinton Mistry
Alexandria of Africa by Eric Walters
The Falls by Eric Walters
Fly Away Home by Eve Bunting
The Landing by John Ibbitson
Lily and the Paper Man by Rebecca Upjohn
Looking for X by Deborah Ellis
Lost Goat Lane by Rosa Jordan
Maniac Magee by Jerry Spinelli
Ryan and Jimmy and the Well in Africa that Brought Them Together
Schooled by Gordon Korman
Shattered by Eric Walters
The Table Where Rich People Sit by Byrd Baylo

Race:

14 Cows for America by Carmen Agra Deedy with Kimeli Naiyomah
Afrika by Colleen Craig
Alexandria of Africa by Eric Walters
Bifocal by Eric Walters
Black and White by Eric Walters
Black History: Africa, the Caribbean, and the Americas by Rosemary Sadlier et. al
The Bluest Eye by Toni Morrison
The Book of Negroes by Lawrence Hill
The Breadwinner by Deborah Ellis
Bud Not Buddy by Christopher Paul Curtis
C is for Ciao by Elissa D. Grodin
Cendrillon: A Caribbean Cinderella by Robert D. San Souci
Chicken Sunday by Patricia Polacco
From Somalia With Love by Na'ima B. Robert
Gathering the Sun by Alma Flor Ada
Grandpa, Is Everything Black Bad? by Sandy Lynne Holman
I Like Who I Am by Tara White
The Kayla Chronicles by Sherri Winston
Learning to Fly by Paul Yee
Let's Talk About Race by Julius Lester
The Librarian of Basra by Jeanette Winter
Listen to the Wind by Greg Mortenson
Midnight at the Dragon Café by Judy Fong Bates
Music for Alice by Allen Say
Nobody's Child by Marsha Forchuk Skrypuch
The Pet Dragon by Christopher Niemann
Refugee Boy by Benjamin Zephaniah
So Far from the Sea by Eve Bunting
Stones by William Bell
War Brothers by Sharon E. McKay

Race (con't):

When my name was Keoko by Linda Sue Park
Zack by William Bell

Religion:

A Story a Story by Gail E. Haley
The Book Thief by Markus Zusak
Does My Head Look Big in This? By Randa Abdel-Fattah
Mendal's Daughter by Martin Lemelman
Mina's Spring of Colours by Rachna Gilmore
Nadia's Hands by Karen English
Persepolis by Marjane Satrapi

Ethnic Origin:

The Arrival by Shawn Tan
Hana's Suitcase
Heart of a Chief by Joseph Bruchac
I Love my Hair by Natasha Anastasia Tarpley
The In Between World of Vikram Lall by M. J. Vassanji