

STAMPED: Racism, Antiracism, and You

a nonfiction book study guide developed by Tracy Kent-Gload
for elementary and middle school students

Why it was banned: Adapted from the award-winning, best-selling *Stamped: Racism, Antiracism, and You*, this book takes younger readers on a journey from present to past and back again. This chapter book edition of the groundbreaking #1 bestseller by Ibram X. Kendi and Jason Reynolds is an essential introduction to the history of racism and antiracism in America.

This book was challenged because some claimed it was a selective history that did not tell the story of “racism against all people.” Some complaints were also in regard to public statements that Kendi has made about race and racism.

In this lesson mini-series, you will discover where racist ideas came from, identify how they impact America today, and meet those who have fought racism with antiracism. Along the way, you'll learn how to identify and stamp out racist thoughts in your own life.

Introduction

RACE. Uh-oh. The R-word.

But actually talking about race is one of the most important things to learn how to do.

Why? Until we learn to talk about race, the poison of racism won't go away.

Pre Reading-Hook Activity:

1. Draw a rope going from one end of your paper to the other end.
2. At the top, draw a few things rope is good for (examples: tie, pull, hold, and lift).
3. Next, write the words **racist** on one end, and **antiracist** on the other end. Who do you picture being on each side? Discuss.
4. Can people be one or the other? Or somewhere in-between?
5. Write these words on the back of your picture, and take notes on them as you listen to the introduction: **SEGREGATIONIST ASSIMILATIONIST ANTIRACIST** What did you discover?
6. In all stories, there are points of view. However, this book is NOT a book of opinions, even if you may disagree with what you hear. It is a book about America, and it's full of facts about the choices people have made over the last 400 years, and how those choices shaped our world and continue to do so.

[Stamped For Kids Racism, Antiracism, and You](#) (read aloud)

Chapter 1: A Great Big Lie (1415-1619)

*Prominent person: Gomes Eanes de Zurara

7. Take out your notebook. Separate your paper into 3 columns. Title each column: I KNOW WHAT I WANT TO KNOW WHAT I FOUND OUT
8. Has someone ever told you a big lie? How did you feel when you found out? Have you ever told a big lie? If so, how did the people in your life feel about it when they found out? How did it affect the people around you? As you read this chapter, think about lies and how they can affect you and the people around you.

9. Think of the word **RACE**. Fill out the “I know” and “What I want to know” sections. As you read Chapter 1, fill out 5 details in the “What I found out” section.

[Stamped \(For Kids\) Chapter 1 - "A Great Big Lie"](#)

Chapter 2: Stolen Land, Stolen Lives (1619-1688)

10. Think of things that come in partners. For example, bacon and eggs, peanut butter and jelly, bread and butter. What other partner combinations can you think of? Draw your favorite one on your paper. Put it in the middle. You will be writing around the outside of your picture.
11. As you read chapter 2, think about how church and school partnered up to justify slavery. Take notes as you read.

[Stamped \(For Kids\) Chapter 2: "Stolen Land, Stolen Lives"](#)

12. Next, make a new partner combo: Church Folk (Missionaries) and Dirt Folk (Planters) How did each group view slavery as a beneficial thing?

Chapter 3: People Aren't Property (1688-1772)

*Prominent person: Phyllis Wheatley

13. Turn to a new page in your notebook. Make a “web” and write “1688-1772: Ideas About Africans from History” in the middle. Add ideas you hear as you read the chapter.

[Stamped \(For Kids\) Chapter 3: "People Aren't Property"](#)

14. Now let's revisit that rope we drew in Chapter 1. How are racist ideas like a tangled rope? Go back and look at your Chapter 3 text and reread. Add a thought or two to your “What I Found Out” section from Chapter 1.
15. What is **privilege**? Do you have any?
16. Older students (4th – 6th graders): After reading this chapter, create a hashtag that resonates with you. Remember: hashtags shouldn't be too long and should summarize the text. For example, mine would be #moremoremore. Why do you think I chose that? Make sure you explain why you chose the hashtag you chose.

Chapter 4: Flawed Founding Fathers (1776-1787)

*Prominent person: Thomas Jefferson

17. For this chapter, let's be Truth Seekers. What are your flaws? (Teachers, this is an opportunity to show your authenticity and humanity. For example, my flaws are that I overthink things and I think people are mad at me when they don't respond to my texts or calls.)

18. Discuss superheroes. Think about what their flaws are. Talk about how everyone has flaws.

Stamped (For Kids) Chapter 4: "Flawed Founding Fathers"

19. What is a **contradiction**? Have any adults in your life ever shown this with you? What is **representation**? Do you feel represented with your ideas at home and in school, like what you eat for lunch from the cafeteria?
20. Add a journal entry to your notebook. What thoughts from this chapter were really surprising to you? Which idea would you like to hold onto from this chapter?

Chapter 5: Fighting Back (1790-1804)

*Prominent person: Gabriel Prosser

21. Who is an **abolitionist**? If you lived from 1790-1804, would you be an abolitionist? Do you think there are still abolitionists in the world today?
22. What is a **stereotype**? (this could be a tangent lesson)
23. What is an **uprising**? How is an uprising different from a riot? (also may be a tangent lesson)
24. Locate Haiti on a map. Add ideas about Haiti to your notebook as you read this chapter.

Stamped (For Kids) Chapter 5: "Fighting Back"

25. Exit ticket: Have you ever failed at something? How did it change your attitude towards that subject? (Insert teacher personal story here)

Chapter 6: Words vs. Actions (1801-1826)

26. Who is an **oppressor**?
27. Draw a big tree in your notebook: as you read this chapter, think about ONE thing that is at the ROOT of ALL decisions made by White people during this 25-year time span. Write it under your tree. Draw some roots around it.

Stamped (For Kids) Chapter 6: "Words vs. Actions"

28. Reflection: Would you do something you knew was wrong if you got money for it?

Chapter 7: Words Matter (1831-1852)

*Prominent people: Frederick Douglass, William Lloyd Garrison, Maria Stewart, Harriet Beecher Stowe, Sojourner Truth, David Walker,

29. Discuss: Think about how a marionette (a puppet, moved by someone behind the scenes holding strings) is controlled.

30. In your notebook, draw your favorite thing. Attach some strings to it: on the end of the strings, list how that item's use is controlled by those things. An example that comes to mind is my sleep. My sleep is controlled by...

- *if I eat too close to bedtime

- *how much work I have to do

- *someone waking me up

- *my getting caught up scrolling on social media

- *someone texting or calling

- *if I'm worried about something

31. Garrison's ideas about **freedom** for Black People also had "strings" attached: as you read the chapter, take notes on the "strings" that were attached to freedom for black people, according to William Lloyd Garrison.

Stamped (For Kids) Chapter 7: "Words Matter"

32. Tangent activity: Assign one of the prominent people listed in this chapter to a group (6 people, 6 groups) to research further and present findings to the rest of the class.

Chapter 8: War Over Slavery (1858-1867) recommended: 2 days

*This chapter is very vocabulary heavy, so it is recommended that some type of vocabulary activity be done to introduce the words in bold. Make a list of all the things that come to mind when you think about Abraham Lincoln. Write them inside of an outline of a big **kite on a long string** on the next page of your notebook. (Teachers may review the 4 basic things mentioned in the chapter after students have had some time to write what they know.)

*Prominent people: Jefferson Davis, Abraham Lincoln

33. The author uses figurative language once again. He compares Abraham Lincoln to the rope tied to a kite. Read to find out why. Add your notes to the inside of the kite.

- *What is **The Confederacy**?

- *What is **The Union**?

- *What is a **fugitive**?

- *What is a **senator**?

- *What does it mean to be **emancipated**?

- *What is **White Supremacy**?

- *What is **The 13th Amendment**?

Stamped (For Kids) Chapter 8: "Words Matter"

34. Reflection: Was Abraham Lincoln's nickname "Honest Abe" a good name for him? (politics vs. principle)

Day 2: Black people were free, BUT...

35. Explore this phrase and what you would write to complete the sentence. Reread the chapter and use words and phrases from the authors.

Chapter 9: To Be Free (1878-1903)

*Prominent people: W.E.B. Du Bois (rhymes with voice), Booker T. Washington
Concept for discussion: Political Equality

36. Time permitting watch <https://youtu.be/5iAIy7rES4c> **STAMPED, CHAPTER 9**
37. Review the term **Assimilationist**. What did W.E.B. DuBois and Booker T. Washington argue about? Why did both men believe that Black people should behave in ways that were acceptable to white people?

Chapter 10: Truth Tellers (1890-1911)

*Prominent people: Ida B. Wells-Barnett, Franz Boaz

38. Go back to the rope that you drew for the pre reading hook activity. Now add some details at the bottom of your picture. Name some ways rope can be used as a weapon.
*What is **lynching**? (This may be a very sensitive topic for some students)
*What is **suffrage**?
*What is **The 19th Amendment**?
39. Review the term **contradiction**. As you read this chapter, list the contradictions discussed by the authors.

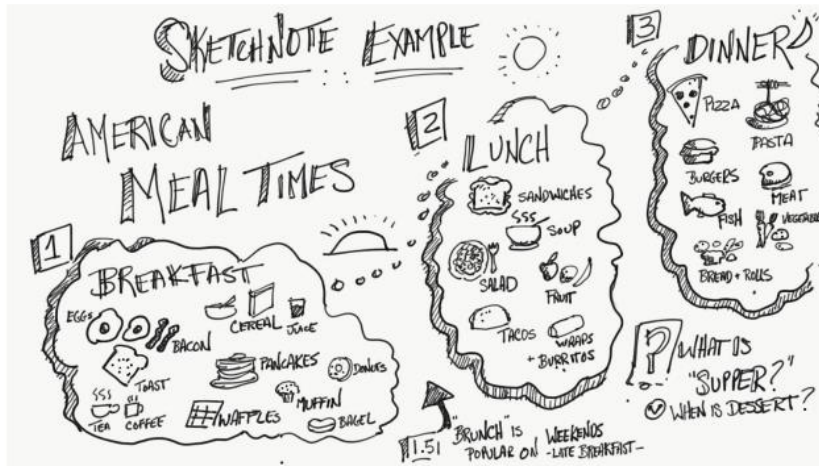
[Stamped \(For Kids\) Chapter 10: "Truth Tellers"](#)

40. Tangent lesson: Explore the African kingdoms of Ghana, Mali, and Songhay

Chapter 11: Racism On-Screen (1912-1915)

41. Discussion questions:
*What are **savages**?
*What is **stereotyping** (review)?
*What is a **blockbuster**?
*Who are the **Ku Klux Klan**?
*What is **blackface**?
42. Practice the art of visual note taking for this chapter.

SKETCHNOTING



Stamped (For Kids) Chapter 11: "Racism On-Screen"

43. Homework challenge: Be a Truth Seeker! Find a movie or TV show that portrays racial stereotypes.

Chapter 12: Free to Be (1916-1936)

*Prominent people: Josephine Baker, Aaron Douglas, W.E.B. Du Bois, Duke Ellington, Marcus Garvey, Billie Holiday, Zora Neale Hurston, Langston Hughes, Paul Robeson, Augusta Savage,

44. Questions for discussion
- *What is the **NAACP**?
 - *What is **colonialism**?
 - *What is the **UNIA**?
 - *What is **solidarity**?
 - *What is **colorism**?
 - *What is **The Harlem Renaissance**?

Stamped (For Kids) Chapter 12: "Free to Be"

45. Activity: Assign students partners to research one of the prominent people. Instruct students to write about the person in their notebook, mentioning why they think the authors chose to include them in this chapter.

Chapter 13: New Laws (1945-1960)

*Prominent person: Ruby Bridges

46. What is **Pan-Africanism**?

Stamped (For Kids) Chapter 13: "New Laws"

47. How is racism “STAMPED” into the design of America? (review the concept of a metaphor)
48. In your notebook, record details about the laws mentioned in this chapter. How are these laws still affecting the people in our country today?
49. Why were women left out?

Chapter 14: Fighting for Freedom (1955-1963)

*Prominent people: Emmett Till, Martin Luther King, Jr., The Greensboro Four

50. Questions to discuss:
 - *What is **SNCC**?
 - *What is a **SIT-IN**?

Stamped (For Kids) Chapter 14: "Fighting For Freedom"

51. Discuss: How were the SIT-INS of the 1960s like the TEACH-INS we are doing now?

Chapter 15: March on Washington (1963)

*prominent people: Daisy Bates, Dorothy I Height, Mahalia Jackson, Rosa Parks, Bayard Rustin, Malcolm X,

52. [Mahalia Jackson and the Sounds of March on Washington 1963](#)
53. What is **The Nation of Islam**?

Stamped (For Kids) Chapter 15: "March on Washington"

54. Martin vs. Malcolm: Assign half the class Martin Luther King and the other half Malcolm X. How were their views different? Encourage students to debate as if they were MLK Jr and Malcolm X. Have each team take notes on their assigned person's viewpoints. With whom do they agree? Why would this be a tough choice? Why were women left out?

Chapter 16: Pain and Protest (1963-1965)

*Prominent people: Angela Davis, Malcolm X

55. Questions for discussion:
 - *What is **The Civil Rights Act of 1964**?
 - *What does **Assassinated** mean?
 - *What is **The Voting Rights Act of 1965**?

56. As you read this chapter, jot down 5 questions you have that have not been answered in this book so far.
57. Time permitting: [Stamped \(For Kids\) Chapter 16: "Pain and Protest"](#)

Chapter 17: Black Power (1966-1969)

*Prominent people: Stokely Carmichael, Huey Newton, Bobby Seale

58. Questions for discussion:

*What is a **ghetto**?

*What is a **minority**?

*Who was **The Black Panther Party**?

58. Think of phrases that start with the word "Black" Elicit responses: black sheep, blackmail, blacklist, black cloud, black widow, black ball, blackout, Black Friday, Black Monday, etc. What pattern do you notice? Record your thoughts in your notebook. They can be visual sketchnotes.
59. After reading Chapter 17, record the following phrases in your notebook: Black Power, Black Supremacy, Black Panther Party
60. Out of all of the goals The Black Panther Party had, which ones do you think were most important? Which ones are still needed today?

Chapter 18: History Repeats (1968)

*Prominent people: Angela Davis Fannie Lou Hamer, Diane Nash

61. Planet of the Apes: What are your thoughts on this movie based on what you have read so far?
62. What are **labels**? (militant, radical, dangerous) ["Say It Loud It Loud ~ I'm Black & I'm Proud"](#)
63. What is a **rallying cry**? "Black Power" is the one used in this chapter. After reading Chapter 18, compose a rallying cry that would represent your table group.
64. What is **The Nobel Peace Prize**?

Chapter 19: Antiracism Rising (1968-1982)

*prominent people: Angela Davis, Audre Lorde, Richard Nixon, Ntozake Shange, Alice Walker, Michele Wallace

CODE WORDS: ghetto, undesirables, dangerous elements

65. After reading this chapter: Investigation: Watch a clip of Alex Haley's "Roots". How were racist ideas disrupted with this movie? What is "**The Southern Strategy**"? Who is a "**Black Feminist**"?
66. Alex Haley's classic brought to life the lasting effects of inter-generational trauma of America's history:
- [Roots book review: Impact impossible to deny](#)
[Roots Official Trailer \(HD\) Laurence Fishburne](#)(remake)

Chapter 20: Fight the Power (1971-1994)

*Prominent people: (then) Presidential Candidate George W. Bush, President Bill Clinton, Rodney King, MC Lyte, Queen Latifah, Public Enemy, President Ronald Reagan, Salt-N-Pepa,

Resources: [Public Enemy - Fight The Power \(Official Video\)](#)

[Public Enemy - Don't Believe the Hype \(Lyrics\)](#)

67. What is the difference between a LAW and a POLICY? A law is a rule you get punished for breaking. A policy is a practice/procedure that shapes how things are done.
68. How do we stop racist ideas from being “STAMPED” into the hearts and minds of future generations?
69. LEARN THE HISTORY OF RACIST IDEAS. RECOGNIZE THE PATTERN and CONNECT IT to what you see happening in the present.
70. READ. THINK. QUESTION. CHALLENGE racism with antiracism.
71. Activity: [Hip Hop and Rap](#) history via Brain POP [Public Enemy - Don't Believe the Hype \(Lyrics\)](#) Analyze the song lyrics to this song or one from the list of prominent people (hip hop artists) Connect it to what you have learned so far.
72. Create a protest poster for Rodney King OR any other person who lost their life as a result of police brutality.

Chapter 21: Unequal Tests (2002)

*Prominent person: President George W. Bush

73. After reading the chapter: How can public education be used as a weapon?
74. What is **The No Child Left Behind Act**?
75. Socratic Seminar Day:
<https://www.wherethemagichappensteaching.com/2021/07/socratic-seminars-for-elementary-students.html>
76. Standardized Testing Discussion:
What is **equity**?
What is **equality**?
What's the difference?
Why is standardized testing NOT equitable?
77. Have you ever avoided something, hoping it would just go away?
78. Many assimilationists reasoned that the best way to address racism is to just stop talking about it. What do you think?
79. What does it mean to be color blind?

Chapter 22: A Black President (2005-2008)

*Prominent person: President Barack Obama

80. As you read this chapter, make a list. Illustrate each item on your list
*delay in response to Hurricane Katrina because it was an area where many Black people lived

*tearing down Barack Obama and his wife, Michelle

*claiming that someone with a name like “Barack” was not American

81. What is **A Post-racial America**?

82. Can you name a Black American who you think is “extraordinary”? What makes you think so? Record your thoughts in your notebook.

83. What are some “systems” in America? education, housing, employment

84. Sketchnotes: What does a hurricane have to do with racism, anyway?

85. Reflection: How did President Obama represent the **POTENTIAL** of antiracism?

Chapter 23: An Antiracist Movement (2009-2015)

*Prominent people: Alicia Garza, Patrisse Cullors, Opal Tometi

86. This chapter has some sensitive issues. Revisit your reflection from yesterday. Add to your list after reading this chapter.

87. Questions for discussion:

*What is “**#BlackLivesMatter**”?

*What does it mean to be “**queer**”?

*What is **sexism**?

*What is **homophobia**?

*What is **colorism** (review)?

*What is **classism**?

88. Remember back in Chapter 3 when we reviewed hashtags? To what does the #SayHerName hashtag wish to create awareness?

89. Look at the illustration on p. 127 of the book. Create another hashtag for this chapter. Draw a picture to go with it, and if time, create a social media post.

Chapter 24: Black Lives Matter (2016-2020)

*Prominent people: Ahmaud Arbery, President Joe Biden, Hillary Clinton, George Floyd, Vice President Kamala Harris, Breonna Taylor, Donald Trump,

90. After reading this chapter, summarize the most important events, such as what happened in Charlottesville Virginia and the COVID-19 pandemic. Make sure to address how race was at the **ROOT** of these events.

91. Think of the metaphor comparing police brutality to a plague. What is a **plague**? Organizing. Protesting. Working. Fighting. Which one do you think has the biggest impact?

92. Socratic Seminar: Do you think we are living in the time of a modern Civil Rights Movement?

Chapter 25: YOUR CHAPTER An Antiracist Future (2020-?)

93. What is **YOUR** present?

94. What chapter can you write to continue the path to an antiracist world? How can you use stories, movies, news, and social media to change the story?

95. Do you want to be a segregationist, an assimilationist, or an antiracist? What do you notice about the words used at the bottom of p. 138 that were not mentioned at the start of the book?
96. #moremoremore. More than scrolling. More than reposting. More than hashtagging. How can you be an ACTIVE PARTICIPANT?
97. Final thoughts: How do YOU feel about what you read?

Optional activity: <https://www.comprehensionconnection.net/2018/01/writing-with-plan-using-four-square.html>