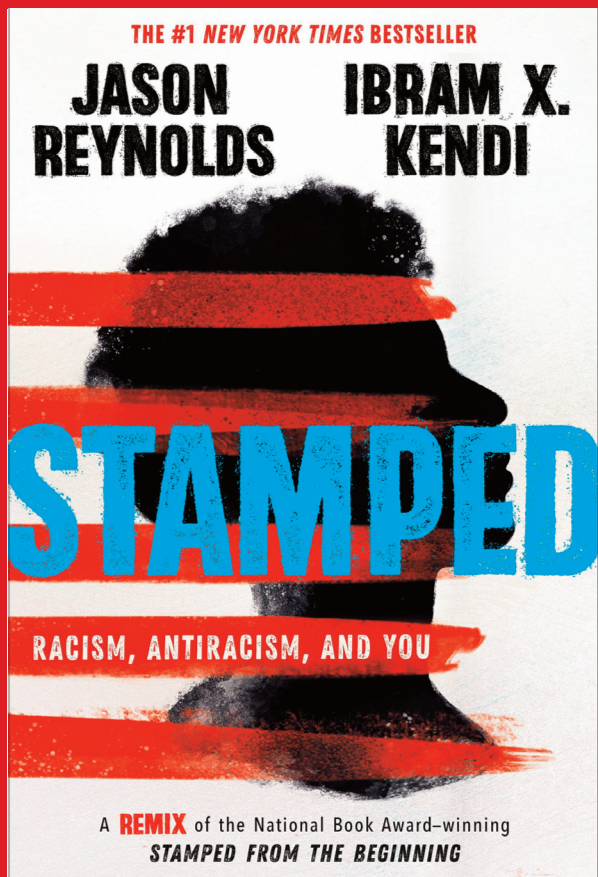


# PROGRAMMING GUIDE & RESOURCE DIRECTORY



## READING ACROSS RHODE ISLAND 2021

Rhode Island  
Center for the Book



## **DEAR READERS,**

The Rhode Island Center for the Book's mission to connect Rhode Islanders through a one-book-one-state reading program seems more vital in 2021 than ever before. It is through our shared experiences that we build our state community, and during this time of social distancing this type of non-profit community programming helps us stay connected as we read a common text and enter into conversations with each other about the topics that matter to us.

*Stamped: Racism, Antiracism and You* by Ibram X. Kendi and Jason Reynolds was released to the world the very week that our schools closed due to the rising numbers of the Covid-19 pandemic. As a teacher, I was not only adjusting to a virtual landscape but doing so at a time of great social unrest in our country. And my students wanted to talk about it. Fate seemed to have landed this book in my lap as I tried to help my students understand what was happening and what they wanted to do about it. Through these months I was also reading dozens of books as our committee was considering which would be the next Reading Across Rhode Island selection. Among many great contenders, *Stamped* rose to the top as a gift to us all to support our conversations and activism.

*Stamped* promises not to be a history book, while it offers the historical context to bring the past to the present to help us understand and take action steps to end racism. Reynolds' conversational narration invites us into the text, welcomes us to consider the complexities of past events, and asks us to be active participants in the fight for equity and justice.

Unlike in previous years when we've offered an Educator's Guide, we are fortunate that an excellent, free one already exists. So instead, this year we are offering a Programming Guide for you to consider joining us for a series of events related to the book, and a Resource Directory including a collection of links for all readers, including educators, librarians, parents, book clubs and community members.

In his introduction to the book, Kendi writes, "To know the past is to know the present. To know the present is to know yourself." My hope for this year's Reading Across Rhode Island experience is that we will bring ourselves to this book, look for ourselves within its pages, and then enter into conversations with each other about how we can work together across our generations to get to know each other, what we care about, and how we can work together toward a more equitable future for all who live in Rhode Island. I look forward to meeting you through our programming events and am eager to hear from you about your reflections on the book and how you're experiencing it with your family, students, colleagues and communities. Thank you for participating in Reading Across Rhode Island.

Maureen Nagle  
Reading Across Rhode Island Education Chair  
[mnagle@mosesbrown.org](mailto:mnagle@mosesbrown.org)

# 2021 READING ACROSS RHODE ISLAND PROGRAMMING GUIDE

## **FUNDA Fest Kick Off | January 23 | 12:00-1:00 pm**

Join the Rhode Island Black Storytellers for this family-focused event featuring an introduction to Stamped. Tickets Here!

## **RARI Virtual Kick-Off | January 26 | 6:30-7:30 pm**

Join moderator Jim Ludes, Executive Director, Pell Center for International Relations and Policy, Providence Mayor Jorge Elorza, Honorary Chair Val Tutson and Reading Across Rhode Island Education Chair Maureen Nagle for an engaging introduction to the book. Register Now! Free and open to the public.

## **“Stamped in Rhode Island” Live Webinar Series**

For educators, librarians, parents and community members interested in learning more about Stamped, our February series offers something for everyone.

Professional Development Certificates provided. Register Now for one, two or all three! Free and open to the public.

### **Tuesday, February 2: STAMPED in the Classroom**

This session will help prepare you and your students to implement Anti-Bias/ Anti-Racist education strategies. With presentations by NEA RI, Rhode Island PBS and special guest Crystal Monteiro, Educator, East Providence Schools & PBS Digital Innovator All-Star.

### **Tuesday, February 9: STAMPED in Conversation**

Teachers and students share stories, insights and resources related to their experiences reading STAMPED. With presentations by Diversity Talks and Equity Institute.

### **Tuesday, February 23: STAMPED in the Community**

Join Rhode Island community organizations for performances and interactive experiences to enrich your understanding of STAMPED. Special Guests Rhode Island Black Storytellers.

## **PCL READS Tochi Onyebuchi Virtual Author Talk**

### **February 10 | 6:00-7:00 pm**

Tochi Onyebuchi joins Jonathan Pitts-Wiley to discuss RIOT BABY, a companion read for the 2021 RARI selection. Register Now! Free and open to the public.

## **Jason Reynolds RARI Virtual Author Event**

### **April 8 | 1:00-2:00 pm**

Author Jason Reynolds joins us for this live, virtual event to discuss his book. Students will be able to submit questions to the author prior to the event. Registration will be available on the Rhode Island Center for the Book website in February. Free and open to the public.

## **Read to Lead**

Share a book and a good conversation with your co-workers today! Read to Lead encourages Rhode Island businesses and other organizations that may not typically be involved with literature programs to start up a workplace book club. If your organization has an established book club group, we encourage you to join us too! Email [kate@ribook.org](mailto:kate@ribook.org) to get started.

# 2021 READING ACROSS RHODE ISLAND RESOURCES DIRECTORY

## **Stamped for our Classrooms, Homes, Communities**

From the publishers of Stamped, a website offering a wide variety of resources including author bios, excerpts from the audiobook, links to podcasts, videos to watch and share, and graphics to download and share.

### **Educator Guide**

A robust chapter-by-chapter Educator Guide to Stamped including Essential Questions, Reader's Notebook, Collaborative Club Work, Research Modules and Multimodal Culminating Project.

### **Book Club Guide**

A concise reading guide for any book club, including discussion questions to spark conversation.

### **Resources from PBS**

PBS: Anti-Bias/Anti-Racist Resources for Educators/Parents/Students

Confronting Anti-Black Racism

Reframing History, Racism, and White Fragility | Toni Morrison

PBS KIDS Talk about: Race & Racism

Arthur on Racism: Talk, Listen, and Act

### **Pre-Recorded Professional Development Resources from PBS**

Virtual Professional Learning Series

Tools for Anti-Racist Teaching

Talking to Children Authentically about Race and Racism

Empowering Young Media Consumers and Creators

American Portrait: Who Are We?

### **NEA Resources**

Racial Justice in Education Resource Guide, NEA

Creating the Space to Talk About Race Your School, NEA

## **OTHER RESOURCES**

Resources for Teaching about Racism and Police Violence

Addressing Racism in the Education System

A Collection of Anti-Racism Resources for White People

## **LAND ACKNOWLEDGMENT RESOURCES**

US Department of Arts & Culture: Honor Native Land: A Guide and Call to Acknowledgment

[www.usdac.us/nativeland](http://www.usdac.us/nativeland)

register there for Honor Native Land Guide (or here is direct link)

Native Land Digital: Resource Map

<https://native-land.ca>

<https://native-land.ca/resources/territory-acknowledgement>

Honor Native Land blog entry by Trisha Moquino, Embracing Equity

<https://embracingequity.org/blog/2019/5/1/honor-native-land>

## STAMPED: CLASSROOM GUIDE

1. Read the dedication page. To whom do Jason Reynolds (JR) and Ibram X. Kendi (IXK) dedicate this book? What does that suggest about their purpose in writing this book? CCRA.R.1; CCRA.R.5
2. Examine the Table of Contents. How is the book organized? CCRA.R.5
3. After reading the introduction, explain why Ibram X. Kendi wrote this book. What does he hope to accomplish? CCRA.R.1; CCRA.R.2; CCRA.R.6
4. The introduction presents and defines key terms that will be used throughout the book. Provide a definition for each and add examples and explanations as you encounter these terms in later chapters: racist, antiracist, segregationist, assimilationist. (CCRA.R.1; CCRA.R.2; CCRA.R.3; CCRA.R.4
5. On pages 2-3, Reynolds describes this book not as a “history” book but as a “present” book. What does he mean? CCRA.R.1; CCRA.R.4
6. Reynolds calls Gomes Eanes de Zurara the world’s first racist in Chapter 1. Why, and how does he justify this distinction? Is his argument convincing to you? CCRA.R.1; CCRA.R.4; CCRA.R.8
7. In Chapter 2 Reynolds explores two theories that he believes provide the basis for racism in America. Define each theory briefly and show how the Puritans and the Planters used these theories to create the foundation for racism in America. CCRA.R.1; CCRA.R.2; CCRA.R.3
8. The Mennonites are presented as early examples of antiracists (pg. 23-24). What was their response to slavery? Extend your understanding of the Mennonites by exploring their current policies and positions about racial justice. How do their spiritual beliefs inform their views on race in America, both historically and currently? CCRA.R.1; CCRA.R.3; CCRA.W.7; CCRA.W.9
9. On page 26-27 Reynolds describes the creation of “White privilege.”
  1. In early America, what specific privileges were granted exclusively to White people and what was the purpose of establishing these laws? CCRA.R.1
  2. Although we no longer have laws that give White people rights based explicitly on their race, are there assumptions or cultural norms that favor White people and provide them with some advantages over people of color? Explain your response.

3. Read Peggy McIntosh's 1989 essay "White Privilege: Unpacking the Invisible Knapsack" in which she outlines the everyday ways that being White affects her life. Compare examples from the book, as well as your own life experiences, to the examples McIntosh presents. CCRA.R.1; CCRA.R.9
10. What was the role of religion in perpetuating racism in early America? What was the role of economics? (Chapter 4) How does the information in this chapter connect to theories of race Reynolds presents in Chapter 2? CCRA.R.1; CCRA.R.2; CCRA.R.3
11. Reynolds introduces Phillis Wheatley on pages 44-45. Research her life and create a timeline of important events. Then read and analyze one of her poems. CCRA.R.2; CCRA.R.3; CCRA.R.4; CCRA.R.10; CCRA.W.7; CCRA.W.9
12. On page 42-43 Reynolds examines the contradictions of Thomas Jefferson, a slave owner who grappled with antiracist thought. List some of these contradictions. How should we evaluate the legacy of people who lived in different times and cultures? CCRA.R.1
13. Throughout this book, Reynolds refers to everyday words and phrases that equate darkness with evil, such as "blackmail," "blacklist," "black sheep," "to see the light." How does the language we use shape and/or reflect our thinking? CCRA.R.4
14. Examine the phrasing and spacing on page 66. What rhetorical devices does Reynolds use in this passage and what effect does he create with these choices? CCRA.R.4; CCRA.R.5
15. In Chapter 15, Reynolds compares the ideas and approaches to racial inequality of W.E.B. DuBois and Booker T. Washington. Summarize the differing views of each man and explain what they had in common. CCRA.R.1; CCRA.R.3
16. Movies can be a window into the cultural attitudes and understandings of a society. Reynolds discusses how films such as Tarzan (pp. 132-133), Planet of the Apes (pg. 186), and Rocky (pg. 199) reflected White anxiety about changing social norms. Select a contemporary movie and analyze what it might reflect about our contemporary society. CCRA.R.6; CCRA.R.7
17. Conduct extended research into the Great Migration (pg. 137), where more than 6 million southern Blacks moved to urban centers in the North and the Midwest. What were the factors that caused the migration? Where did the southern Blacks go and what did they experience in their new locations? What short and long-term effects did the migration have on American

- society? Create a product that showcases your research. CCRA.R.1; CCRA.W.7
18. Pick one artist, musician, or author from the Harlem Renaissance. Create a portfolio that provides biographical details about the artist and showcase their work. CCRA.R.7; CCRA.R.10; CCRA.W.7
19. Trace the development of W.E.B. DeBois from assimilationist to antiracist. (pp. 118-127, 142-145, 150-153, 155-156). CCRA.R.1; CCRA.R.3
20. Throughout this book Reynolds gives examples of prominent Black people who were unjustly imprisoned, like the boxer Jack Johnson (132) or the political leader Marcus Garvey (145). Investigate how people have used the criminal justice system to undermine Black people who were seen as becoming too powerful. CCRA.R.3; CCRA.7
21. W.E.B. DuBois published an article in 1934 advocating for what Reynolds describes as “Black safe spaces” (152). Today, many college campuses are grappling with the complexities of creating safe spaces for people of color. Conduct research to explore the issues surrounding these spaces and write an argumentative essay addressing one issue. CCRA.R.10; CCRA.W.1; CCRA.W.7
22. In Chapter 20, Reynolds shows how the racial justice movement began to develop a lot of momentum after WWII. What were some of the most important court cases, laws, events, and people that helped to transform America during this time? CCRA.R.1; CCRA.R.2
23. Malcolm X and Martin Luther King were both important Black leaders, but they had different ideas about the best ways to achieve racial justice. Compare King to Malcolm X. Which approach do you think would be most effective, and why? (pp. 162-165) CCRA.R.1; CCRA.R.3
24. What is Reynold’s attitude toward the Civil Rights Act passed by Lyndon B. Johnson in 1964, and why does he feel this way? (pp. 172-174) Do you agree with him? CCRA.R.1; CCRA.R.6; CCRA.R.8
25. Stokely Carmichael popularized the phrase “Black Power.” Explain what this slogan means to antiracists as well as to White racists, according to Reynolds. (pg. 181) CCRA.R.1; CCRA.R.3
26. Extend your understanding of how Black women contributed to the antiracist movement by examining the lives and work of some of the Black women that Reynolds recognizes as important contributors: Audre Lorde, Ntozake Shang, Alice Walker, Michelle Wallace, Angela Davis. CCRA.R.3; CCRA.R.10; CCRA.W.7; CCRA.W.9

27. Chapter 25 addresses the role of Hip Hop music and Black-produced films in articulating racial anger. Choose a song or film from the list on pp. 211-213 and 215-216 and determine the main message the artist wanted to convey. CCRA.R.1; CCRA.R.2; CCRA.R.4; CCRA.R.5; CCRA.R.7; CCRA.W.9
28. Rap music (pp. 216) has been the target of numerous critics who object to the lyrics and depictions of Black urban life. Research the arguments against rap music, as well as the arguments of those who defend it. Then write a position paper showing your own opinion. CCRA.R.1; CCRA.R.2; CCRA.R.8; CCRA.W.1; CCRA.W.7
29. On page 224 Reynolds reports on the 1997 Million Women's March, where Black women argued that the best way to stop racism was to become "color-blind" and stop focusing on race. Why does Reynolds disagree with this, and what examples does he provide to show that "color-blind" policies actually enable racism? CCRA.R.1; CCRA.R.6



## **RACE IN RHODE ISLAND**

20th Century African Heritage Civil Rights in Rhode Island - Unit plans for multiple grade levels compiled by RIHS, the RI Black Heritage Society, and the RI Historical Preservation and Heritage Commission about African American civil rights in RI.

A Dream Deferred: Questions of Power & Freedom in Rhode Island's Public Education

Civil rights timeline by the RI Black Heritage Society - timeline of people and events that make up the unique history of African American Civil Rights in Rhode Island.

Providence Walks: Early Black History Tour - self-guided walking tour.

Rhode Island's Dark History - local writer Phil Eil writes about Rhode Island's brutally racist history.

Rhode Island and the Slave Trade - Paul Davis' 2006 Providence Journal series "Unrighteous Traffic," which discussed the history of slavery in Rhode Island.

Rhode Island Slave History Medallions - tour of Rhode Island's historic locations through the Rhode Island Slave History Medallion project.

Slavery, Citizenship and Civil Rights Documenting Rhode Island's People of Color - Lessons on the history of slavery, citizenship, and civil rights in RI.

## **READING ACROSS RHODE ISLAND PARTNERS**

Engaging locally has a direct impact on our friends, family, neighbors, and ourselves. Here are 2021 Reading Across Rhode Island partners doing social justice work, providing community, and connection in RI:

- Center for Reconciliation - a nonprofit organization based in Providence, R.I. and dedicated to the work of racial justice and racial reconciliation. We offer a wide range of public programs, exhibitions, and workshops about the history and legacies of slavery, the slave trade, and the construction of race and racial identities in New England and the United States.
- College Crusade - the mission is to increase high school graduation, college and career readiness, and college completion for youth in Rhode Island's low-income communities.
- Direct Action for Rights and Equality (DARE) Rhode Island - a membership organization that organizes low-income families in communities of color for social, political and economic justice.
- Diversity Talks - aims to increase cultural competency by fostering a healing space for those in power and those most marginalized to challenge the societal standards upholding white supremacy.
- Equity Institute - organization that develops innovative systems that cultivate culturally responsive schools and communities for all learners through organizational development, research, and networking.
- Gen Z - a national grassroots youth-run organization based in Providence, Rhode Island, dedicated to building a coalition of skilled young activists to fight for our generation through youth advocacy and political influence.
- Genesis Center - provides the highest quality education, job training and support services to people of diverse cultures so that they may achieve economic independence and participate fully in society.

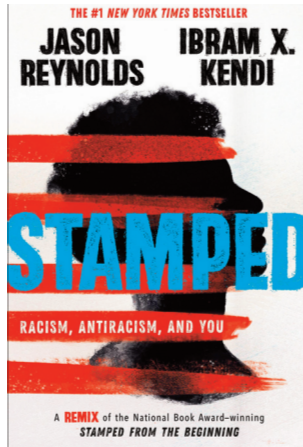
- National Education Association Rhode Island - a blend of union and professional organization, with a proud history of serving Rhode Island. Since its inception in 1845, its members have been at the center of every struggle to advance the finest of American dreams: the promise of a quality public education for every child.
- Providence Arts, Culture and Tourism - ensures the continued development of a vibrant and creative city by integrating arts and culture into community life while showcasing Providence as an international cultural destination.
- Rhode Island Black Storytellers - a non-profit organization dedicated to promoting the awareness, appreciation, and application of Black Storytelling in Rhode Island through performance, as well as through educational and cultural experiences.
- Rhode Island Schools for Progressive Education - goal is to improve outcomes for all students in Rhode Island's urban public schools by diversifying the teacher pipeline, employing an anti-racist curriculum, and placing RISPE residents with highly effective mentor teachers for an immersive yearlong residency.
- Rhode Island State Council of Churches - The Rhode Island State Council of Churches serves as a voice for justice, an advocate for those who have no voice and a resource for individuals, congregations and civic organizations, and operates as a coalition of individuals and faith communities.
- Rhode Island PBS Education Services - provides content and resources to support teaching and learning for educators, students, parents and learners of all ages in our community. Resources leverage high-quality public media content adapted for instructional use, supported by outreach efforts and in-person trainings. In addition, they offer community engagement screenings and events to ensure that we reach our region's entire diverse audience.
- Stages of Freedom - has at its core Swim Empowerment, a statewide program that provides free swimming lessons at nine partnering YMCAs for about 500 Rhode Island African American youth each year. It offers regular cultural and arts programming and empowerment

workshops for Black youth. Additionally, Stages of Freedom promotes African American history and culture through a series of events for adults and youth. It also operates a museum of Rhode Island African American history and a non-profit bookstore, proceeds from which help fund Swim Empowerment.

**OUR PROGRAMS WOULD NOT BE POSSIBLE WITHOUT  
THE SUPPORT OF OUR SPONSORS:**

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Rhode Island Library Association  
Rhode Island PBS  
Savoy Bookshop & Café  
School Librarians of Rhode Island  
United Way of Rhode Island

## ABOUT THE BOOK



The #1 New York Times bestselling, “must-read” (San Francisco Chronicle), “amazingly timely and stunningly accessible” (Jacqueline Woodson) exploration of race and racism from award-winning, beloved authors Jason Reynolds and Ibram X. Kendi.

This is NOT a history book.

This is a book about the here and now.

A book to help us better understand why we are where we are.

A book about race.

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

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

-Little, Brown and Company

## ABOUT THE AUTHOR



Jason Reynolds is an award-winning and #1 *New York Times* bestselling author. Jason's many books include *Miles Morales: Spider Man*, the *Track* series (*Ghost*, *Patina*, *Sunny*, and *Lu*), *Long Way Down*, which received a Newbery Honor, a Printz Honor, and a Correta Scott King Honor, and *Look Both Ways*, which was a National Book Award Finalist. His latest book, *Stamped: Racism, Antiracism, and You*, is a collaboration with Ibram X. Kendi. Jason is the 2020-2021 National Ambassador for Young People's Literature and has appeared on *The Daily Show* with Trevor Noah, *Late Night* with Seth Meyers, and *CBS This Morning*. He is on faculty at Lesley University, for the Writing for Young People MFA Program and lives in Washington, DC.

You can find his ramblings at [JasonWritesBooks.com](http://JasonWritesBooks.com).

Jason Reynolds author website: <https://www.jasonwritesbooks.com>

Jason Reynolds Twitter: <https://twitter.com/JasonReynolds83>

*"I'm honored that STAMPED has been chosen as the Reading Across Rhode Island book. I spend a lot of time in Rhode Island and have a special love for the state, so I'm excited to discuss this book, and all it contains, with you all April 8th!"*

-Jason Reynolds



**PELL CENTER**  
*for INTERNATIONAL RELATIONS  
and PUBLIC POLICY*



