

Young Learners Can Explore Gender Identity in Elementary Social Studies!

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Introduction

“Boys can’t wear dresses!” “You’re not a girl, you have a short haircut!” “Boys can’t be princesses!” These are statements from young children that teachers often hear in the classroom. Despite the frequency of comments such as these, many teachers are still hesitant to address topics of gender, especially discussions about individuals who defy gender norms in the classroom. In 2020, the Human Rights Campaign (www.hrc.org) reported a record number—44—of violent, fatal incidents against transgender and gender non-conforming people.¹ This is a conservative number given the fact that much of the violence against gender diverse individuals goes unreported. Even more startling are reports about the experiences of K-12 transgender youth. As reported in the 2015 US Transgender Survey,

More than three-quarters (77%) of those who were out or perceived as transgender at some point between Kindergarten and Grade 12 (K–12) experienced some form of mistreatment, such as being verbally harassed, prohibited from dressing according to their gender identity, disciplined more harshly, or physically or sexually assaulted because people thought they were transgender.²

In another study, almost a quarter (23%) of elementary students witnessed another student being bullied for not conforming to stereotypical gender expressions.³

Teachers of young learners have the important task of preparing children to explore gender diversity and teaching about gender equity in attempts to ultimately reduce the discrimination, bias, and violence against those who identify as transgender, gender non-conforming, non-binary, etc. In this article, we seek to provide the reader with some baseline information about gender diversity. We then provide the readers with four examples of chil-

dren’s literature that can be used in early childhood and elementary classrooms to address gender in social studies education with specific lesson plan ideas.

Gender Diversity

An individual whose gender identity and/or expression are aligned with the sex that they were assigned at birth is cisgender. For the duration of this paper, we use the term *gender diverse* to refer to those whose gender identity and/or expression are not aligned with the one they were assigned at birth. Individuals may use the terms *transgender*, *trans*, *non-binary*, *gender non-conforming*, and *gender queer*. The term *Two Spirit* is one that is used in Indigenous cultures to refer to “the Native American recognition and understanding that some individuals are born with the presence of both a feminine and a masculine spirit within their individual bodies.”⁴ It is important to note a few key things about gender diversity. First, gender diversity does not always mean someone wants to change their physical body, through hormones and/or surgery. Instead, they may, but not always, change their outward physical appearance in terms of clothing or haircut/styles or use binders or undergarments to give their bodies a different shape. Second, gender identity and expression are fluid. Someone may identify as non-binary for some time and then realize that gender queer or transgender is a better fitting category for themselves. Three ways gender diversity have been expressed in the literature are “(1) between ‘male’ or ‘female’; (2) closer to one gender than another, but not entirely ‘male’ or ‘female’; and (3) outside of the binary system altogether.”⁵

Teachers of young children may wonder why this is important, or even relevant, in an early childhood or elementary classroom setting. It is inevitable that “students are (invisibly) transgender, may be gender conforming at school but not outside of school, may

have transgender and/or gender nonconforming family members or friends, [or] may come to understand themselves as transgender later in life.”⁶ Working under this assumption, we argue the importance of including the spectrum of gender diversity in PreK-12 curriculum, but especially in the early grades. The inclusion of a gender diverse curricula can help begin to reduce the discrimination, bias, and violence against those who identify as gender diverse. It is not only gender diverse students who experience bullying, but also cisgender students whose gender expression does not match what other students expect.⁷ As Joshua Hill experienced in their own classroom, a young girl was bullying the other girls because she did not think that girls should wear pants. The “bully” thought girls should only wear dresses and skirts. Teachers who discuss gender diversity create

space for all children to be comfortable with their gender expression and identity.

Common Questions Young Children May Ask about Gender

Children are, by nature, curious and often not afraid to ask questions, especially questions that adults may be hesitant to ask. Whether a teacher addresses the topic of gender in the classroom or not, it is almost inevitable that children will ask questions about gender while in school. Understandably, teachers may be nervous about how to respond in an age-appropriate way. Children may ask questions about whether an individual is a boy/man or a girl/woman. A great response to this question could be, “Well, we don’t know just by looking at someone what their gender is. If we want to know, we would need to ask

Table: Gender Diversity Terms

gender identity	“your internal knowledge of your gender—for example, your knowledge that you’re a man, a woman, or another gender” ^(a)
gender expression	“how a person presents their gender on the outside, often through behavior, clothing, hairstyle, voice or body characteristics” ^(a)
gender diversity	gender identities and/or expressions that are not aligned with what the individual was assigned at birth
cisgender	gender identity and/or expression that are aligned with the sex that the individual was assigned at birth
non-binary	people who feel their gender cannot be defined within the margins of the gender binary, understanding their gender in a way that goes beyond simply identifying as either a man or woman
gender non-conforming	a person whose gender expression is different or appears to be different than the expected gender expression
transgender	an umbrella term that can be used by people who “cross over, cut across, move between, or otherwise queer socially constructed sex/gender boundaries” ^(b)
genderqueer	an identity that is sometimes used by people who see themselves as “neither woman or man, or as a little bit of both, or as being gender-fluid (i.e., moving between different gendered states over the course of their lives)” ^(c)
Two Spirit	“the Native American recognition and understanding that some individuals are born with the presence of both a feminine and a masculine spirit within their individual bodies” ^(d)

Notes

- (a) National Center for Transgender Equality, “Understanding Transgender People: The Basics,” National Center for Transgender Equality, July 9, 2016, <https://transequality.org/issues/resources/understanding-transgender-people-the-basics>.
- (b) Susan Stryker, *Transgender History*, 2nd ed. (New York: Seal Press, 2017), 94.
- (c) Julia Serano, *Excluded: Making Feminist and Queer Movements More Inclusive* (New York: Seal Press, 2013), 19.
- (d) J. B. Mayo Jr. and Maia Sheppard, “New Social Learning from Two Spirit Native Americans,” *Journal of Social Studies Research* 36, no. 3 (2012): 269.

them. Is there a reason you're interested, or just curious?" or "I don't know—some people feel like they are either a boy, or a girl, and there are also kids who feel like they're both a boy and a girl, or they don't really feel like either one. Have you ever met anyone who feels that way? If someone asked you what your gender is, what would you say?"⁸ Or, when seeing someone crossing traditional gender boundaries, a child may ask a question such as: If she is a girl, why does she have a boy's haircut/wear boy's clothes? Responses to a question like this could include, "There are lots of different ways that boys can dress and lots of different ways that girls can dress. There are lots of ways that people of any gender can dress," or "Some boys like to wear pink or to have long hair. All of these things are OK in our school."⁹ Social studies is a place in the curriculum that lends itself nicely to discussions about gender diversity.

Parent Backlash

We acknowledge that teaching anything new can be daunting for teachers, but a topic like this, which could be considered "controversial" by parents, brings to the surface further reservations. Many teachers are concerned about backlash from their students' parents, and this potential parent backlash can be intimidating for teachers. At the same time, we argue that the consequences of not addressing these issues can have dire consequences. Given the statistics we started this article with, it is clear that there is a critical need for this type of instruction. It is important to note, though, that talking about gender diversity is not talking about sexual relationships between two individuals. There is a growing body of literature on the inclusion of non-heterosexual relationships in PreK-12 education,¹⁰ but age-appropriate conversations about gender diversity are relevant in the daily lives of young children. In fact, all the national professional organizations for the content areas (math, science, English/language arts, and social studies) have released statements calling for PreK-12 education to become more inclusive for gender diverse youth and youth with non-heteronormative sexual orientations.¹¹

Gender Diversity and Social Studies

We argue that rich lessons around gender can and should occur in social studies with young children. In fact, in 2019, NCSS released a position statement on LGBT+ inclusion in the history curriculum. The statement argues that

rising generations of students, teachers, and PreK-12 staff are surrounded by LGBT+ topics in the media, pop culture, politics, and current legislation. The time is now to implement a more accurate and balanced social studies curriculum

that includes the historical path and progression of these topics, contextualized through their intersections with concurrent events. This will allow for evidence-based, academic discourse about LGBT+-inclusive topics as an integral part of US history and will help students make connections to the information that surrounds them in today's world.¹²

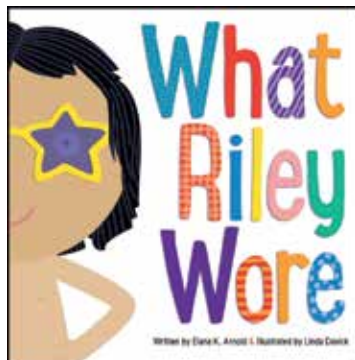
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The inclusion of LGBT+ topics, and specifically topics around gender diversity, can be addressed in an age-appropriate way with young learners. In grades PreK-5, addressing LGBT+ topics and gender diversity looks different than how it looks in a middle or high school history class, but LGBT+ inclusion can address the following themes of social studies: ● **CULTURE**, "Social studies programs should include experiences that provide for the study of culture and cultural diversity"; ● **INDIVIDUAL DEVELOPMENT AND IDENTITY**, "Social studies programs should include experiences that provide for the study of individual development and identity"; ● **INDIVIDUALS, GROUPS, AND INSTITUTIONS**, "Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions"; and ● **CIVIC IDEALS AND PRACTICES**, "Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic."¹³

As scholars who are engaged in work about gender diversity for PreK-12 schools, we curated examples from some of our favorite literature lists (see Teacher Resources, p. 22). These resources will be particularly helpful for teachers' exploring the concept of gender diversity in their classrooms and will help serve as a source for vetting high-quality literature. Additionally, we encourage the National Council for the Social Studies (NCSS) to be more intentional with discussions about gender diversity, as they have with sexual orientation diversity, in the professional community. We hope to see more books about gender diversity highlighted in the yearly Notable Social Studies Trade Books for Young People. Additionally, we would encourage others to engage in both practitioner and scholarly inquiry into diverse gender representations in social studies educa-

tion. In the next section we highlight four books that can be used in elementary classrooms, providing a summary of each book and a description of an activity that teachers can use in their classrooms. The first two books, *What Riley Wore* by Elana K. Arnold and *Phoenix Goes to School* by Phoenix and Michelle Finch, and activities are geared towards grades PreK-2. The second two books, *What are Your Words?: A Book About Pronouns* by Katherine Locke and *Born Ready: The True Story of a Boy Named Penelope* by Jodie and Penelope Patterson, and activities are geared towards grades 3–5.

What Riley Wore (Grades PreK-2)



What Riley Wore, written by Elana K. Arnold and illustrated by Linda Davick, is a great book for teaching young learners that gender expression does not need to be strictly masculine or feminine. In the book, the text and illustrations show the various outfits that Riley

wears to school and around town. Riley likes to dress in whatever they find comfortable each day so sometimes it is a bunny costume, other times it is a fancy dress, and sometimes it is a combination of rain boots, a tutu, and a camouflage hat. Riley’s outfits are always fun and colorful. The book never discloses Riley’s gender. When

using pronouns, the book always refers to Riley as they. At one point in the book, Riley is asked about whether they are a boy or a girl, and Riley responds, “Today I’m a firefighter. And a dancer. And a monster hunter. And a pilot. And a dinosaur.”¹⁴ By introducing the idea that Riley does not have to say whether they are a boy or a girl, teachers can have discussions with children about gender expression. Related to NCSS theme **INDIVIDUAL DEVELOPMENT AND IDENTITY**, teachers can discuss with children what it might mean to be a boy or a girl. The teacher can begin the lesson with a Boy/Girl T-chart.¹⁵ Students can be asked what words and activities they associate with each of these words. Teachers can ask the students whether their suggestion should go only in the column they suggested or if it can and should go in both. If students are struggling to come up with words, the teacher can present options like, “What would you say, if I said the word *dress*?” After the students have generated a substantial list of items, the teacher can begin to work with the students to talk about examples of situations in which the rigid gender binary does not apply. For example, teachers can explain to students that it used to be illegal to dress as a boy, if you were a girl, and to dress as a girl, if you were a boy.¹⁶ The teacher can pause to solicit student responses. Most likely, students will express some surprise or disappointment with this statement. Once the topic is introduced, the teacher can read the text and discuss it with the students. Guiding questions could include:

- Do girls have to wear dresses?
- Can boys wear nail polish?

Teacher Resources for Learning about Gender Diversity

Books

- Mangin, Melinda M. *Transgender Students in Elementary School: Creating an Affirming and Inclusive School Culture*. Cambridge, MA: Harvard Education Press, 2020.
- Meyer, Elizabeth J. *Gender and Sexual Diversity in Schools*. New York: Springer, 2010.
- Ryan, Caitlyn L., and Jill Hermann-Wilmarth. *Reading the Rainbow: LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom*. New York: Teachers College Press, 2018.
- Woolley, Susan W., and Lee Airton. *Teaching about Gender Diversity: Teacher Tested Lesson Plans for K-12 Classrooms*. Toronto: Canadian Scholars Press, 2020.

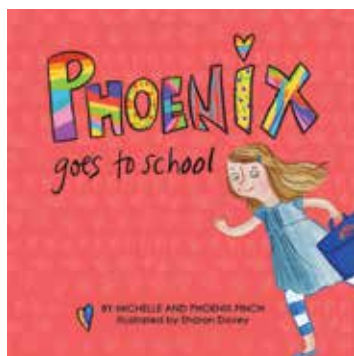
Websites

- My Kid Is Gay, <https://www.mykidisgay.com/about>.
- GLSEN, <https://www.glsen.org/>.
- Gender Spectrum Educator Resources, <https://genderspectrum.org/articles/educator-resources>.
- The Gender Unicorn, <https://transstudent.org/gender/>.
- Welcoming Schools, Human Rights Campaign, <https://welcomingschools.org>.
- Rainbow Book List, <https://glbtrt.ala.org/rainbowbooks/>.
- LGBTQIA+ Resources for Children: A Bibliography, <https://www.ala.org/rt/rtrt/popularresources/children>.

- Can boys like the colors pink or purple?
- Do girls need to have long hair?

Since clothing for boys tends to be more policed at a younger age,¹⁷ the children may respond that yes, a girl can wear pants, but a boy cannot wear a dress. Teachers will have to talk about why this is the perception. Teachers can introduce other picture books like *Morris Micklewhite and the Tangerine Dress* or *Jacob's New Dress*. In both of these books, boys wear dresses as part of their gender expression. This will need to be an ongoing conversation with children to help them to think about identity. All of these discussions lead back to the NCSS theme **INDIVIDUAL DEVELOPMENT AND IDENTITY** in which students are thinking about what factors go into a person's identity and how identities often change over time.

Phoenix Goes to School (Grades PreK-2)



Phoenix Goes to School, written by Phoenix Finch and her mother Michelle, is a first-person true story about Phoenix's first day of school. Early in the book, Phoenix states that when she was born, the doctor told her parents that they had a baby boy, but Phoenix has always known that

she was a girl. The authors spend a few pages talking about the things Phoenix likes to do such as building marble runs, drawing flowers, dancing, and playing drums. Phoenix is nervous about wearing a dress on her first day of school, as she fears that older children will laugh at her, call her names, or exclude her. Phoenix's mother reminds Phoenix that she is perfect and just needs to be brave. Even though Phoenix is concerned, she goes to school wearing her dress. Her teacher welcomes her into the classroom and other children want to play with her. One child does ask Phoenix whether she is a boy or a girl. Phoenix is not upset about the question and tells her classmate that she is a girl, and that it is okay to ask questions when you are curious.

The book ends with some questions that children could consider, as well as a section for adults to read and think about when reading this book with children such as:

- “Do you think Phoenix was brave? Do you remember a time when you were brave?”
- “How do you think it made Phoenix feel that her mommy, her teacher, and friend all were nice to her about her dress?”

- “How do you think Phoenix would have felt if the kids had laughed at her and teased her?”¹⁸

These questions, and others, are a great way to lead the students into a conversation about difference, kindness, anti-bullying, and being an upstander. Teachers can help students think about what they could do if they see someone being picked on by other kids based on some identity characteristics. Younger children could engage in discussions about how they would advocate for others. Older children could begin to write about how they might stand up for a peer.

Another question at the end of the book asks, “Can you think of a time when you knew something was true because of how you felt in your heart?”¹⁹ The teacher could lead the students in a discussion of the different things they believe about themselves in their hearts. For Phoenix, it was that she is a girl. For another student, it may be that they are a good friend. Students could then draw self-portraits that reflect the way that they may see themselves that may differ than how others see them. A male-identified student may draw themselves picking flowers or dancing, which are activities that are stereotypically thought to be feminine activities. A female-identified student may draw themselves playing football or playing in the dirt, activities which are stereotypically considered to be masculine activities. The students can share their portraits with other students seeing where they are similar to their peers and what things make them unique. The actions give them more than one way for students to think about how they are similar and different from their peers. It is not just about appearances, skin color, hair color, or eye color, but it can be about how some children like to play football while others like to pick flowers. These similarities and differences allow children to learn about each other across racial, gender, and cultural lines. These questions and activities address the NCSS themes of **CULTURE**; **INDIVIDUAL DEVELOPMENT AND IDENTITY**; **INDIVIDUALS, GROUPS, AND INSTITUTIONS**; and **CIVIC IDEALS AND PRACTICES**.

What are Your Words?: A Book About Pronouns (Recommended Grades 3–5)



In *What are Your Words?: A Book About Pronouns*, by Katherine Locke, the readers are introduced to Ari and their favorite uncle, Lior. Lior is teaching Ari about the importance of pronouns. Lior uses they/them pronouns and sometimes Ari does

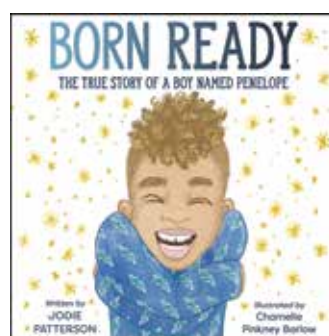
too, but Ari also uses many other pronouns including he/him, she/her, and ey/em. Lior and Ari know that pronouns can change, so prior to each visit, Lior asks Ari what pronouns they are currently using. Ari goes around town asking members of the community about *their words*. Each individual that Ari encounters shares not only their pronouns but also the other words that describe them including adjectives (kind, calm, playful) and other identity markers (doctor, vegetarian, gardener). At the end of the book, Ari decides that for the moment, they/them pronouns are what they want to use. The illustrations, by Anne Passchier, are especially impactful as over each character's head are the words and the pronouns the character uses. This demonstrates for students the ways in which identities, including pronouns, can be exhibited.

Before reading this book, the teacher might need to first remind students what pronouns are and how they are used. Then, the teacher should explain that, for some people, the binary she/her or he/him pronouns do not feel right, so they instead use other pronouns which they feel represent them better. The teacher can provide examples of these neo pronouns, words such as ze/zir and xe/xir, that are being used, typically by transgender, non-binary, and gender non-conforming individuals, in place of traditional binary pronouns of she/her and he/him,²⁰ explaining that the characters in this book use a wide range of pronouns. After reading the book, and engaging the students in discussion about the storyline, teachers can model for students the words they would use to describe themselves, and then have each student generate their own list. The students could write about their physical description (short or long hair), about their identity (Jewish or girl), or about their pronouns (she/her).

When each student has three to five words written, the students can come back together to create a word cloud for the entire class. The word cloud is created using a large piece of paper on which the student descriptions can be written. The teacher asks the students to list their descriptors while the teacher writes them on the paper in a cloud-type formation, thus creating a collection of all the ways that this class describes itself. The cloud allows the teacher to create not what could appear as a list, but a fluid document that shows the various ways there are to think about one's identity. Teachers need to be careful, though, in requiring students to write their pronouns, as it is inappropriate to ask someone to disclose their pronouns in a public setting such as a classroom, since students may feel uncomfortable if "forced" to choose a pronoun publicly. Elementary-aged students can still be thinking about what pronouns fit them, or have more fluid pronouns, like Ari in the text. Additionally, sharing their non-binary gender identity may put children at risk for bullying by their peers. This book can be used to make students aware of the gender

pronoun variety that exists in our society, introduce new pronouns to students, provide an opportunity to get students thinking about identity, and encourage them to think about how the pronoun(s) that have been used to describe them in the past may or may not fit them anymore. In addition to NCSS themes ● **CULTURE**, ● **INDIVIDUAL DEVELOPMENT AND IDENTITY**, and ● **INDIVIDUALS, GROUPS, AND INSTITUTIONS**, the book can also be used for cross curricular connections to ELA and various parts of speech with nouns, pronouns, and adjectives.

***Born Ready: The True Story of a Boy Named Penelope* (Grades 3–5)**



The final book we highlight, titled *Born Ready: The True Story of a Boy Named Penelope*, was written by Jodie Patterson about her son, Penelope. Penelope was assigned a female gender at birth and finally tells his mother this truth about himself. He explains that he does not just feel like a boy,

that he is, in fact, a boy. He asked his mother to help him be a boy, and she agrees to make a plan to help tell their friends and family that he is a boy. Mama explains it to the rest of the family during Penelope's birthday dinner, "Penelope is not a pretend boy or a tomboy. He is our five-year-old big boy."²¹ The book shows some of the reactions that the family members have. For example, the grandfather, who is from Ghana, responds, "In my language of Twi, gender isn't such a big deal. We don't use gender pronouns."²² Penelope's brother does not understand how his sister can become a boy. Mama's response is that it does not have to make sense to him, because it makes sense to Penelope. The book then goes on to describe Penelope's first day of school as a boy. His friends ask why he is wearing a "boy's uniform" and he replies, "Because I am a boy." The book then goes on to chronicle how Penelope explains his gender to his principal and his karate instructor. Finally, the book ends with Penelope winning a karate competition exclaiming, "I am a boy named Penelope."²³

There are several social studies connections that can be made to this text. Teachers can bring students' attention back to the grandfather's statement that the Twi language does not have gender pronouns. Teachers can explore with students how other cultures across the country and the world think about gender, perhaps tying in the Two Spirit tradition of many Indigenous cultures. These types of exploration align to NCSS theme ● **CULTURE**. Cross-curricular connections can also be made to ELA in the discussion of how English uses pronouns, how other

cultures' languages give gender to objects, and how other languages do not have words for gender.

Conclusion

The examples we provided are just that, examples, and far from an all-inclusive list of literature that can be used in the social studies classroom to address gender diversity with elementary-aged students. We encourage teachers to seek out other resources, as listed below, that can appropriately be used in an elementary social studies classroom to address the concept of gender diversity. The goal of this work is three-fold. First, to make the school environment a "safe space" for youth who have diverse gender identities. Second, to help young students who live by traditional gender norms understand the ways in which gender diversity exists in the world around them.²⁴ Finally, and perhaps most importantly, to present a curriculum where "students are able to see the reification of democratic ideals, and at the same time, they are empowered to construct the knowledge necessary to combat social injustices (e.g., racism, sexism, classism, age-ism, able-ism, language-ism)."²⁵ If we, as teachers, want to see a change in the world, we must bring these conversations and topics into our classrooms, especially our elementary social studies classrooms. ■

Children's Literature

- Arnold, Elana K. *What Riley Wore*. Illustrated by Linda Davick. 1st ed. La Jolla, CA: Beach Lane Books, 2018.
- Baldacchino, Christine. *Morris Micklewhite and the Tangerine Dress*. Illustrated by Isabelle Malenfant. Toronto: Groundwood Books, House of Anansi Press, 2014.
- Finch, Michelle, and Phoenix Finch. *Phoenix Goes to School: A Story to Support Transgender and Gender Variant Children*. Illustrated by Sharon Davey. Philadelphia: Jessica Kingsley Publishers, 2018.
- Hoffman, Sara, and Ian Hoffman. *Jacob's New Dress*. Illustrated by Chris Case. Chicago: Albert Whitman, 2014.
- Locke, Katherine. *What Are Your Words?: A Book about Pronouns*. Illustrated by Ann Passchier. 1st ed. New York: Little, Brown and Company, 2021.
- Patterson, Jodie. *Born Ready: The True Story of a Boy Named Penelope*. Illustrated by Charnelle Pinkney-Barlow. 1st ed. New York: Crown Books for Young Reader, 2021.

Notes

1. "Fatal Violence Against the Transgender and Gender Non-conforming Community in 2021," Human Rights Campaign, <https://www.hrc.org/resources/fatal-violence-against-the-transgender-and-gender-non-conforming-community-in-2021>.
2. Sandy E. James, Jody L. Herman, Susan Rankin, Mara Keisling, Lisa Mottet, and Ma'ayan Anafi, *Executive Summary of the Report of the 2015 US Transgender Survey* (Washington, DC: National Center for Transgender Equality, 2016), 9.
3. GLSEN, *Playgrounds and Prejudice: Elementary School Climate in the United States, A Survey of Students and Teachers* (New York, NY: GLSEN, 2012).
4. J. B. Mayo Jr. and Maia Sheppard, "New Social Learning from Two Spirit Native Americans," *Journal of Social Studies Research* 36, no. 3 (2012): 263–282.
5. Nat Thorne, Andrew Kam-Tuck Yip, Walter Pierre Bouman, Ellen Marshall, and Jon Arcelus, "The Terminology of Identities between, outside and beyond the Gender Binary—A Systematic Review," *International Journal of Transgenderism* 20, no. 2/3 (2019): 138–154.
6. Lee Airtton and Susan W. Woolley, "An Introduction to Teaching and Gender Diversity: Stating Your Why, Finding Your Starting Place, and Creating

- Classrooms That Can Welcome All the Ways We Live Gender," in *Teaching about Gender Diversity: Teacher-Tested Lesson Plans for K-12 Classrooms*, ed. Susan W. Woolley and Lee Airtton (Canadian Scholars Press, 2020), 18.
7. Caitlin L. Ryan, and Jill M. Hermann-Wilmarth, *Reading the Rainbow: LGBTQ-Inclusive Literacy Instruction in the Elementary Classroom* (New York, NY: Teachers College Press, 2018).
 8. "We Are Gender Spectrum: How Can We Help," Gender Spectrum, <https://genderspectrum.org>.
 9. "Welcoming Schools: Creating Safe and Welcoming Schools," Welcoming Schools, <https://welcomingschools.org>.
 10. Paul Hartman, "A Queer Approach to Addressing Gender and Sexuality through Literature Discussions with Second Graders," *Language Arts* 96, no. 2 (2018): 79–90; Janette Kelly, "Two Daddy Tigers and a Baby Tiger: Promoting Understandings about Same Gender Parented Families Using Picture Books," *Early Years* 32, no. 3 (2012): 288–300, <https://doi.org/10.1080/09575146.2011.652074>; Elizabeth J. Meyer, *Gender and Sexual Diversity in Schools* (New York: Springer, 2010); Caitlin L. Ryan, Jasmin M. Patraw, and Maree Bednar, "Discussing Princess Boys and Pregnant Men: Teaching about Gender Diversity and Transgender Experiences within an Elementary School Curriculum," *Journal of LGBT Youth* 10 no. 1–2 (2013): 83–105; Selena E. Van Horn and Andrea Hawkman, "First Comes Love, Then Comes Marriage (Equality): Welcoming Diverse Families in the Elementary Classroom," *Social Studies and the Young Learner* 31, no. 2 (2018): 24–32.
 11. Ann H. MacKenzie, "Equity for all: Essential for all facets of the scientific enterprise," *The Science Teacher* 87, no. 9 (2020), <https://www.nsta.org/science-teacher/science-teacher-julyaugust-2020/equity-all>; NCSS, "2016 NCSS House of Delegates Resolutions," *Social Education* 81, no. 3 (2017): 192–196; NCSS, "Contextualizing LGBT+ History within the Social Studies Curriculum," September 2019, <https://www.socialstudies.org/position-statements/contextualizing-lgbt-history-within-social-studies-curriculum>; National Council of Teachers of English, "Resolution on Strengthening Teacher Knowledge of Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues," November 30, 2007, <https://ncte.org/statement/teacherknowledge/gelgbt/>; National Council of Teachers of Mathematics, "NCTM promote a culture of belonging LGBTQ+," 2021, <https://www.nctm.org/Membership/NCTM-Promote-a-Culture-of-Belonging-LGBTQ/>.
 12. NCSS, "Contextualizing LGBT+ History."
 13. NCSS, *National Curriculum Standards for Social Studies* (Silver Spring, MD: NCSS, 2010).
 14. Elana K. Arnold, *What Riley Wore*, illus. Linda Davick, 1st ed. (La Jolla, CA: Beach Lane Books, 2018).
 15. M. B. Tempel, "It's OK to Be Neither: Teaching that Supports Gender-Variant Children," *Rethinking Schools* 26, no. 1 (2011): 51–54.
 16. Susan Stryker, *Transgender History*, 2nd ed. (New York: Seal Press, 2017).
 17. E. Quast, "And He Could Wear a Dress?: A Preschool Transformative Book Conversation," *The Reading Teacher* 72, no. 4 (2019): 445–451.
 18. Michelle Finch and Phoenix Finch, *Phoenix Goes to School: A Story to Support Transgender and Gender Variant Children*, illus. Sharon Davey (Philadelphia: Jessica Kingsley Publishers, 2018).
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