

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 11th 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
Space Race	Sputnik and the Dawn of the Space Age (NASA) <i>They Had A Dream: The Story of African American Astronauts</i> Latinos in Space (Latino USA) NASA Stem Engagement (NASA) <i>Return to The Moon</i> (Harrison Schmitt) <i>The Last Man on the Moon</i> (Eugene Cernan) Sally Ride (Biography) Christa McAuliffe (NASA Educator Astronaut Project) Apollo 13 (Film)	The origins and history of the Space Race and the Cold War, the inclusion and diversity of the US astronaut program, connecting science (and math) to the different elements of the US Space Program, advocating for continuation of the space program and space race, a native New Mexican walks on the moon, the first woman astronaut and the first teacher astronaut (the tragedy of the her voyage), the history and controversy of

	<p>Chariots for Apollo (NASA) Wehner Von Braun and the Nazis (American Experience PBS) <i>John Glenn: A Memoir</i> <i>Hidden Figures: The Untold True Story of Four African American Women who Helped Launch Our Nation Into Space</i> (Margot Lee Shetterly) Hidden Figures (Film) <i>The Space Race: The Journey to the Moon and Beyond</i> (Sarah Cruddas) <i>A Man on the Moon: The Voyages of the Apollo Astronauts</i> (Andrew Chaikin) <i>Space Race: The Epic Battle Between America and the Soviet Union for Dominion of Space</i> (Deborah Cadbury) <i>The Corona Project: America's First Spy Satellites</i> (Curits Peebles) <i>Rise of the Rocket Girls: The Women Who Propelled Us, from Missiles to the Moon to Mars</i> (Nathalia Holt)</p>	<p>NASA and the origin of the US space program, the first American in space.</p>
<p>Revolutions</p>	<p>Donnelly, Jennifer <u>Revolution</u> Shusterman, Neal <u>Unwind</u> Meja, Tehlor <u>We Set the Dark on Fire</u> Vincent, Rachel <u>Brave New Girl</u> Pon, Cindy <u>Want</u> Mafi, Tahereh <u>Shatter Me</u> (series) Pentecost, Kate <u>Elysium Girls</u> Anderson, Matthew <u>The Astonishing Life of Octavian Nothing</u> Halse Anderson, Laurie <u>Chains</u> and <u>Forge</u> and <u>Fever</u> Noble, Diana <u>Evangelina Takes Flight</u> Ying, Chang <u>Revolution is Not a Dinner Party</u> Aveyard, Victoria <u>Red Queen</u> (series) Satrapi, Marjane <u>Persepolis</u> Hwang, David Henry <u>Red Scarf Girl</u> Yang, Gene Luen <u>Boxers & Saints</u> Meyer, Marissa <u>The Lunar Chronicles</u> Paige, Danielle <u>Dorothy Must Die</u> <u>The Handmaid's Tale</u> Orwell, George <u>1984</u> Lowry, Lois <u>The Giver</u> Cleaver, Eldridge <u>Soul on Ice</u></p>	<p>Source suggestions include various contemporary Young Adult fiction and classic literature titles (student self-selected reading in several genres), poetry, and primary sources/document from Revolutions in US and World History.</p> <p>Students will be validated by selecting their own text that they consider as a mirror or window.</p> <p>Students will be affirmed to see the concept of revolution connected to a worldview that represents them.</p> <p>Students will build their understanding of revolutions in history through thematic connections to learn about cause and effects of revolution in historic times and modern causes.</p> <p>Students will be bridged to classics or documents from historical events to</p>

	<p>Urrea, Luis Alberto <u>The Hummingbird's Daughter</u></p> <p>Alvarez, Julia <u>In the Time of the Butterflies</u></p> <p>Marx, Karl <u>Communist Manifesto</u></p> <p>Baldwin, James <u>Another Country</u></p> <p>Hugo, Victor <u>Les Misérables</u></p> <p>Dickens, Charles <u>A Tale of Two Cities</u></p> <p>Orwell, George <u>Animal Farm</u></p> <p>Fuentes, Carlos <u>The Death of Artemio Cruz</u></p> <p><u>Narrative of the life of Frederick Duoglass</u></p> <p>Primary Source Documents</p> <p>American Revolution</p> <p>“Remember the Ladies”- Abigail Adams</p> <p>“Common Sense”- Thomas Paine</p> <p>“Declaration of Independence”</p> <p>“Federalist No. 10”- James Madison</p> <p>“What to the Slave is the Fourth of July”- Frederick Douglass</p> <p>Virginia Declaration of Rights (1776)</p> <p>Bill of Rights (1791)</p> <p>Modern US Connections</p> <p>Black Panther Party Platform (1966)</p> <p>What We Believe- Black Lives Matter (2020)</p> <p>Letter from Birmingham Jail, MLK (1963)</p> <p>French Revolution</p> <p>Maximilien Robespierre, Justification of the Use of Terror (1794)</p> <p>Declaration of Rights of Man and Citizen (1789)</p> <p>Marie-Jean-Antoine-Nicolas Caritat, Marquis de Condorcet, <i>On the Admission of Women to the Rights of Citizenship</i> [1790]</p> <p>General/Thematic</p> <p>Gandhi’s “Do or Die” Address (1942)</p> <p>Vindication of the Rights of Women- Mary Wollstonecraft (1792)</p> <p>Declaration of Sentiments- Seneca Falls (1848)</p> <p>Poets with Revolution themes</p> <p>Pedro Nogueuro</p> <p>Percy Bysshe Shelley</p>	<p>apply concepts internalized through their personal reading experiences.</p>
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<p>Women’s Suffrage (& Social Justice Movements)</p>	<p>Women's Suffrage Primary Sources (letters to congress)</p> <p>National Archives - primary sources and teaching activities</p> <p>Petition for Women's Suffrage from Frederick Douglas Jr.</p> <p>Letter from Ida B Wells to Senator Dawes on anti-lynching and women's suffrage</p> <p><i>Why They Marched: Untold Stories of the women who fought for the right to vote</i> by Susan Ware</p> <p><i>The Ideas of the Women’s Suffrage Movement 1890-1920</i> by Aileen S. Kraditor</p>	<p>Use primary and secondary sources to examine the activism Americans used to fight for women’s suffrage, make connections activists used in the fight for women’s suffrage to other American social justice movements throughout history. Plan and design a campaign / movement strategy to promote and bring awareness to a social justice issue we are facing today. These tasks will allow students to personally choose social justice movements they relate or connect to (mirrors) or find social justice movements they want to know more about (sliding doors). These movements can be anything from #MeToo to Civil Rights Movements to AIM (American Indian Movement) to the Chicano Movement, to Colin Kapernick and everything in between.</p>
<p>Scientific Advancements</p>	<p><i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</p> <p><i>The Making of the Atomic Bomb</i> by Richard Rhodes</p> <p><i>Self-Made: Inspired by the Life of Madame C.J. Walker</i> by A’Lelia Bundles</p>	<p>Through the study of scientific advancements, students can examine how the diversity of experience and thought has on the ways in which society advances. Where have we been scientifically? Where are we going?</p>