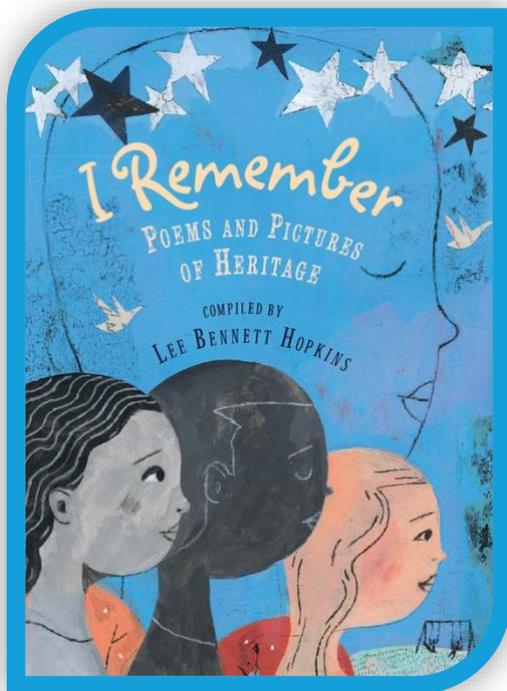




# Book of the Month

Presented by ADL's Education Department

**About the Book of the Month Parent/Family Discussion Guide:** 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 parents, guardians and family members, reading the books listed on this site with your children and integrating the concepts into your interactions with them is an excellent way to help children grapple with and learn about these important principles.



## I Remember: Poems and Pictures of Heritage

Lee Bennett Hopkins (Compiler)

ISBN: 978-1620143117

Publisher: Lee & Low Books

Year Published: 2019

Age Range: 8–18

### Book Themes

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

### About the Book

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.

### Conversation Starters

Whether you read the book along with your child or your child reads it on their own and you discuss it later, use these open-ended questions to deepen the conversation. Remember not to judge their

responses and to listen thoughtfully and engage in a give-and-take that helps them expand upon their understanding of the book and its themes.

- What is the overall message of the collection of poems?
- What do all of the poems have in common? In what ways are they different?
- What heritage groups did you learn more about through reading the poems?
- Do any of the poems ring true with your experience? If so, which one and why?
- What poem really speaks to you? How so?
- What did you learn about people, identity and heritage from one specific poem or the poems as a collection?
- What aspects of your family heritage came to mind while reading the poems?
- If you wrote an *I Remember* poem, what images and ideas would you use? What would the illustration look like?
- What identity groups are represented in the book? Which groups are missing?
- Why do you think the collection of poems is called *I Remember*?

## Talking Points

Below are some important considerations that will make this a learning opportunity for your child and your family.

### 1. Identity and Heritage

Talk with your child about how the book is about different kinds of people and their culture and heritage. Together, read the first page of the book 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.”

As you are reading the book or afterward, discuss examples of heritage that are highlighted throughout the book. Then discuss what heritage means to them, based on the above quote. Discuss the aspects of heritage that are important in your family. Explain that these aspects of heritage may or may not be handed down from one generation to the next. Explain how you would define your family's heritage(s) and identify together what traditions, beliefs, values, events, songs, etc. are part of your family's heritage. Also, explain that not all children have information about their family's heritage. For example, for young people who are adoptees, they may not necessarily know about their birth family's heritage. You may want to highlight other people in your life (your child's friends and family friends) who have similar or different heritages from your own. Stress that this part of our identity is part of who we are and at the same time, not all of who we are. It's also important to underscore that these differences should not negatively impact our ability to connect with each other across different cultures. Highlight the idea that diversity can be and is a positive strength and that we can make new friends and learn new things from one another.

## 2. National Poetry Month

Talk to your child about National Poetry Month. Explain that it was started by the [Academy of American Poets](#) which is the largest literary celebration of poetry in the world and is observed by publishers, libraries, booksellers and poets. Some teachers focus on poetry in April. Ask your child if they are studying and/or writing poems in school, what they like or don't like about poetry and how poetry is different than other types of creative writing. After reading some of the poems in the I Remember: Poems and Pictures of Heritage collection, seek out other poems by reading the books listed in "Other Books You Might Like" (below) or poems at [Poems for Kids](#), [Poems for Children by Famous Poets](#), [Poetry for Teens](#) and [Heritage and Identity: Poems for Teens](#). You may also consider listening to [audio recordings](#) of poems read aloud, subscribing and listening to [poetry podcasts](#) or writing your own poems. You could also have a poetry night at your home where you read aloud your favorite poems.

## 3. Discrimination and Injustice

There are some poems in the book that address issues of bias and discrimination. Talk with your child about what bias and discrimination are.

**Bias:** An inclination or preference either for or against an individual or group that interferes with impartial judgment.

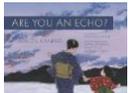
**Discrimination:** The denial of justice, resources and fair treatment of individuals and groups (often based on social identity), through employment, education, housing, banking, political rights, etc.

Elicit some examples from the book (e.g., "Speak Up" and Route 66") where there is a reference to bias or discrimination based on an aspect of one's identity. Talk with your child about examples of bias and discrimination that they have experienced, witnessed or heard about. Engage them in a conversation about bias and discrimination and the impact it has on people. You can also discuss the importance of acting as an ally when you see bias. Elicit ways that each of you have acted as an ally in the past and opportunities you may be able to act as an ally in the future.

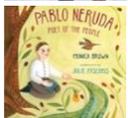
## Other Books You May Like



*Amazing Places* by Lee Bennet Hopkins, [www.adl.org/education/educator-resources/childrens-literature/amazing-places](http://www.adl.org/education/educator-resources/childrens-literature/amazing-places)



*Are You an Echo?* by David Jacobson, Sally Ito, Michiko Tsuboi, Misuzu Keneko, [www.adl.org/education/educator-resources/childrens-literature/are-you-an-echo](http://www.adl.org/education/educator-resources/childrens-literature/are-you-an-echo)



*Pablo Neruda: Poet of the People* by Monica Brown, [www.adl.org/education/educator-resources/childrens-literature/pablo-neruda-poet-of-the-people](http://www.adl.org/education/educator-resources/childrens-literature/pablo-neruda-poet-of-the-people)



*We Are Like Clouds/Somos Como las Nubes* by Jorge Agueta, [www.adl.org/education/educator-resources/childrens-literature/we-are-like-the-cloudssomos-como-las-nubes](http://www.adl.org/education/educator-resources/childrens-literature/we-are-like-the-cloudssomos-como-las-nubes)

## ADL Additional Resources

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

### Curriculum Resources

Who Am I? Identity Poems, [www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems](http://www.adl.org/education/educator-resources/lesson-plans/who-am-i-identity-poems).

### Websites

6 Ways to Be an Ally

[www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol](http://www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol)

Some simple things a student can do to be an ally to targets of name-calling and bullying. (Also, in Spanish.)

Parent, Family and Caregiver Resources

[www.adl.org/education/resources/tools-and-strategies/parent-family-and-caregiver-resources](http://www.adl.org/education/resources/tools-and-strategies/parent-family-and-caregiver-resources)

Strategies, tips, guiding principles and resources to help parents, family members and caregivers impart values and principles to the children in their lives.

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](http://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](http://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.

Table Talk: Family Conversations about Current Events

[www.adl.org/education/resources/tools-and-strategies/table-talk](http://www.adl.org/education/resources/tools-and-strategies/table-talk)

Provides the tools parents and family members need to engage their families in conversations about important news stories and other timely discussions about societal and world events. Includes discussion guides containing a topic summary, questions to start the conversation and dig deeper, ideas for taking action and additional resources. See [Why We Need Diverse Books](#).

### 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).