

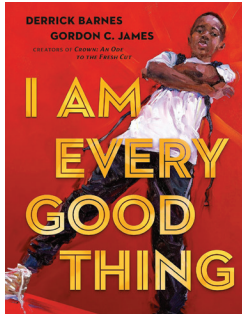
Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from Antiracist Reading Revolution [Grades K-8].

[LEARN MORE](#) about this title!

I Am Every Good Thing



I Am Every Good Thing, written by Derrick Barnes and illustrated by Gordon C. James, is about a boy and all of the powerful ways he sees himself as a person and in the world.

About the Creators

To learn more about the author, visit Derrick Barnes's website, derrickdbarnes.com. The author's note for the book can be found there, and it is not to be missed. (Tip for educators and caregivers: Print the author's note and tape it into the back of the book for easy reference.) Learn more about the illustrator Gordon C. James on his website, gordon-james-pkrs.squarespace.com.

SIX CRITICAL LENSES

Prompts are provided to nurture students' thinking as they read in partnerships, groups, or independently.

Pathways capture the details and ideas that students may notice and think about as they read and respond to the text, and they can be used as guidance for educators to teach into.

AFFIRMATION

PROMPTS

- What are you learning about the main character?
- How does he feel about himself?
- What seems to make him feel this way?
- What are some character traits to describe him?

PATHWAYS

- The main character is confident, energetic, and fun.
- He likes to skateboard, he likes science, and he likes learning new things.
- He sees himself as a leader—someone who can make a difference in the world.

- He’s curious and wants to explore the world around him.
- He’s kind and polite, funny, and cool.
- His family and friends are important to him and that contributes to how he sees himself.

AWARENESS

PROMPTS

Racism is the harmful idea that a person’s race, cultural background, or skin color is better than another’s, resulting in individual and systemic mistreatment.

- Perhaps some of you have heard about or seen racism. Maybe you’ve experienced this. It’s important for all of us to know about this.
- Let’s think about this character’s identity as we read this part: *“Although I am something like a superhero, every now and then, I am afraid. I am not what they might call me, and I will not answer to any name that is not my own. I am what I say I am.”* What might make him afraid? Why might he be called a name that isn’t his own?
- What shapes a person’s identity?
- What messages are learned about racial identity in society?
- How can people resist harmful messages about race?

PATHWAYS

- Our family and the ways we see ourselves and the way the world sees us shape our identity.
- A person’s identity is shaped by everything that makes them who they are—funny, kind, the things they like to do such as their favorite sports or music, their skin color, race, ethnicity, culture, and more.
- The main character may have been teased or bullied.
- Racism is a specific kind of bullying that involves people having false and unfair ideas about others based on skin color.
- Racist ideas about skin color affect Black and Brown people like this character.
- The main character resists harmful messages about race by refusing to allow anyone to change how he feels about himself and refusing to accept harmful ways others might see him. He practices resistance by saying, “I am what I say I am.”

AUTHORSHIP

PROMPTS

- Who are the creators of this text?
- How do their identities influence this work?
- What is their motivation for creating this text?

PATHWAYS

- Derrick Barnes is the author of this text.
- In his author’s note, Derrick Barnes states that he is the father of four strong, beautiful, brilliant Black boys.
- Derrick Barnes’s identity as a Black father of Black boys influences this book by showing Black boys as they truly are and not in the inhumane ways society often makes them out to be.
- Derrick Barnes and Gordon C. James have also created the picture book *Ode to the Fresh Cut*.

ATMOSPHERE

PROMPTS

- How does this text reflect the identities and lived experiences of the characters/people?
- How does it reflect your identities and lived experiences?
- In what ways does this book convey and bring you joy?

PATHWAYS

- **Setting:** The book shows the main character in his neighborhood, at school, at church, at home, in his community—a full representation of his life.
- **Perspective:** Readers get to learn about all of the ways this character sees himself, his identity, and how he feels about himself and his life; his confidence, strength, creativity, brilliance, bravery, beauty, and his love.
- **Figurative Language/Imagery:**
 - Discuss the recurring line—“I am . . .” and how it serves as a mantra of self-confidence for this young boy.
 - Notice the many similes and metaphors throughout the book—“I am good to the core, like the center of a cinnamon roll.” “I am a roaring flame of creativity.”
- **Mood/Tone:** The feeling of joy, power, and triumph radiates across the book. The mood changes when the character reflects on times he feels afraid. Racism causes fear, uncertainty, and doubt.
- **Theme:** Black joy, self-love, self-confidence

ACTIVISM

PROMPTS

- In what ways does this book call attention to injustice?
- In what ways does this book affirm that Black lives matter?

PATHWAYS

- On the dedication page, Derrick Barnes lists the names of seven Black boys he dedicates this book to, boys who were victims of police shootings; then Gordon C. James provides an illustration of their likeness at the end of the book.
- This book affirms that Black lives matter by showing that Black children, specifically Black boys, matter—they are “worthy of success, of respect, of safety, of kindness, of happiness” and they deserve to be loved.

ACCOUNTABILITY

PROMPTS

- How can this book influence your thinking and actions now and in the future?
- How will you remain alert for the ways your particular identities help you to understand a text and the world?

PATHWAYS

- Reflect on ways this text makes a difference to your heart and in your life. Consider commitments you’ll make to care for people and communities.
- This text is an invitation for me to think deeply and possibly differently about _____ and to apply this in my life (when/how)

Reflection and Accountability for Antiracist Educators:

This text is an invitation for me to think deeply and possibly differently as a reader

_____ and challenges me to make radical changes in my personal and

(in what ways?)

professional life _____.

(in what ways?)