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
Text Matters

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

Ohio Department of Education
Literacy Academy 2021
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
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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.

cbcb.education.wisc.edu/books/pstats.asp

Illustration by David Hughes, In consultation with Sarah Park Dahlman

The COBC inventory includes 3,331 books published in 2018. This graphic would not have been possible without the statistics compiled by the COBC, and the input and feedback we received from Edith Campbell, Ruby Beth Griffin, K. T. Tunstall, Deborah Reese, Polly Elizabeth Thomas, and Michelle Tyree. 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

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**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

Hendrik Verwoerd Defines Apartheid Video
Balance Teaching Pain & Suffering With Genius & Joy
Why Layer Texts?
A Gauge for Culturally & Historically Responsive Text Selection

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**HILL Model**

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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.

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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?