

SOLIDARITY & ACTIVISM

● Suggested for ages 8-11 ●

The aims of The Conscious Child: Family Book Discussion Kits are: 1) To celebrate diverse voices; and 2) to help facilitate family discussions about racial equity, identity, and justice. Included in this kit are discussion questions for each book, and a list of further recommended reading.

CHECK OUT THESE KITS TOO!

- Identity & Belonging
- Immigration & Refugees
- Justice & Systemic Racism

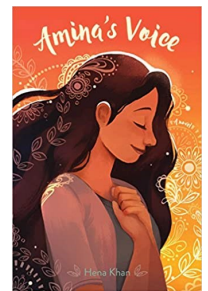
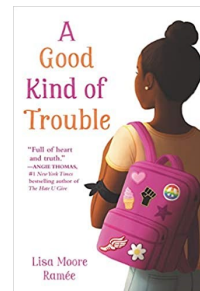
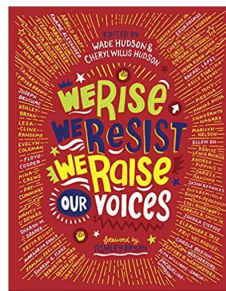
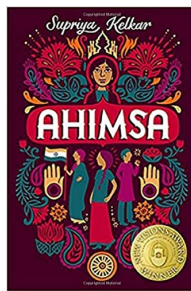
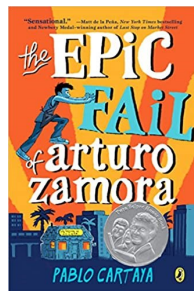
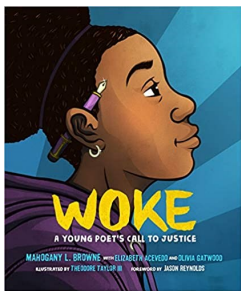


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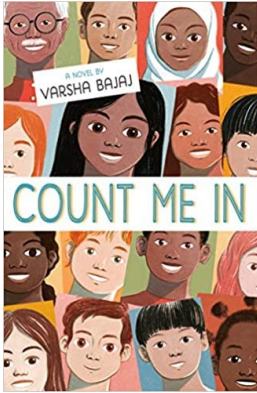


SOLIDARITY & ACTIVISM: Further Recommended Reading



- **Woke: A Young Poet's Call to Justice**
- **The Epic Fail of Arturo Zamora**
by Pablo Cartaya
- **Ahimsa** by Supriya Kelkar

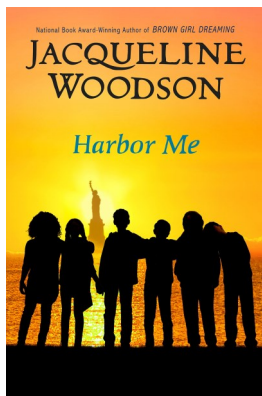
- **We Rise, We Resist, We Raise Our Voices**
- **A Good Kind of Trouble**
by Lisa Moore Ramée
- **Amina's Voice** by Hena Khan



COUNT ME IN by Varsha Bajaj

DURING/AFTER READING:

- Why is it wrong to make lists like “prettiest girls” and “bossiest girls”? What could you do if you saw your classmates doing something similar?
- Discuss the different ways Karina's and Chris' classmates react to the attack against Papa. How would you react? Why is empathy so important in the fight against prejudice?
- In Chapter 19, Papa says, “For years, I thought that maybe people did not know any better when they made fun of our accents, because for the most part, America welcomed me and my family. But now I understand there are just some people who do not want people like us here. Karina, maybe we have to give back now by fighting for the America we believe in” (p. 108). Describe the America you believe in.
- In what ways does photography help Karina throughout the book? What are your hobbies? Could you use them to fight prejudice and make change?
- Social media can be a force for good or bad. Discuss examples of both.

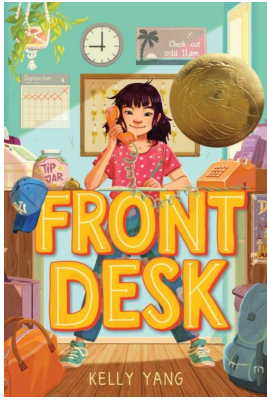


HARBOR ME by Jacqueline Woodson

BEFORE READING: Discuss your family's racial and ethnic identities and how race and ethnicity may impact your experiences and points of view. As you read *Harbor Me*, discuss the impact each character's race and ethnicity have on their perspectives and experiences.

DURING/AFTER READING:

- How do the similarities and differences among the students in the group affect their relationships with one another?
- Throughout the book, the death of Tamir Rice is referenced multiple times. In Chapter 15, Amari says to Ashton, “You can just play with your Nerf gun all you want, anywhere you want, and no cop is gonna run up and shoot you” (p. 70). Use this conversation to (re)introduce the concept of **privilege** to your child.
- In Chapter 20, Ashton wonders, “But, I mean, does everything have to be about black versus white? I mean, what if people just stopped talking about racism. Wouldn't it just go away?” (p. 89). How would you respond to Ashton's questions?
- Which of the main characters' stories resonates the most with you? Why?
- What does the title mean to you?

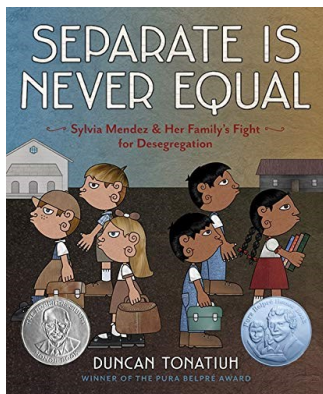


FRONT DESK by Kelly Yang

BEFORE READING: Define the word **immigration** with your child and discuss what it means to be an immigrant. Read the Author's Note in the back of the book about Kelly Yang's own immigration story and/or research the history of immigration from China to the U.S.

DURING/AFTER READING:

- What are examples from the book about how certain groups of people are harmed by stereotypes?
- When Mia's mom says, "We're immigrants. Our lives are never fair" (p. 68), what does she mean? What are some examples from the book that portray how life is often unfair and unjust for immigrants in the U.S.?
- When the police discover that Mr. Lorenz tried to sell his own "stolen" car, what happens with Hank? What does Hank mean when he says to the police, "Don't be sorry. Be better. Next time you accuse a Black man, stop and think" (p. 210).
- What are some ways Mia tries to fight injustice through the letters she writes?
- What are some examples of solidarity in *Front Desk*?



SEPARATE IS NEVER EQUAL by Duncan Tonatiuh

DURING/AFTER READING:

- How does Sylvia feel when her white classmate yells, "Go back to the Mexican school! You don't belong here!" (p. 2)? What motivates people to say these kinds of things to each other? How could you respond if you witnessed something similar?
- Do you think the Mendez family could have affected change had they fought alone? Discuss examples of solidarity from the book.
- Despite the Mendez victory, schools throughout the U.S. were still segregated. Seven years later, the famous case *Brown v. Board of Education* desegregated schools in the rest of the country. Research that case; do you think schools are completely equitable today?
- You don't have to be an adult or go to trial to make a difference. How do you see yourself reflected in Sylvia's story? How might you make meaningful contributions to your community?

- Lupe explains to Mia that Americans are riding two different roller coasters, “one for rich people and one for poor people” (p. 81). What are some examples of this in the book? What would need to change in order for all Americans to “ride” the same “roller coaster”?
- Mia and Lupe discuss how some people are mean to them because they are both “brown” and “poor” (p. 81). Being both “brown” and “poor” is an example of **intersectionality**, which is when different social categories intersect to impact someone's experiences, often in a negative way. What are other examples of how race, gender, economic status, or other characteristics intersect to negatively impact someone's life in *Front Desk*?