CULTURE & LITERATURE

Week 3 – CTL 1819 – Dr. Carol Doyle-Jones
Agenda

- Exploring naming, culture, and identity through multicultural literature, such as
  - Coraline (Neil Gaiman, 2009)
  - The Name Jar (Yangsook Choi, 2001)
  - Chrysanthemum (Kevin Henkes, 1991)

- Facilitation Groups:
  - Lindsay, Matt, Alana & Nikita
  - Alex, Kat, Lauren & Alison

- Blog 2
- Critical Literacy

- Padlet link for Blog 1: (post in Pepper too!) https://padlet.com/lit teachj ones/liter ary postcards
Peterson et al.’s Exploring Names and Identity through Multicultural Literature in K-8 Classrooms

◦ “For children who begin school with a wide range of language and literacy experiences, ‘attention to name as a culturally relevant word may serve to connect the home and school culture’” (p.40).

◦ “Multicultural children’s literature is a culturally responsive that can empower teachers and students ‘to create a caring culture in a world of differences’” (p.42).

Consider (based on p.42-43):

◦ Is the book a piece of multicultural literature?
◦ Does the main character have a self-awareness of his or her identity?
◦ Is the book a work of quality literature?
◦ Is the book appropriate for your grade range, or your students?
Bista’s Multicultural Literature for Children and Young Adults


- Multicultural literature “involves diversity and inclusion, but, more importantly, it also involves power structure and struggle. Its goal is not just to understand, accept, and appreciate cultural differences, but also to ultimately transform the existing social order to ensure greater voice and authority to the marginalized cultures and to achieve social equality and justice among all” (p.7).

Think about:

- “Cultural messengers” – inside and outside the community

Consider:
https://www.theguardian.com/books/2016/oct/01/novelists-cultural-appropriation-literature-lionel-shriver
Blog 2: Authorship & Literature

Consider the following quote:

- “You know, it's a funny thing about writers. Most people don't stop to think of books being written by people much like themselves. They think that writers are all dead long ago--they don't expect to meet them in the street or out shopping. They know their stories but not their names, and certainly not their faces. And most writers like it that way.” Cornelia Funke (2005), *Inkheart*

- In terms of a critical perspective, think about authors of multicultural books. What questions do you consider? Why choose one book over another? It might be helpful to choose a book you like to share, another book that has won (diversity) awards, and a book deemed “multicultural”. Research the authors and discuss the above quote.

DUE: WEEK 4
Critical Literacy…

- Readers actively engage with text, question the author’s intent, and explore issues of power in order to promote action. (Freire, 1970)

- If I see Critical Literacy as a social construct where language (and, therefore, reading, writing, oral communication, and, ultimately, our literature) is understood through personal experience, cultural history, and power relations, what questions do I ask and how do I invite us into the global conversation on literacy?

- How do you see critical literacy, or understand a critical perspective in relation to the literature we share with each other?

- Allan Luke: Critical Literacy
  [https://www.youtube.com/watch?v=UnWdARykdcw](https://www.youtube.com/watch?v=UnWdARykdcw)
Next Week…

Facilitation with Amara, Erin, & Michaela!


Resource: