

Multicultural Literature in the Elementary (2-5) Classroom

June 1-4, 9:00 a.m. - 4:00 p.m.

Howell Elementary

Daily Schedule	
9:00	Sign-in
9:00-11:30	Engagements
11:30-12:00	Lunch
12:00-2:00	Engagements
2:00-4:00	Time to Read/Reflect/Respond

Day 1: Exploring Personal Cultural Identities through Story		
<i>All learners, adults and children, must explore their own cultures before they can understand why culture matters in the lives of others around them.</i>		
Topic	Engagement(s)	Text(s)/Materials
9:00-9:30 What's in a Name	Invitation: What's in a Name? <ul style="list-style-type: none"> Working independently with own book Share out 	Name Text Set Guiding Questions (write on chart paper) Name tags
9:30-10:15 Intro and Setting the Tone for the Week Recording Titles	Overview of Schedule and expectations <ul style="list-style-type: none"> Purpose and goals of workshop Daily schedule Last day at WOW Full participation—coming prepared and ready to respond Culture of Safety/Inclusion Requirements for pay Final project/reflection Various formats for keeping track of books: <ul style="list-style-type: none"> Reading Records (print/electronic) Library Thing 	Daily schedule Contract Sign-In Sheet Library Thing handout Reading Record description
10:15-10:45 Exploring our Family(ies) and Community(ies)	Neighborhood Memory Maps <ul style="list-style-type: none"> Read Aloud Demo Map Individual maps Share Discussion 	<i>I Know Here</i> Paper for maps Markers Neighborhood Memory Map Handout
10:45-11:15 Exploring Personal Cultural Identity through artifacts	Personal Cultural Identity: Cultural Artifacts <i>Come with an artifact that represents your family or a community to which you feel a part of/connected to.</i> <ul style="list-style-type: none"> Sharing Discussion Powerpoint Read Aloud 	Artifactual Literacies powerpoint <ul style="list-style-type: none"> Books as artifacts <i>This is the Rope</i> (Woodson)

11:15-11:45 What is Culture?	Thinking broadly about culture: Generative Theme <ul style="list-style-type: none"> • What have we explored through books and engagement about our own culture(s)? • Introducing our definition of culture • Intro to Intercultural Framework 	Generative Theme Handout Intercultural Framework poster
11:45-12:15 Lunch		
12:15-12:45 Browsing	Personal Cultural Identity	Personal Cultural Identity Text Set Artifact Text Set(?) Names Text Set
12:30-1:30 Cultural X-Rays	Cultural X-Rays <ul style="list-style-type: none"> • Intro • Independent work • Sharing out 	Cultural X-Ray template Cultural X-Ray handout
1:30-2:00 Reflections followed by Reader Response	Literature Circles: Introductions and Book Selection <ul style="list-style-type: none"> • <i>Wonder</i> • <i>Anything but Typical</i> • <i>Mockingbird</i> • <i>Out of My Mind</i> 	<u>Literature Circles</u> <ul style="list-style-type: none"> • Check out forms for books • Come ready to respond • Decide stopping points as a group.
3:00-4:00 Classroom applications in groups	Homework Closing	<u>Additional Homework:</u> <i>Apartheid of Children's Literature</i> by Christopher Meyers Create Library Thing account or set up your own reading record. Bring each day. Bring own multicultural book set
Day 2: Multiple Perspectives: Looking Deeply to Understand Complexity <i>All learners need to consider points of view beyond their own, so they come to recognize that their perspective is one of many ways to view the world; not the only one or the norm against which to measure other viewpoints.</i>		
Topic(s)	Engagement(s)	Text(s)/Materials
9:00-9:30 Browsing	Browsing/Recording	Books from Day #1
9:30-9:50	Literature Circles: Save the Last Word Discussion of strategy (if time)	Save the Last Word Handout Post its/Index Cards
9:50-10:10 Chimamanda Adichie, Single Story TEDx	Single Stories vs. Multiple Representations: What stories are being told/not told?	Graffiti?
10:10-10:45	Insider/Outsider Strategy	Insider/Outsider Handout Chart paper Markers
10:45-11:15	Browsing own books selection: <ul style="list-style-type: none"> • Male/Female • Contemporary/Past • Urban/Rural 	Guiding Questions <i>Mirror</i>

	Reflection: <i>What did you notice?</i> Read Aloud: <i>Mirror</i>	
11:15-12:00	Lunch	
12:00-1:00 Paired Books	<ul style="list-style-type: none"> • Three Little Pigs • Overview of types • Browsing/engagements <ul style="list-style-type: none"> ○ Connect-extend-challenge 	Paired Books handout Paired book sets Connect-Extend-Challenge handout Chart paper markers
1:00-1:30	Article Debrief: Compass Points	Compass Points Handout
1:30-2:00 Reflections followed by Reader Response		Homework: Lit Circles <ul style="list-style-type: none"> • Postful Thinking (connections and anomalies)
3:00-4:00 Classroom applications in groups	Closing	Professional Reading: <i>Critically Reading the Word and the World: Building Intercultural Understanding through Literature</i> (Short)
Day 3: Building and Using Text Sets in the Classroom		
Topic(s)	Engagement(s)	Text(s)/Materials
9:00-9:30	Literature Circles <ul style="list-style-type: none"> • Post-ful Thinking 	Post-ful Thinking handout
9:30-9:45	Jen Holladay Video: <i>Multiculturalism in the Modern World</i> <ul style="list-style-type: none"> • Intro iceberg? 	
9:45-10:15	Article Debrief <ul style="list-style-type: none"> • Connect to video • Web discussions • Share 	
10:15-11:15	Intro to teachers Teacher's Project: Part One	
11:15-12:00	Lunch	
12:00-1:00	Teacher's Project: Part Two	
1:00-1:30	Text Set Overview and Browsing	Kids Taking Action text set
1:30-2:00 Reflections followed by Reader Response	Explain Story Ray Explain book talk: using a book to go deeper/seek out additional resources	<u>Homework</u> Literature Circle books <ul style="list-style-type: none"> • Decide on chapters for story ray • Complete story ray and bring
3:00-4:00		

Classroom applications in groups		<p><i>The Importance of Children's Literature in a Global Society</i> (Kurkjian & Livingston)</p> <ul style="list-style-type: none"> • Read and be ready to respond • Take home a global book • Conduct research • Complete book talk and email <p>Bring Cultural X-Ray to WOW</p>
<p>Day 4: Integration of Intercultural/International/Global Perspectives (WOW?) <i>Literature reflecting a wide range of cultural perspectives needs to be woven into every classroom study, no matter what the topic or curriculum area.</i></p>		
Topic(s)	Engagement(s)	Text(s)
9:00-9:30	<p>Intro to WOW</p> <ul style="list-style-type: none"> • Overview • Tour of space • Website 	WOW bookmarks/info cards
9:30-10:00	<p>Literature Circle Discussions</p> <ul style="list-style-type: none"> • Share Story Ray • Set up entire ray for gallery walk • One person provides overview of the book • Gallery Walk 	
10:00-10:30	<p>Article/Vignette Discussion</p> <ul style="list-style-type: none"> • Stay in lit circle groups • Share connection to own classroom—something you've done <u>or</u> something you're thinking about for future • Share book and book talk/research/resources 	
10:30-11:00	<p>Multicultural vs. Intercultural Drawing from and expanding upon Cultural X-rays to think, "How am I global?"</p>	
11:00-11:30	<p>Photo engagement: Comparing to Learn</p> <ul style="list-style-type: none"> • Iceberg discussion 	
11:30-12:00	Lunch	
12:00-1:30	<p>Intro to the Culture Kits</p> <ul style="list-style-type: none"> • Connect to intercultural framework • Browsing of kits 	
1:30-1:45 Reflections followed by Reader Response	Closing	Final Reflections due by 7:00 pm

Classroom applications in groups		
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