

# CHOCOLATE ME BY TAYE DIGGS

CHOCOLATE ME BY TAYE DIGGS: CELEBRATING IDENTITY AND SELF-LOVE THROUGH STORYTELLING

**CHOCOLATE ME BY TAYE DIGGS** IS MORE THAN JUST A CHILDREN'S BOOK; IT'S A HEARTFELT CELEBRATION OF IDENTITY, SELF-ACCEPTANCE, AND THE BEAUTY OF DIVERSITY. WRITTEN BY ACTOR AND STORYTELLER TAYE DIGGS, THIS PICTURE BOOK HAS TOUCHED THE HEARTS OF READERS OF ALL AGES BY OFFERING A POWERFUL MESSAGE WRAPPED IN COLORFUL ILLUSTRATIONS AND POETIC PROSE. IT'S A STORY THAT ENCOURAGES YOUNG READERS, PARTICULARLY CHILDREN OF COLOR, TO EMBRACE THEIR UNIQUE QUALITIES AND UNDERSTAND THAT THEIR DIFFERENCES ARE SOMETHING TO BE PROUD OF.

IF YOU'RE CURIOUS ABOUT THE IMPACT OF CHOCOLATE ME BY TAYE DIGGS OR LOOKING FOR WAYS TO USE THIS BOOK TO FOSTER CONFIDENCE AND SELF-LOVE IN CHILDREN, THIS ARTICLE WILL GUIDE YOU THROUGH ITS THEMES, SIGNIFICANCE, AND THE CREATIVE PROCESS BEHIND ITS CREATION.

## THE STORY BEHIND CHOCOLATE ME BY TAYE DIGGS

TAYE DIGGS, KNOWN FOR HIS ROLES IN FILM, THEATER, AND TELEVISION, VENTURED INTO CHILDREN'S LITERATURE WITH THE GOAL OF ADDRESSING AN IMPORTANT GAP — THE LACK OF DIVERSE REPRESENTATION IN CHILDREN'S BOOKS. CHOCOLATE ME TELLS THE STORY OF A YOUNG BOY WHO GRAPPLES WITH THE FEELINGS OF BEING DIFFERENT BECAUSE OF HIS SKIN COLOR, HAIR TEXTURE, AND OTHER PHYSICAL FEATURES. HOWEVER, AS THE STORY UNFOLDS, THE BOY LEARNS TO CELEBRATE THESE VERY TRAITS THAT MAKE HIM UNIQUE.

DIGGS' MOTIVATION TO WRITE CHOCOLATE ME STEMS FROM HIS OWN EXPERIENCES GROWING UP AND THE DESIRE TO PROVIDE CHILDREN WITH A MIRROR THAT REFLECTS THEIR OWN BEAUTY. HE WANTED TO CREATE SOMETHING THAT WOULD HELP KIDS SEE THEMSELVES POSITIVELY AND BUILD A FOUNDATION OF SELF-WORTH EARLY IN LIFE.

## WHY REPRESENTATION MATTERS IN CHILDREN'S BOOKS

REPRESENTATION IN LITERATURE PLAYS A CRUCIAL ROLE IN SHAPING A CHILD'S UNDERSTANDING OF THE WORLD AND THEIR PLACE WITHIN IT. FOR CHILDREN OF COLOR, SEEING CHARACTERS WHO LOOK LIKE THEM AND SHARE SIMILAR EXPERIENCES CAN BOOST SELF-ESTEEM AND FOSTER A SENSE OF BELONGING. CHOCOLATE ME BY TAYE DIGGS IS A SHINING EXAMPLE OF HOW STORIES CAN BE USED TO NORMALIZE DIVERSITY AND CHALLENGE SOCIETAL STANDARDS OF BEAUTY.

BY DEPICTING A PROTAGONIST WHO LEARNS TO EMBRACE HIS CHOCOLATE-COLORED SKIN AND NATURAL HAIR, THE BOOK SENDS A SUBTLE BUT POWERFUL MESSAGE: EVERY SHADE OF SKIN IS BEAUTIFUL, AND EVERY CHILD DESERVES TO FEEL PROUD OF WHO THEY ARE.

## THE THEMES EXPLORED IN CHOCOLATE ME BY TAYE DIGGS

AT ITS CORE, CHOCOLATE ME EXPLORES SEVERAL THEMES THAT RESONATE UNIVERSALLY BUT ARE ESPECIALLY POIGNANT FOR CHILDREN NAVIGATING QUESTIONS OF IDENTITY.

### SELF-ACCEPTANCE AND CONFIDENCE

ONE OF THE MOST STRIKING ELEMENTS OF CHOCOLATE ME IS ITS EMPHASIS ON SELF-ACCEPTANCE. THE NARRATIVE GENTLY GUIDES CHILDREN TO RECOGNIZE THAT FEELING DIFFERENT IS NATURAL, BUT IT DOESN'T DIMINISH THEIR WORTH. INSTEAD, THOSE DIFFERENCES MAKE THEM SPECIAL. THIS THEME ENCOURAGES YOUNG READERS TO BUILD CONFIDENCE NOT BY CONFORMING TO EXTERNAL EXPECTATIONS BUT BY OWNING THEIR INDIVIDUALITY.

## EMBRACING DIVERSITY

THE BOOK ALSO CELEBRATES DIVERSITY IN A BROADER SENSE — NOT JUST SKIN COLOR BUT VARIOUS FEATURES THAT CONTRIBUTE TO A PERSON'S UNIQUENESS. THROUGH VIVID ILLUSTRATIONS AND RHYTHMIC LANGUAGE, CHILDREN LEARN TO APPRECIATE THE WIDE SPECTRUM OF HUMAN BEAUTY, HELPING TO FOSTER EMPATHY AND INCLUSION FROM AN EARLY AGE.

## OVERCOMING NEGATIVE STEREOTYPES

FOR MANY CHILDREN, ESPECIALLY THOSE FROM MARGINALIZED COMMUNITIES, NEGATIVE STEREOTYPES CAN BE DAMAGING. CHOCOLATE ME ADDRESSES THIS HEAD-ON BY COUNTERING ANY INTERNALIZED NEGATIVITY WITH AFFIRMATIONS OF BEAUTY AND WORTH. IT'S A TOOL FOR PARENTS AND EDUCATORS TO COMBAT PREJUDICE AND STEREOTYPES THROUGH POSITIVE REINFORCEMENT.

## THE ARTISTIC COLLABORATION: VISUAL STORYTELLING IN CHOCOLATE ME

THE IMPACT OF CHOCOLATE ME BY TAYE DIGGS IS AMPLIFIED BY THE STUNNING ARTWORK THAT ACCOMPANIES THE TEXT. ILLUSTRATED BY SHANE W. EVANS, THE BOOK'S VISUALS ARE RICH IN COLOR AND TEXTURE, CAPTURING THE WARMTH AND VIBRANCY OF THE PROTAGONIST'S JOURNEY TOWARD SELF-LOVE.

## THE ROLE OF ILLUSTRATIONS IN ENHANCING THE MESSAGE

ILLUSTRATIONS IN CHILDREN'S BOOKS DO MORE THAN DECORATE THE PAGE; THEY TELL A PARALLEL STORY THAT DEEPENS UNDERSTANDING. IN CHOCOLATE ME, THE WARM TONES AND DYNAMIC PORTRAYALS OF THE YOUNG BOY'S EXPRESSIONS ALLOW READERS TO CONNECT EMOTIONALLY WITH HIS EXPERIENCES. THE ART INVITES CHILDREN TO SEE THEMSELVES REFLECTED IN THE CHARACTERS AND ENVIRONMENTS, MAKING THE MESSAGE MORE RELATABLE AND IMPACTFUL.

## CHOOSING THE RIGHT ILLUSTRATOR

DIGGS' CHOICE OF SHANE W. EVANS, AN ILLUSTRATOR KNOWN FOR CELEBRATING AFRICAN AMERICAN CULTURE AND IDENTITY, WAS DELIBERATE. THE COLLABORATION ENSURED THAT THE VISUAL STORYTELLING MATCHED THE AUTHENTICITY AND SENSITIVITY OF THE TEXT. THIS PARTNERSHIP HIGHLIGHTS THE IMPORTANCE OF THOUGHTFUL ARTISTIC CHOICES IN CHILDREN'S LITERATURE TO MAINTAIN CULTURAL INTEGRITY AND RESONANCE.

## USING CHOCOLATE ME BY TAYE DIGGS AS A TEACHING TOOL

BEYOND ITS ROLE AS A STORYBOOK, CHOCOLATE ME SERVES AS AN EDUCATIONAL RESOURCE FOR PARENTS, TEACHERS, AND CAREGIVERS AIMING TO NURTURE CULTURAL AWARENESS AND EMOTIONAL INTELLIGENCE IN CHILDREN.

## ACTIVITIES TO REINFORCE THE BOOK'S MESSAGE

INTEGRATING CHOCOLATE ME INTO LEARNING ENVIRONMENTS CAN BE BOTH FUN AND MEANINGFUL. HERE ARE SOME ENGAGING ACTIVITIES THAT SUPPORT THE THEMES OF THE BOOK:

- **SELF-PORTRAIT DRAWING:** ENCOURAGE CHILDREN TO DRAW THEMSELVES, HIGHLIGHTING FEATURES THEY LOVE MOST.

THIS ACTIVITY PROMOTES SELF-EXPRESSION AND APPRECIATION.

- **DISCUSSION CIRCLES:** FACILITATE GROUP CONVERSATIONS AROUND WHAT MAKES EACH CHILD UNIQUE AND WHY DIVERSITY ENRICHES COMMUNITIES.
- **STORYTELLING SESSIONS:** INVITE KIDS TO SHARE STORIES ABOUT THEIR HERITAGE, FAMILY TRADITIONS, OR PERSONAL EXPERIENCES, FOSTERING PRIDE AND CONNECTION.
- **AFFIRMATION CREATION:** HAVE CHILDREN WRITE OR SAY POSITIVE AFFIRMATIONS ABOUT THEMSELVES INSPIRED BY THE BOOK'S LANGUAGE.

## INCORPORATING CHOCOLATE ME IN MULTICULTURAL CURRICULUM

CHOCOLATE ME FITS SEAMLESSLY INTO MULTICULTURAL EDUCATION FRAMEWORKS. IT PROVIDES A GATEWAY TO EXPLORE TOPICS SUCH AS RACE, IDENTITY, AND INCLUSION IN AN AGE-APPROPRIATE MANNER. TEACHERS CAN USE THE BOOK ALONGSIDE OTHER DIVERSE LITERATURE TO BUILD A MORE INCLUSIVE CLASSROOM ENVIRONMENT WHERE EVERY CHILD FEELS SEEN AND VALUED.

## WHY CHOCOLATE ME BY TAYE DIGGS RESONATES WITH READERS

THE ENDURING APPEAL OF CHOCOLATE ME LIES IN ITS UNIVERSAL MESSAGE DELIVERED THROUGH THE LENS OF A CHILD'S EXPERIENCE. ITS POETIC STYLE, COMBINED WITH RELATABLE THEMES AND COMPELLING VISUALS, CREATES A MEMORABLE READING EXPERIENCE THAT ENCOURAGES SELF-REFLECTION AND EMPATHY.

## THE POWER OF STORYTELLING IN SHAPING IDENTITY

STORIES HAVE THE UNIQUE ABILITY TO SHAPE HOW CHILDREN VIEW THEMSELVES AND THE WORLD. CHOCOLATE ME BY TAYE DIGGS HARNESSSES THIS POWER TO OFFER A NARRATIVE THAT UPLIFTS AND INSPIRES. IT REMINDS READERS THAT IDENTITY IS A SOURCE OF STRENGTH, NOT SHAME, AND THAT EMBRACING WHO WE ARE IS THE FIRST STEP TOWARD HAPPINESS.

## BUILDING BRIDGES ACROSS CULTURES

WHILE THE BOOK CENTERS ON A YOUNG BOY OF COLOR, ITS MESSAGE IS UNIVERSAL. IT INVITES READERS FROM ALL BACKGROUNDS TO APPRECIATE DIFFERENCES AND RECOGNIZE SHARED HUMANITY. THIS MAKES CHOCOLATE ME A VALUABLE TOOL FOR PROMOTING CROSS-CULTURAL UNDERSTANDING IN DIVERSE COMMUNITIES.

## WHERE TO FIND CHOCOLATE ME BY TAYE DIGGS

IF YOU'RE INTERESTED IN ADDING CHOCOLATE ME BY TAYE DIGGS TO YOUR COLLECTION, THE BOOK IS WIDELY AVAILABLE THROUGH MAJOR BOOKSTORES, ONLINE RETAILERS, AND LIBRARIES. MANY SCHOOLS AND COMMUNITY CENTERS ALSO INCLUDE IT IN THEIR READING PROGRAMS DUE TO ITS POSITIVE IMPACT.

## FORMATS AND EDITIONS

THE BOOK IS PRIMARILY AVAILABLE AS A HARDCOVER PICTURE BOOK, MAKING IT DURABLE FOR REPEATED READINGS BY YOUNG HANDS. ADDITIONALLY, SOME EDITIONS MAY COME WITH AUDIO VERSIONS OR ACCOMPANYING RESOURCES, PROVIDING MULTIPLE WAYS TO ENGAGE WITH THE STORY.

## FINAL THOUGHTS ON CHOCOLATE ME BY TAYE DIGGS

CHOCOLATE ME BY TAYE DIGGS IS MORE THAN A SIMPLE CHILDREN'S BOOK; IT'S A CELEBRATION OF INDIVIDUALITY AND A BEACON OF SELF-LOVE. ITS HEARTFELT MESSAGE, SUPPORTED BY BEAUTIFUL ILLUSTRATIONS AND THOUGHTFUL STORYTELLING, OFFERS CHILDREN A POWERFUL REMINDER THAT THEY ARE WORTHY JUST AS THEY ARE. WHETHER READ AT HOME, IN CLASSROOMS, OR COMMUNITY SPACES, IT SERVES AS A TOOL TO NURTURE CONFIDENCE, PRIDE, AND UNDERSTANDING IN THE HEARTS OF YOUNG READERS.

BY INTEGRATING CHOCOLATE ME INTO CONVERSATIONS ABOUT IDENTITY AND DIVERSITY, ADULTS CAN HELP CHILDREN BUILD A POSITIVE SELF-IMAGE THAT WILL EMPOWER THEM FOR YEARS TO COME. THIS BOOK IS A TESTAMENT TO THE TRANSFORMATIVE POWER OF LITERATURE TO HEAL, INSPIRE, AND UNITE.

## FREQUENTLY ASKED QUESTIONS

### WHAT IS 'CHOCOLATE ME!' BY TAYE DIGGS ABOUT?

'CHOCOLATE ME!' IS A CHILDREN'S BOOK BY TAYE DIGGS THAT CELEBRATES DIVERSITY AND SELF-LOVE. IT TELLS THE STORY OF A YOUNG BOY WHO LEARNS TO EMBRACE HIS UNIQUE FEATURES AND CULTURAL HERITAGE.

### WHO IS THE TARGET AUDIENCE FOR 'CHOCOLATE ME!'?

'CHOCOLATE ME!' IS PRIMARILY TARGETED AT CHILDREN AGED 4 TO 8, BUT ITS POSITIVE MESSAGE ABOUT SELF-ACCEPTANCE RESONATES WITH READERS OF ALL AGES.

### WHAT INSPIRED TAYE DIGGS TO WRITE 'CHOCOLATE ME!'?

TAYE DIGGS WAS INSPIRED TO WRITE 'CHOCOLATE ME!' BASED ON HIS OWN EXPERIENCES GROWING UP AND THE IMPORTANCE OF EMBRACING ONE'S IDENTITY AND APPEARANCE.

### ARE THERE ANY NOTABLE THEMES IN 'CHOCOLATE ME!'?

YES, KEY THEMES IN 'CHOCOLATE ME!' INCLUDE SELF-ACCEPTANCE, CULTURAL PRIDE, DIVERSITY, AND COMBATING NEGATIVE STEREOTYPES.

### WHO ILLUSTRATED 'CHOCOLATE ME!'?

'CHOCOLATE ME!' WAS ILLUSTRATED BY SHANE W. EVANS, WHOSE VIBRANT ARTWORK COMPLEMENTS THE BOOK'S UPLIFTING MESSAGE.

### HAS 'CHOCOLATE ME!' RECEIVED ANY AWARDS OR RECOGNITION?

'CHOCOLATE ME!' HAS BEEN PRAISED FOR ITS EMPOWERING MESSAGE AND HAS BEEN INCLUDED IN VARIOUS RECOMMENDED READING LISTS FOR CHILDREN.

### IS 'CHOCOLATE ME!' PART OF A SERIES OR A STANDALONE BOOK?

'CHOCOLATE ME!' IS A STANDALONE PICTURE BOOK, THOUGH TAYE DIGGS HAS AUTHORED OTHER CHILDREN'S BOOKS AS WELL.

## WHERE CAN I PURCHASE 'CHOCOLATE ME!' BY TAYE DIGGS?

'CHOCOLATE ME!' IS AVAILABLE FOR PURCHASE AT MAJOR BOOKSTORES, ONLINE RETAILERS LIKE AMAZON, AND SOMETIMES AT LOCAL LIBRARIES.

## HOW CAN PARENTS USE 'CHOCOLATE ME!' TO TEACH CHILDREN ABOUT DIVERSITY?

PARENTS CAN USE 'CHOCOLATE ME!' AS A CONVERSATION STARTER TO DISCUSS DIVERSITY, SELF-ESTEEM, AND THE BEAUTY OF DIFFERENT SKIN TONES AND CULTURAL BACKGROUNDS.

## ADDITIONAL RESOURCES

CHOCOLATE ME BY TAYE DIGGS: A THOUGHTFUL EXPLORATION OF IDENTITY AND SELF-LOVE

**CHOCOLATE ME BY TAYE DIGGS** STANDS AS A POIGNANT AND EMPOWERING CHILDREN'S BOOK THAT DELVES INTO THEMES OF SELF-ACCEPTANCE, IDENTITY, AND THE CELEBRATION OF DIVERSITY. WRITTEN BY ACCLAIMED ACTOR TAYE DIGGS AND ILLUSTRATED BY SHANE W. EVANS, THIS PICTURE BOOK HAS GARNERED ATTENTION FOR ITS HEARTFELT NARRATIVE AND BEAUTIFUL VISUAL STORYTELLING. AS AN INFLUENTIAL FIGURE IN THE ENTERTAINMENT INDUSTRY, DIGGS BRINGS A PERSONAL AND AUTHENTIC VOICE TO THE WORK, MAKING IT RESONATE PROFOUNDLY WITH READERS, ESPECIALLY YOUNG CHILDREN OF COLOR. THIS ARTICLE OFFERS A THOROUGH EXAMINATION OF CHOCOLATE ME BY TAYE DIGGS, ANALYZING ITS CONTEXT, THEMES, AND IMPACT WITHIN THE BROADER LANDSCAPE OF CHILDREN'S LITERATURE.

## CONTEXT AND BACKGROUND OF CHOCOLATE ME BY TAYE DIGGS

TAYE DIGGS, KNOWN PRIMARILY FOR HIS VERSATILE ACTING CAREER IN FILM, TELEVISION, AND THEATER, VENTURED INTO AUTHORSHIP WITH CHOCOLATE ME AS A MEANS TO ADDRESS IMPORTANT CULTURAL AND SOCIAL ISSUES SURROUNDING RACE AND SELF-IMAGE. THE BOOK WAS PUBLISHED IN 2019 AND QUICKLY BECAME A SIGNIFICANT ADDITION TO THE CANON OF DIVERSE CHILDREN'S LITERATURE. IT IS ESPECIALLY NOTABLE FOR ITS CANDID APPROACH TO THE INSECURITIES AND CHALLENGES FACED BY BLACK CHILDREN GROWING UP IN A SOCIETY THAT OFTEN MARGINALIZES OR MISREPRESENTS THEIR IDENTITIES.

THE COLLABORATIVE EFFORT WITH ILLUSTRATOR SHANE W. EVANS ENHANCES THE NARRATIVE BY PROVIDING VIBRANT, EXPRESSIVE ARTWORK THAT COMPLEMENTS THE TEXT'S EMOTIONAL DEPTH. EVANS' ILLUSTRATIONS EMPLOY A RICH PALETTE AND DYNAMIC COMPOSITION TO CAPTURE THE PROTAGONIST'S JOURNEY FROM SELF-DOUBT TO PRIDE, REINFORCING THE BOOK'S CORE MESSAGES VISUALLY.

## IN-DEPTH ANALYSIS OF THEMES AND NARRATIVE

CHOCOLATE ME BY TAYE DIGGS EXPLORES COMPLEX THEMES THROUGH A DECEPTIVELY SIMPLE NARRATIVE STRUCTURE. AT ITS HEART, THE STORY FOLLOWS A YOUNG BOY WHO INITIALLY STRUGGLES WITH FEELINGS OF INADEQUACY ABOUT HIS APPEARANCE, PARTICULARLY HIS SKIN COLOR, HAIR, AND OTHER FEATURES. THESE INSECURITIES ARE COMMON AMONG CHILDREN WHO MAY FEEL ALIENATED BY MAINSTREAM BEAUTY STANDARDS THAT PRIVILEGE EUROCENTRIC TRAITS.

## THE JOURNEY OF SELF-ACCEPTANCE

THE PIVOTAL THEME OF SELF-ACCEPTANCE IS WOVEN THROUGHOUT THE TEXT, AS THE PROTAGONIST GRADUALLY LEARNS TO EMBRACE HIS UNIQUE QUALITIES. THIS TRANSFORMATION IS NOT ONLY A PERSONAL VICTORY BUT ALSO A UNIVERSAL MESSAGE ENCOURAGING READERS TO CELEBRATE THEIR INDIVIDUALITY. THE STORY CHALLENGES NEGATIVE STEREOTYPES AND SOCIETAL PRESSURES, PROMOTING A POSITIVE SELF-IMAGE THAT IS CRUCIAL FOR HEALTHY EMOTIONAL DEVELOPMENT IN CHILDREN.

# REPRESENTATION AND CULTURAL IDENTITY

CHOCOLATE ME BY TAYE DIGGS SERVES AS A VITAL RESOURCE IN COMBATING THE LACK OF REPRESENTATION IN CHILDREN'S BOOKS. ACCORDING TO STUDIES FROM ORGANIZATIONS LIKE THE COOPERATIVE CHILDREN'S BOOK CENTER, BOOKS FEATURING DIVERSE PROTAGONISTS REMAIN UNDERREPRESENTED IN THE MARKET. DIGGS' WORK CONTRIBUTES TO FILLING THIS GAP BY OFFERING A NARRATIVE THAT MANY CHILDREN CAN SEE THEMSELVES IN, FOSTERING A SENSE OF BELONGING AND VALIDATION.

## LANGUAGE AND STYLE

THE AUTHOR'S CHOICE OF LANGUAGE IS ACCESSIBLE YET IMPACTFUL, MAKING COMPLEX EMOTIONAL EXPERIENCES UNDERSTANDABLE FOR YOUNG READERS. THE PROSE IS RHYTHMIC AND ENGAGING, OFTEN REFLECTING THE INTERNAL DIALOGUE OF THE CHILD IN A MANNER THAT FEELS AUTHENTIC AND RELATABLE. THIS STYLISTIC APPROACH ENCOURAGES EMPATHY AND INTROSPECTION AMONG READERS, HELPING THEM CONNECT DEEPLY WITH THE PROTAGONIST'S FEELINGS.

## ILLUSTRATIONS AND VISUAL IMPACT

THE ILLUSTRATIONS BY SHANE W. EVANS ARE INTEGRAL TO THE BOOK'S SUCCESS. HIS ARTWORK EMPLOYS BOLD COLORS AND FLUID LINES THAT CAPTURE THE PROTAGONIST'S EMOTIONS VIVIDLY. THE USE OF WARM, EARTHY TONES HIGHLIGHTS THE RICHNESS OF THE BOY'S SKIN AND HAIR, TURNING WHAT MAY HAVE BEEN PERCEIVED AS "FLAWS" INTO SOURCES OF BEAUTY AND PRIDE.

EVANS' ILLUSTRATIONS ALSO INCORPORATE SYMBOLIC IMAGERY, SUCH AS THE DEPICTION OF THE BOY SURROUNDED BY CHOCOLATE PIECES, SERVING AS METAPHORS FOR SWEETNESS, RICHNESS, AND VALUE. THIS VISUAL SYMBOLISM REINFORCES THE NARRATIVE'S THEMES, MAKING THE STORY ACCESSIBLE NOT ONLY THROUGH WORDS BUT ALSO THROUGH POWERFUL IMAGERY.

## COMPARISONS WITH SIMILAR WORKS

CHOCOLATE ME BY TAYE DIGGS CAN BE COMPARED TO OTHER CONTEMPORARY CHILDREN'S BOOKS THAT ADDRESS THEMES OF RACE AND SELF-LOVE, SUCH AS "HAIR LOVE" BY MATTHEW A. CHERRY AND "I AM ENOUGH" BY GRACE BYERS. WHILE EACH BOOK APPROACHES THE TOPIC UNIQUELY, DIGGS' WORK STANDS OUT FOR ITS INTIMATE EXPLORATION OF PERSONAL INSECURITIES THAT OFTEN GO UNSPOKEN AMONG YOUNG BLACK CHILDREN.

UNLIKE SOME BOOKS THAT FOCUS PRIMARILY ON EXTERNAL AFFIRMATION, CHOCOLATE ME EMPHASIZES INTERNAL TRANSFORMATION, MAKING IT A VALUABLE TOOL FOR PARENTS, EDUCATORS, AND CAREGIVERS AIMING TO NURTURE RESILIENCE AND CONFIDENCE IN CHILDREN.

## EDUCATIONAL AND SOCIAL IMPLICATIONS

THE IMPORTANCE OF CHOCOLATE ME BY TAYE DIGGS EXTENDS BEYOND STORYTELLING; IT FUNCTIONS AS AN EDUCATIONAL INSTRUMENT THAT ENCOURAGES DISCUSSIONS ABOUT RACE, IDENTITY, AND SELF-WORTH IN CLASSROOMS AND HOMES. ITS INCLUSION IN READING LISTS CAN PROMOTE CULTURAL AWARENESS AND SENSITIVITY AMONG DIVERSE GROUPS OF STUDENTS.

FURTHERMORE, THE BOOK ALIGNS WITH CURRENT EDUCATIONAL TRENDS THAT PRIORITIZE SOCIAL-EMOTIONAL LEARNING (SEL), HELPING CHILDREN DEVELOP EMPATHY AND POSITIVE SELF-CONCEPTS. BY ADDRESSING ISSUES RELATED TO COLORISM AND SELF-IMAGE, IT OPENS AVENUES FOR MEANINGFUL CONVERSATIONS THAT CAN COUNTERACT PREJUDICE AND DISCRIMINATION FROM AN EARLY AGE.

## PROS AND CONS

- **PROS:**

- AUTHENTIC VOICE FROM A PROMINENT FIGURE, ADDING CREDIBILITY AND VISIBILITY.
- BEAUTIFUL, EXPRESSIVE ILLUSTRATIONS THAT ENHANCE THE NARRATIVE.
- ADDRESSES UNDERREPRESENTED THEMES IN CHILDREN'S LITERATURE.
- ACCESSIBLE LANGUAGE SUITABLE FOR YOUNG READERS.
- ENCOURAGES SELF-LOVE AND POSITIVE IDENTITY FORMATION.

- **CONS:**

- SOME CRITICS ARGUE THE NARRATIVE COULD DELVE DEEPER INTO SOCIETAL STRUCTURES INFLUENCING SELF-IMAGE.
- LIMITED LENGTH MAY RESTRICT IN-DEPTH EXPLORATION OF COMPLEX EMOTIONS.

## IMPACT AND RECEPTION

SINCE ITS RELEASE, CHOCOLATE ME BY TAYE DIGGS HAS RECEIVED WIDESPREAD ACCLAIM FROM CRITICS, EDUCATORS, AND FAMILIES. REVIEWS OFTEN HIGHLIGHT ITS EMOTIONAL RESONANCE AND THE IMPORTANCE OF ITS MESSAGE IN TODAY'S DIVERSE SOCIETY. IT HAS BEEN INCORPORATED INTO VARIOUS DIVERSITY INITIATIVES AND READING PROGRAMS AIMING TO BROADEN REPRESENTATION IN CHILDREN'S LITERATURE.

THE BOOK'S SUCCESS ALSO REFLECTS A GROWING DEMAND FOR STORIES THAT TACKLE IDENTITY AND RACE IN AN HONEST, UPLIFTING MANNER. BY CONTRIBUTING TO THIS MOVEMENT, DIGGS HELPS PAVE THE WAY FOR MORE INCLUSIVE NARRATIVES THAT EMPOWER CHILDREN TO EMBRACE THEIR HERITAGE AND UNIQUENESS.

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ULTIMATELY, CHOCOLATE ME BY TAYE DIGGS EXEMPLIFIES THE POWER OF LITERATURE TO INFLUENCE YOUNG MINDS POSITIVELY. ITS THOUGHTFUL PORTRAYAL OF A CHILD'S JOURNEY TO SELF-LOVE AND ACCEPTANCE OFFERS A MUCH-NEEDED COUNTER-NARRATIVE TO PREVAILING SOCIETAL MESSAGES, FOSTERING CONFIDENCE AND PRIDE IN ITS READERS. AS DIVERSE VOICES CONTINUE TO RESHAPE THE CHILDREN'S BOOK LANDSCAPE, WORKS LIKE CHOCOLATE ME REMAIN ESSENTIAL IN NURTURING A GENERATION THAT VALUES AND CELEBRATES ITS DIFFERENCES.

## **Chocolate Me By Taye Diggs**

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**chocolate me by taye diggs:** *Chocolate Me!* Taye Diggs, 2011-09-27 A timely book about how it feels to be teased and taunted, and how each of us is sweet and lovely and delicious on the inside, no matter how we look. The boy is teased for looking different than the other kids. His skin is darker, his hair curlier. He tells his mother he wishes he could be more like everyone else. And she helps him to see how beautiful he really, truly is. For years before they both achieved acclaim in their respective professions, good friends Taye Diggs and Shane W. Evans wanted to collaborate on *Chocolate Me!*, a book based on experiences of feeling different and trying to fit in as kids. Now, both men are fathers and see more than ever the need for a picture book that encourages all people, especially kids, to love themselves.

**chocolate me by taye diggs: The Brilliance of Black Boys** Brian L. Wright, 2018 This much-needed book will help schools and, by extension, society to better understand and identify the promise, potential, and possibilities of Black boys. Drawing from their wealth of experience in early childhood education, the authors present an asset- and strengths-based view of educating Black boys. This positive approach enables practitioners and school leaders to recognize, understand, and cultivate the diversity of social skills of Black boys in the early grades (pre-K–3rd grade). Each chapter begins with a vignette to illustrate what is lost when Black boys are prevented from participating freely in boyhood, having to instead attend to adult and peer interactions and attitudes that view them as “bad boys” and “troublemakers.” This accessible book provides teachers with classroom strategies to help young Black boys achieve their highest potential, along with other resources for supporting their social-emotional development, such as a reading list of authentic multicultural children’s books with Black boys as protagonists. “The Brilliance of Black Boys claims new ground to advance knowledge and practice that can change the narrative about Black boys and their early schooling.” —From the Foreword by James Earl Davis, Temple University “Wright’s uncommon insight into the world of Black boys unveils a new narrative and gives educators a formula for turning opportunity into advantage.” —Carol Brunson Day, past president, NAEYC “The Brilliance of Black Boys provides counter-stories, theories, paradigms, and resources to skillfully illustrate the strengths of Black boys. Readers will not be disappointed.” —Donna Y. Ford, Vanderbilt University

**chocolate me by taye diggs: Black Boys are Lit** Brian L. Wright, Donna Y. Ford, James L. Moore, 2021-11-01 This book of matrices with Black boys as the main character is designed to help gifted and talented education teachers leverage Black boys’ identities to inform and shape how they plan and deliver curriculum and instruction and manage the multicultural, democratic, and culturally responsive classroom. Ford and colleagues (2005) spoke to the notion of and need for ‘self-reflective instruction.’ We argue that all teachers must want to and learn how to legitimize the “everyday” experiences that are learned and cultivated in the homes and communities of Black boys, and how these experiences shape their self-identities and contribute to agency (Wright, Counsell, & Tate 2015). We, therefore, advocate for the rethinking of literacies by repositioning White-centered texts that often reflect and represent power and privilege toward centering the brilliance of Black identities of Black children in general, Black boys in particular. Black boys (of all ages) want to and need to physically see positive images of themselves in books reflected at them. This representation, we argue, has the potential to become an example of a compelling counter-narrative to the history of the “all-White world” (Larrick, 1965) of children’s books that only presented Black characters as “objects of ridicule and generally inferior beings” (Sims Bishop 2012, p. 6). When Black boys see themselves portrayed visually, textually, and realistically in children’s books, vital messages of recognition, value, affirmation, and validation are conveyed. Recognition of the sociocultural contexts in which they live is celebrated. Books for and about Black boys must be rigorous, authentic, multicultural, and developmentally appropriate to allow them to synthesize what they have read, heard, and seen during literacy instruction in authentic and meaningful ways. Multicultural books must introduce children to information about the values of justice, fairness, and equity. Developmentally appropriate books should vary with and adapt to the age, experience, and



interests of gifted and talented Black boys to allow them the opportunity to demonstrate critical thinking, textual analysis skills and convey conceptual knowledge. These stories must expose Black boys to culturally relevant counter stories -- stories that counteract the dominant discourse that has primarily depicted Black boys as "at risk" versus placed at risk; "without hope" versus hopeful; or "out of control and dangerous" (Tatum, 2005, p. 28) versus developing self-control like all other children (Wright et al., 2018).

**chocolate me by taye diggs: Unpacking Privilege in the Elementary Classroom**

Jacquelynne Boivin, Kevin McGowan, 2024-12-09 Brimming with reflection and resources, this book is ideal for white elementary teachers who wish to host conversations about race with their predominantly white classes. This book is a clear-cut guide for integrating antiracism into teaching and education, along with policy reform needed for systemic change. Providing hands-on experience and practical insights from literature, it breaks down subject-specific strategies to approach racial conversations. The book acknowledges the variety of challenges that teachers face and encourages them to continue self-work as a step towards supporting students. While specifically targeting all-white and predominantly white classrooms, this resource is suitable for additional professional development and educator preparation programs when considering a variety of racial dynamics.

**chocolate me by taye diggs: Children's and Young Adult Literature and Culture** Amie A.

Doughty, 2016-08-17 This collection of essays explores a wealth of topics in children's and young adult literature and culture. Contributions about picture-books include analyses of variants of the folktale "The Little Red Hen" and bullying. Race and gender are explored in essays about picture-books featuring children as consumable objects, about books focused on African American female athletes, and about young adult dystopian fiction. Gender itself is further explored in articles about *Monster High*, Joyce Carol Oates's *Beasts*, and *The Hunger Games* and *Divergent*. Essays about fantasy literature include an exploration of environmentalism in Rick Riordan's *The Heroes of Olympus*, a discussion of Severus Snape as a Judas figure, an explication of Chapter 5 of *The Hobbit*, and an analysis of ghosts and nationalism in Eva Ibbotson's *The Haunting of Granite Falls*. An essay about *Horrible Histories* explores television, genre, and the way history is coded. Other contributions explore how teaching literature to reluctant readers can be effective through multimodal texts and how Harry Potter has played a role in the popularity of young adult literature for adult readers.

**chocolate me by taye diggs: Handbook of Research on Teaching Diverse Youth**

**Literature to Pre-Service Professionals** Hartsfield, Danielle E., 2021-06-25 Perspectives and identity are typically reinforced at a young age, giving teachers the responsibility of selecting reading material that could potentially change how the child sees the world. This is the importance of sharing diverse literature with today's children and young adults, which introduces them to texts that deal with religion, gender identities, racial identities, socioeconomic conditions, etc. Teachers and librarians play significant roles in placing diverse books in the hands of young readers. However, to achieve the goal of increasing young people's access to diverse books, educators and librarians must receive quality instruction on this topic within their university preparation programs. The *Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals* is a comprehensive reference source that curates promising practices that teachers and librarians are currently applying to prepare aspiring teachers and librarians for sharing and teaching diverse youth literature. Given the importance of sharing diverse books with today's young people, university educators must be aware of engaging and effective methods for teaching diverse literature to pre-service teachers and librarians. Covering topics such as syllabus development, diversity, social justice, and activity planning, this text is essential for university-level teacher educators, library educators who prepare pre-service teachers and librarians, university educators, faculty, adjunct instructors, researchers, and students.

**chocolate me by taye diggs: Anti-Bias Education in the Early Childhood Classroom** Katie

Kissinger, 2017-03-27 *Anti-Bias Education in the Early Childhood Classroom* provides a useful, clearly outlined guide for implementing anti-bias and anti-oppression practices in early childhood

education settings. Throughout the book, you'll find: Stories from the field Strategies for keeping teaching practices in touch with growing social justice movements Tasks and questions to spark your professional growth in this important area Katie Kissinger uses her personal experience as a longtime educator to highlight both the challenges and the potential for transformative learning in the anti-bias classroom, and gives other teachers the tools they need to create classrooms that welcome all students and families.

**chocolate me by taye diggs: Teaching Multicultural Children's Literature in a Diverse Society** AnnMarie Alberton Gunn, Susan, V. Bennett, 2023-03-28 This textbook is a comprehensive resource for teaching multicultural children's literature. Providing foundational information on how and why to integrate diverse children's literature into the classroom, this book presents a necessary historical perspective on cultural groups in the United States and context for how to teach children's literature in a way that reflects and sustains students' rich cultural backgrounds. The historical insights and context on diverse cultural groups at the heart of the book allow readers to deepen their understanding of why teaching about cultural diversity is necessary for effective and inclusive education. Part I offers foundational information on how to teach children's literature in a diverse society, and Part II overviews pedagogy, resources, and guidance for teaching specific culturally and linguistically marginalized groups. Each chapter contains book recommendations, discussion questions, and additional resources for teachers. With authentic strategies and crucial background knowledge embedded in each chapter, this text is essential reading for pre-service and in-service teachers and is ideal for courses in children's literature, literacy methods instruction, and multicultural education.

**chocolate me by taye diggs: Racial and Ethnic Identities in the Media** Eleftheria Arapoglou, Yiorgos Kalogeras, Jopi Nyman, 2016-07-30 This volume examines the role and representation of 'race' and ethnicity in the media with particular emphasis on the United States. It highlights contemporary work that focuses on changing meanings of racial and ethnic identity as they are represented in the media; television and film, digital and print media are under examination. Through fourteen innovative and interdisciplinary case studies written by a team of internationally based contributors, the volume identifies ways in which ethnic, racial, and national identities have been produced, reproduced, stereotyped, and contested. It showcases new emerging theoretical approaches in the field, and pays particular attention to the role of race, ethnicity, and national identity, along with communal and transnational allegiances, in the making of identities in the media. The topics of the chapters range from immigrant newspapers and gangster cinema to ethnic stand-up comedy and the use of 'race' in advertising.

**chocolate me by taye diggs: I Like Myself** Toni Sturdivant, 2023-05-16 Support young Black children in developing a positive racial identity. It is critical that young children begin to form a positive sense of their own identity. I Like Myself uses the latest research into positive identity formation to provide practical solutions for educators. It links together lesson planning insights, academic activities, and children's book recommendations that are designed to facilitate positive racial identity in Black children, covering topics including hair texture, skin tone, language, self-esteem, and media representation. Supplementing and complementing any curriculum, this critical resource provides information across social-emotional, academic, and fine arts domains that stay faithful to curricular goals while specifically targeting the racial identity needs of Black preschoolers. Targeting the Black identity specifically, the lessons are designed to be engaging, meaningful and effective for all students, so each child feels valued and accepted while also gaining the knowledge and skills that they need to be successful. Featuring recommendations for over 150 children's books to support positive identity formation in Black children and 70+ activities and ideas to pair with children's book read-alouds.

**chocolate me by taye diggs: Teaching Globally** Kathy Short, Deanna Day, Jean Schroeder, 2023-10-10 With the world visibly present in students' lives through technology, mass and social medias, economic interdependency, and global mobility, it is more important than ever to develop curriculum that is intercultural. In Teaching Globally: Reading the World Through Literature, a

community of educators show us how to use global children's literature to help students explore their own cultural identities. Edited by Kathy Short, Deanna Day, and Jean Schroder, this book explains why global curriculum is important and how you can make space for it within district and state school mandates. Teaching Globally is built around a curriculum framework developed by Short and can help teachers integrate a global focus into existing literacy and social studies curricula, evaluate global resources, guide students as they investigate cross-cultural issues, and create classroom activities with an intercultural perspective. Filled with vignettes from K-8 urban, suburban, and rural schools that describe successes and struggles, Teaching Globally aims to integrate global literature into classrooms and challenge students to understand and accept those different from themselves. The book also includes extensive lists of recommendations, websites, professional books, and an appendix of global text sets as mentioned by the authors. '

**chocolate me by taye diggs: Reading, Writing, and Talk** Mariana Souto-Manning, Jessica Martell, 2016 This book introduces a variety of inclusive strategies for teaching language and literacy in kindergarten through 2nd grade. Readers are invited into classrooms where racially, culturally, and linguistically diverse children's experiences, unique strengths, and expertise are supported and valued. Chapters focus on oral language, reading, and writing development and include diverse possibilities for culturally relevant and inclusive teaching. Featured teaching strategies foster academic success, cultural competence, and critical consciousness—leading students to read their worlds and question educational and societal inequities. Early childhood teachers will find this book invaluable as they consider effective ways to teach diverse children. The hands-on examples and strategies portrayed will help educators expand their thinking and repertoires regarding what is possible—and needed—in the language and literacy education curriculum. Unique in its focus on equitable, fully inclusive, and culturally relevant language and literacy teaching, this important book will help K-2 teachers (re)think and (re)conceptualize their own practices. "Offers us a great opportunity to explore pedagogical strategies that are diverse and inclusive." —From the Foreword by Gloria Ladson-Billings, University of Wisconsin-Madison "Readers will discover a treasure of teacher and student collaborative experiences to engage diverse learners." —Yetta and Ken Goodman, University of Arizona "The authors offer rich vignettes and pragmatic guidance for learning about, responding to, and respectfully building community among children. We readers are in their debt." —Anne Haas Dyson, University of Illinois "A beautifully written book filled with powerful examples. . . . I heartily recommend it for all teachers lucky enough to work on a daily basis with our brilliant early elementary students." —Ernest Morrell, Teachers College, Columbia University

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**chocolate me by taye diggs: Roots and Wings** Stacey York, 2016-06-27 Use the updated activities, examples, and research to improve your anti-bias and multicultural education programs. This clear and practical guide includes expanded information on English language learners, family engagement, culturally responsive teaching, and staff training. Stacey York teaches child development at Rochester Community and Technical College and established E-LECT, a collaborative effort between thirteen Minnesota community and technical colleges to provide e-learning for early childhood teachers.

**chocolate me by taye diggs: Life and Loss** Linda Goldman, 2021-08-04 For decades, *Life and Loss* has been the book clinicians have relied on for a full and nuanced presentation of the many issues with which grieving children grapple, as well as an honest exploration of the interrelationship between unresolved grief, educational success, and responsible citizenry. This classic edition, which includes a new preface from the author, brings this exploration firmly into the twenty-first century and makes a convincing case that children's grief is no longer restricted only to loss-identified

children. Children's grief is now endemic; it is global. Life and Loss is not just the book mental health professionals need to understand grief in the twenty-first century—it's the book they need to work with grief in a practical and constructive way.

**chocolate me by taye diggs: Supporting Literacies for Children of Color** Daniel R. Meier, 2019-11-26 A comprehensive theory-to-practice guidebook, *Supporting Literacies for Children of Color* argues for a new strength-based view of teaching to support the literacy talents and abilities of preschool-aged children of Color. The early childhood field is at a critical juncture in preschool literacy education as educators confront an ever-changing array of curricular approaches and assessment measures while still trying to meet the social, cultural, language, and literacy needs of individual children. By integrating parent and teacher literacy perspectives, as well as calling on the author's own decades of teaching, this book offers practical tools and strategies for culturally responsive pedagogy and demonstrates effective methods for using oral language and multilingualism to celebrate and deepen the literacy capabilities of children of Color. Featuring examples of children's literacy processes and products both at home and in preschools to illustrate effective instructional strategies, as well as boxes noting important ideas and strategies in each major section, this text will guide students and educators toward creating a supportive learning environment for children of Color.

**chocolate me by taye diggs: A to Zoo** Rebecca L. Thomas, 2018-06-21 Whether used for thematic story times, program and curriculum planning, readers' advisory, or collection development, this updated edition of the well-known companion makes finding the right picture books for your library a breeze. Generations of savvy librarians and educators have relied on this detailed subject guide to children's picture books for all aspects of children's services, and this new edition does not disappoint. Covering more than 18,000 books published through 2017, it empowers users to identify current and classic titles on topics ranging from apples to zebras. Organized simply, with a subject guide that categorizes subjects by theme and topic and subject headings arranged alphabetically, this reference applies more than 1,200 intuitive (as opposed to formal catalog) subject terms to children's picture books, making it both a comprehensive and user-friendly resource that is accessible to parents and teachers as well as librarians. It can be used to identify titles to fill in gaps in library collections, to find books on particular topics for young readers, to help teachers locate titles to support lessons, or to design thematic programs and story times. Title and illustrator indexes, in addition to a bibliographic guide arranged alphabetically by author name, further extend access to titles.

**chocolate me by taye diggs: Crossing Literacy Bridges** Jennifer Tuten, Deborah Ann Jensen, Charlene Klassen Endrizzi, 2018-09-30 It has been well established that schools and families must work together to ensure academic and literacy success for all children. Educators understand the importance of creating a learning connection between families and schools. Families provide teachers with increased knowledge of students. Teachers also recognize the importance of building on the learning events occurring in students' homes and communities. However, in practice, partnerships are not easily established. Often teachers are not prepared to effectively reach out to families nor are families and schools prepared to effectively work together. There are many constraints in forming home-school partnerships and the added challenges of creating partnerships with families of children struggling with literacy development are even more difficult. Often teachers and families find themselves on opposite sides, facing similar challenges, looking for a way to connect. Families of children struggling to acquire literacy skills are often faced with many challenges other families never experience. For teachers, trying to reach out to these families and form partnerships is equally challenging. Bridges enable connections to be made between people and ideas and allow passage from one side to another. This book describes five principles to guide teachers in working with families of struggling readers. With examples from the field, tools to put into practice, and extensive resources lists, teachers will expand their understanding of family engagement. This book is an important resource for pre-service and in-service teachers who are eager to engage more sensitively and effectively with families, particularly those whose children

have struggled with literacy.

**chocolate me by taye diggs:** *Hood Life and Love: It Is What It Is* Shay Jonez, 2022-10-04 A story of hood life and love. Annette Brooks is an easygoing girl from the hood. She starts nothing she can't finish and never loses the fight. She is known for being a bookworm, so when she finds herself in the middle of a deadly battle, all things hood become a reality. Annette is soon faced with old enemies and new ones, while she struggles to balance school, first love, family, and the demands of the streets. When things don't go as planned, she finds herself in a few fight-or-flight situations. The incidents to follow will change her life forever. Christian James thrives in trouble, but when he sets his sights on Annette, he decides to keep her. He does not know the journey they will have. He didn't plan on loving her, after all, he lived for the streets. Christian feels like she is his peace and with her, anything is possible. Even getting out of the hood. When an attempt to make some easy money goes wrong, and strange incidents around them happen, he realizes he will protect her at all costs. Together, they stand in the face of many enemies. They battle jealousy, temptation, and hate. In the wake of it all, they find comfort in friends that will follow where ever they lead and cross off names on an ever-growing list of foes. While trying to survive, loyalties will be forgotten, and love is a question in their relationship. All the while, all they want is out, but, the streets always call them back. Will they make it out or just accept that It Is what it is.

**chocolate me by taye diggs:** *Murder with Fried Chicken and Waffles* A.L. Herbert, 2015-03-01 A fast-talking businessman is felled by a frying pan: "Soul food and sassy characters...a feast that will satisfy the appetites of readers."—Library Journal Welcome to Mahalia's Sweet Tea—the finest soul food restaurant in Prince George's County, Maryland. In between preparing her famous cornbread and mashed potatoes so creamy "they'll make you want to slap your Momma," owner Halia Watkins is about to dip her spoon into a grisly mystery . . . Halia Watkins has her hands full cooking, hosting, and keeping her boisterous young cousin, Wavonne, from getting too sassy with customers. Having fast-talking entrepreneur Marcus Rand turn up in her kitchen is annoying enough when he's alive—but finding his dead body face-down on her ceramic tile after hours is much worse. Marcus had his enemies, and the cast iron frying pan beside his corpse suggests that at last, his shady business deals went too far. Halia is desperate to keep Sweet Tea's name out of the sordid spotlight but her efforts only make Wavonne a prime suspect. Now Halia will have to serve up the real villain—before the killer returns for a second helping . . . Features delicious recipes from Mahalia's Sweet Tea, including Sour Cream Corn Bread and Sweet Corn Casserole!

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