

## 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 9th 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
Mental Health and Social Media	One of us is lying - Karen McMannis My life as a hashtag - Gabrielle Williams Articles Google “images about social media” NewsELA, CommonLit, New York Times for current Informational texts.	Possible Community connections: Student-Led Community outreach program for safe social media use.  Student-led information panel in which community members are invited to discuss impacts of social media on culture as well as community.  Community Mental Health workers come in to talk with class about themes learned

<p>Acequia Systems and Communities</p>	<p>Milagro Beanfield War - John Nichols (fiction, local setting)</p> <p>lasacequias.org (Website of the New Mexico Acequia Association; various writings about acquia traditions, laws, poetry)</p> <p>Selected essays from <i>The Sound of Mountain Water: The Changing American West</i> by Wallace Stegner (Essays can be used for literary analysis, historical perspectives, environmental issues).</p>	<p>Students interview family members to learn stories about their memories of activities associated with the acequia, farming, drought (water related). Students research areas of the world where water is a scarce resource. Students research how irrigation varies from regions of the state, the nation, and internationally. Students participate in outdoor classroom working at local farm or helping with acequia maintenance.</p>
<p>Science and the Environment</p>	<p>Negative Text On Nuclear Disarmament - Carl Sagan A Celebration of Grandfathers - Rudolfo Anaya Scientific Journals/articles Chernobyl Cancer rates in this state compared to other states</p> <p>Positive Text Scientific Journals/articles Personal accounts from scientists, astronauts, and other people related to the scientific field</p> <p>Controvastion projects</p> <p>Text about saving endangered animals.</p>	<p>Border Wall, the effect on the environment, Nuclear testing and cancer, the decline in animals, global warming.</p> <p>A really interesting discussion could be the people who make decisions about utilization of tools from the scientific field. What are the checks and balances and are there enough checks and balances?</p> <p>Students can discuss the rich history of space exploration and the development of the nuclear weapons that have happened in the past as well as the current utilization of White Sands. What effects are the current testing that is being done having on our environment?</p> <p>Another point of discussion is cultural heritage and the loss of culture as people become more and more driven by technology.</p>
<p>Weapons of Mass Destruction/ The Manhattan Project</p>	<p>The Green Glass Sea - Ellen Klaees 109 East Palace Oppenheimer The Secret City of Los Alamos - Jeanette Conant Now it can be told: the story of the Manhattan Project (Franklin D. Roosevelt and the Era of the New Deal, Gen. Leslie R. Groves</p>	<p>Some families migrated to New Mexico for this project and still live here today.</p> <p>The development of Los Alamos - good and not good</p> <p>Exploring the experiences of children and families and the upheaval surrounding the uprooting of scientists and their families from around the United States to come to New Mexico create the atom bomb.</p>

		<p>Bring in a speaker who was a child that had relocated to Los Alamos “The Hill” during that era.</p> <p>How did the families feel about being mandated by the government to leave their homes and relocate to New Mexico? Did they understand the gravity of the work they were doing and how it would be used to kill thousands of innocent people? What is an “innocent”?</p> <p>Explore whether the scientists were willing participants or if they had no choice.</p> <p>Take sufficient time to allow the students to make connections between their own lives and the text.</p> <p>What major impact did this movement have on the United States and its relationship with other countries?</p>
<p>Pre-colonial Art in New Mexico</p>	<p>Nation to Nation - Suzann Shown Harjo House Made of Dawn - Momaday Blood and Thunder Heart at Wounded Knee Code Talkers</p>	<p>Examine the past relationships between leaders of both sides to help create open dialogue to prevent death and destruction to both sides. Example: How COVID-19 created a problem in Native American populations and the role the Governor has played in the situation?</p> <p>Bring in local tribes to the schools to help students understand different beliefs to help with communication and empathy (eliminating stereotyping/racism for both sides).</p> <p>Bring in police from both sides (Native American tribes and U.S.) to help students understand how laws work between both parties. Discuss the power structures that exist between NM tribes and America.</p> <p>Discuss how different land treaties created reservations. Examine how Native Americans felt about U.S. movements like Manifest Destiny.</p>
<p>Pre-colonial Art in New Mexico</p>	<p>House Made of Dawn</p>	<p>Bring in local native artists/elders to tell stories, teach/demonstrate traditional art</p>

	<p>Indian Basket makers of the southwest - Dalrymple  <a href="http://online.nmartmuseum.or/nmhistory/art.architecture/history-art-and-architecture.html">online.nmartmuseum.or/nmhistory/art.architecture/history-art-and-architecture.html</a>          America's Stone Age Explorers - PBS's Nova          Golden Kingdoms: luxury arts in the Americas - Jane Pillsbury; Timothy Potts, Kim N. Richter          Pre-Columbian Art 0 Esther Pasztory          South Dakota Magazine, "Heartbeat of Mother Earth"          Pueblo Feast Days 0 Matthew J. Martinez          The Music of Multicultural America: Performance, Identity, and Community in the United States</p>	<p>forms such as weaving, dancing, painting, cooking, pottery making, basket weaving, storytelling, etc.</p> <p>Take a field trip/s to museums, weavers' studios; Rancho de las Golodrinas, silversmiths and other jewelry makers, carvers, and petroglyph sites, Chaco Canyon</p> <p>Have students create hornos, build a mud wall (pre-Spanish colonization), small weavings,  <a href="https://www.youtube.com/watch?v=AWLIy-Um7_0">https://www.youtube.com/watch?v=AWLIy-Um7_0</a></p> <p>Students can also bring traditional recipes from home and create a recipe book (can be used as a fundraiser, too!)</p>
<p>Immigration and Equity</p>	<p>Text: <i>The Far Away Brothers</i>          Lauren Markham</p> <p><i>Enrique's Journey</i> Sonia Nazario</p> <p>Two non-fiction YA novels that chronicle the lives of young boys who take off from Mexico and El Salvador to the United States in search of safety, survival, and family.</p>	<p>Border Wall - the effect on YOU when relationships between countries are based on exclusivity rather than inclusivity. Have students share personal experiences, if they want, that evoke feelings of anger and shame when people are EXCLUDED rather than INCLUDED</p> <p>Have students formulate different ways to solve issues of the same nature that face us in the here and now. Have them practice transferring those skills in their own relationship conflicts.</p> <p>Show the many examples throughout history and how our current circumstances are shaping up based on the direction</p> <p>History -when has this happened in the past, how is it happening now, what will it look like in the future if the United States continues to reject inclusivity and recognize the inherent worth of every human being without regard to socioeconomic status, race, religion, sex, or country of origin. What direction do we want this issue to go and why? What needs to happen that is not happening now in order for us to achieve our vision of equity? Can we collectively commit to making that happen? Great!</p>

		Objective Action Items Collective Implementation Data Collection Reflection
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