

All Because You Matter

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Written by Tami Charles. Illustrated by Bryan Collier

Ages: 4-8 Grades: K-3

Themes: Equity and Respect, Feelings, Self-Esteem

SUMMARY

Written with seamless poetry and rhythm, *All Because You Matter* is a tale meant to inspire and affirm children's developing identities. Penned by Tami Charles with the Black Lives Matter movement in mind, this story promotes an imperative and inclusive message: you matter.

All Because You Matter focuses on the lives of marginalized individuals. The story emphasizes the connections between our ancestors, our individual experiences, societal dilemmas, and the universe at large. Through these intricate connections, this essential book encourages children to embrace both self-identity and cultural pride.

Common Core Connections:

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

OBJECTIVES

- Students will identify themes in *All Because You Matter* using examples from the text.
- Students will summarize the main details of the story.
- Students will create an illustrated project that demonstrates an understanding of self-identity and culture.

MATERIALS

- Easel/whiteboard and markers
- *All Because You Matter* movie
- Large roll of craft paper (pre-cut into 4-5 foot pieces for each student)
- iPads/tablets
- Pencils
- Markers
- Crayons

BEFORE VIEWING ACTIVITIES

Discuss the themes of identity, culture, and resilience with the students. During the discussion, write the students' responses on the easel/whiteboard. Guiding questions may include:

- Have you ever heard the word "identity"? If so, what do you think it means?
- What things about ourselves and our lives might we consider as parts of our identities?
- Have you ever heard the word "culture"? If so, what do you think it means?
- Do you know anything about your family's culture?
- What are some problems or challenges that you have faced? How did you meet those challenges?

After the discussion, tell the students that they will be watching a movie that explores culture and self-identity.

AFTER VIEWING ACTIVITIES

Reconvene the class to discuss the movie and check for comprehension. Guiding questions may include:

- How would you describe the movie to a classmate, friend, or family member who didn't see it?
- What parts of the movie did you relate to the most?
- Did you learn anything about the characters' identities and cultures?
- Did the characters in the movie face any problems or challenges? How did they respond to them?
- What did the movie make you think about?

After the discussion, pair each student with a partner. Distribute one piece of large, pre-cut paper to each student. Each student will lay on the piece of paper as their partner uses a pencil to trace an outline of their body.

Inside of the outlines of their bodies, students will write and illustrate the following:

- On the head, students will draw their own faces.
- On the chest, students will represent their family and/or culture. If they know their cultural backgrounds, use an iPad/tablet to help them find and illustrate their culture's flag. If a student does not know their cultural background, they can draw a picture of their family.
- On the stomach, students will write and illustrate a list of words that describe them as individuals (e.g. smart, funny, friendly, etc.)
- On the arms, students will write and illustrate their hopes for the future.
- On the legs, students will write and illustrate their interests, hobbies, and activities.

Model this process for the students. Display a completed "sample" outline in a central location; it will serve as a reference point for the children.

Monitor students as they complete this activity. When the students' illustrated outlines are complete, proudly display them in the classroom or hallway.

OTHER WESTON WOODS TITLES ABOUT CULTURE AND IDENTITY:

All the Colors of the Earth by Sheila Hamanaka

Amazing Grace by Mary Hoffman

Each Kindness by Jacqueline Woodson

This is the Rope by Jacqueline Woodson

The Water Princess by Susan Verde and Georgie Badiel

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