

Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Rebellious Read Alouds*.

[LEARN MORE](#) about this title!

Learning for Justice Social Justice Standards

These are those important elements that help students think about how social justice is interwoven into all parts of our lives and experiences. Be sure to check out the Learning for Justice website for a more detailed explanation of their standards (www.learningforjustice.org/frameworks/social-justice-standards).

ELA Standards

These are the skill elements we must build into instruction. Each lesson provides the Common Core State Standards Reading; Literature Standards for Grade 1. (I used first grade as a guiding point for standards; adapt these standards to whatever standards your school requires.)

Book Biography

I've provided a quick synopsis of each book. You can choose to read this to your students before you dig into the text or use it for yourself to gauge whether this is the book for you.

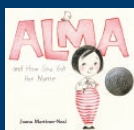
Vera's View

This is one of my favorite parts of each lesson. It tells you what each book means to me. It gives a quick and personal insight into how each of these titles really does give us (the readers) an opportunity to connect, to learn, to change our minds, and to expand our horizons.

Start Small

These are the questions you most likely are already asking your students. There isn't anything wrong with these questions, so don't feel like they are too easy or basic or not getting at the "meat" of the book. These are stepping stones. They allow your students to find a personal connection to the story (and that's what we want!).

OUR NAMES ARE IMPORTANT



LEARNING FOR
JUSTICE STANDARDS

Identity
Diversity

ELA STANDARDS

- Students will ask and answer questions about key details in a text.
- Students will acknowledge differences in the points of view of characters.
- Students will describe how characters in a story respond to major events and challenges.

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These lessons feature books that share the ways we can celebrate and honor the names of the students in our classrooms. From pronunciation to chosen names, students will be invited to engage in conversations around the importance of names.

ALMA AND HOW SHE GOT HER NAME

Written and illustrated by Juana Martinez-Neal

BOOK BIOGRAPHY

Alma's name is much too long. It barely fits on a page when it's written out. Alma starts to wonder just how she managed to get such a big name! Will Alma learn how to love her name?

VERA'S VIEW

My full name is composed of five different names. Each name has a special history and story of its own. Where I grew up, many people had multiple names, so I always felt like my name was long enough, just like my friends. Names have so much power and can tell a story all on their own.

START SMALL

Opening pages (double spread)

How long is your name? How many words are in your name? How many letters are in your name?



OUR NAMES ARE IMPORTANT

BE CONSISTENT

The world is so big... (double spread)

Alma has marked the different places her ancestors are from. How does knowing where her ancestors are from make her name more special?

José was my father... (double spread)

Part of Alma's name comes from her grandfather's name. Do names belong to only one gender?

KEEP CONSTANT

The history of someone's name can be tricky. Some people have names that they might not know the history of. Some people have names that don't make sense for who they truly are. What is most important is that we honor and respect someone's name.

LET'S MAKE A PLAN OF ACTION

- How can we be sensitive to knowing the history of people's names?
- How does your name tell your story?
- Why is it important to take the time to learn and understand the story of someone's name? How do you take time to learn more about others by understanding their name and their history?

Because I read this book, I now know _____.

Because I read this book, I wonder _____.

Because I read this book, I understand _____.

Our Names Are Important • 21

Be Consistent

These are the questions we should always be asking: Who's voice is missing? Why is that voice missing? What am I unlearning? How have my biases prevented me from fully understanding someone else's point of view? These questions may encourage you to confront your own biases in order to be able to invite and encourage these rebellious conversations with your students.

Keep Constant

In this section, we examine *why* these questions, these books, this rebellion is important. This section can be for you, for your students, or it can even be added to your classroom newsletter for caregivers to access.

Let's Make a Plan of Action

These questions move your students from discussion to actual action. We want our students to do more than just enjoy a rebellious read aloud; we want them to feel emboldened to make a change—a change for themselves and a change for others. This section is expansive; it's a place to start and keep moving.

Because I Read This Book

When I added this section, I added it with the students in mind. But as I worked through the different lessons, I thought that it might be helpful for educators to use this as a note-taking section for themselves and provide an entry point for students—for example, "You know, class, when I first read this book, I didn't know that people celebrated this holiday and that there are so many similarities to this holiday and the traditions my family celebrates. So now that I read this book, I know that Eid is a time of reflection and community."