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Also available as an e-book and in audio



Award-winning author **Linda Williams Jackson** pulls from her own childhood in the Mississippi Delta to tell the story of Ellis Earl.

## INTERSECTIONALITY—ECONOMIC STATUS AND RACE

Social identities such as race and economic status can intersect, causing people to experience nuanced inequities and injustices. Invite students to consider the stigma that is cast on people who are poor and the specific ways people who are Black and poor have been treated inhumanely in the past and present.

## FIGHTING POVERTY

Invite students to consider what lessons they've learned about food and housing insecurity. Ask students to consider the following:

- Do canned food and coat drives bring change to systems and structures? How might such events distract people from fighting for changes in existing laws, policies, and practices that are creating the need for coats and food?
- What actions can we take to move toward economic justice?

## MARIAN WRIGHT EDELMAN AND THE CHILDREN'S DEFENSE FUND

Many US citizens think of poverty as a problem other countries face. Marian Wright Edelman sounded the alarm about the crisis in Mississippi and called out politicians to hold them accountable for the profound food insecurity and poverty that was occurring in the United States. Invite students to:

- Visit the Children's Defense Fund website ([https://www.childrensdefense.org/cdf\\_leadership/marian-wright-edelman/](https://www.childrensdefense.org/cdf_leadership/marian-wright-edelman/)) to learn more about this organization and Marian Wright Edelman.

- Research the issues of food and housing insecurity today, both locally and nationally around the United States, and ways activists are working to end them.

## CHARLIE AND THE CHOCOLATE FACTORY

In *The Lucky Ones*, Ellis Earl Brown reads and loves the book *Charlie and the Chocolate Factory* by Roald Dahl. While Dahl purposefully depicts Black people inhumanely in the original version of his book, Linda Williams Jackson decided that Ellis would be unaware of this and discusses her choice in a brief note at the end of *The Lucky Ones*. Several of Dahl's books reflect his racist and anti-Semitic ideas. Invite students to discuss the following:

- Can readers become socialized into racist and anti-Semitic ideas through books without even realizing it?
- Do you believe it's important to know about problematic views an author holds about groups of people? Why?
- How do an author's problematic ideas and depictions of people hinder readers from seeing themselves reflected in powerful ways?
- How and when might readers engage with the work of a creator whose ideas they condemn?



Watch the Candlewick Black Creators series to learn more about Linda Williams Jackson.  
[BlackCreatorsSeries.candlewick.com](https://www.candlewick.com/blackcreatorsseries)

Tip sheet developed by Dr. Sonja Cherry-Paul, founder of Red Clay Educators