

Chapter 3

Appendix A: Multicultural Picture Book Resources

A Day's Work (Bunting, 1994)

Story

A migrant worker mistakenly pulls up the wrong plants. In spite of what it cost him personally, he rectifies the situation.

Teacher Tip

In this book, migrant workers experience the hardships of poverty. Different talking points pertaining to poverty are alluded to in this book, including the lack of available work and stereotypes of people groups. Using this book, it is important to remind students that one book does not represent an entire culture (Mendoza & Reece, 2001). Keeping this in mind, teachers can help students to empathize with those living in poverty and can help students understand society's role and responsibility for intervention.

Questions

What are the reasons that the grandfather has not been working? Why is the child working alongside his grandfather? If you were one of the other migrant workers, what would you have done in the grandfather's situation? Was anyone embarrassed in this story? Please explain. Was empathy shown in the story? If so, how? If not, how could empathy have been shown? After reading this book, what changes in society will you advocate?

Companion Resources

Elementary School: Scholastic

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-k-2/>

This website provides a lesson plan, along with supports, to assist young students in learning about immigration.

Elementary-Middle School: Read Works

<https://www.readworks.org/>

Specifically, for students in the 3rd and 8th grade levels, this website hosts leveled texts about immigrant workers.

Middle School: Scholastic

<https://junior.scholastic.com/pages/content-hubs/immigration.html>

True stories of immigrants, along with lesson plans and handouts at the middle school level, are provided for teacher and student use.

Middle-High School: Local Government

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/port/teacher.html>

This website provides a wealth of information to help students understand the challenges that immigrants and their families face.

Fly Away Home (Bunting, 1991)

Story

Due to a death and loss of wages, a father and young son lose their home, finding shelter in an airport. While homeless, the father still holds down a full-time job, and the son does odd

jobs. While a community of homeless people also provide them with some support, the father and son struggle to remain hopeful about the future.

Teacher Tip

Incorporating the questions below, teachers can use this book to counteract society's view that poverty is a personal choice (Kelley 2011). To help students in identifying where they found text evidence to support their answers, I recommend inserting page numbers in the book on the lower right-hand side of each page.

Questions

Do homeless people work? Are homeless people always dirty? Do homeless people go to school? Where do homeless people live? How did the people in the story become homeless? Why do they not want others to know they are homeless? What can be done to prevent homelessness? Do you know of services in our area for homeless people? If so, what are they and what do they do? What changes are needed in society to help the homeless population?

Companion Resources

Elementary-High School: CotsOnline

<https://cotsonline.org/take-action/resources-for-teachers/>

On this website, the Committee on Temporary Shelter provides a curriculum guide about homelessness for grades K-12.

14 Cows for America (Deedy, 2009)

Story

The author of this book shares a true story of how fourteen African herdsmen honored those who lost their lives in the 9/11 disaster. By making personal sacrifices and pooling their resources, they presented 14 cows to an American representative.

Teacher Tip

Thinking that children may view empathy as something people have for people in poverty and not necessarily something that people experiencing poverty have for others, teachers might ask their elementary students if poor people receive empathy or show empathy. Pointing out the power of empathy when coupled with action, teachers can use this book to show that, despite low socioeconomic conditions, a community in unity can bring about significant events.

Questions

How did your idea of what the book was about change from when you viewed the cover to when you finished reading the book? Why do you think this is the case? Why did the African herdsmen give cows instead of money? Why does the idea of poor people helping others seem incongruent with what society perpetuates about people in poverty? What do you think caused people who live in the continent of Africa to care about what has happened to people in the United States?

Companion Resources

Elementary: Children's Library Lady

<https://childrenslibrarylady.com/14-cows-america/>

This website hosts a wealth of information about poverty, including lesson plans and links to supporting materials.

Middle-High School: YouTube

<https://www.youtube.com/watch?v=JDMf8Pqf384>

In this Youtube video, the Carmen Deedy shares how she came to write the story of 14 Cows for America.

Uncle Willie and the Soup Kitchen (Disalvo-Ryan, 1991)

Story

This book approaches the subjects of hunger and homelessness in a direct fashion. In the story, Uncle Willie works daily in a soup kitchen. On a day that his nephew does not have to go to school, he works with his uncle preparing and serving food to those who are hungry. The uncle greets those who come to the soup kitchen by name, having explained to his nephew that everyone needs help sometimes.

Teacher Tip

Before reading the book, teachers may want to activate their students' background knowledge by asking them to share what they know about a soup kitchen.

Questions

Referring to students' responses prior to reading the book, teachers might ask them to identify and explain anything in the story that was surprising or different from what they expected. They could also ask students to identify the reasons why people in the book came to the soup kitchen. Additionally, teachers could ask the following questions: *What lessons did Uncle Willie's nephew learn by helping out at the soup kitchen? Was empathy shown at any time during the story? If so, how was empathy shown?*

Companion Resources

Elementary: Feeding America

<https://www.feedingamerica.org/hunger-blog/teaching-children-about-hunger>

On this website teachers will find a simple, yet effective, way to engage young students in a discussion about poverty and hunger.

Middle: Santa Clara University

https://www.scu.edu/media/offices/character-education/subscribers/lesson-plans-images/source-book/FINAL_Uncle-Willie-and-the-Soup-Kitchen_GR6-8.pdf

When sharing the book, *Uncle Willie and the Soup Kitchen* (Disalvo-Ryan, 1991), the Markkula Center for Applied Ethics offers ideas, handouts, and links to information to use with students in helping them to understand social responsibility.

Middle-High School: Learning to Give

https://www.learningtogive.org/resources/lessons-units?search_api_views_fulltext_1=hunger+%2B+poverty+%2B+november

This website provides multiple lessons plans, targeting different aspects of poverty and hunger.

A Shelter in Our Car (Gunning, 2004)

Story

Sometime after Zettie and her family move from Jamaica to America, the reader learns that her father dies, and her mother, working part-time jobs while studying at the community college, is no longer able to afford their home. Instead, they live in their car. When Zettie's mother secures a steady job, they are hopeful that they will have enough money to rent an apartment.

Teacher Tip

This book is an excellent one for teachers to use to address the misconception that poverty is a personal choice (Kelly, 2007).

Questions

What circumstances caused Zettie and her mother to live in a car? Discuss the limited choices they had in regard to where they parked the car each evening. How did Zettie and her mother manage to go on with their daily lives? What challenges did they experience by living in a car? Explain why they chose to take shelter in their car as opposed to residing in a homeless shelter. Compare and contrast the ways the policemen interacted with the family. Was empathy shown? If not, why? If yes, then explain why and how empathy was demonstrated? What caused Zettie and her mother to be hopeful toward the end of the book?

Companion Resources

Elementary-High School: [CotsOnline](http://CotsOnline.org)

<https://cotsonline.org/wp-content/uploads/2012/12/Unsheltered-Lives-2010.pdf>

Designed for students K-12, the Committee on Temporary Shelter and Alex Messinger offers much information and many resources about homelessness.

Beatrice's Goat (McBrier, 2001)

Story

Beatrice dreams of attending school, but her family does not have the resources to send her. One day her mother announces that their family has been given a goat, but, at first, Beatrice doesn't understand the significance of this event. Weeks later, Beatrice is astounded when her mother tells her that she can now go to school because of the money they have made from the goat's milk.

Teacher Tip

This book is an excellent one to help students understand that poverty is not a personal choice (Kelly, 2011) and that society has a responsibility to all its members.

Questions

What changes occurred in the family after they received a goat? What benefits did the family have now that they owned a goat? How was Beatrice's life changed? Who showed empathy in the story? How and why?

Companion Resources

Elementary: St. Louis Fed

<https://www.stlouisfed.org/education/beatrices-goat>

Teachers, interested in a lesson plan on *Beatrice's Goat* for grades 3-5, will enjoy connecting to this website.

Elementary-High School: Learning to Give

<https://www.learningtogive.org/resources/hunger-homelessness-and-poverty-service-learning-toolkit>

The Learning to Give organization provides a toolkit for teachers to use with students when teaching them about the impact of poverty—homelessness and hunger.

On Our Street: Our First Talk About Poverty (Roberts & Casap, 2018)

Story

Including both photographs and comic-like characters, this picture book about poverty may be especially appealing to children. The book defines poverty and shares the hardships that people in poverty face, such as homelessness and hunger. Additionally, the book addresses ways in which community members and organizations can intervene.

Teacher Tip

In this book, the last question posed, “What can we do to help people who live in poverty?”, provides an excellent opportunity for students to write in their journals and perhaps

even plan for a class or community service project to serve those who are experiencing poverty.

This book also compliments the book, *Poverty and hunger: Children in our world*, and serves as an excellent resource on the subjects of poverty and homelessness.

Questions

This book includes questions that are important in understanding the nuances of poverty. Mostly in red text, the questions are located on approximately half of the pages. The answers to the questions are generally found in the text below or beside the questions.

Companion Resources

Elementary: Global Education

https://www.globaleducation.edu.au/verve/resources/What_Matters_Most_-_web_file.pdf

Targeting students in upper primary grades, this 44 page booklet, by the One World Centre in Australia, offers many resources regarding the topic of poverty.

Middle-High School: Psychology Benefits

<https://psychologybenefits.org/2016/10/17/5-ways-to-teach-your-students-about-world-poverty/>

Accompanied with links to videos, an online game, and other resources, this website lists various ways to teach students about poverty and hunger.

When I Was Young in the Mountains (Rylant, 1982)

Story

A young girl grows up in mountains, enamored with its people, her family, and their way of life. Realistic illustrations are set in the past, featuring a cabin and a school without electricity and indoor plumbing.

Teacher Tip

Comparing and contrasting past times with current ones, the teacher can lead students in a discussion about the causes of poverty in a current, rural setting, and can invite students to discuss what poverty might look like. Conversations that compare and contrast poverty in different environments and time periods may also support students in further developing an understanding of and empathy for people experiencing poverty.

Questions

What signs of poverty do you see in the illustrations? How is this different or the same as poverty in today's world?

Companion Resources

Elementary-Middle School: Appalachian Picturebooks, Read-Alouds, and Teacher-Led Discussion

<https://doi.org/10.1080/00094056.2012.643714>

Written especially for teachers who are interested in exploring ways to counteract stereotypes associated with the Appalachian region, the link provides access to an article (Brashears, 2012) with practical applications.

Middle-High School: Facing History

<https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/stereotypes-and-single-stories>

The organization, Facing History and Ourselves, offers some in-depth activities in helping students understand the danger of stereotyping. One of the activities relates to the Danger of the Single Story by Adichie (2009), mentioned earlier in this chapter.

Poverty and Hunger: Children in Our World (Spilsbury, 2017)

Story

This picture book is presented as a chapter book and addresses people in poverty, the causes of poverty, the challenges of experiencing poverty, and ways others can help those who may be suffering due to the implications of poverty. The book also includes a glossary that provides definitions for important vocabulary words that are used throughout the book.

Teacher Tip

To help students get the most out of the content of this book, teachers can use a Reading and Analyzing Nonfiction (R.A.N.) (Stead, 2006) chart, adapted from the familiar KWL chart (Ogle, 1986). The R.A.N. (Stead, 2006) chart, consisting of five columns, uses the following headings to organize student-solicited information: 1) What I Think I Know, (2) Confirmed, (3) Misconceptions, (4) New Learning, and (5) Wonderings.

Coupling this chart, specifically designed for use with nonfiction texts, with the given picture book, teachers can direct students to brainstorm what they think that they know about poverty, by first modeling exactly the type of responses that he/she expects from his/her students. In doing so, teachers can use think alouds or model thinking, so that students have the opportunity to observe the processes their teacher goes through as she thinks deeply about the given topic (Wilhelm, 2013). The teacher might point to her head and say, “I’m thinking out loud about things that I think are true about poverty. Based on something that I read recently, I think that the United States has more children living in poverty than adults,” or “Because of the COVID-19 pandemic, I think that people are experiencing food shortages.” She would then record these thoughts on the R.A.N. (Stead, 2006) chart under the first column, “What I think I know.” Next, she could share a specific article and/or newspaper report, reading aloud to confirm

or not what she thinks she knows about poverty is true. If the reading supports her thoughts, she would write the detail/s under “Confirmed.” Otherwise, if her thoughts are found to be inaccurate, she would record the information under “Misconceptions.” The fourth column, “New Learning,” would be for new information that she learned as she read the article or report aloud. Finally, “Wonderings,” serves as the heading for questions that arise from reading and discussing the article and/or report. Modeling, the teacher might say something like, “I wonder if there are people in my community who live in poverty,” or “I wonder what I can do to help those in poverty.”

After modeling how to record information and use the R.A.N. chart, she could then introduce the picture book on poverty, facilitate student discussion on the topic of poverty, and, with student help, record information in the of the R.A.N. chart. Together, the teachers and students can then use the R.A.N. chart to analyze the content of the book and to generate questions for future research and discussion.

Companion Resources

Elementary-High School: Reading Rockets

<https://www.readingrockets.org/article/nurturing-inquiring-mind-through-nonfiction-read-aloud>

Additional information on use of R.A.N. charts, as well as samples of these charts, are included.

Migrant (Trottier, 2011)

Story

Anna, the young daughter of migrant workers, shares how she feels about never having a stable home, always having to be on the move, and not being able to understand the language that others around her use.

Teacher Tip

This book is an excellent one to use in helping students empathize with people living in poverty.

Questions

Why does Anna say that she feels like a jack rabbit...a kitten...a bee...a tree...a robin...? Why does she feel so many different ways? Have you ever felt any of the feelings that Anna experiences? If so, please share. How do you think others, people who are not her family, feel toward her? Are any of these people empathetic? If so, how do they show empathy? If not, how could they show empathy? Do you feel empathy towards Anna? Why or why not?

Companion Resources

Elementary-High School: Teaching Tolerance

<https://www.tolerance.org/magazine/spring-2017/toolkit-for-immigrant-and-refugee-children-a-guide-for-educators-and-school>

Designed for K-12 teachers, this website provides a wealth of information and resources when teaching students what being a refugee means.

Four Feet, Two Sandals (Williams & Mohammed, 2007)

Story

When two girls in a refugee camp each find one sandal, making a matching pair, the girls become fast friends as they take turns wearing the sandals. However, when one of the girls and her family are given the opportunity to leave the refugee camp, the girls each take one sandal, sacrificing a part of their most prized possession.

Teacher Tip

Prior to reading the book, the teacher can explain how the fishbowl (Kube, 2018) strategy works and how it allows for rich discussion on a given topic. Setting the stage with two student volunteers in the middle of the fishbowl, the rest of the class would symbolize the outer fishbowl by making a circle around the volunteers. The teacher would then hold up a new pair of flip flops, give one flip flop to each student, and direct them to pretend that they have no other shoes. While seated in the middle (representing the inside of a fishbowl), the two volunteers would openly discuss their conundrum what to do about the shoes. The students in the outer fishbowl would listen and watch to see how the volunteers arrive at a decision.

After the volunteers reveal their plan and the students have listened to the story, the teacher can then conduct a read aloud of the story, stopping at strategic places and asking students to predict what will happen. At the end of the story, the teacher can then ask students to compare and contrast what their peers decided to do with what the story characters did.

Questions

Why were the girls in the story living in such poor conditions? At first, what did you think the young girls would do about the shoes? Why? Why do you think they made the decision to

each take one shoe? Was this a good decision? Why or why not? Would you have made the same choice? Why or why not?

Companion Resources

Elementary: Scholastic

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-k-2/>

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/immigration-lesson-plan-grades-3-5/>

Scholastic offers lessons plans to use with elementary students when teaching about immigration.

Middle-High School: I Am Syria

<http://www.iamsyria.org/teaching-about-the-refugee-crisis-and-making-a-difference.html>

<https://www.facinghistory.org/resource-library/understanding-global-refugee-crisis>

The focus for these websites is on information and activities to help high school students understand the plight of refugees, as well as what they can do to help.

A Chair for My Mother (Williams, 1982)

Story

While living in a house on a limited income, a family of three – a young girl, her mother, and grandmother - lose their possessions in a fire. Although neighbors and friends share items for their kitchen, they only have hard chairs on which to sit. Together, they work to save enough money to buy a comfortable, cushy armchair.

Teacher Tip

Prior to reading the book, the teacher can help activate students' background knowledge by asking students to share if they or someone they know has ever experienced a house fire. They, too, can then instruct students to listen carefully to see how their stories are similar to or different from the one in *A Chair for My Mother* (Williams, 1982), preparing students for a rich discussion after they read the story.

Questions

Why did the family not replace all the items that were burned in the fire? Do you think that the family had insurance to cover the cost of the damage? Why or why not? Was empathy shown in the story? If so, how was it shown? What responsibility do you think a community has to help families in need?

Companion Resources

Kindergarten-Elementary

<https://www.rif.org/literacy-central/book/chair-my-mother>

A video of the book, *A Chair for My Mother* (Williams, 1982), being read aloud, a paired text, a word search, and a lesson plan are some of the resources found on this website.

Middle-High School: The Heart of Learning and Teaching

<https://s3.amazonaws.com/bankstreet-wordpress/wp-content/uploads/2018/07/theheartoflearningandteaching.pdf>

The link connects to a booklet on showing compassion to people who have experienced trauma, such a house fire.

Each Kindness (Woodson, 2012)

Story

Told from the viewpoint of Chloe, the story begins with her teacher welcoming a new student, Maya. As the days unfold, Chloe and her friends notice that Maya wears old, unkept clothes day after day. Rather than befriending her, they ignore her, laugh at her, and refuse to play with her. On the first day that Maya is absent, the teacher engages the students in a demonstration that includes dropping a pebble into a bucket of water. The pebble represents a kindness and the teacher explains how the ripples in the water represent the impact of a kindness. As students take turns dropping pebbles in the water, they share acts of kindness in which they've engaged, Chloe chooses not to participate; She cannot think of anything to share. Instead, she hopes for another opportunity to show Maya kindness and is sad when her teacher says that Maya and her family have moved.

Teacher Tip

While the book does not end on a happy note, its message is very powerful. Recreating the teacher-led demonstration (pebble in the water) from the book, the teachers can lead their students in a discussion about how their actions toward others – negative or positive – impact others. Also, just like the students in the book, children may take turns dropping a pebble into water and sharing ways they have shown kindness to others.

Questions

Have you ever been in a similar situation as the one presented in the book? What happened? How did you feel? Was empathy shown in the situation? Did this experience change your view in any way about circumstances surrounding poverty or the people who experience it?

Companion Resources

Elementary: Red Nose Day

https://rednoseday.org/in-school/home?gclid=CjwKCAjw5Ij2BRBdEiwA0Frc9TFjxfVqtm2EclpRPYwY_TInwbmqXyk3gRHrOyApeQI0uBZN3zqj3xoCTYAQA vD_BwE

This website shares many ideas for teaching students in grades 2-5 about kindness and empathy.

Elementary-High School: Positive Psychology

<https://positivepsychology.com/kindness-activities-empathy-worksheets/>

This website provides many creative suggestions on how to teach students to be empathetic.