

# **February 15, 2022 NCTE Winter Book Discussion on *We Are Not Broken* by George M. Johnson hosted by Danelle Adeniji and LaMar Timmons-Long**

## **Quotes that make you wonder...**

"I want to be clear when I say, you don't grow up in a home with a Black grandmother where wisdom isn't being shared on a daily basis. Nanny was no different. She was the Black matriarch who told it like it was and always meant what she said. When she talked, the ancestors spoke through her. Her body was the vessel for the wisdom of a thousand Black grandmothers over several millennia, with word-of-mouth truths passed down over generations, crossing oceans and being adapted." p. Xiii

## **Questions to consider:**

What were your top Nannyisms from the book? Why?

From chapter 2, why are leadership and familial responsibilities often placed on the oldest?

How can we disrupt gender norms in education and co-construct spaces with students that allow for queer and inclusive expression?

"There is a belief that brutality works as a way toward curbing poor behaviors." (p46) What does this look like in the classroom?

"Tough love never needs violence. Love never needs abuse." (p. 50)

How might we facilitate a thoughtful discussion about this title in our classrooms?

George depicts their Grandmother in a specific light, what can this look like as a teacher? How are teachers and grandmothers interconnected?

Johnson states, "The harmony is in the difference" (Chapter 12) In what ways are students given the space to harmonize in your classroom spaces?

How are you centering stories of BIPOC and Queer folk? Are you teaching the truth from the perspective of BIPOC and Queer folk?

In what ways can teachers create sacred (Safe + Brave) spaces for students?