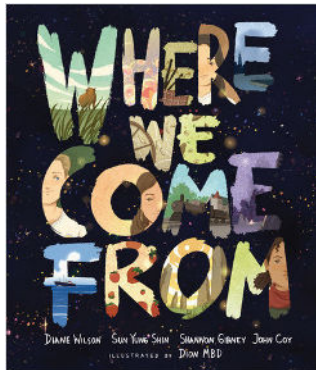


Anti-Bias Education, Social-Emotional Learning Competencies, and Minnesota State Standards Supplement



Book Title: *Where We Come From*

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Illustrated by: Dion MBD

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About the Book

*We come from stardust
our bodies made of ancient elements.
We come from place, language, and spirit.
And each of us comes from story.*

We all come from something, somewhere, someone. In this extraordinary collaboration, four authors beautifully express their origins—both literally and metaphorically—while reflecting on the shared experiences that connect us all. Through their personal stories, they delve into themes of place, heritage, migration, challenges, resilience, and hope. Their poetic writing, paired with vivid and intricate illustrations, bridges the past and present, offering an engaging and visually captivating exploration of family, history, and identity.

Connections to Anti-Bias Education and SEL Competencies

What is Anti-Bias Education? *“Anti-bias education is a critical approach to teaching and learning that...helps children strengthen their identities as capable and empowered human beings. Through anti-bias education, children identify issues and inequities in their lives, ask questions, consider multiple perspectives and think about their lives critically, growing to actively resist prejudice and discrimination.”* (Derman-Sparks et al. Leading Anti-Bias Early Childhood Programs: A Guide for Change. Teachers College Press, 2015.)

The AmazeWorks Anti-Bias Education (ABE) model promotes:

- Empathy and understanding for self and others
- Healthy and complex identity development
- Respect across and appreciation of differences
- The ability to notice, name, and reject bias
- Responsiveness and taking action against bias, prejudice, and discrimination

Infused within Anti-Bias Education is Social and Emotional Learning (SEL). **Social-Emotional Learning Competencies are:**

- Self-awareness - Build awareness of one’s own emotions, thoughts, and values and how they influence behavior.
- Self-management - Managing emotions and behaviors to achieve one’s goals.
- Social awareness - Build awareness of one’s own emotions, thoughts, and values and how they influence behavior.
- Relationship skills - Establish and maintain healthy and supportive relationships and to effectively navigate diversity.
- Responsible decision-making - Make ethical, constructive choices about personal and social behavior

Where We Come From ABE and SEL Connections

Anti-Bias Education Tenets	Social-Emotional Learning Competencies
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy & Understanding <input checked="" type="checkbox"/> Healthy Complex Identities <input checked="" type="checkbox"/> Respect Across Differences <input checked="" type="checkbox"/> Notice, Name, & Reject Bias <input type="checkbox"/> Responsiveness & Action 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input type="checkbox"/> Responsible Decision Making <input checked="" type="checkbox"/> Relationship Skills

Connections to Minnesota State Standards

Minnesota State Standards Connections

Social Studies

Geography

- 2.3 - Places have physical characteristics (such as climate topography and vegetation) and human characteristics (such as cultural, economic and political systems)
- 3.5 - The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural economic, and political systems)
- 3.6 - Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.
- 4.10 - The meaning, use, distribution and importance of resources changes over time.
- History
- 2.4 - The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.
- 2.5 - History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.
- 4.15 - North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent.
- 4.16 - Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands, Colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government.

English Language Arts (Anchor Standards by Strand)

Reading

- 3. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.
- 4. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

- 6. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
- 8. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

Writing

- 2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
- 6. Write narratives, poetry and other creative texts with details and effective technique to express ideas

Listening, Speaking, Viewing and Exchanging Ideas

- 1. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
- 2. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

Literacy Connections

- Genre: Poetry
- Compare and contrast settings
- Identify theme or main message
- Describe setting
- Use illustrations to gain information
- Make inferences
- Vocabulary in context
- Figurative language
- Repetition

About One Book | One Minnesota:

One Book | One Minnesota is a statewide book club that invites Minnesotans of all ages to read a common title and come together to enjoy, reflect, and discuss. One Book | One Minnesota is a program of The Friends of the Saint Paul Public Library as the Minnesota Center for the Book, sponsored by Blaze Credit Union. Additional funding is made possible through an appropriation from the Minnesota State Legislature.



About AmazeWorks

The mission of [AmazeWorks](#) is to champion equity and belonging for all. We believe that everyone should see their families, identities, and lived experiences reflected in positive mirrors and windows into the lives of others who are different from them. AmazeWorks is happy to partner with Friends of the St. Paul Public Library's One Book | One Minnesota to offer this discussion guide because we all believe in the power of stories to inspire, educate, and connect us all.