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# Learning to See Color: Using Multicultural Literature to Build Critical Racial Consciousness in Elementary Classrooms

by Terry Husband, Ph.D.

Statistics from the United States Census Bureau (2015) indicate that the student population in U.S. classrooms continues to become increasingly racially diverse. Concurrently, race relations within the broader U.S. society remain problematic in nature (Bonilla-Silva, 2014). Despite these two facts, many elementary teachers are hesitant to teach their students about race and racial justice (Derman-Sparks & Ramsey, 2011; Farago, Sanders, & Gaias, 2015). Many elementary teachers employ a colorblind approach to race in their classrooms (Husband, 2016). A colorblind approach to race deemphasizes racial differences, histories, and distinctions in the classroom and the curriculum (Boutte, Lopez-Robertson, & Powers-Costello, 2011). Some elementary teachers assume that young children do not have the cognitive capability to understand racism (Summer, 2014). Other elementary teachers believe their classrooms should be “neutral” places where seemingly controversial issues are not discussed with children (Ivey-Soto, 2013).

Since so many elementary teachers are reluctant to teach children about race and racism in their classrooms, the purposes of this article are three-fold. First, I argue that elementary teachers *should* teach children about race and racism in their classrooms as a means of helping children develop a more critical consciousness of race and racism. Second, I outline four different approaches that elementary teachers might use to teach young children about race through multicultural children’s literature. Finally, I discuss practical considerations elementary teachers should be mindful of as they engage in teaching young children about racism and racial justice.

In this article I draw from Freire’s (1970) notion of *critical consciousness*. Critical consciousness is defined as



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the process of developing an awareness of how various forms of social oppression operate in the world (Freire & Macedo, 2003). This process of developing critical consciousness begins by posing critical questions related to issues of power, marginalization, and racial injustice in the world. Students are encouraged to pose critical questions such as:

- How is power distributed in this policy/practice/process?
- Who benefits from this policy/practice/process?
- Who is marginalized by this policy/practice/process?
- Whose voices/perspectives are foregrounded in this policy/practice/process?
- Whose voices/perspectives are missing in this policy/practice/process?

Through ongoing critical dialogue and reflection about these issues of power and oppression, children are able to move from what Freire (1970) calls a “magical” and superficial consciousness of race and toward a “critical” consciousness of race that recognizes racial oppression as an ever-present problem in various facets of society. The subsequent goal of developing critical consciousness is to identify meaningful ways to resist, combat, and counteract injustice through what is defined as theory in action or “praxis” (Freire, 1970; Freire & Macedo, 1987). Ultimately this praxis helps

to make educational practices, policies, and processes more equitable, emancipatory, and humanizing for all students.

## **Young Children and Racism**

Studies indicate that young children have implicit racial biases toward people who do not share the same in-group status (e.g., Apfelbaum, Pauker, Sommers, & Ambady, 2010; Castelli, Zogmaister, & Tomelleri, 2009; Dunham, Chen, & Banaji, 2013). Dunham, Chen, and Banaji (2013) found that children as young as three years of age have implicit racial biases toward people from different racial backgrounds. Their study involved 883 children (White, Asian, and Black) ranging in age from three to 14 years old. The children were shown a series of faces on a computer screen and asked to identify each face as being Black, White, or Asian. Some of the images depicted people with angry faces and other images depicted people with non-angry faces. The skin tone of each face was a neutral color. The White children who participated in the study categorized the angry faces more often as being Black than did the Black children in the study. The Asian children in the study characterized the angry faces more often as being Black than the non-angry faces. This study suggests that many young children are fostering implicit racial biases about particular groups in society that are frequently associated with negative character traits. Discussing issues of race and racism in the classroom through multicultural children's literature can create opportunities for teachers to counter these biases (Fain, 2008).

Young children are being saturated with racist stereotypes and messages through the television programs and advertising they consume on a regular basis (Hirschfeld, 2008; Hooven, Runkle, Strouse, Woods, & Frankenberg, 2018). Through a content analysis of 155 children's commercials, Maher, Herbst, Childs, and Finn (2008) found that African American and Latinx people were portrayed in these commercials in roles that had lower status than those of the Whites in the commercials. Racist stereotypes and messages like these

often go unchallenged by parents (Vittrup & Holden, 2011). The elementary classroom presents itself as an opportune time to engage children in discussions of racial injustice as a means of combating these racist stereotypes and messages (Summer, 2014). These ongoing discussions of race and racial oppression in the world can help children move from an apolitical and "magical" consciousness of race and racism toward a more critical consciousness of race and racial oppression in the world (Freire, 1970).

Most of the children's literature that is used in U.S. classrooms tends to foreground the experiences and perspectives of Whites in society (Kirkland, 2013). Through a content analysis of thousands of books commonly used to teach various reading skills (e.g., guided reading, phonological awareness, word study, etc.), Gangi (2008) found what she calls "the unbearable burden of whiteness" in literacy instruction. The characters and content in most of the books used to teach children how to become proficient readers neglect the experiences of people of color. Gangi further argues that this lack of representation makes it difficult for children of color to engage fully with many of the books made available for them to read at school. For this reason, using multicultural children's literature in the classroom to discuss issues of race and racism in contemporary and historical contexts can help students of color to engage more fully while learning various literacy skills and processes (Gangi, 2008).

## **Multicultural Children's Literature and Its Importance**

### **Defining Multicultural Children's Literature**

Multicultural children's literature can be defined as a genre of picture books and easy chapter books that are written in ways that emphasize and celebrate the experiences, histories, and cultures of diverse groups of people in society (McNair, 2016; Osorio, 2018; So Jung, 2016). Table 1 provides examples of multicultural children's books that elementary teachers might use to teach children about race and racial justice in particular.

Table 1

*Examples of Multicultural Children's Books that Might be Used to Teach About Race*

Title of Book	Author	Year	Contents
<i>Dolores Huerta: A Hero to Migrant Workers</i>	Sarah Warren	2012	This book tells the story of Dolores Huerta who works to combat unfair wages in her community.
<i>Half Spoon of Rice: A Survival Story of the Cambodian Genocide</i>	Icy Smith	2010	This book tells the story of a young Cambodian boy who is separated from his family and forced to work for little or no compensation.
<i>Harvesting Hope: The Story of Cesar Chavez</i>	Kathleen Krull	2003	This book tells the story of a civil rights leader who led a 340-mile peaceful protest for equal rights in California.
<i>If You Lived with the INDIANS OF THE NORTHWEST COAST</i>	Anne Kamma	2002	This book shares the experiences of Native Americans who lived along the Pacific coast from a child's point of view.
<i>Let It Shine: Stories of Black Women Freedom Fighters</i>	Andrea Davis Pinkney	2000	This book tells the narratives of several Black women (e.g., Harriet Tubman, Rosa Parks) who fought against racial oppression in the past.
<i>Let the Children March</i>	Monica Clark-Robinson	2018	This book tells the story of children who participated in the Civil Rights protests.
<i>Malcolm Little: The Boy Who Grew Up to Become Malcolm X</i>	Ilyasah Shabazz	2014	This biography tells the story of Malcolm X and his quest for racial justice.
<i>A Path of Stars</i>	Anne Sibley O'Brien	2012	This book tells the story of a young girl who lives in Cambodia prior to immigrating to the United States.
<i>Squanto's Journey: The Story of the First Thanksgiving</i>	Joseph Bruchac	2007	This book tells the experiences of a Native American named Squanto who welcomed newcomers to his land in 1620.
<i>The Very First Americans</i>	Cara Ashrose	1993	This book shares the experiences of several Native American people groups who lived in America prior to Christopher Columbus.
<i>The Youngest Marcher: The Story of Audrey Faye Hendricks, A Young Civil Rights Activist</i>	Cynthia Levinson	2017	This book tells the story of a young child who was arrested in 1963 during the Civil Rights movement.

**Benefits of Using Multicultural Literature to Teach About Race**

Multicultural children's literature provides opportunities for students from racially diverse backgrounds to see themselves and their experiences represented and affirmed in the books they read (Koss, Martinez, & Johnson, 2016). Multicultural

children's literature also provides opportunities for children to learn about the histories and life experiences of people from different racial backgrounds. In this sense, multicultural children's literature serves as "windows" for students to learn more about people who are different from themselves (Sims-Bishop, 1990).

Multicultural children's literature can help children develop a sense of empathy toward individuals and groups of people who have been and are currently being marginalized in society (Nikolajeva, 2013). For instance, White children can develop a deeper sense of empathy for Native American people by reading authentic and accurate multicultural children's books that highlight the experiences of Native Americans. An elementary teacher might use a book like *Encounter* by Jane Yolen (1996) to open a dialogue about the multiple voices and perspectives involved when Christopher Columbus reached North America. After reading this book and discussing and reflecting on the content therein, children are likely to develop a deeper sense of empathy toward Native Americans in society.

Multicultural children's literature can also help children develop a deeper consciousness of race and racism in the world around them. Multicultural children's literature can create spaces in the classroom where young children and teachers can think critically and openly discuss issues of racial discrimination and racial justice (Husband, 2016; Kemple, Lee, & Harris, 2016). Through literature-based and sustained dialogue about issues of racial marginalization and oppression, children are likely to develop deeper awareness and understanding of how racial injustice works in the world around them (Husband, 2010; Kuby, 2011).

## **Approaches to Teaching Children About Race**

In the following sections, I identify four approaches to teaching children about race and racism through multicultural children's literature. These approaches can be implemented collectively or independently. Elementary teachers can and should adapt each approach as necessary to best respond to the varied needs, interests, and strengths of the children in their respective classrooms. Furthermore, it is important to note that the multicultural texts that are incorporated in each approach will vary from classroom to classroom to respond to the background experiences, interests, and learning objectives of the learners involved.

### **Cultural Studies Approach**

One common approach to teaching children about race and racism is known as the Cultural Studies approach (Sleeter, 2016). This approach entails using multicultural literature for in-depth explorations of the experiences of a particular non-White racial group in society. A kindergarten teacher who is implementing this approach might develop an 8-week literature-based instructional unit to teach their students about a particular group of Native Americans. This teacher will carefully select and include multicultural texts in the unit that provide multiple voices and perspectives on the historic and contemporary experiences of the specific group of Native Americans. The primary goal of this approach is for children to gain deep and nuanced understandings of a particular racial group in society.

### **Critical Inquiry Approach**

A second approach to teaching children about race is known as a Critical Inquiry approach (Callison, 2015; Edelsky, Smith, & Faltis, 2008). This approach allows children's natural questions related to race to drive what is explored in the classroom. For instance, a first-grade teacher might start by reading and discussing a book related to the historical experiences of prominent African Americans in the book *Rosa* (Giovanni, 2007). The teacher might ask their students to identify questions they would like to explore and research further in small groups. After an appropriate period of time has passed, the students would share what they learned in small groups with the rest of the class. An example of a lesson plan based on this approach is found in Appendix A of this article.

### **Critical Literacy Approach**

A third common approach to teaching children about race is known as the Critical Literacy approach (Lewison, Leland, & Harste, 2008). This approach involves examining multicultural texts from a critical perspective while posing questions related to racial justice. The primary goal of this approach is to use multicultural texts, critical questions, and critical dialogue to reveal issues of racial injustice. A second-grade teacher who is applying this approach might read *Harvesting Hope: The Story of Cesar Chavez* (Krull, 2003) to teach their



students about the historical experiences of Latinx farm workers who worked for equitable pay and civil rights in the 1960s. While reading and discussing the contents of this story, the teacher might engage his/her students in a critical dialogue related to pay equity and discrimination. The teacher and the students might conclude this process by writing letters to their local government officials to demand equal pay for minorities and women.

### Critical Reader's Response Approach

Elementary teachers can also use literature circles as opportunities for students to critically examine and discuss issues of race. This particular approach is known as a Critical Reader's Response (CRR) approach (Blake, 1998; Brooks & Browne, 2012; Enriquez, 2014). In keeping with this approach, students learn about issues of race and racial justice through reading, discussing, and responding to multicultural books in small literature-based and student-led discussion groups. A teacher who is implementing this approach in their second-grade classroom might begin by providing students with multiple copies of multicultural children's books related to issues of race and racial justice. The teacher might encourage his/her students to form "literature circle" groups based on similar reading interests. The students would then be encouraged to read the books, take notes, and prepare to discuss the key ideas in the

books at a specified later date. After the discussions come to an end, the members of the literature circle groups would decide on a means and mode of sharing their responses to and reflections on the book they read with the other students in the classroom.

## Selecting Quality Multicultural Children's Books

There is a lack of diverse children's books on the market today (Koss, Martinez, & Johnson, 2016). According to a recent study conducted by the Cooperative Children's Book Center (2017), only 9% (N=340) of the total number of children's books that were published in 2017 (N=3,700) were about African Americans. Similarly, only 8% (N=310) of the children's books published in that year were about Asian American characters and only 6% (N=216) were about Latinx people. Moreover, only 2% (N=72) of the books published that year were about Native American people. Given the fact that such low percentages of books with characters from under-represented groups are published each year, teachers who are committed to teaching children about race and racism may need to use specialized lists and resources to identify multicultural children's books for use in their classrooms (e.g., blogs, foundations, book finders, etc.) (Campbell, 2017). Table 2 provides examples of 10 alternative places to locate or purchase multicultural children's literature related to race and racism.

Table 2

### *Alternative Places to Locate Multicultural Books for Children*

Name of the Source	Mission/Focus	Website
American Indians in Children's Literature	This website is developed by Debbie Reese with the intent of providing critical perspectives and analysis of indigenous peoples in children's and young adult books, the school curriculum, popular culture, and society.	<a href="https://americanindiansinchildrensliterature.blogspot.com/">https://americanindiansinchildrensliterature.blogspot.com/</a>
The Brown Bookshelf	This site highlights and celebrates books written by African American authors and illustrators.	<a href="https://thebrownbookshelf.com/">https://thebrownbookshelf.com/</a>

Cooperative Children's Book Center	The Cooperative Children's Book Center (CCBC) at the School of Education, University of Wisconsin-Madison documents the number of books written by and about people of color since 1985.	<a href="https://ccbc.education.wisc.edu/">https://ccbc.education.wisc.edu/</a>
Diverse Book Finder	This website provides a search engine to locate and explore books with racially and culturally diverse characters and themes.	<a href="https://diversebookfinder.org/">https://diversebookfinder.org/</a>
Ezra Jack Keats Foundation	This foundation is dedicated to bringing multicultural literature into the lives of children.	<a href="http://www.ezra-jack-keats.org/">http://www.ezra-jack-keats.org/</a>
Latinxs in Kid Lit	This website highlights and engages young adult and children's books about, for, and/or by Latinx people.	<a href="https://latinosinkidlit.com/">https://latinosinkidlit.com/</a>
Lee and Low Books	This is a minority and independently owned publisher that is committed to publishing diverse stories that all children can enjoy.	<a href="https://www.leeandlow.com">https://www.leeandlow.com</a>
Multicultural Children's Book Day	This website is designed to raise awareness of children's books with diverse characters.	<a href="https://multiculturalchildrensbookday.com/">https://multiculturalchildrensbookday.com/</a>
Social Justice Books	This organization is a product of Teaching for Change, an organization that is committed to providing teachers and parents with the tools to help children read, write, and change the world.	<a href="https://socialjusticebooks.org/">https://socialjusticebooks.org/</a>
We Need Diverse Books	A digital campaign for making more books with diverse characters and themes available for children and young adults.	<a href="https://diversebooks.org">https://diversebooks.org</a>

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It is important to note that not all multicultural picture books are equal in terms of content, literary quality, and illustrations (Monoyiou & Symeonidou, 2016). Teachers should carefully examine the content, messages, and images in multicultural literature when making decisions related to whether or not to incorporate specific books in their classrooms. To assist elementary teachers with evaluating whether or not they might use a particular multicultural book in the classroom, I recommend that elementary teachers consider the following 10 questions:

- **Has the book won a particular award/distinction?** While winning a particular award does not automatically ensure that the quality of a particular book is excellent, it does likely mean that this book has been reviewed rigorously by several professionals within the field of children's literature. Some common awards that are bestowed upon multicultural picture books are: Coretta Scott King Award; Carter G. Woodson Award; Pura Belpré Award; Tomas Rivera Mexican American Children's Book Award; Jane Addams Children's Book Awards; American Indian Youth Literature Awards; Asian/Pacific American Award for Literature; Ezra Jack Keats Book Award; and the Walter Dean Myers Award.
- **How accurate are the facts in the book?** Elementary teachers should carefully consider the extent to which the facts and information being presented in the text are accurate.
- **How realistic is the content in the book?** It is important for children to engage with multicultural books that reflect realistic ways of being, seeing, and speaking shared by particular racial groups in society.
- **Does the book contain any racial stereotypes or racist messages?** Elementary teachers should carefully interrogate multicultural books to ensure that they are free from messages and images that are racist and/or stereotypical in nature.
- **Does the book reflect authentic language variations, dialects, and communication styles?** Elementary teachers should examine the language and communication styles being used in multicultural books to make sure they authentically reflect the language and communication styles and systems of particular racial/cultural groups in the world.
- **Whose perspectives/voices are presented in the book?** To ensure that students are able to understand racial content from multiple angles, teachers should select books that include multiple and diverse perspectives/voices on race.
- **Does the book have high quality images or illustrations?** Elementary teachers must carefully examine and assess the quality of the images/illustrations in a particular book they are considering using in their classrooms.
- **Does the book present a nuanced or complex narrative of a particular racial group/event?** In an effort to support children to develop more in-depth and specific understandings of different racial groups in society, it is important for them to read about racial groups and events that are less familiar and more nuanced.
- **To what degree does the book make connections between racism and other forms of oppression?** It is important, whenever feasible, to incorporate books that provide spaces for teachers to discuss multiple forms of oppression in tandem with each other. For example, *Grace for President* (DiPucchio, 2012) provides an opportunity for teachers to discuss how issues of racism and sexism operate in similar ways.
- **What curriculum value does the book have?** Multicultural literature can be used to advance children's awareness of race and racism, while simultaneously enhancing their repertoire of skills and knowledge in specific subject areas (e.g., social studies, language arts, math, etc.).

## Conclusion

Choosing to discuss issues of race and racism with young children is not without its own set of unique considerations, challenges, and commitments (Kuby, 2011). Elementary teachers who wish to engage in this form of anti-racist and transformative teaching must first be willing to make important critical commitments in order to successfully navigate this difficult professional terrain. The commitments are as follows:



1. **Commit to examining one's own perspectives and attitudes about race and racial justice.** Milner (2010) points out that teachers must be willing to critically reflect on how race and racism operates in the world around them and within their own lives. Without a willingness to acknowledge that racial privilege and marginalization are still very pervasive issues in the world today, it is difficult for teachers to discuss issues of race and racism with young children in open and honest ways.
2. **Commit to enduring the emotional discomfort that comes with race talk.** Elementary teachers must also be willing to endure the emotional and sometimes professional costs that often come with discussing issues of race and racism at school (Matias, 2016).
3. **Commit to exploring alternative and nontraditional sources of racial knowledge.** Many teachers have a limited knowledge base and limited experiences related to people who do not share their same racial backgrounds. In an effort to fully engage in critical racial dialogue with the students in their classrooms, teachers have to learn from and about race from alternative and uncommon sources such as: Teaching Tolerance ([www.tolerance.org](http://www.tolerance.org)), The Southern Poverty Law Center ([www.splcenter.org](http://www.splcenter.org)), and/or Rethinking Schools ([www.rethinking-schools.org/](http://www.rethinking-schools.org/)) (Husband, 2016).
4. **Commit to collaborating with others.** Discussing race and racism can be an alienating and difficult task when approached alone. Consequently, elementary teachers should work toward developing teaching partnerships, alliances, and learning communities to assist them with facilitating this task (Woodrow, 2018).
5. **Commit to engaging in racial advocacy and activism.** Whenever feasible, teachers should seize the opportunity to connect the racial dialogue that occurs in the classroom to racial advocacy and activism in the local communities around them and within the larger society (Woodrow, 2018). For example a fourth-grade teacher might discuss the events associated with police brutality and racial profiling in Baltimore, Maryland and its connection to various forms of racial protest in the United

States. After reading, discussing and reflecting on these incidents, the teacher might then encourage his/her students to write letters to the key officials on the Baltimore Police Department that voice their positions on racial profiling and police brutality as a form of critical resistance.

Unfortunately, we still live in a social and political climate in the United States of America where racism remains a prevalent and pervasive problem. At the same time, many elementary teachers are unsure as to how to discuss issues of race and racial justice in their classrooms in meaningful and age-appropriate ways. As mentioned throughout this article, multicultural literature can and should be used as one tool to open up spaces and opportunities in the classroom in which teachers and students can openly discuss, critique, and reflect on individual and institutional forms of racial injustice in the world. Through this process of ongoing dialogue, critique, and reflection related to matters of racial injustice, children are likely to develop a deeper awareness of racial injustice in their everyday lives and the larger world around them. The development of this deeper and more critical consciousness of race and racism is a necessary first step toward equipping children with the tools and dispositions needed to make society a more racially equitable, just, and humane place now and for subsequent years to come.

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## Appendix A

### Sample Lesson Plan on Race and Racial Justice

**Grade Level:** 2nd

**Subject Areas:** Literacy

<b>Lesson Title</b>	Examining the Origins, Purposes, and Context of the Civil Rights Movement (CRM)
<b>ELA Common Core Standards</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> </ul>
<b>Estimated Time</b>	60 Minutes
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Digital vocabulary cards with supporting images</li> <li>• <i>If You Were a Kid During the Civil Rights Movement</i> by Gwendolyn Hooks</li> <li>• 5 text sets of books related to the CRM</li> </ul>
<b>Technology</b>	SMART board
<b>Student Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Define key vocabulary associated with the CRM.</li> <li>• Discuss the social, historical, and political background contexts associated with the CRM.</li> <li>• Research various themes, events, and figures associated with the CRM based on student-centered inquiry questions.</li> <li>• Present their research findings in a multimodal format.</li> </ul>
<b>Introduction</b>  (15 minutes)	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>• Explain to students that we will be learning about the CRM of the 1950s and 1960s. Briefly explain historical, social, and political context of the CRM of the 1960s.</li> <li>• Divide students into groups of three or four and have them brainstorm what they currently know about the term</li> </ul>

	<p>“racism.” Have students record what they currently know and would like to know on a K-W-L chart.</p> <ul style="list-style-type: none"> <li>● Define the terms: civil rights movement, racism, and Jim Crow Laws on the SMART board with pictures images to support each definition.</li> <li>● Read aloud <i>If You Were a Kid During the Civil Rights Movement</i> by Gwendolyn Hooks and discuss the background information associated with the CRM of the 1960s.</li> </ul>
<b>Guided Inquiry/Research</b>  (20 minutes)	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Work in small inquiry groups, based on similar interests, to read grade level text sets related to various aspects of the CRM.</li> <li>● Students will use a graphic organizer to take notes while reading and to document new questions that emerge.</li> <li>● Students will work in small inquiry groups to design and create a product to present to the rest of the class based on their research findings. Students can select an activity from the Literacy Menu (see below) or a completely original activity that is negotiated between the teacher and the students in a particular inquiry group.</li> </ul>
<b>Presentation</b>  (20 minutes)	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Students will present their research products in small groups to the rest of the class.</li> <li>● The audience members will be asked to pose questions during and after each presentation to promote discussion and dialogue.</li> </ul>
<b>Reflection/Assessment</b>  (5 minutes)	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Be asked to self-reflect on their individualized learning throughout the inquiry process in their journal.</li> </ul>

Literacy Activity Menu		
<p>Digital Poster</p> <p>Create a digital poster to present your research findings.</p>	<p>Comic Strip</p> <p>Create a digital comic strip to present your research findings.</p>	<p>Digital Storytelling</p> <p>Create a digital story to present your research findings.</p>
<p>Readers Theatre Script</p> <p>Write and perform an original theatrical script that presents your research findings.</p>	<p>Digital Collage</p> <p>Create a digital collage to represent the findings from your research.</p>	<p>eBook</p> <p>Create an electronic book with images that present the findings from your research.</p>
<p>Song</p> <p>Create a song or series of songs that present the finding from your research.</p>	<p>Poetry Collection</p> <p>Create a series of three to five original poems that present the findings from your research.</p>	<p>Game</p> <p>Create a board game or digital quiz to present the findings from your research.</p>
<p>Website/Blog</p> <p>Design and develop a website or blog that incorporates findings from your research and advocates for racial justice in the United States.</p>	<p>Infographic</p> <p>Create a digital infographic that presents the findings from your research.</p>	<p>Traditional Presentation</p> <p>Present your research findings using a traditional presentation tool.</p>





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