

How to use multicultural and international literature to create global citizens



Kappa Delta Pi Webinar
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Outline



- Part I: Multicultural literature
- Part II: International literature
- Part III: Classroom applications
- Q & A

Part I: Multicultural Literature

Defining Multicultural Literature

- “Books by and about people of color and First/Nation Nations” (Cooperative Children’s Book Center [CCBC])
- “Literature about racial or ethnic minority groups that are culturally and socially different from the white Anglo-Saxon majority in the United States” (Norton, 2011, p.73)

The Need for Multicultural Literature

- Powerful component of a multicultural education curriculum (Bishop, 1992)
- “Provides an excellent medium for reflection on cultural issues by both teachers and children” (Howrey & Whelan-Kim, 2006, p.125)
- Fosters students’ awareness of diversity (Tunnell, Jacobs, Young, & Bryan, 2012)

The Need for Multicultural Literature (Cont.)

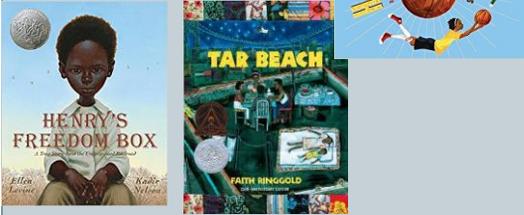
- Helps children respect for cultural differences (e.g., gender, language, race, ethnicity)
- Important for children to read books about their own images and culture

Literature Review(Cont.)

- Effects of multicultural literature in higher education
 - Iwai (2013)
 - Palmi, Augsburg, Huvaere (2016)
- Need to train preservice teachers (e.g., knowledge and skills)

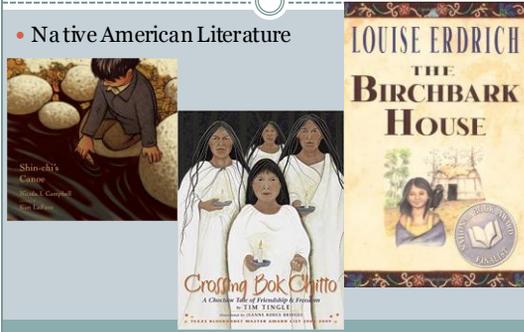
Recommended Multicultural Literature

- African American Literature



Recommended Multicultural Literature (Cont.)

- Native American Literature



Recommended Multicultural Literature (Cont.)

• Latino Literature



Recommended Multicultural Literature (Cont.)

• Asian Literature



Recommended Multicultural Literature (Cont.)

• Middle Eastern Literature



Multicultural Literature Resources

- Cooperative Children's Book Center
<https://ccbc.education.wisc.edu/books/multicultural.asp>
- iColorín colorado!
<http://www.colorincolorado.org/books-authors/multicultural-literature>
- National Association of Multicultural Education (NAME)
<https://nameorg.org/index.php>

Part II: International literature

Defining International Literature

- Books originally published in a country other than the United States in a language of that country and later published in the United States (Tomlinson, 1998)

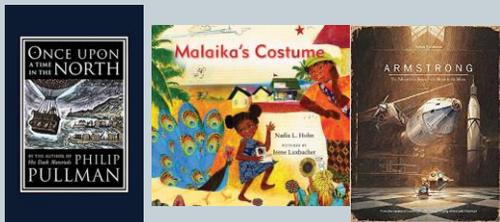
Why International Literature?

- Helps children become global citizens
- Offers broader perspectives
- Helps understand others' different values, traditions, and cultures

Recommended International Literature



Recommended International Literature (Cont.)



Recommended Resources for International Literature

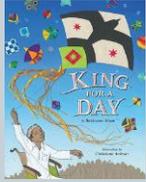
- International Children’s Digital Library
<http://en.childrenslibrary.org/>
- International Board on Books for Young People (IBBY)
<http://www.ibby.org/>
- USBBY Outstanding International Books (OIB) List
http://www.usbby.org/list_oibl.html

More Resources for Children’s Literature

- United States Board on Books for Young People (USBBY)
<http://www.usbby.org/HomePage.asp>
- Children’s Book Council
<http://www.cbcbooks.org/> (go to Find Books > Diverse Kids & YA Lit)
- School Library Journal
<http://www.slj.com/> (go to News > Diversity; go to Features>The Diverse Issues 2014)

Part III: Classroom Applications

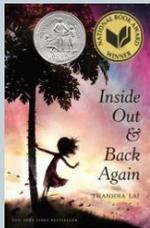
Recommended Instructions



- Create a kite!

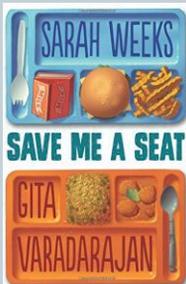


Recommended Instructions (Cont.)



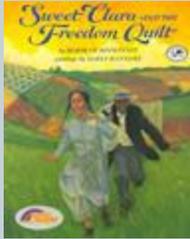
- KWL chart
- Teach history
- Vietnam War
- Immigration unit
- Graphic organizer
- Character development

Recommended Instructions (Cont.)



- Compare and contrast Indian and American food
- Venn Diagram
- Recipes (e.g., measuring)
- Draw a picture of your favorite school lunch in a tray
- Moral teaching (e.g., bullying)

Recommended Instructions (Cont.)



- Map making
- Creative writing (e.g., write a story from the perspective of a young slave on the Underground Railroad)
- History unit on slavery

Recommended Instructions (Cont.)

Storyboard Template

Name:

Project:



Recommended Instructions (Cont.)

Double-Entry Journal

readwritethink

Idea from Text

Reaction/Connection

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Recommended Instructions (Cont.)

Bio-Pyramid

Person's name

Two words describing the person

Three words describing the person's childhood

Four words indicating a problem the person had to overcome

Five words stating one of his/her accomplishments

Six words stating a second accomplishment

Seven words stating a third accomplishment

Eight words stating how mankind benefited from his/her accomplishment

Source: *Guided comprehension: A teaching model for grade 3-8* by Maureen McLaughlin and Mary Beth Allen (2002). Newark, DE: International Reading Association

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Questions?

Thank you!

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