

Holistic Global Literacy: Bridging the Cultural Gap



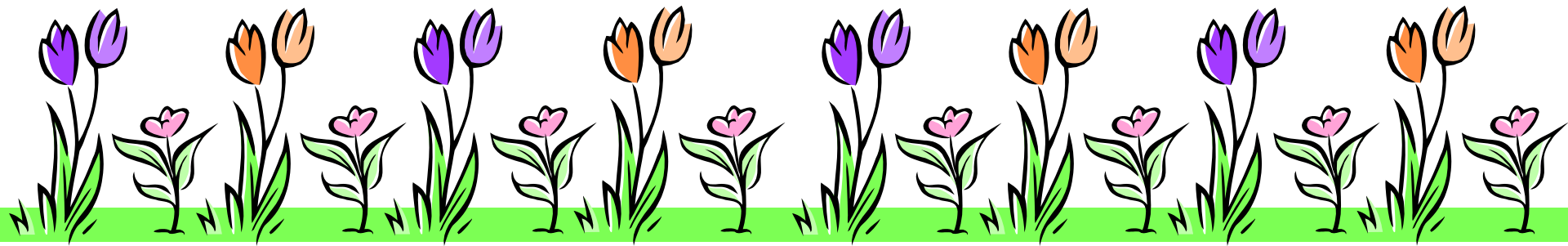
***Literacy Leaders Conference
Shepherd University
April 8, 2017***

Paulette Lashley

*Director, Shepherd University
Early Learning Center
Adjunct Professor*

Terresa Kepner

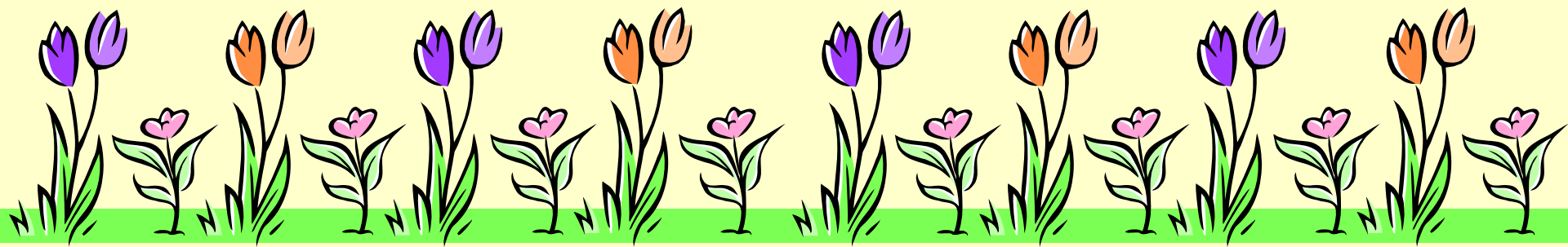
*Shepherd University
Early Education Program Coordinator
Visiting Professor*



Children's literature often serves as the springboard for thematic learning opportunities in the preschool and kindergarten setting. A recent edition of NAEYC's Young Children (November 2016) highlighted the increasing need for early childhood educators and programs to be more culturally responsive and to support the development of positive attitudes toward culture and race in young children. **A key strategy for developing such positive attitudes is using children's literature as a basis for valuable project-based learning experiences that expand and develop children's appreciation for their own and others' cultures. By offering hands-on opportunities to sample other cultures, we invite greater understanding.**

In this workshop, participants will experience such activities for themselves and engage with others in planning for such learning opportunities in their own classrooms. Integrating language and literacy across the curriculum will be the focus of the workshop, and participants should be prepared to get a little messy!

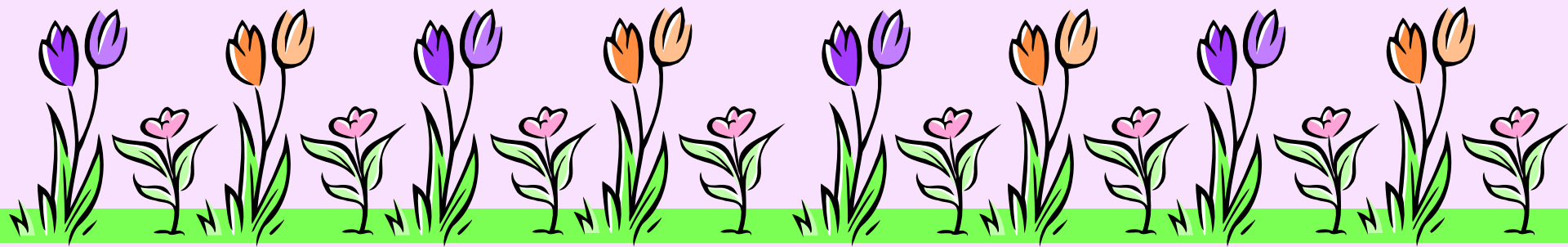
(Suggested audience: PreK/K)



Children's books with multicultural settings and characters can transport us on a global adventure, dispelling negative stereotypes, teaching tolerance and respect, encouraging pride in kids' cultural heritage, and showcasing universal human emotions and feelings.

When paired with extension activities, quality multicultural literature teaches kids about the world beyond our communities while sharpening their critical thinking skills.

(Mladic-Morales, 2014, ¶ 1)





SAME, SAME *but* DIFFERENT





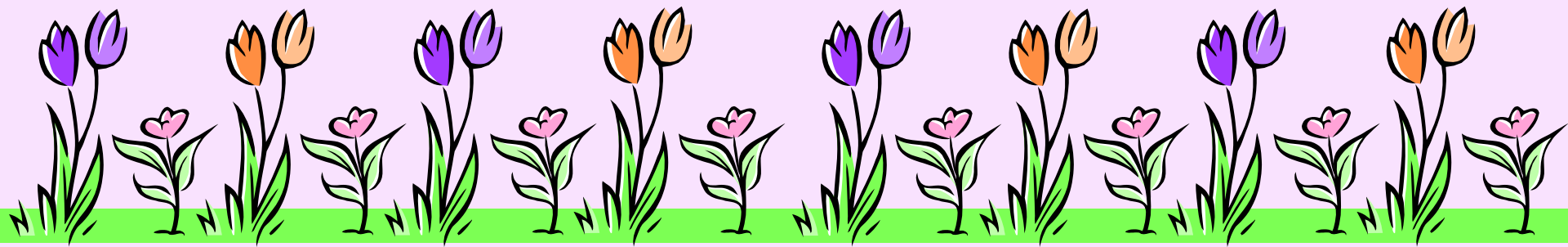
Wow, there are
few cars and still
so much traffic.
Same, same
but different!



Multicultural children's books offer children views into faraway places that can be similar to or very different from their own.

These picture books can be used to enhance the early childhood curriculum by offering children an introduction to other cultures.

(Goodale, 2012, p. 3)



A series of decorative elements arranged horizontally above the main title. From left to right, they include: a large green circular mandala with radiating lines, a smaller blue and white starburst pattern, a pink and white oval shape with a dotted border, a yellow circle with a pink center, and a yellow circle with a blue center.

GANESHA'S

SWEET TOOTH

A small, stylized illustration of a triangular sweet, possibly a ladoo or a similar confection, positioned below the word 'TOOTH' in the title.

Coconut Nariyal Laddoo

Coconut Nariyal Laddoo

1



1. Put 1 cup of coconut in your bowl.



2. Add some milk.



3. Mix together.



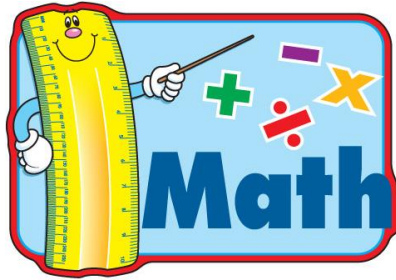
4. Form into balls.



5. Roll balls in coconut.



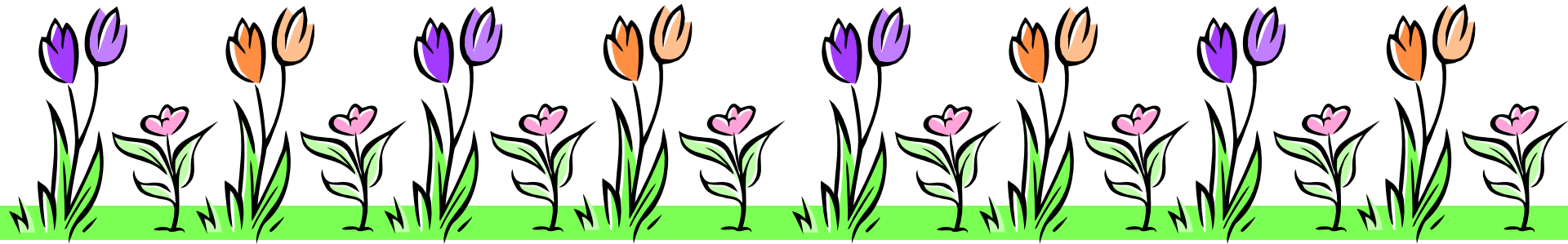
Enjoy!



Center Time



© Mystic Arts, LLC



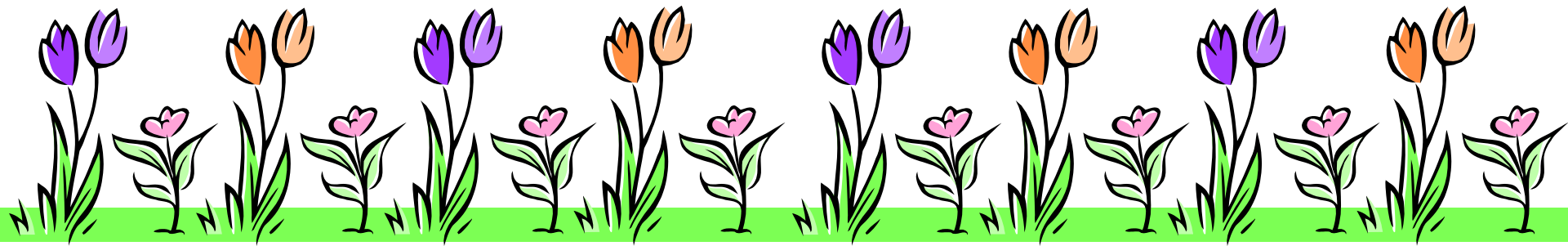
A good book can help to break down [barriers]. Books can make a difference in dispelling prejudice and building community... Stories enrich us and connect us and help us know each other.

(Rochman, 1993, as cited by Higgins, 2016)



Researchers and professionals seem to agree about the need for children's literature to better reflect the reality of our pluralistic society. Thus, the books we select for our classrooms need to not only reflect the diversity of the students in the classroom and school, but the diverse reality of the world in which we live.... Authentic multicultural literature in the classroom is also necessary in helping students to develop an understanding of diverse cultures, the people and their perspectives.

(Higgins, 2016)



THE CAZUELA

THAT THE FARM MAIDEN STIRRED



*SAMANTHA R. VAMOS
ILLUSTRATED BY RAFAEL LÓPEZ

ARROZ CON LECHE

RICE PUDDING

Note: This recipe requires the use of a hot stove and should be made with adult assistance and supervision.

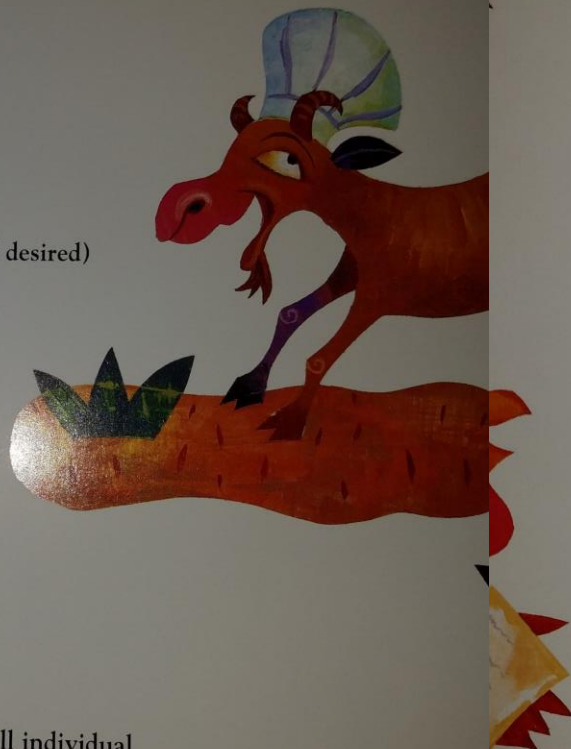
INGREDIENTS

- 1 cup long-grain white rice, uncooked
- 2 cups whole milk
- 2 cups heavy cream
- 1/3 cup sugar
- 2 tablespoons unsalted butter
- 1 cinnamon stick (extras for garnish if desired)
- zest of 1 lime*
- 2 large egg yolks
- ground cinnamon
- ground nutmeg (optional)

EQUIPMENT

- measuring cup(s) and spoons
- colander
- 1 medium and 1 large saucepan
- 1 stirring spoon and 1 slotted spoon
- zester or grater
- whisk
- small bowl
- serving bowl(s) (either 1 large or 6 small individual nonmetal bowls)
- plastic wrap or aluminum foil

*In Mexico, *limón* refers to a small, green fruit, similar to the limes found in the United States. However, in many other Spanish-speaking countries, it refers to the larger, yellow lemon. You can use either limes or lemons in *arroz con leche*. Both taste delicious!



- 1. POUR** the rice into a colander and rinse it with cold water. Thoroughly strain the rice to remove excess water.
- 2. HEAT** the milk to boiling in a medium saucepan. Stir in the rice. When the milk has reached a boil again, cover the saucepan and reduce the heat to low for 15 to 20 minutes. The rice should simmer until most, but not all, of the milk is absorbed. Continue to the next step, but take the rice off the heat when it finishes cooking.
- While the rice is cooking, **COMBINE** the heavy cream, sugar, butter, cinnamon stick, and lime zest in a large saucepan and bring the mixture to a simmer. Stir frequently over medium to medium-low heat for approximately 20 to 25 minutes as the cream mixture begins to thicken. Using a slotted spoon, remove the cinnamon stick. Remove the saucepan from the heat.
- 4. STIR** the rice into the cream mixture in the large saucepan.
- 5. BEAT** the egg yolks in a small bowl with a whisk. Gradually raise the temperature of the egg yolks by slowly spooning in and whisking 3 tablespoons—one at a time—of the hot rice/cream mixture.
- 6. STIR** the egg-yolk mixture into the remaining rice/cream mixture in the large saucepan and heat over low for 2 to 3 minutes.
- 7. POUR** the rice pudding into a large nonmetal serving bowl or divide it into 6 individual nonmetal serving bowls. Cover the bowl(s) with plastic wrap or aluminum foil and allow the pudding to cool and thicken in the refrigerator for 30 minutes.
- 8. REMOVE** the rice pudding from the refrigerator. Lightly sprinkle the pudding with ground cinnamon before serving. Optional: Sprinkle ground nutmeg and/or garnish each bowl with a cinnamon stick.

RECIPE MAY BE MADE A DAY IN ADVANCE.

GLOSSARY OF SPANISH WORDS

ARROZ (ah-ROHS): rice

ARROZ CON LECHE (ah-ROHS con LEH-cheh): rice pudding

AZÚCAR (ah-SOO-kar): sugar

BURRO (BUR-roh): donkey

CABRA (KAH-brah): goat

CAMPESINA (kam-peh-SEEN-ah): farm maiden

CAMPESINO (kam-peh-SEEN-oh): farmer

GAZUELA (kah-SWAY-lah): pot

CON (CON): with

CREMA (KREM-ah): cream

GALLINA (gah-YEE-nah): hen

GRACIAS (GRAH-see-ahs): thank you

HUEVO (WAY-voh): egg

LECHE (LEH-cheh): milk

LIMÓN (lee-MOHN): lime

MANTEQUILLA (man-teh-KEE-yah): butter

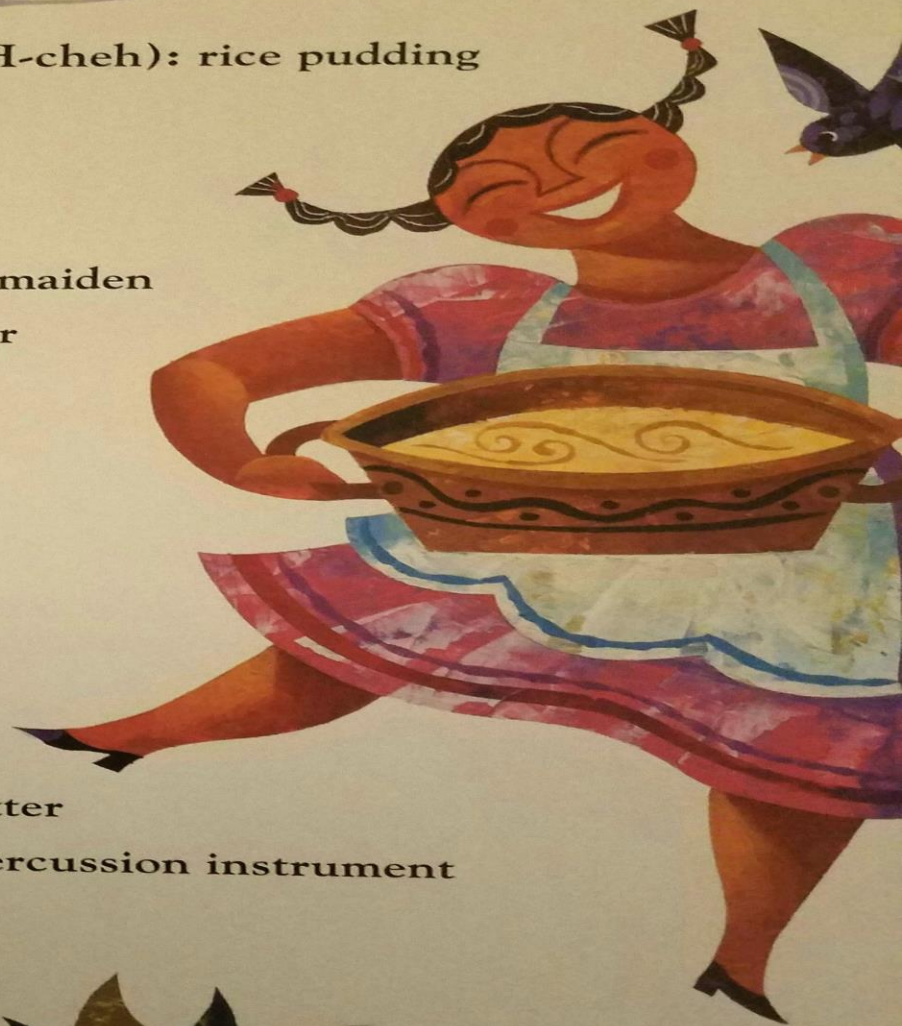
MARACA (mah-RAH-kah): a handheld percussion instrument

MERCADO (mer-KAH-doh): market

PATO (PAH-toh): duck

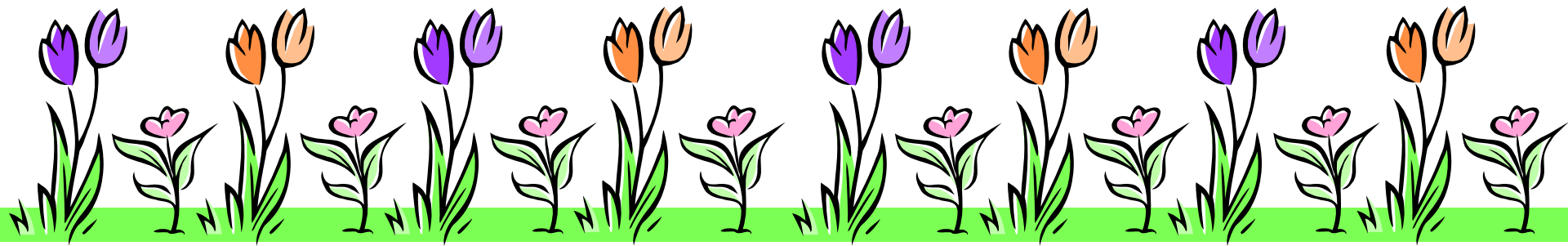
TAMBOR (tahm-BOR): drum

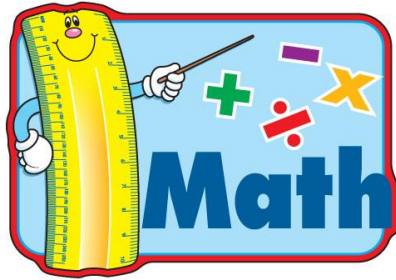
VACA (VAH-kah): cow



Your Turn!

- What kind of math activities could you do based on this story?
- What kind of science activities?
- What kind of fine/gross motor activities?
- What about the dramatic play area?
- Are there any other books you could add to the classroom related to this story?

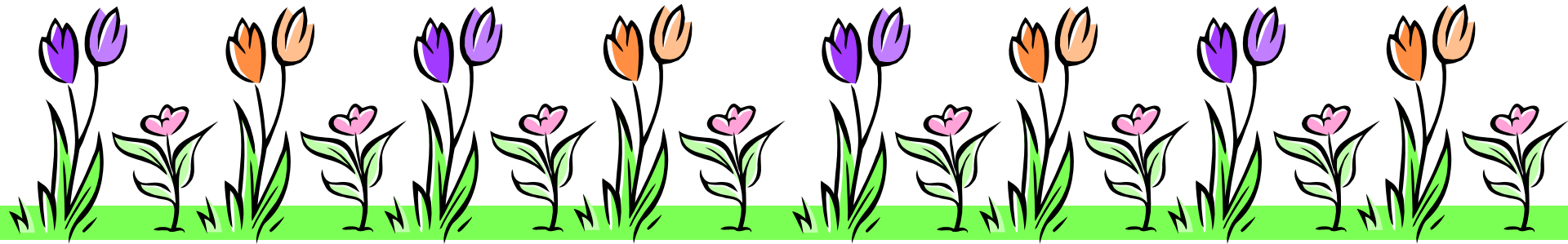




Center Time



© Mystic Arts, LLC



Selecting Multicultural Children's Literature Books

Two very helpful articles on choosing appropriate books for young children that accurately represent various cultures are

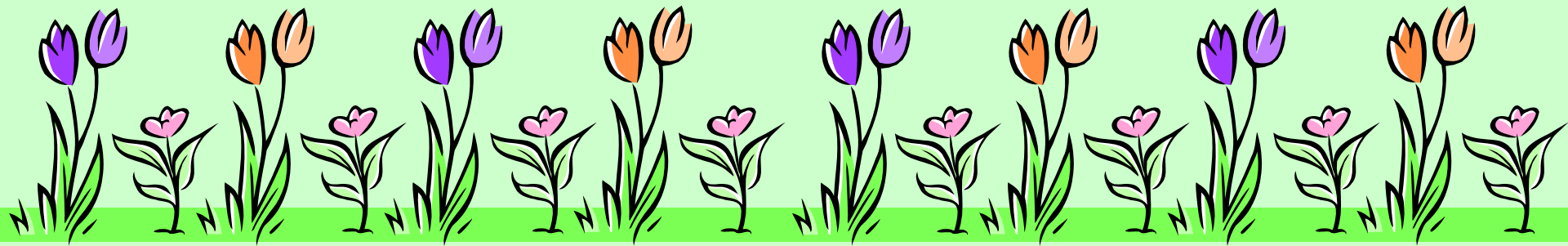
"How to Choose the Best Multicultural Books"

(Clegg et al., 2017)

and

"Guide for Selecting Anti-Bias Books"

(Derman-Sparks, 2016).



try some delicious and healthy snacks
at our concession stand

Intermission



Folktales and Fairy Tales

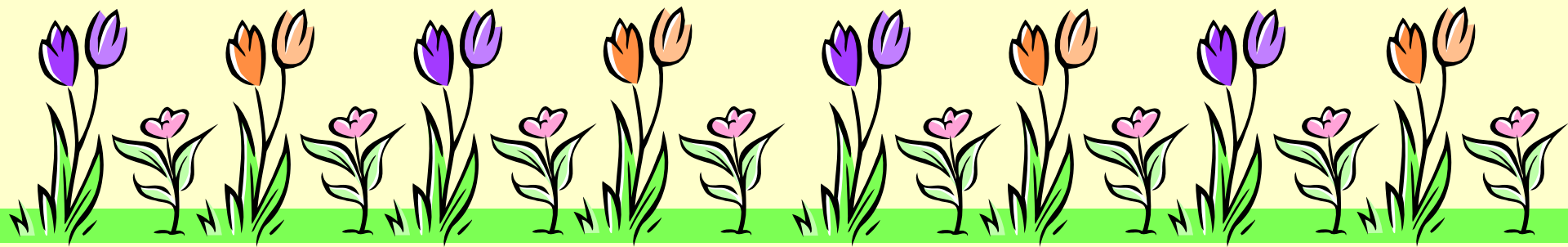
Folktales are extremely popular with children, and numerous reasons exist for their use in children's education.

Folktales can help children appreciate the reality of human diversity and increase children's empathy with people of other cultures.

Through folktales, children can experience the wishes, dreams, and problems of people around the world and discover that all people share a need for love, hope, and security.

Folk material can also initiate discussions of values, worldview and history.

(Smith & Wiese, 2006, p. 69)

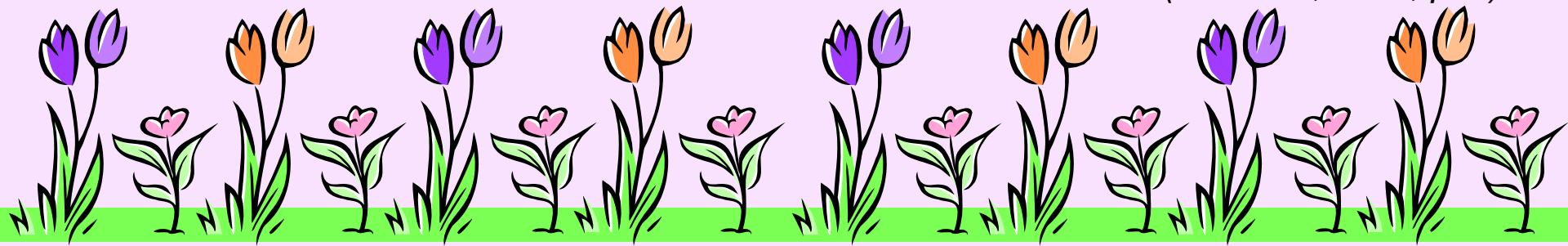


Folktales and Fairy Tales

In a diverse society, multicultural literacy has become a requirement in the early childhood classroom.

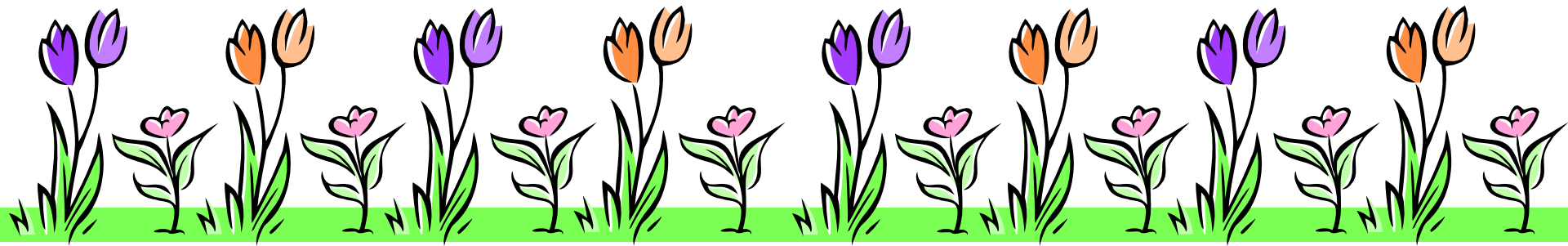
Reading different versions of a well-known fairy tale from different areas of the world will be an exciting way to bring multicultural literacy into the classroom.

(Freeman, 2013, p. 1)



It's Your Turn!

In your groups, brainstorm some ideas for center activities across the curriculum that you could use in **YOUR** classroom based on various versions of ***Cinderella.***



Thank you!

The image features the words "Thank you!" in a highly decorative, hand-drawn style. The letters are thick and filled with various colors and patterns. The 'T' is yellow with a red vertical line and a black zigzag border. The 'h' is orange with a red vertical line and a black zigzag border. The 'a' is green with a black dotted border. The 'n' is purple with a black dotted border. The 'k' is orange with a red vertical line and a black zigzag border. The 'y' is green with a black dotted border. The 'o' is pink with a black dotted border. The 'u' is blue with a black dotted border. The exclamation point is blue with a black dotted border. There are several flowers: a blue five-petaled flower with a purple center, a pink five-petaled flower with a yellow center, and a blue five-petaled flower with a purple center. There are also some decorative shapes, including a blue teardrop shape and a blue circle with a green center.

References

- Clegg, L. B., Miller, E., Vanderhoof, B., Ramirez, G., & Ford, P. K. (2017). *How to choose the best multicultural books*. Retrieved from <https://www.scholastic.com/teachers/articles/teaching-content/how-choose-best-multicultural-books/>
- Corlis, M. (2014). *Same, same but different* [video]. Retrieved from <https://www.youtube.com/watch?v=MjK1J0jUxD4>
- Derman-Sparks, L. (2016). *Guide for selecting anti-bias children's books*. Retrieved from <http://www.teachingforchange.org/selecting-anti-bias-books>
- Freeman, M. (2013). *Teaching similar and different through multicultural fairytales*. Retrieved from http://theteachersinstitute.org/sites/default/files/201307/Freeman_unit_0.pdf
- Goodale, D. M. (2012). *Multicultural picture books: Windows and mirrors*. Retrieved from <http://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1016&context=grp>
- Higgins, J. J. (2016). *Multicultural children's literature: Creating and applying an evaluation tool in response to the needs of urban educators*. Retrieved from <http://education.jhu.edu/PD/newhorizons/strategies/topics/multicultural-education/multicultural-childrens-literature/>
- McDonald, A. (2013). *27 multicultural books for kids: Books that teach kids about the world around them*. Retrieved from <http://www.notimeforflashcards.com/2013/07/27-multicultural-books-for-kids.html>
- Mladic-Morales, B. (2014). *5 ways literature teaches global lessons in elementary classes*. Retrieved from <https://www.edutopia.org/blog/literature-teaches-global-lessons-elementary-becky-morales>
- Pirofski, K. I. (2015). *Multicultural literature and the children's literary canon*. Retrieved from <http://www.edchange.org/multicultural/papers/literature.html>
- Shultz, S. (2010). *Judging a book by its cover: An evaluation tool for the evaluation, selection, and inclusion of multicultural children's literature in the elementary classroom*. Retrieved from <http://files.eric.ed.gov/fulltext/ED511031.pdf>
- Smith, J., & Wiese, P. (2006). Authenticating children's literature: Raising cultural awareness with an inquiry-based project in a teacher education course. *Teacher Education Quarterly*, 33(2), 69-87.

Holistic Global Literacy: Bridging the Cultural Gap



***Literacy Leaders Conference
Shepherd University
April 8, 2017***

Paulette Lashley

*Director, Shepherd University
Early Learning Center
Adjunct Professor*

Terresa Kepner

*Shepherd University
Early Education Program Coordinator
Visiting Professor*

