

Objectives

Students will:

1. Understand that it is hard to define race and that skin color is frequently used to define race.
2. Understand that we live in a racially diverse country with different cultures, ethnicities, and languages.
3. Understand that individuals and families can be more than one race, ethnicity, and culture.
4. Define racism as a system where there are unfair messages about race. Some people are treated unjustly and oppressed, while others are granted unearned privileges on the basis of their skin color or ethnicity.

Rationale

1. Race, ethnicity, and culture are part of a family's identity, pride, and strength.
2. Race affects children's views of themselves and others.
3. A child's self-identity, world view, and opportunities in life are greatly influenced by race.
4. Increasing numbers of families and individuals are coming bi- and multi-racial.
5. Race affects how families are treated, how they interact with people, and occasionally who they are comfortable being with..

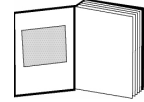
What is racism and why is it important to be included in this project?

1. All children in the United States are affected by racism in both subtle and obvious ways.
2. Race has no biological or natural basis. Race is a socially defined construct used to categorize people according to physical characteristics.
3. Racism is an unfair system where people of one race have and use their power and privilege over others. In the U.S., political, social, and economic power is concentrated among white people.
4. We live in a society that is multi-cultural, multi-ethnic, and multi-racial. We have not succeeded in overcoming racism. Racism is a pervasive and traumatizing force in our society.
5. We should all develop skills to identify racism and challenge it in all aspects of life.



Theme: Race/Ethnicity

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Follow-up book: Grades 1-2

The Candy Shop

Written by Jan Wahl

Illustrated by Nicole Wong

For Reader Preparation:

Synopsis (for the reader, not the students):

Aunt Thelma and Daniel, dressed as a cowboy, run errands in the neighborhood before going to Miz Chu's candy store. When they arrive, a crowd is gathered around (un-specified) hate words written on the sidewalk.. At first Daniel is confused, but then he decides he can do something to help. Later, he and Aunt Thelma comfort their friend and welcome Miz Chu to their home.

For the Classroom:

Read this to students before reading the book:

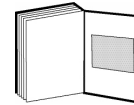
“Daniel has saved his money to go to a special store, but when he and Aunt Thelma get there they see that something is terribly wrong. Let’s see what they do to help the situation.”

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The Candy Shop



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Discussion Questions

- Why was Daniel so excited? How did he get ready for his trip to the candy store? What did he and Aunt Thelma do on their way to the candy store? How did he feel as they did their other errands?
- When Aunt Thelma and Daniel finally get to Miz Chu's Candy Store, what did they see? Why did that crowd gather? What made Miz Chu cry?
- What did Aunt Thelma do? What did she say to Miz Chu when they got inside?
- At first, inside the candy shop, what was Daniel feeling? What did he then decide to do? How do you think Daniel felt after he cleaned up those words on the walk?
- Why did Aunt Thelma chase the crowd away? What else could she have done? Are there

ways that the crowd could have helped? What could a neighborhood do to respond to hateful words about community members?

- What were some of the things that Miz Chu, Aunt Thelma and Daniel learned that day?
 - What did we learn about families today?
- Record responses on a sheet for the closing session!**

Journal Activity

- Write or draw about what you would say or do if you were in the crowd that saw hateful things written in front of Miz Chu's Candy Store.
- Write or draw about being brave if someone says mean or hateful things about someone else's culture or race. What could you do? What would you say?