

Literacy Through Arts:

Welcoming Diversity into the Classroom



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Invitation

If you are a dreamer, come in,
If you are a dreamer, a wisher, a teacher, a
liar,
A hope-er, a pray-er, a magic bean buyer...
If you're a pretender, come sit by my fire
For we have some flax-golden tales to spin.
Come in!
Come in!

Adapted from Shel Silverstein



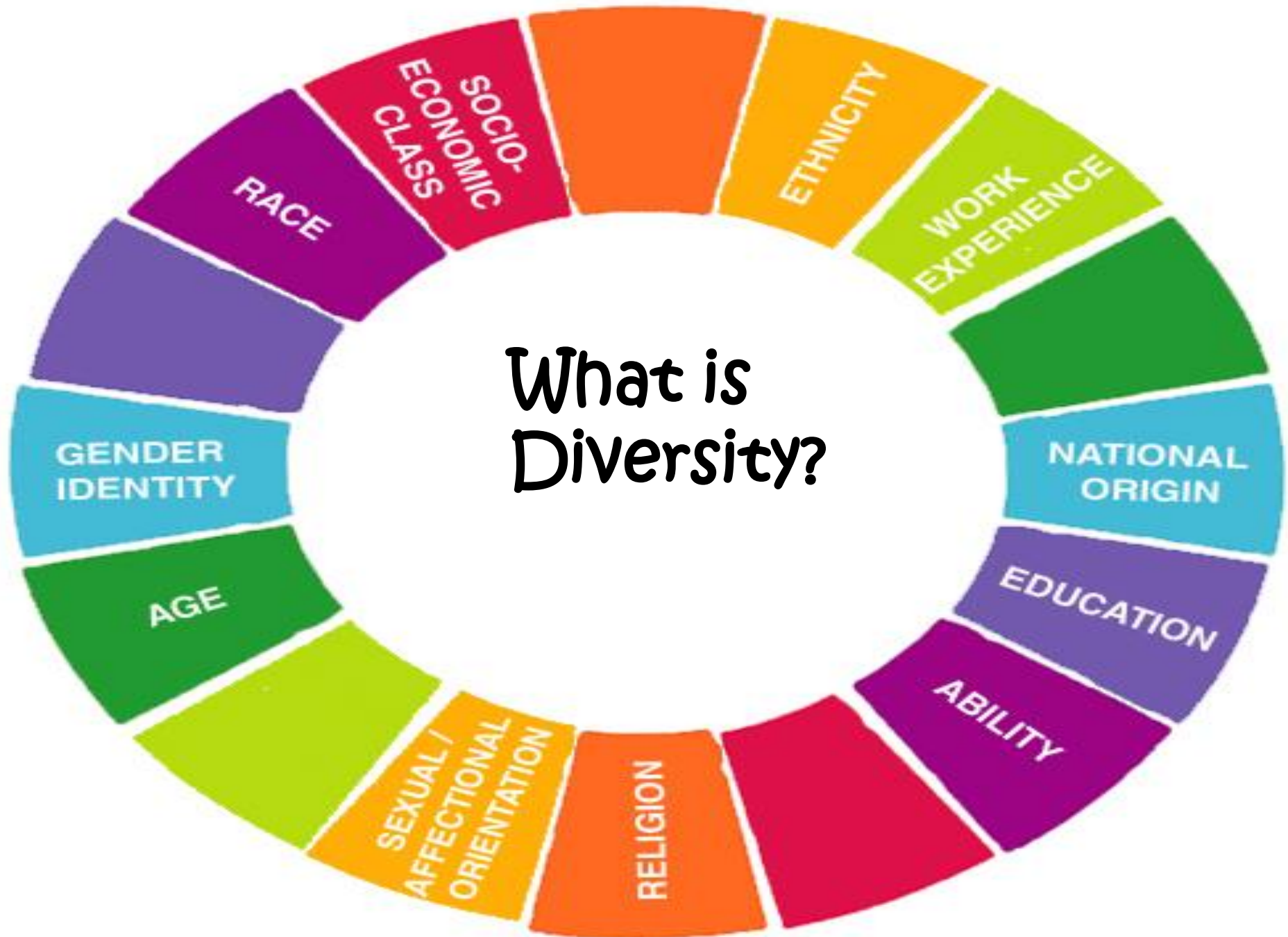
ESSENTIAL QUESTIONS



- 1. How can teachers build a learning environment that welcomes and accepts diversity, multiculturalism, and uniqueness?**
- 2. What are strategies and tools that can be used to teach Diversity Literature?**
- 3. How can teachers use 21st Century Skills through the Common Core Standards and Arts Standards to expand and enhance literacy, acceptance, and appreciation of our growing ‘global village’?**



What is Diversity?



Diversity means honoring...

+ the patchwork quilt

+ the cultural salad

+ the global roots stew

***...where individuals learn how to
communicate, work with, and
appreciate one another across
cultures.***



Children who are...

- secure in their identity,
 - feel good about themselves,
 - and are excited about what is happening in the classroom
- are more likely to engage eagerly in learning activities and achieve higher levels of academic performance than those who find the classroom
- hostile,
 - unfriendly,
 - insensitive,
 - and perpetually unfamiliar. (Gay, 1979, p. 327)

What does acceptance of diversity look like, sound like, feel like in a learning environment?



I am different because..., and I appreciate it!

- If you want to change the world, start with celebrating your uniqueness!
- Think of one characteristic or fact related to you that you feel makes you different and unique.
- Begin the sentence with “I am unique because (feature/fact) and end the sentence with “...and I appreciate it!”
- Share with your group or your neighbor on the left.



Diversity/Multicultural Literature

- ✓ Is defined as “a group of works used to break monopoly of the mainstream culture and make the curriculum pluralistic” (Cai, 2002, p.4)
- ✓ Depicts experiences of diverse and often underrepresented groups (socioeconomic backgrounds, color, life styles, genders, exceptionalities, etc.)



The Role of Literature in Preparing Students for a Diverse and Multicultural World

- Diversity literature helps students to understand and make sense of their world near and far.
- Diversity literature helps students to explain why people think, act, and feel the way they do.
- Diversity literature helps students to appreciate their own uniqueness and celebrate diversity.



DIVERSITY/MULTICULTURAL AWARENESS

Young readers can encounter positive experiences from books that focus on diversity, cultural experiences, and different places by...

fostering an awareness, understanding, and appreciation of people who seem at first glance different from the reader.

Jacobs and Tunnell, 2004, p. 216



Literacy Development



Literacy can be developed through explicit teacher-led instruction, teacher modeling of fluency concepts, and student participation in a variety of effective ways to practice reading, develop fluency, deepen comprehension, and demonstrate understanding through guided oral repeated reading, choral reading, readers theater, performance reading, and illustrations and graphics.

Cooper, 2000; Fredericks, 2007



Through engagement with diversity literature, teachers can maximize the complex knowledge and understanding of essential literacy skills using...

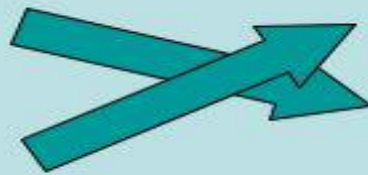
- ★ **Bloom's New Domain**
- ★ **21st Century Skills and Standards**
- ★ **Brain-compatible Learning Strategies**
- ★ **Arts Integration**



Bloom's Domains

Original Domain

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge



New Domain

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering



COMMON CORE STANDARDS

*Shift from “What’s Taught” to
“What Students Need to Be Able to Do”*

1. Solve problems
2. Manage oneself
3. Adapt to change
4. Analyze/conceptualize
5. Reflect on/improve performance
6. Communicate
7. Work in teams
8. Create/innovate/critique
9. Engage in learning throughout life



Explicit Instruction



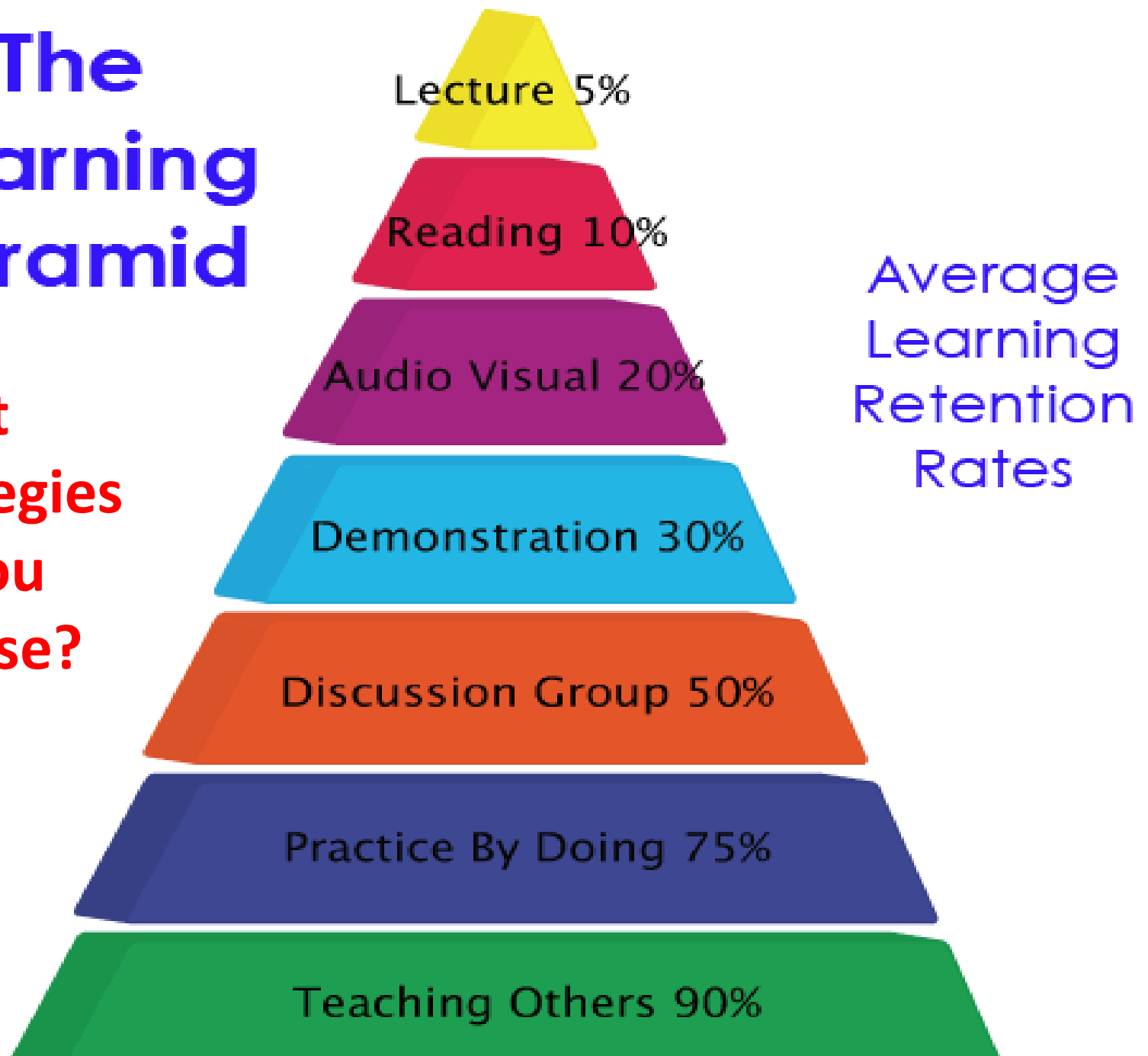
- Teachers must use strategies and books that will offer **meaningful opportunities** for students to learn about diversity and multiculturalism.
- Teachers must use authentic and accurate books.

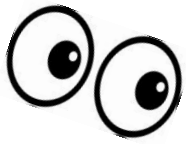
(Ogle and Beers, 2012)



The Learning Pyramid

What strategies do you choose?





Common Core State Standards

Reading Standards for Literature

- Grade 2 students:

Key Ideas and Details

- *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.*

Integration of Knowledge and Ideas

- *Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.*



Add...

from Visual and Performing Arts Standards

Theatre – Grades 1-2:

2. Act by assuming roles and interacting in improvisations (Creating/Performing Strand)

d. *Use skills in pantomime, tableau, and improvisation to create characters and to demonstrate their feelings, relationships, and environments.*

6. Recognize content in theatre experiences that connects to other art disciplines, subject areas, and everyday life. (Connections Strand, Critical Analysis Strand)

c. *Develop individual focus and group cooperative skills through participation in group theatre activities.*



Add from Visual and Performing Arts Standards

Dance-Grades 1-2:



2. Exhibit movement problem-solving experiences while demonstrating kinesthetic awareness of movement. (Creating/Performing Strand, Critical Analysis Strand)

b. *Respond through movement to a wide range of stimuli, music, books, pictures, rhymes, and/or props.*



Applying Standards to Practice...

1,2,3...Let's do it!

Diversity/Multicultural Literature

We are each unique!

- **Socio-economic:** *No Mirrors in my Nana's House*, Ysaye Barnwell and Synthia Saint James
- **Race:** *The Other Side*, Jacqueline Woodson and E.B. Lewis
- **Gender:** *Amazing Grace*, Mary Hoffman and Caroline Binch
- **Life Style:** *Little Cliff and the Cold Place*, Clifford Taulbert and E.B. Lewis
- **Exceptionalities:** *The Murphy Book*, Bonnie Carpenter and Jan Hunt



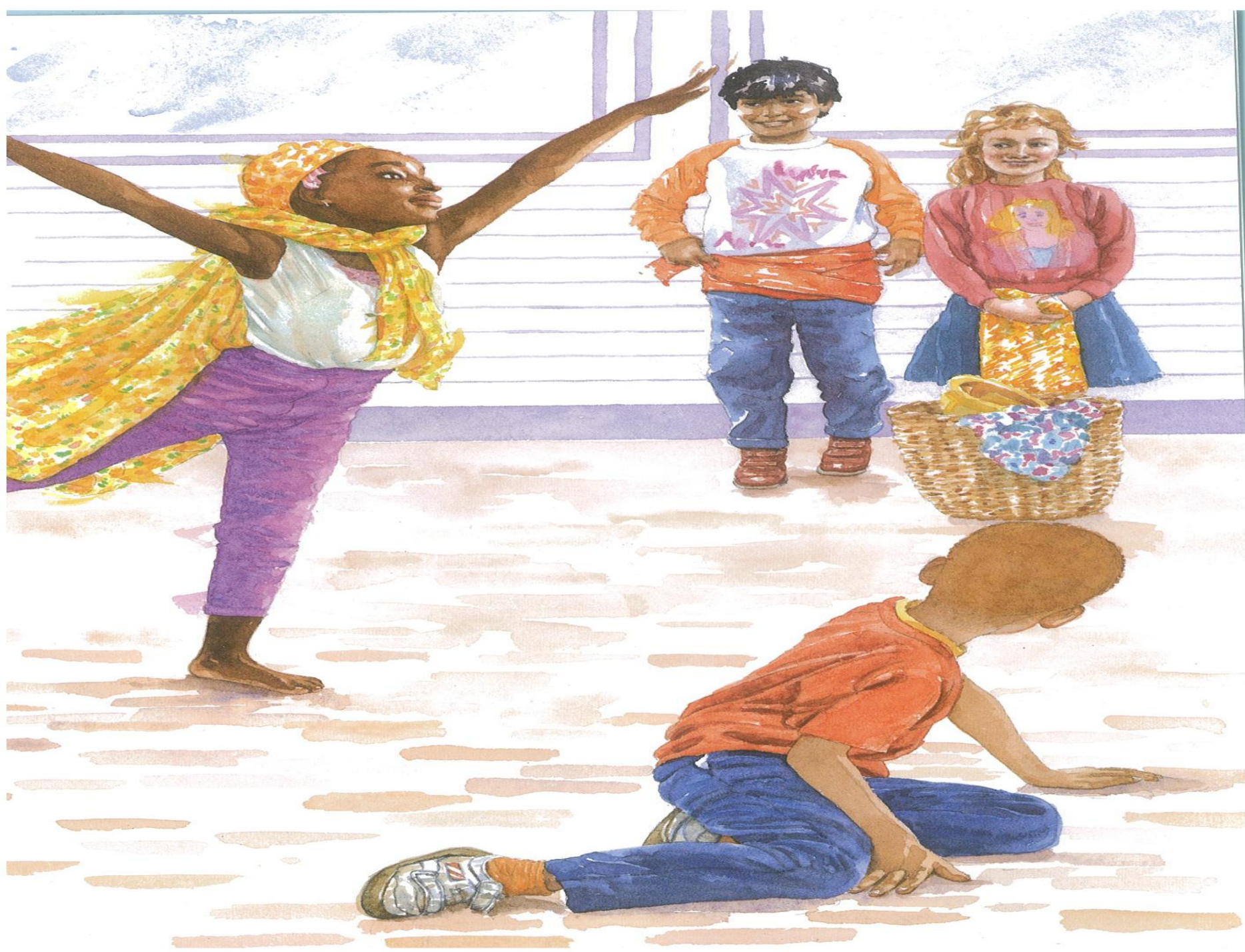
DIRECTIONS:

Each group will get an illustration from a multicultural/diversity book. Everyone in your group must have a part in this experience to complete these process to product steps:

- 1. Look at your picture. Each member of the group verbally completes ...**
I see...
I feel...
I wonder...
- 2. In your group, read the book from which the picture was taken. How will you capture what the author and illustrator intended, using the who, what, where, when, why, and how?**
- 3. Using that information, form a Tableau (a living picture that mirrors what you see in your illustration).**
- 4. Write a caption on large paper that will go with your Tableau.**
What key words will you use to capture the multicultural message in the book?
- 5. Share your tableau and caption with the 'workshop family'.**
- 6. Celebrate our collective brilliance today!**













*When we begin to see
ourselves as contributing
to a fabric,
we are no longer invisible
threads
or entire bolts full of
lonely self-importance.*

Bell, 2010



ATIONS

by Shel Silverstein

If we meet and I say, “Hi,”

That’s a salutation.

If you ask me how I feel,

That’s consideration.

If we stop and talk awhile,

That’s a conversation.

If we understand each other,

That’s communication.

If we argue, scream and fight,

That’s an altercation.

If later we apologize,

That’s reconciliation.

If we help each other home,

That’s cooperation.

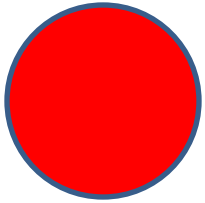
And all these ations added up

Make civilization.

(And if I say this is a wonderful poem, is that exaggeration?)



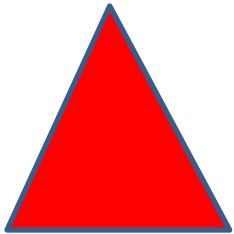
Reflections



Something going round in my head...



Something that squares with my beliefs...



Three ideas I will use...



Wishing our children...



Lives that are
Safe + Healthy+ Engaged+ Supported
+Challenged
...a place for everyone!



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