

Culturally Responsive Practices and Text Sets

Presentation Sub-title



Dr. Gholdy Muhammad · 12/2/20

Culturally Responsive Education & Text Selection

1. Cultural considerations for building text sets
2. Selecting culturally responsive text sets
3. Employing text sets in lessons

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What is Culturally Relevant Education?

Academic Success or the intellectualism students gain as result of classroom instruction and learning

Cultural Competence or ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture

Sociopolitical Consciousness or the ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems

(Ladson Billings, 2014 p. 75).



CRE is Essential: 15 Demands

1. No more automatic suspension of H.S. Students
2. No more police or police aides inside NYC schools
3. Strict adherence to fire regulations...doors to schools must be left open
4. Open the schools daily to parent observation
5. Community rehabilitation centers must be allowed to set up programs to treat known drug addicts in the school buildings
6. Elimination of the General Course of Study
7. Elimination of all Regents Exams
8. **Recognition of all NYC schools of two Black Holidays...May 19th Malcolm X's birthday...January 15th Martin Luther King, Jr.'s birthday**
9. **Immediate alternation of teacher population and examinations to supply Black educators proportionate to the student population**
10. **Complete examination of all books and educational supplies and materials used by the schools to their adequacy and relevancy**
11. The creation of school clubs along ethnic lines with facilities and funds from the G.O
12. Improved conditions for the students in the schools, **such as music in the lunch rooms, more dances**, improved athletic programs with rifle clubs and self defense classes
13. Teachers who are teaching a course have a background related to the course
14. Creation of Student Faculty Council (equal representation), in each school which will make decisions on the following matters: curriculum, school staff, discipline, rules and regulations, etc.
15. **THE REORGANIZATION OF THE HIGH SCHOOLS ALONG COMMUNITY LINES SO THAT BLACK STUDENTS WILL NOT BE FORCED TO GO TO SCHOOLS IN HOSTILE COMMUNITIES AND SEEK AN EDUCATION**

Cultural Considerations for Building Text Sets

What is Text?

- Essentially anything you can “read” or make sense of
- Print and non-print
 - *Objects, sound, performance, clothing, the social conTEXT*

Think multimodality

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION DATE OF APPLICATION _____

Name: Last First Middle

Address: Street Apt City, State Zip

Alternate Address: Street City, State Zip

Contact Information: () Home Telephone () Mobile Email

How did you learn about our company?

POSITION SOUGHT: Available Start Date: _____

Desired Pay Range: By Hour or Salary Are you currently employed? _____

EDUCATION

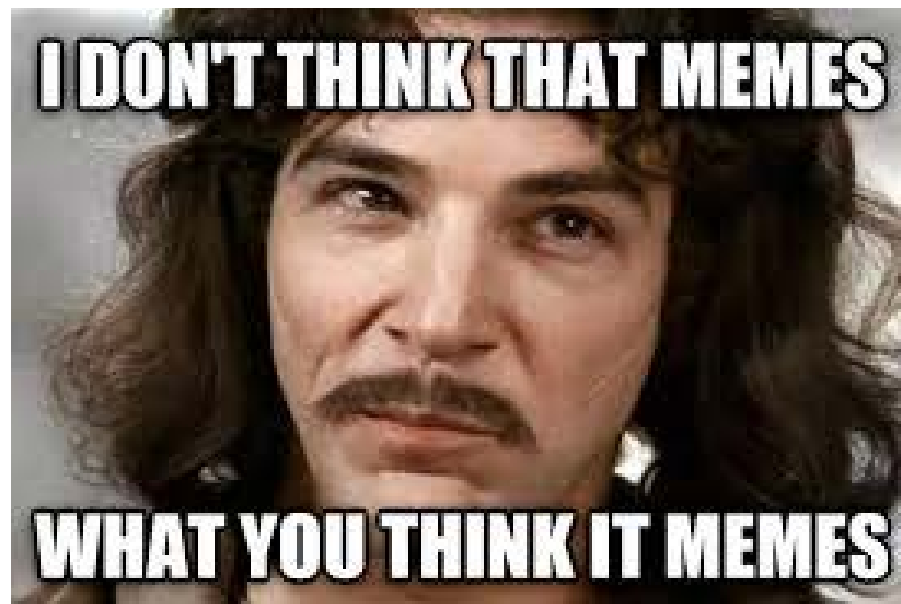
Name and Location	Graduate? - Degree?	Major / Subjects of Study
High School		
College or University		
Specialized Training, Trade School, etc...		
Other Education		

Please list your areas of highest proficiency, special skills or other items that may contribute to your abilities in performing the above mentioned position.



Text Matters

*If it's magic
Then why can't it be everlasting
Like the sun that always shines
Like the poets in this rhyme
Like the galaxies in time
If it's pleasing
Then why can't it be never leaving
Like the day that never fails*



Washington 21. April 1862

Dear Sir,

I am very much obliged to you for your letter relating my collection of a specimen of your precious paper to my book. I have not intentionally so acquired it any more - but as it is now in the hands of a gentleman who is anxious to have it, I have been compelled to surrender it. I have written the names of all the specimens and I will be glad to refer to the same in the book if you like. I have also in the history of my book to record the way in which it was obtained. I think you would be better by alluding to it as being found in the hands of a gentleman who has been kind enough to send it to me. I have been in the habit of publishing the names of the specimens in the book by order.

Yours truly
Wm. Brewster



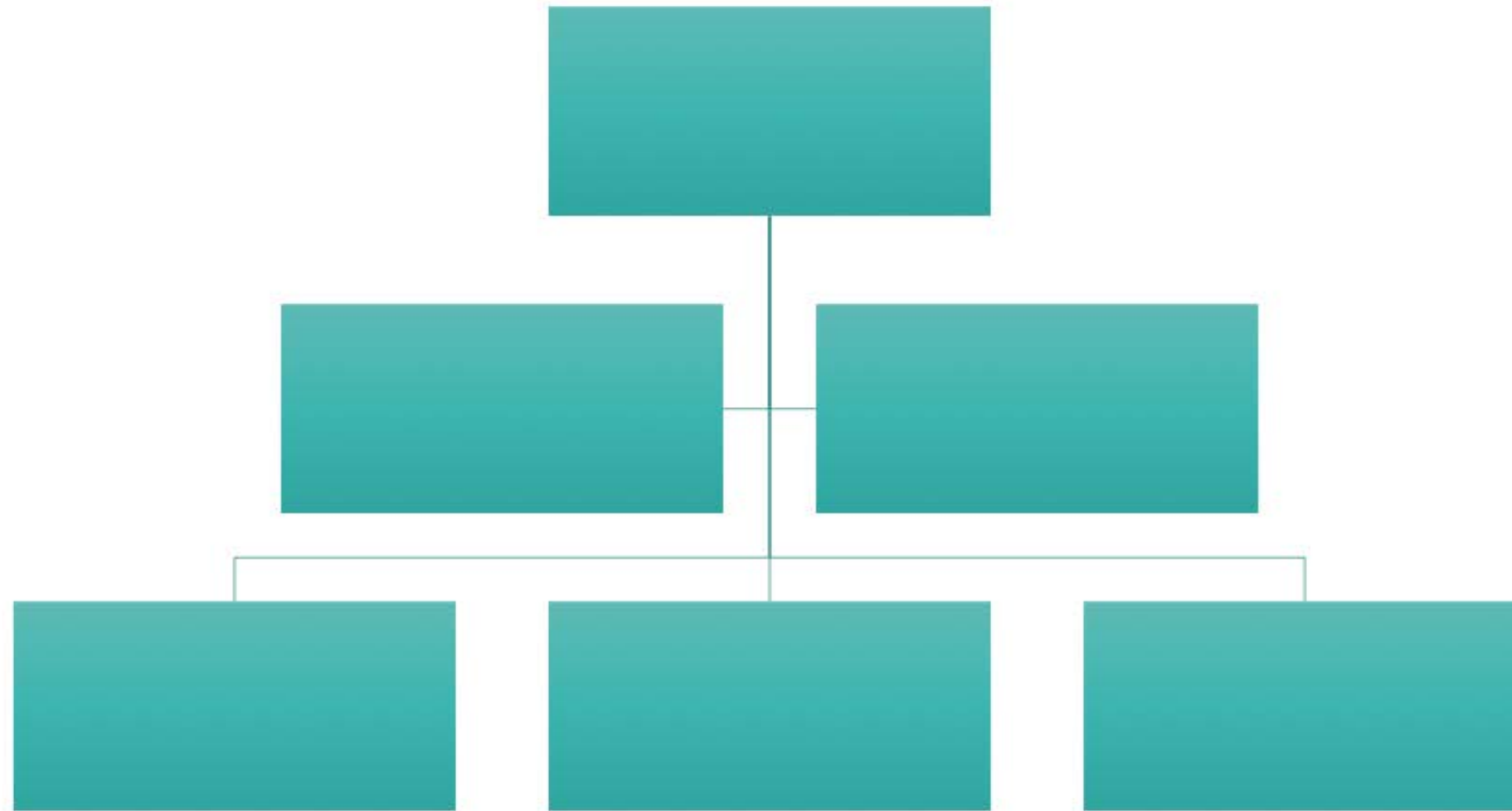
5056 (Biggs, Walter, d. 1585)
A summary and true discourse of Sir Frances Drake's West Indian voyage. Wherein were taken, the towns of Saint Iago, Sancto Domingo, Cartagena & Saint Augustine. Imprinted at London by Richard Field, 1585.

A^o, B^o, F^o, etc.
Began by Captaine Biggs, continued by Lieutenant Cortes. Edited by Thomas Cotes.
COT number arbitrarily assigned. Apparently (continued on next card)

Why Students are Disengaged with Texts

- Have little to no say on selections
- Greatly exclusive of their cultural identities, histories, literacies and liberation
- Irrelevant (don't find meaningful and significant) or the teacher does not find connections to students' lives

Alfred Tatum's Textual Lineages



Building Diverse Text Sets

- Diverse authorship
- Diverse modes of text
- Diverse content areas
- Diverse disciplines (psychology, sociology, business, education, etc...)
- Diverse “levels”
- Texts that are centered on justice and liberation

Culturally Responsive Education & Text Selection

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2. **Selecting culturally responsive text sets**
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Identity and Representation Matter in Texts

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



Illustration by David Huyck, in consultation with Sarah Park Dahlen
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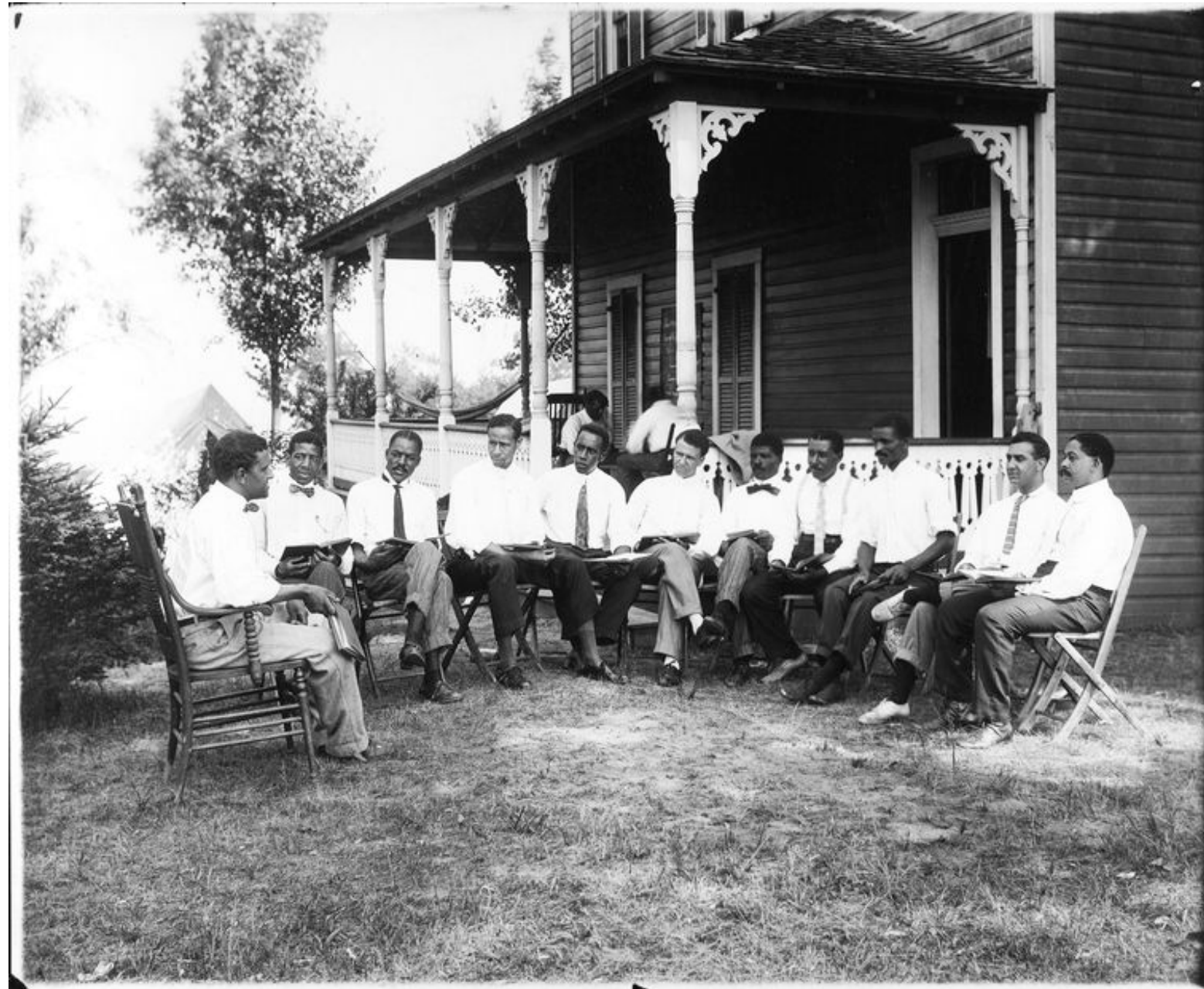
The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Harning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

The Brownies Book

- To make colored children realize that being “colored” is a normal, beautiful thing.
- To make them familiar with the history and achievements of the Negro race.
- To make them know that other colored children have grown into beautiful, useful and famous persons.
- To turn their little hurts and resentments into emulation, ambition and love of their homes and companions.
- To point out the best amusements and joys and worth-while things of life.



Black Literary Societies of the 1800s

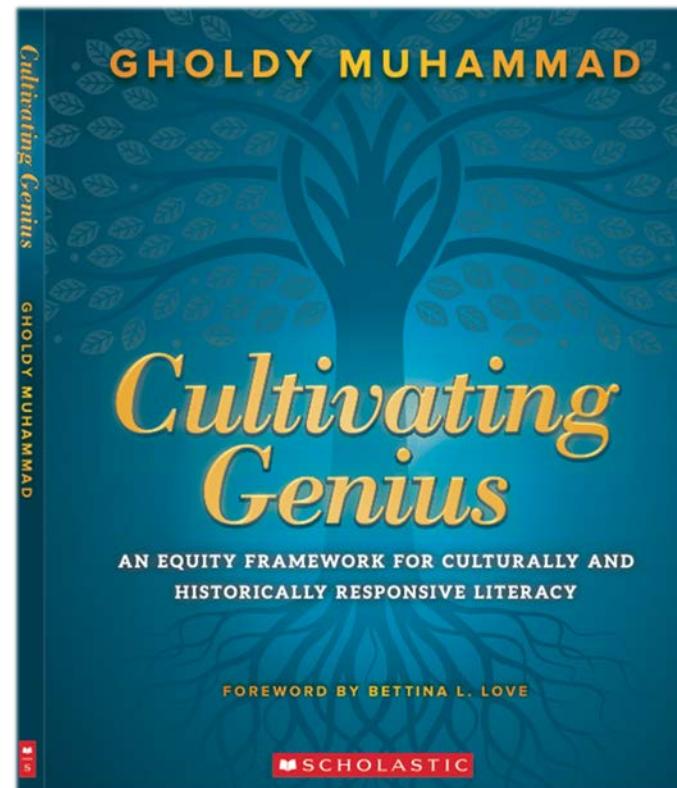


A Gauge for Culturally & Historically Responsive Text Selection

CHRE: Teaching, learning and leadership that is responsive to the histories, identities, literacies and liberation of students. This approach is humanizing, anti-racist and helps to improve our social times.

HILL Model

1. Identity
2. Skills
3. Intellectualism
4. Criticality
5. Joy



Strategy:
Layering Multimodal Texts

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Text Sets

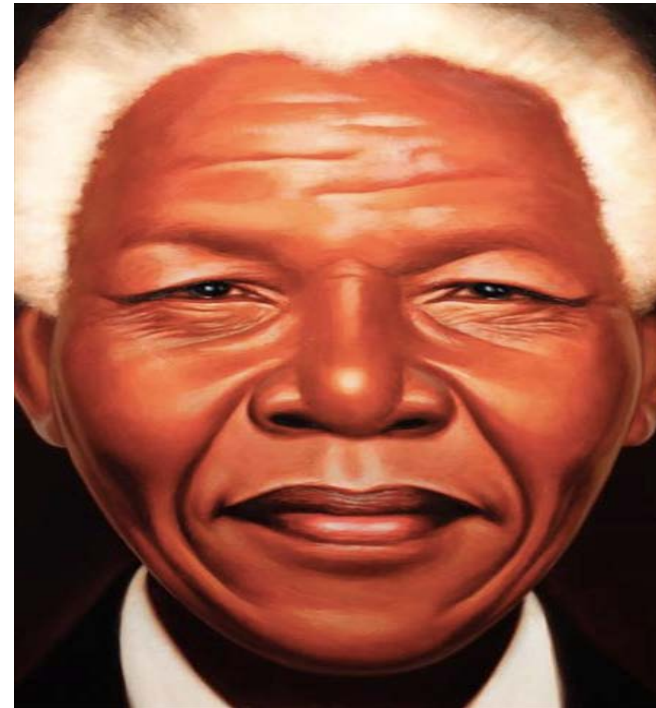
At least:

1 print text

1 image text

1 video text

1 extra sound text



Decolonization in Africa



*Nkosi sikelel' iAfrika
Maluphakanyisw' uphondo lwayo.
Yizwa imithandazo yethu.
Nkosi sikelela, thina lusapho lwayo.*

*Morena boloka setjhaba sa heso,
O fedise dintwa la matshwenyeho,
O se boloke, O se boloke setjhaba sa heso.
Setjhaba sa South Afrika - South Afrika.*

*Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee.*

*Sounds the call to come together,
And united we shall stand,
Let us live & strive for freedom,
In South Africa our land.*

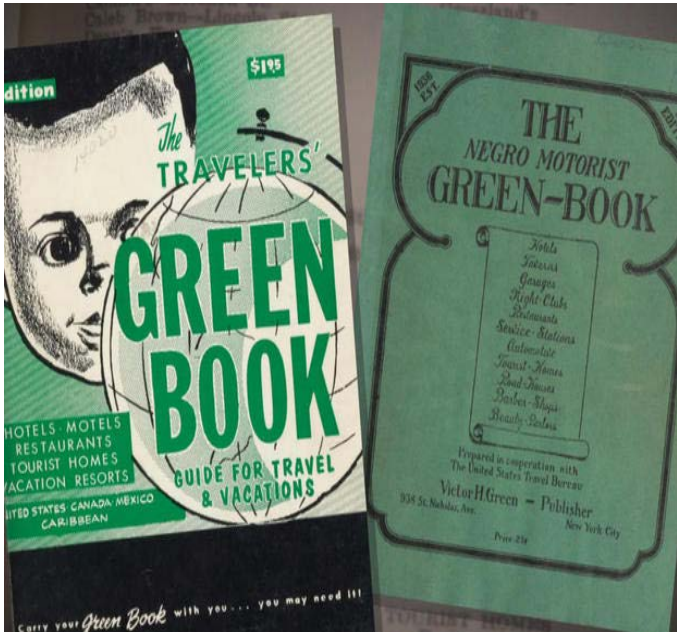
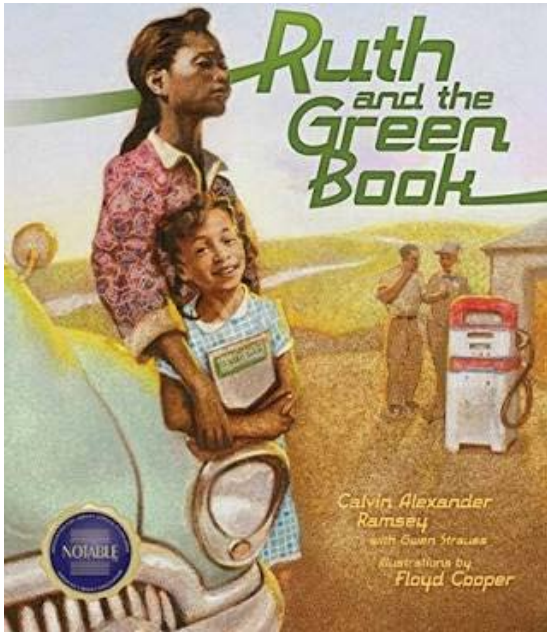
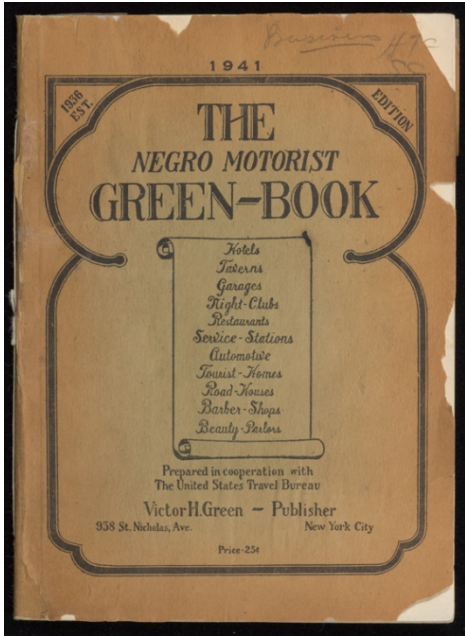
Musical notes and a South African flag are positioned at the bottom of the text set.

Hendrik Verwoerd Defines Apartheid Video

Balance Teaching Pain & Suffering With Genius & Joy



Why Layer Texts?

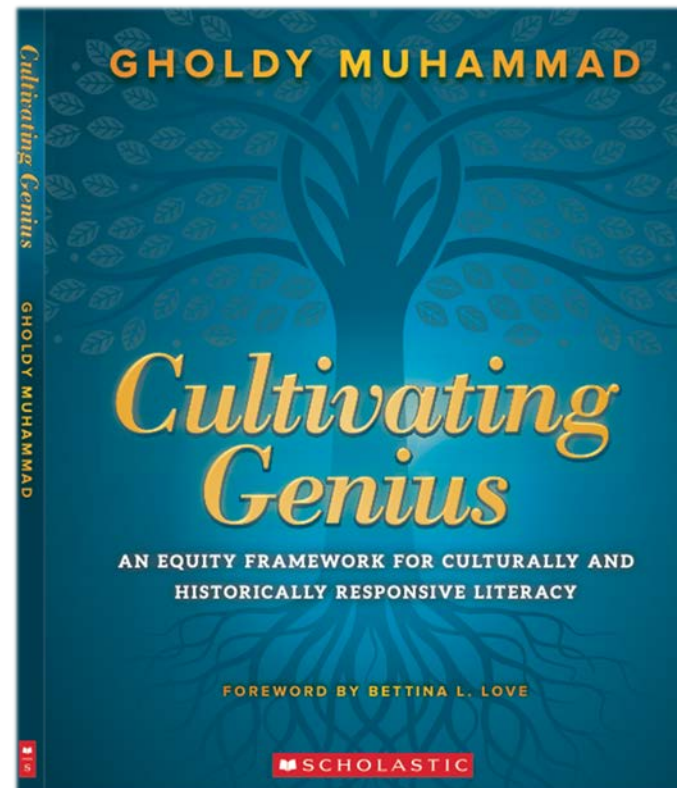


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Strategy:
Layering Multimodal Texts

Text Sets in Lesson Plans

Identity: Students will consider their identities as (future) travelers.

Skill: Students will learn how to measure & calculate distance. (**Math**)

Students will learn how to cite textual evidence. (**ELA**)

Students will study to effects of transportation emissions (**Science**)

Students will study primary source documents (**Social Studies**)

Intellect: Students will learn facts and history of the Green Book.

Criticality: Students will identify ways African Americans experienced racial violence while traveling in the 1940s and 1950s.

Joy: Students will decide one U.S. city they would love to travel to and why.

Home & Family Connection: As a family, discuss where have we been and where we desire to go. Do we still need a Green Book today in the U.S?

