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972-749-5215  
June 2017

### Works Cited

- Rankine, Claudia. *The Racial Imaginary*. Albany, NY: Fence Books, 2015. Print.
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- Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel & Grau, 2015. Print.
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- David, Gabrielle and Betts, Tara. *What Does It Mean to be White in America?* New York: 2Leaf Press, 2016. Print.
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- De Oliveira, Luciana. *Teacher Education for Social Justice: Perspectives and Lessons Learned*. New York: Teachers College Press. 2013. Print
- DiAngelo, Robin J. *What Does It Mean to Be White?: Developing White Racial Literacy*. New York: Peter Lang, 2012. Print.
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Epstein, Shira Eve. *Teaching Civic Literacy Projects: Student Engagement with Social Problems, Grades 4-12*.

New York: Teachers College, 2014. Print.

Haroutunian-Gordon, Sophie. *Learning to Teach through Discussion: The Art of Turning the Soul*. New Haven:

Yale UP, 2009. Print.

Howard, Gary R. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York:

Teachers College, 2006. Print.

Irving, Debby. *Waking up White: And Finding Myself in the Story of Race*. Cambridge, MA: Elephant Room,

2014. Print.

Jones, Stephanie. *Writing and Teaching to Change the World: Connecting with Our Most Vulnerable Students*.

New York: Teachers College, 2014. Print.

Nave, Bill. *Student-Centered Learning: Nine Classrooms in Action*. Boston: Harvard Education Press, 2015.

Print.

New York Times and Bill Keller. *Class Matters*, New York: Times Books, 2005. Print.

Miller, Rex. *Humanizing the Education Machine*. Hoboken, NJ: Wiley, 2016. Print.

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College, 2000. Print.

Pollock, Mica. *Everyday Antiracism: Getting Real about Race in School*. New York: New, 2008. Print.

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*Mind*. Albany, NY: Fence, 2015. Print.

*Rethinking Schools* – quarterly periodical that examines issues facing urban public schools, looking at

innovation and reform and pedagogy that supports social justice.

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- Schniedewind, Nancy, and Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*. Milwaukee, WI: Rethinking Schools, 2006. Print.
- Schultz, *Spectacular Things Happen Along the Way*
- Sensoy, Özlem, and Robin J. DiAngelo. *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education*. New York: Teachers College, 2012. Print.
- Singleton, Glenn E., and James P. Comer. *More Courageous Conversations about Race*. Thousand Oaks, CA: Corwin, 2013. Print.
- Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. New York: Spiegel & Grau, 2014. Print.
- Sue, Derald Wing. *Microaggressions in Everyday Life*. Hoboken, NJ: Wiley, 2010. Print.
- Sue, Derald Wing. *Race Talk and the Conspiracy of Silence*, Hoboken, NJ: Wiley, 2016. Print.
- Perry, Bruce D, and Szalavitz, Maia. *Born For Love*. New York: William Morrow. Imprint of Harper Collins, 2011. Print.
- Tatum, Beverly Daniel. *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race*. New York: Basic Books, 2003. Print.
- Wallis, Jim. *America's Original Sin: Racism, White Privilege and the Bridge to a New America*. Ada, MI: Baker Publishing, 2017. Print.
- Ward, Jesmyn. *The Fire Next Time: A New Generation Speaks about Race*. New York: Scribner, 2016. Print
- Westheimer, Joel. *What Kind of Citizen?: Educating Our Children for the Common Good*. New York: Teachers College, 2015. Print.
- Wilhelm, Jeffrey D. *The Activist Learner: Inquiry, Literacy, and Service to Make Learning Matter*. New York: Teachers College, 2014. Print.
- Wolk, Steven. *Caring Hearts & Critical Minds: Literature, Inquiry, and Social Responsibility*. Portland, Me.: Stenhouse, 2013. Print.

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## Summer Reading Books

- 6<sup>th</sup> grade: Frazier, Sundee Tucker. *The Other Half of My Heart*. New York: Yearling, 2011. Print.
- 6<sup>th</sup> grade: Crossan, Sarah. *The Weight of Water*. New York: Bloomsbury, 2013. Print
- 7<sup>th</sup> grade: Palacio, R. J. *Wonder*. New York: Alfred A. Knopf, 2012. Print.
- 7<sup>th</sup> grade: Wiles, Deborah. *Revolution*. New York: Scholastic, 2014. Print.
- 7<sup>th</sup> grade: Diaz, Alexandra. *The Only Road*. New York: Simon & Schuster, 2016. Print.
- 8<sup>th</sup> grade: Resau, Laura, and Maria Virginia. Farinango. *The Queen of Water*. New York: Delacorte, 2011. Print.
- 8<sup>th</sup> grade: Kelly, Erin Entrada. *Blackbird Fly*. New York: Greenwillow Books, 2015. Print.
- 8<sup>th</sup> grade: Budhos, Maria. *Ask Me No Questions*. New York: Atheneum, 2006. Print
- 9<sup>th</sup> grade: Manzano, Sonia, and Elizabeth B. Parsi. *The Revolution of Evelyn Serrano*. New York: Scholastic, 2012. Print.
- 9<sup>th</sup> grade: Alifirenka, Caitlin, and Ganda, Martin. *I Will Always Write Back*. New York: Little, Brown, 2015. Print
- 9<sup>th</sup> grade: Yoon, Nicola. *The Sun is Also a Star*. New York: Delacorte Press, 2016. Print.
- 10<sup>th</sup> grade: Magoon, Kekla. *How It Went Down*. New York: Square Fish/ McMillan, 2015. Print.
- 10<sup>th</sup> grade: Quintero, Isabel. *Gabi, A Girl in Pieces*. El Paso: Cinco Puntos Press, 2014. Print.
- 10<sup>th</sup> grade: Restrepo, Bettina. *Illegal*. New York: Kathryn Tegen books. Imprint of Harper Collins, 2011
- 11<sup>th</sup> grade: Darrow, Heidi W. *The Girl Who Fell from the Sky: A Novel*. Chapel Hill, NC: Algonquin of Chapel Hill, 2011.  
Print.
- 11<sup>th</sup> grade: Andrews. Arin. *Some Assembly Required*. New York: Simon & Schuster, 2014. Print.
- 11<sup>th</sup> grade: Carleson, J.C. *The Tyrant's Daughter*. New York: Ember. Imprint of Random House, 2015
- 12<sup>th</sup> grade: Hill, Katie Rain, and Ariel Schrag. *Rethinking Normal: A Memoir in Transition*. New York: Simon and  
Schuster, 2015. Print.
- 12<sup>th</sup> grade: Stevenson, Bryan. *Just Mercy*. New York: Spiegel & Grau, 2015. Print
- 12<sup>th</sup> grade: Zoboi, Ibi. *American Street*, New York: Balzer and Bray. Imprint of Harper Collins, 2017. Print.

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### **More titles about characters questioning their identity:**

- Kucklin, Susan. *Beyond Magenta*, Somerville, MA, Candlewick Press, 2015. Print. (for Young Adult readers)
- Bunnell, Jacinta. *Girls Will Be Boys Will Be Girls*, Berkeley, CA, Soft Skull Press, 2004. Print. (for older children, teens)
- Herthel, Jessica. *I Am Jazz*, New York, Dial Books, 2014. Print. (preschool – 3)
- Ewert, Marcus. *10,000 Dresses*. New York, Triangle Square, 2008. (K-4 grade)
- Kilodavis, Cheryl. *My Princess Boy*. New York, Aladdin Publishing. Imprint of Simon & Schuster, 2010. Print.

### Web Resources

<https://www.paloaltoonline.com/news/2016/07/02/guest-opinion-how-castilleja-taught-me-to-be-a-man> Personal essay written by trans man about how his education at an all girls school contributed to his “becoming an excellent man”

<http://www.tolerance.org/supplement/common-beliefs-survey-working-racially-and-ethnically-diverse-students> This is a professional development activity/lesson that examines common beliefs that can help and hinder work with racially and ethnically diverse students

<http://www.tolerance.org/Hidden-bias> : Links to test for implicit bias; understand how bias develops, how it affects our choice, our relationships, our language and more

<http://www.tolerance.org/magazine/number-56-summer-2017/feature/why-teaching-black-lives-matter-matters> : Why teaching Black Lives Matter Matters

<https://www.edutopia.org/blog/film-festival-kindness-empathy-connection> 5-minute film festival: About kindness, empathy and connection

<http://www.thepiratetree.com/> : *Social Justice and Children's Literature*

[https://www.ted.com/talks/melody\\_hobson\\_color\\_blind\\_or\\_color\\_brave?language=en](https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave?language=en)

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Talk about race is necessary from a business perspective

[http://www.npr.org/2015/12/23/460851160/90-year-old-gay-man-recalls-long-struggle-with-his-sexuality?utm\\_source=npr\\_newsletter&utm\\_medium=email&utm\\_content=20151227&utm\\_campaign=bestofnpr&utm\\_term=nprnews](http://www.npr.org/2015/12/23/460851160/90-year-old-gay-man-recalls-long-struggle-with-his-sexuality?utm_source=npr_newsletter&utm_medium=email&utm_content=20151227&utm_campaign=bestofnpr&utm_term=nprnews)

Narrative of coming out past 70 – and years spent living closeted

<http://www.tolerance.org/activities> : Activities dealing with bias and discrimination for varied grades

<http://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/> Article re-examines the effects of our school to prison pipeline over decades, and its effects on the black family

<https://www.youtube.com/watch?v=qeYpvV3eRhY> A fresh look at what it means to be privileged – across all categories

<http://www.npr.org/sections/ed/2016/01/20/463190789/to-be-young-gifted-and-black-it-helps-to-have-a-black-teacher> Importance of having teachers reflect the diversity of their students

<http://www.tolerance.org/magazine/number-51-fall-2015/feature/what-s-colorism> Reflections on the bias in favor of lighter skin among students of color, and where does this perspective come from?

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[http://www.tolerance.org/magazine/number-51-fall-2015/department/down-hall-moving-](http://www.tolerance.org/magazine/number-51-fall-2015/department/down-hall-moving-needle-racial-equity)

[needle-racial-equity](http://www.tolerance.org/magazine/number-51-fall-2015/department/down-hall-moving-needle-racial-equity) Reflections on moving an entire school district toward improved racial equity through comprehensive open dialogue and training addressed to all employees

<http://ww2.kqed.org/education/2016/01/25/promoting-literacy-and-empathy-in-the-artroom/>

How content instruction can reflect understanding of empathy through Arts Integration

<https://storify.com/ZinnEdProject/it-s-not-censorship> Deeper look at the reasons behind the

Scholastic recall of “A Birthday Cake for George Washington”.

<http://www.newyorker.com/news/news-desk/race-and-the-free-speech-diversion> Discussion of

the racial tension at the University of Missouri and Yale in Nov. 2015, and the slow and ineffective responses of the universities' administrations.

<http://www.newyorker.com/magazine/2015/08/10/the-hell-you-say> A discussion of free speech

in age of examining discrimination and bias

<https://www.teachingforchange.org/tfc-all-things-considered> More discussion on the discussion

of the removal of “A Birthday Cake for George” and perspectives on how the focus to remove offensive and inaccurate content became clouded in a new controversy

<http://www.tolerance.org/meaningful-discussions> Serial Testimony creates classroom dialog

that doesn't focus on convincing others or winning an argument, but rather on sharing perspective that can inform how students view themselves and the wider world.

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<http://nationalseedproject.org/> From Peggy McIntosh - SEED is a peer-led professional development program that promotes change through self-reflection and interpersonal dialogue and builds capacity for more equitable curriculum, campuses, workplaces, and communities.

<https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf> A survey of White Privilege designed to understand the implicit benefits in society from being white

[http://dallasfacesrace.com/wp-content/uploads/2014/04/REIA\\_Toolkit\\_Race\\_Forward.pdf](http://dallasfacesrace.com/wp-content/uploads/2014/04/REIA_Toolkit_Race_Forward.pdf) A toolkit for creating Racial Equity Impact Assessments

[https://www.uml.edu/docs/Glossary\\_tcm18-55041.pdf](https://www.uml.edu/docs/Glossary_tcm18-55041.pdf) A glossary of Anti-Bias and Social Justice terminology

<http://29pieces.org/> Website for organization that promotes non-violence and social justice through creativity and art

<http://www.adl.org/education-outreach/anti-bias-education/> Anti-Defamation League Anti-Bias Curriculum

<http://mcc.gse.harvard.edu/educators> Making Caring Common - Harvard School of Education

<http://www.edutopia.org/blog/teaching-empathy-through-design-thinking-rusul-alrubail> - Another look at how empathy can be taught in classroom

<http://www.edchange.org/handouts.html> Dozens of resources and handouts for social justice education

<http://www.edutopia.org/blog/rethinking-conversations-on-race-jose-vilson> Great ideas for starting the conversation about race in the classroom

<http://www.edutopia.org/blog/build-an-anti-racist-classroom-joshua-block> Perspectives from a white teacher in a classroom of students whose backgrounds are different from his own. Understanding how identity plays a role in creating safe spaces for student discussion.

[file:///Users/dianaconnor/Downloads/teaching\\_controversial\\_issues%20\(1\).pdf](file:///Users/dianaconnor/Downloads/teaching_controversial_issues%20(1).pdf) Educator's guide to teaching students to engage with controversial issues by providing the support



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and positive classroom environment to promote dialogue and true listening. Lesson plans and activities. This is a 10-year old document with complete relevance to today's issues.

<http://iwitness.usc.edu/SFI/> - Project of the USC Shoah Foundation. Although developed to preserve eyewitness testimony from the Holocaust, this library of oral history videos addresses many incidents of discrimination and bias with lessons and student projects developed from the lessons.

<https://www.facinghistory.org/> - This organization provides resources and lessons for the purpose of: "to help students learn about hatred and bigotry so they can stop it from happening in the future."

No Place for Hate [http://dallas.adl.org/npfh/?\\_ga=1.174025829.736852700.1469724102](http://dallas.adl.org/npfh/?_ga=1.174025829.736852700.1469724102)  
Presents the requirements for a school to become a designated No Place for Hate campus

<http://worldslargestlesson.globalgoals.org/> September 18, 2016 is designated as a day for students around the world to look at any of 17 Global Goals selected to be achieved in the next 15 years.