

## Resource Guide: Cultural and Linguistic Responsiveness in Literacy

### Vision:

*The goal of ensuring cultural and linguistic responsiveness in literacy instruction is to encourage students to relate the lesson (course) content to their cultural context to make learning more effective, relevant, and meaningful for students. Cultural and linguistic responsiveness is the validation and affirmation of student’s home culture and language, lived experiences, frames of reference, and performance styles, particularly for students that are culturally and linguistically diverse, in order to build connections with others and provide opportunities to succeed in school and meaningfully contribute to society.*

*Cultural and linguistic responsiveness (CLR) is a **lens** that should be used to look at all that we are doing in schools- organizationally and instructionally. This lens makes the case that CLR is not something that you do but **something you have in all that you do.***

*--Dr. Sharroky Hollie, *Culturally and Linguistically Responsive Teaching and Learning**

### Purpose:

*Just as the quote above states, being culturally and linguistically responsive is a mindset that exists in all the work of teaching and learning. Selecting the “right text” doesn’t just make your instruction culturally and linguistically responsive. The topics, texts, and connections below are meant to inspire ideas for how culturally and linguistically responsiveness can begin to exist in your classroom with recognition for the identities of your specific students. When selecting texts, you want to be sure to offer “mirrors” and “windows.”*

*“Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.” -Rudine Sims Bishop “Mirrors, Windows, and Sliding Glass Doors” originally appeared in *Perspectives: Choosing and Using Books for the Classroom*, Vo.6 no.3. Summer 1990*

*Please review this with the Resource Guide for Cross-Curricular Connections as the topics listed below align.*

### Examples of Considerations for Cultural and Linguistic Responsiveness in Literacy 10<sup>th</sup> Grade:

Possible Topics for Building Knowledge:	Possible Texts to Foster Cultural and Linguistic Relevance in the classroom	Connections that could reinforce relevance to families and communities
American Exceptionalism	Abraham Lincoln: “Gettysburg Address”  Ronald Regan “A Vision for America”  Howard Zinn “A People’s History” (excerpts)  Alice Walker “The Color Purple”	Have students reflect on their own opinions on whether or not America truly is unique and virtuous, as proposed by exceptionalism; examine the ways in which their own circumstances, beliefs, privilege, experiences inform that opinion; examine a variety of different perspectives on the validity of exceptionalism; for those areas in which students do not see

	<p>? "Jews Without Money"</p> <p>"The Gilded Age"</p> <p>something on Manifest Destiny</p> <p>"White Trash" Nancy?</p> <p>Enlightenment era writers (Locke, Rousseau, Thoreau)</p> <p>John Gast painting, American Progress</p> <p>Woody Guthrie "This Land is Your Land"</p> <p>"America the Beautiful"</p> <p>Langston Hughes "I, Too, Sing America"</p> <p>"The Invisible Man"</p>	<p>exceptionalism as descriptive of America, have them examine how it might be beneficial for exceptionalism to be seen as prescriptive; examine what would need to change to live up to the exceptionalism ideal of America</p>
<p>Body Image</p>	<p>"The Body Perfect Project - An Intimate History of American Girls' by Joan Jacobs Brumberg,</p> <p>"Ophelia Speaks" by Sara Shandler</p> <p>"Body Image and Appearance" by Autumn Libal</p> <p>"Mixed Message: Interpreting Body Issues and Social Norms" by Thea Palad</p> <p>"Hijas Americanas: Beauty, Body Image, and Growing Up Latina" by Rosie Molinary</p> <p>typical magazine ads</p> <p>News articles:</p> <p><a href="http://www.verywellfamily.com/male-body-image-your-son-and-his-body-">www.verywellfamily.com/male-body-image-your-son-and-his-body-</a></p>	<p>Have students reflect on the media that they consume and then examine that media for what it says implicitly about various genders; reflect on a time when they witnessed someone they care about negatively affected by body image, shaming, expectations, or judgments; have them attempt to define what beauty is in their culture;</p>

	<p>300812</p> <p>Journal Articles:</p> <p>Psychology Today “The Impact of Negative Body Image on Boys”</p> <p>Journal of Family Strength “Brown Beauty: Body Image, Latinas, and the Media”</p> <p>Choices magazine section on body image</p> <p>“Dumpling” by Julie Murphy book/movie</p> <p>“Wintergirls” by Laurie Halse Anderson</p> <p>Discovery Education “Dying to Be Thin” film</p> <p>“Beloved” or “The Bluest Eye”</p> <p>Media:</p> <p>PBS NOVA “Dying to Be Thin”</p> <p><a href="http://www.theillusionists.org">www.theillusionists.org</a></p>	
<p>Pandemic</p>	<p>The Plague (Camus-North Africa, bubonic).</p> <p>The Betrothal (Black Death in Italy);</p> <p>Hot Zone (bubonic Kenya; Canterbury Tales; Cherokee Medicine, Colonial Germs(smallpox);</p> <p>The Plague (1947 Algeria)</p>	<p>Have students reflect on how pandemic has affected them; share experiences of someone they care about coping with illness; reflect what health is; importance of interconnectedness locally, regionally, nationally, and globally; resilience and wellbeing; important role of technology; “upskilling” workers; preparation as a society; anxiety, fear, and isolation;</p>

	<p>I Am Legend</p> <p>“Killers of the Flower Moon”</p> <p>“Blindness” Jose Saramago</p>	<p>education redesign; what it means to “foster community;” what is humanity</p>
<p>The Human Body, Media Influencing Health, Feeling Good</p>	<p>"From the Glittering World-A Navajo Story" by Irvin Morris; Evangeline Parsons Yazzie's series of "Her Land, Her Love"</p> <p>NMSU Cooperative Extensions Services - Hispanic/Native American cultural eating articles</p> <p>“Dreamcatcher” by Jude Schimmel; “Native American Cooking” by Lois Ellen Frank; “Cooking Vegetarian with Melonie Mathews” by Melonie Mathews</p>	<p>Have students:</p> <ul style="list-style-type: none"> <li>- survey his/her household of health issues and wellbeing</li> <li>- survey his/her community</li> <li>- will understand how the wellbeing of his/her family is affected by diet and activity levels</li> <li>- will study traditional stories, pre/post colonization, diet, and physical activities</li> <li>- research and analyze current activities that will help to become healthier and feeling better</li> </ul>
<p>Race, Class, and Community</p>	<p><b>Issues of Immigration</b></p> <p>Sylvia Gonzales. S - from Boxcar/El Vagon</p> <p>Ta-Nehisi Coates - “The Paranoid Style of American Policing”</p> <p>President Trump’s Executive Order 13841 (June 2018)</p> <p>Emma Lazarus - “The New Colossus”</p> <p><b>Issues of Language</b></p>	<p>Have students:</p> <ul style="list-style-type: none"> <li>- Examine how the issue of immigration affects community</li> <li>- Analyze and annotate various arguments surrounding the issue of immigration</li> <li>- Create debatable and defensible arguments (claim, reasons, evidence) both orally and in writing that illustrate their understanding of this issue today.</li> </ul> <p>Have students:</p> <ul style="list-style-type: none"> <li>- Identify and define the rhetorical context aligned to the Bilingual/English-Only issue in the U. S.</li> </ul>

	<p>Julia Alvarez - "My English</p> <p>Samtha Rama Rau - "By Any Other Name"</p> <p>Reed Bobroff - "Four Elements of Ghostdance"</p> <p>Joshua Adams - "Confessions of a Code Switcher"</p> <p>Gloria Anzaldua - "How to Tame a Wild Tongue"</p> <p>Amy Tan - "Mother Tongue"</p> <p>Yniguez v. Arizonans for Official English (1995)</p> <p>First and 14th Amendments to the U.S. Constitution</p> <p><b>Issues of Protest</b></p> <p>Terry Tempest Williams - "The Clan of One-Breasted Women"</p> <p>Leslie Marmon Silko - Ceremony</p> <p>MLK - "Letter from Birmingham Jail"</p> <p>Cesar Chavez - "Lessons of Dr. martin Luther King"</p> <p>Declaration of Independence</p> <p>1st Amendment to the U.S. Constitution</p>	<ul style="list-style-type: none"> <li>- Analyze and annotate various arguments surrounding the issue of language and identity</li> <li>- Create rhetorical analysis texts examining this issue and its effects on personal identity and community.</li> </ul> <p>Have students:</p> <ul style="list-style-type: none"> <li>- Define "protest"</li> <li>- Examine why protests take place in society</li> <li>- Analyze the causes/effects of protests on individuals and community</li> <li>- Create multimedia presentations that reflect the students' understanding of the issues surrounding protests</li> </ul>
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