



Book of the Month

Presented by ADL's Education Department

About the Book of the Month: This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A World of Difference® Institute](#), ADL's international anti-bias education and diversity training provider. For educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

I Remember: Poems and Pictures of Heritage

Lee Bennett Hopkins (Compiler)

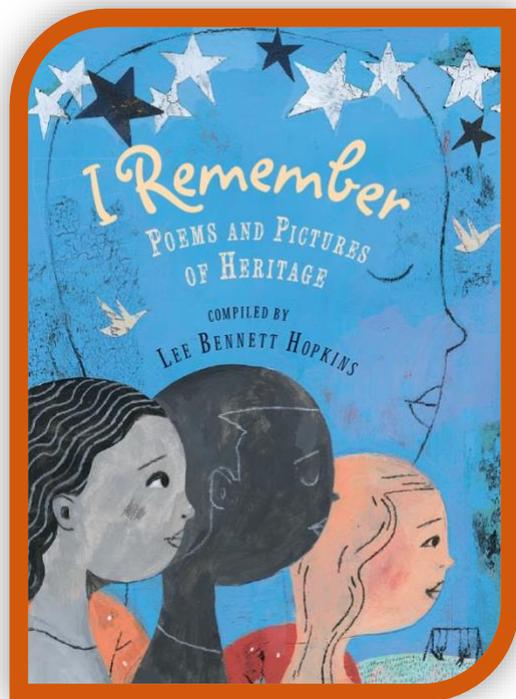
From the joyous to the poignant, poems by a group of diverse and award-winning poets are paired with images by celebrated illustrators from similar backgrounds to pay homage to what is both unique and universal about growing up in the United States. Together these heartfelt poems and captivating illustrations shine a light on the rich diversity of people in our nation as well as the timeless human connections and experiences we all share. Readers of any age and background will find much that sparks their memories and opens their eyes.

ISBN: 978-1620143117

Publisher: Lee & Low Books

Year Published: 2019

Age Range: 8–18



Book Themes

People, Heritage, Identity, Race, Family, Traditions, Discrimination

Key Words

Discuss and define these words with students prior to reading the book and remind them of the meanings as they come up in the book. See also ADL's [Education Glossary Terms](#).

- ancestors
- awkwardly
- bid whist
- compatriots

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|--------------|-------------|---------------|---------------|
| ▪ concede | ▪ gumbo | ▪ modern | ▪ slavery |
| ▪ cruelty | ▪ heirloom | ▪ prejudice | ▪ summoning |
| ▪ disrespect | ▪ heritage | ▪ prevail | ▪ Torah |
| ▪ dominoes | ▪ intruder | ▪ puzzling | ▪ tradition |
| ▪ dust-bowl | ▪ invisible | ▪ quinceañera | ▪ transferred |
| ▪ embroider | ▪ Kwanzaa | ▪ reservation | ▪ zydeco |
| ▪ gargoyle | ▪ mahjongg | ▪ roots | |

Discussion Questions

Before reading the book aloud, ask these questions:

- What is the title of the book?
- What do you think the book is about?
- Who do you see on the cover and what do you think the illustration means?

If you choose to read only one or a few poems aloud, use the following questions for each individual poem:

- How did you feel while listening to (or reading) the poem?
- What words and images stood out for you?
- What did you learn about people, identity and heritage from the poem?
- What message, mood, feeling or theme is conveyed through the poem?
- Could you relate to the poem? Why or why not?
- What does the illustration communicate?

If you choose to read all the poems aloud, or have students read them independently, use some or all of the following questions:

- What do all of the poems have in common?
- How do the poems differ?
- What poem(s) stood out, or will you most remember? Please explain why.
- What did you learn about different people and their heritage?
- As you listened (or read) the different poems, what aspects of your own culture or family history came to mind?
- What did you learn about bias and injustice?
- What are the most compelling pictures or images? Please explain why.
- Whose stories were told? Whose stories were missing?
- Why do you think the book is called *I Remember*?

Extension Activities

Below are activities that can be done with students in order to extend the learning from the book.

1. People, Identity and Heritage

Read aloud the quote on the first page by Lee Bennett Hopkins that starts with:

“Heritage makes us who we are. It is an essential, important part of us—our inherited traditions, beliefs, values and achievements, and how we identify ourselves. Heritage also conjures up remembrances of family, events, travels, songs, celebrations, goals and challenges.”

Ask students what this means to them. Explain/ elicit that one's heritage is the traditions, practices and characteristics that are passed down through the years, from one generation to another. Explain that people can have multiple heritages as part of our identity. Have students turn and talk with someone sitting near them and describe the elements of their own heritage and then share some of those aloud. You can also engage students in an art project where they identify or draw images that relate to their heritage or they can bring in an artifact that symbolizes an aspect of their heritage. To take it a step further, have them write poems about heritage (see Activity #3) and read them aloud.

Note: When you discuss the concept of heritage with students, be mindful that not all children have information about their family's heritage for a variety of reasons. For example, for young people who are adoptees, they may or may not know about their birth family's heritage. It is important to acknowledge that their identity and heritage consists of both their birth family and their adoptive family heritage.

2. Elements of Poetry

For April's [National Poetry Month](#), engage students in a study of poetry and have them write a poem inspired by the book. If you have not already done so, provide examples and discuss with students the elements of poetry, which include some or all of the following: alliteration, imagery, metaphor, personification, repetition, rhyme, rhythm, simile and symbols.

Read aloud one of the poems from the book and ask students to listen carefully while you read and have them identify the elements of poetry included in the poem. Have students form pairs or triads and assign each group one of the poems in the book. Have the groups read their poem aloud and identify the different elements of poetry that are included in that poem and share anything else they notice and like about it.

If time permits, have students select one of the elements of poetry and write a short poem that includes their chosen element. Invite students to share their poem aloud with the class and put them together in a poetry collection.

3. Reader's Response Writing Activities

Get to know one of the poets: In the back of the book, there are photos and blurbs about each of the poets. Have students identify one and conduct research to learn more about them that will culminate in a project. First, as a class, discuss what students want to know about the poet such as: where they grew up, their inspiration for writing the poem, aspects of their identity and relevance to the book, other written work by the poet, their interests and hobbies, family life, awards and recognitions, relevant quotes, etc. Then have students engage in a research project to answer those questions. Possible sources for their research can include the poet's webpage, other poems and books they have written, social media posts, interviews they have conducted and other online research. The final culmination of their research may include one of the following project ideas: an

extended “author bio” contact page, a timeline of their life including their written work, a PowerPoint presentation, or a video (or audio) simulated interview between the author and a journalist (one student plays the author and another plays the interviewer).

Write your own heritage poem: Discuss with students the different types of poetry (e.g., acrostic, haiku, narrative, limerick, free verse) and the elements of poetry (Activity #2). Using what they learned and reflected on about their heritage above (Activity #1), have students write their own *I Remember* poems. First, elicit from them the important aspects of the *I Remember* poems in the book, such as a compelling memory, images and objects, historical information, place and time, family members or others who are part of the memory, etc. Students should also consider what kind of poem they want to write. Have students engage in the writing process, including several drafts where they conference with other students and you to develop a final version for which they are proud. You can also have them draw a picture that illustrates their poem (or have students illustrate each other's) as was done in the book. Share the poems aloud and consider having a Poetry Month event in your school or classroom and invite parents and family members to attend.

ADL Resources

The following are curriculum and educational resources on identity, culture, social justice and poetry.

Curriculum Resources

Emojis and Me, www.adl.org/education/educator-resources/lesson-plans/emojis-and-me.

Identity and Diversity in My Generation, www.adl.org/education/educator-resources/lesson-plans/identity-and-diversity-in-my-generation.

Social Justice Poetry, www.adl.org/education/educator-resources/lesson-plans/social-justice-poetry.

Understanding and Analyzing “The U.S. of Us” by Richard Blanco, www.adl.org/education/educator-resources/lesson-plans/understanding-and-analyzing-the-us-of-us-by-richard.

Who Am I? Identity Poems, www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems.

Websites

Creating an Anti-Bias Learning Environment

www.adl.org/education/resources/tools-and-strategies/creating-an-anti-bias-learning-environment

Provides tips for the classroom educator to create an anti-bias learning environment.

Race Talk: Engaging Young People in Conversations about Race and Racism

www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about

As a society, public conversations about race and racism have increased in volume and intensity. Here are some suggestions and strategies for having classroom conversations with young people about these issues.

Safe and Inclusive Schools for All

www.adl.org/education/resources/tools-and-strategies/safe-and-inclusive-schools-for-all

This resource provides information about how to promote a safe, respectful and inclusive school community.

Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

People, Identity & Culture, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-7=1&tid\[201\]=201&tid\[202\]=202&tid\[203\]=203&tid\[204\]=204&tid\[205\]=205&tid\[206\]=206&tid\[207\]=207&tid\[208\]=208&tid\[209\]=209&tid\[210\]=210&tid\[211\]=211&tid\[212\]=212&tid\[213\]=213&tid\[214\]=214&tid\[215\]=215](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-7=1&tid[201]=201&tid[202]=202&tid[203]=203&tid[204]=204&tid[205]=205&tid[206]=206&tid[207]=207&tid[208]=208&tid[209]=209&tid[210]=210&tid[211]=211&tid[212]=212&tid[213]=213&tid[214]=214&tid[215]=215).

Social Justice, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-10=1&tid\[231\]=231&tid\[232\]=232&tid\[233\]=233&tid\[234\]=234&tid\[235\]=235&tid\[236\]=236&tid\[237\]=237](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?childrens-lit-select-all-10=1&tid[231]=231&tid[232]=232&tid[233]=233&tid[234]=234&tid[235]=235&tid[236]=236&tid[237]=237).