



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.

Fry Bread: A Native American Family Tradition

Kevin Noble Maillard (Author), Juana Martinez-Neal (Illustrator)

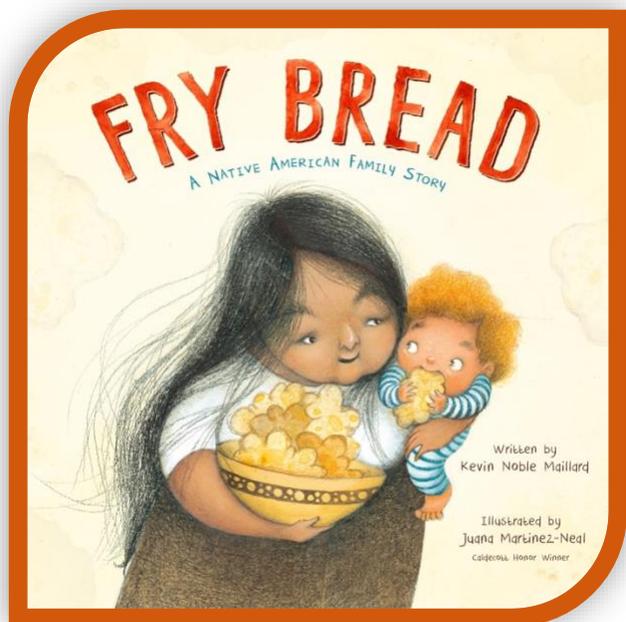
Fry bread is food. Fry bread is time. Fry bread is nation. Fry bread is us. This book is a celebration of old and new, traditional and modern, similarity and difference—telling the story of a modern Native American family.

ISBN: 978-1626727465

Publisher: Roaring Brook Press

Year Published: 2019

Age Range: 3–7



Book Themes

Native American/Indigenous People, Culture, History, Identity

Key Words

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of the words' meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. See also ADL's [Education Glossary Terms](#) which include some differentiated definitions for younger children.

- discover
- familiar
- heritage
- powwow
- elder
- foreign
- portrait
- rise

- sculpture
- stolen
- strengthen
- tribes
- skillet
- stranger
- survive
- unknown

Discussion Questions

Before reading the book aloud, ask some or all of these pre-reading questions:

- What is the title and subtitle of the book?
- Who do you see on the cover of the book?
- What do you think the book might be about?
- What have you learned about Native American/Indigenous peoples either from other stories you've read and seen or in school?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers.

- What is making the sound while the fry bread cooks? (page 7)
- How is fry bread part of everyday life and special occasions? (page 12)
- What tribes have you heard of before? (page 21)

After reading the book aloud, ask some or all of the following discussion questions:

- What is the book about?
- What did you learn about fry bread from reading the book?
- In what ways is fry bread important to Native American culture?
- Are there foods that are important to your family's history, culture or traditions?
- How are the children in the book similar and how are they different? Why do you think the author decided to portray the diversity of the Native American community the way he did?
- Which was your favorite part (sound, color, flavor, time, art, history, place, nation, etc.) of how fry bread is described? Why?

Note: In the Author's Note in the back of the book starting on page 32, there are descriptions for each of the sections. You can read those aloud to the students for them to learn more.

- What did you learn about Native American and Indigenous people from reading the book?
- What do you think is the overall message of the book?

Extension Activities

Below are activities in which you can engage students in order to extend the learning from the book.

1. Explore Identity and Culture

Ask students: *What is culture?* Define the word **culture** as the parts of daily life that are seen in food, customs, holidays, music and more that a group of people share. Explain that these parts of culture are often handed down from family members or from one generation to the next. They can also come from the place where the person's family and ancestors are from. Explain that culture also can include one's region of the country, whether you live in a city, suburban or rural setting, one's family traditions including how you celebrate holidays, your religion, etc. It can also include, for Native Americans, the specific tribe (or nation) for which the family is connected. Ask students: *What did you notice about culture from the book? Were there aspects of daily life you saw in the book that are part of Native American culture (e.g., language, food, place, etc.)?* After this discussion, have students create their own culture flags or banners. They can use construction paper to create the flag (or banner) shapes and then draw pictures (or use photos), symbols or words that reflect aspects of their culture. This activity can also be done by having students talk with their family members first about aspects of their culture and then bringing that information to school for inclusion into the culture flags.

2. Make Your Own Book about Food

Read some of the "Author's Note" in the back of the book on page 32. Read this line, "The story of fry bread is the story of American Indians: embracing community and culture in the face of opposition." Elicit from students the different sections of the book (i.e., "Fry bread is food," "Fry bread is color," "Fry bread is sound") and ask what they learned about fry bread and Native American people from those sections, particularly about family, history, culture and diversity. Explain to students that they are going to make their own book about a specific food that is meaningful to them—because it is part of their culture, a family tradition or some other meaning. They will think about all the aspects of that food, why it's meaningful to them and then create a short book. Work with students to make decisions about the different parts of the book (title, cover image, theme/message, number of pages, text written in the book, illustrations, author's note and other information in the back). They can include a recipe at the end as *Fry Bread* has or include other important information in the back of the book. When completed, have students read their books aloud to the class. Consider inviting families in for the read aloud.

3. Learn More about Native American and Indigenous People

Elicit from students that the book is about Native American and Indigenous people. Point out that the book lists the many nations and tribes for which Native American people identify (on the inside and back covers as well as page 20 and 21). Explain to students that there are 562 federally recognized Native American nations (also known as tribes, bands, communities, etc.) in the U.S. and about 180 tribal languages currently spoken. Explain that the culture of different nations (naming traditions and ceremonies, languages, beliefs, ways of life, traditions, tribal history, folktales, etc.) varies widely. You can also explore the long history of bias and oppression against Native American people (e.g., colonization, genocide, torture, Indian Removal Act, Indian residential schools) and the different ways that bias manifests currently (e.g., invisibility and stereotypes in the media, criminal justice disparities, job discrimination, using Native American mascots in sports). If time allows, have students work in small groups and conduct research about the history of Native American people, the bias and injustice they have faced or have them learn more about one of the Native American nations. For more information, see the following websites: [National Congress of American Indians](#), [Native Americans in the United States](#) (New World Encyclopedia), [Techniques for Evaluating American Indian Web Sites](#) and [American Indians in Children's Literature](#) (for additional book suggestions).

ADL Resources

The following are curriculum and educational resources on Native American/Indigenous People, Identity and Culture.

Curriculum Resources

Diverse Books Matter, www.adl.org/education/educator-resources/lesson-plans/diverse-books-matter

Lewis and Clark: The Unheard Voices, www.adl.org/education/educator-resources/lesson-plans/lewis-and-clark

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

Websites

Considerations for Inclusive Holidays and Observances

www.adl.org/education/resources/tools-and-strategies/considerations-for-inclusive-holidays-and-observances

Holiday celebrations are an excellent opportunity to provide a window into a culture or understand more about a group of people, as well as reinforce the diversity of all people. Here are some important considerations when planning holiday observances in your classroom or school.

Dos and Don'ts with Special Diversity Events

www.adl.org/education/resources/tools-and-strategies/dos-and-donts-with-special-diversity-events

"Dos and Don'ts" to help schools host special diversity events that are thoughtful and create environments that are inclusive and safe for all multicultural students.

Native American Heritage Month

www.adl.org/education/resources/tools-and-strategies/native-american-heritage-month

Provides a collection of curriculum and other educational resources to bring the themes of Native

Children's Books

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

People, Identity & Culture: Native American & Indigenous People, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[213\]=213](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[213]=213)