Social Justice, Storytelling, and Poetry: Remote Learning for K-12 Bilingual and Multilingual Students

Carla España & Luz Yadira Herrera

Heinemann Remote Learning Resource

@ProfesoraEspana  @Dra_LuzYadira
Approaching our Teaching Considering Topics, Texts and Translanguaging

Culturally and Linguistically Sustaining Topic

Texts that affirm and are in solidarity with bilingual Latinx children's experiences

Translanguaging

https://youtu.be/jaKvG0S8qac

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“Translanguaging is when a multilingual person’s full linguistic repertoire is used and honored, instead of trying to keep narrowly focused on a single language”

p. 20
Storytelling: A Sequence of Lessons With Mentor Texts

Link: https://youtu.be/W35KAKz8LAA
Read Alouds Online

- Where Are You From? | Storytime with Yamile Saied Méndez
- Read Out Loud | Martí Y Sus Versos por la Libertad in Spanish
- Soñadores | Lectura en voz alta con autora Yuyi Morales | Lecturas con Child Aid
- Hair Love | Oscar®-Winning Short Film (Full) | Sony Pictures Animation
- School Library Journal
Telling Our Stories

1. Reading Stories to Study Mentor Authors and Illustrators
2. Writing Our Own Stories
3. Learning More About Stories from Family and Friends

Author Picks:

- Soñadores by Yuyi Morales
- My Papi has a Motorcycle by Isabel Quintero
- Mama’s Nightingale: A Story of Immmigration and Separation by Edwidge Danticat
- We are Grateful by Traci Sorell
- Hair Love by Matthew A. Cherry
- Drawn Together by Minh Lê
- Mango, Abuela y yo by Meg Medina
- Crescent Moon and and Pointed Minarets: A Muslim Book of Shapes by Hena Khan
Reading in Community

Figure 3.7  Guide to Reading in Community (Narrative Texts)

Step 1: Setting Up for Our Reading in Community (5 minutes)

1. **Consider the themes and lessons of the book:** Ask partnerships to discuss questions you’ve designed to help them make connections to the subject, theme, or characters in the text. Focus on what may seem familiar to them.

2. **Involve the larger community:** In a whole-class discussion, ask students to discuss how they and the community might address a similar challenge to that of the story.

Step 2: Book Introduction (5 minutes)

Show the cover of the book and read the title and names of the author and illustrator. Connect the book with a previous activity.

Consider some of the vocabulary in context, using at least two visuals for each word or phrase. Have students say the words with you and make connections with the images that you share. As you come across the words in the text, stop to consider the meaning of key words in the context of the story.
### Step 3: Reading in Community (20–25 minutes)

<table>
<thead>
<tr>
<th>Teacher Reading and Sharing Ideas #1 (pages ___ - ___)</th>
<th>Student Reading and Sharing Ideas #1 (pages ___ - ___)</th>
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<tbody>
<tr>
<td>Prepare selection to read out loud followed by your observations, which are ideally connected to the purpose for reading this text in community (for example, problems and ways characters confront challenges). Keep track of your thinking in front of the students, using chart paper, notes in a notebook with document camera, a device projecting on a SMART Board, or whatever materials and technology you have available.</td>
<td>Choose a meaningful line or page—or ask students to pick a favorite line or page—to reread out loud with students. Ask students to explain what they felt when they heard the words or when they read them out loud. What did they feel when they saw the illustrations (if any)? How do the words and illustrations help them understand the characters better? If they chose the words that they read aloud, why did they choose them?</td>
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**Reading Together (pages ___ - ___)**

Teacher and students read key lines from the story, and keep adding to the class chart.

<table>
<thead>
<tr>
<th>Teacher Reading and Sharing Ideas #2 (pages ___ - ___)</th>
<th>Student Reading and Sharing Ideas #2 (pages ___ - ___)</th>
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</thead>
<tbody>
<tr>
<td>Repeat the practices used in the first idea sharing with the next part of the story. Keep adding to notes.</td>
<td>Ask students to reread a selection with a partner, triad, or small group. Then, prompt them to discuss a question or idea about the text that is related to the focus of this reading in community session.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teacher Reading and Sharing Ideas #3 (pages ___ - ___)</th>
<th>Student Reading and Sharing Ideas #3 (pages ___ - ___)</th>
</tr>
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<tbody>
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<td>Repeat the practices used in the first idea sharing with the next part of the story. Keep adding to notes.</td>
<td>Ask students to reread a selection with a partner, triad, or small group. Then, prompt them to discuss a question or idea about the text that is related to the focus of this reading in community session.</td>
</tr>
</tbody>
</table>

**Reading Together (pages ___ - ___)**

Read key lines from the story. Continue adding to the class chart.

Step 4: Class Discussion (5 minutes)

Teacher asks students what they’d like to talk about, giving them some options (if options are needed):

1. **Focus on characters:** Discuss characters’ journey, summarizing the challenges faced and focusing on how we can make personal connections and/or apply the character’s experiences and choices to our lives.

2. **Focus on setting:** Discuss students’ interpretations of why the author chose the setting. Why is it important? What connections can students make between their own experiences and the story’s setting?

3. **Focus on themes:** Discuss what we learn about life from this book. Start with what the characters learned and then move on to how those lessons help us in our lives.

Social Issues & Social Justice: A Sequence of Lessons

https://youtu.be/7_wVORHiYbs
Taking an Informed Stance Against Injustice

Lesson 1: Hearing and Sharing Personal Narratives/Mi origen
Lesson 2: Deepening Our Understanding with Primary and Secondary Sources
Lesson 3: Researching Policies
Lesson 4: Countering a Dominant Narrative

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Example #1 (Lesson 2) (Middle School)

**Topic:** Understanding what is happening with detained children at the border

- **Learning Objective:** Students will compare and contrast primary and secondary accounts on the detainment of children at the border.

**Texts:** Children’s testimonies from detention camps (New York Times video); Newsela article, “Here's what's happening with kids at the border, policywise”

**Translanguaging:** Student read/annotate text using their entire linguistic repertoire; student can discuss with their groups in any language.
Text Recommendations for Example #1

Author Picks:

- *The Distance Between Us* (Young Readers Edition) by Reyna Grande
- *Solito, Solita: Crossing Borders with Youth Refugees* from Central America edited by Steven Mayers and Jonathan Freedman
- *My Family Divided* by Diane Guerrero
- *We Are Not from Here* by Jenny Torres Sanchez
- *Voces sin fronteras: Our Stories Our Truth* by the Latin American Youth Center
- *Efrén Divided* by Ernesto Cisneros
- *Land of the Cranes* by Aida Salazar
- *Enchanted Air: Two Cultures, Two Wings* by Margarita Engle
- *On These Magic Shores* by Yamile Saied Méndez
- *Three Keys: A Front Desk Novel* by Kelly Yang

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Lesson Sequence Sample #2 (Middle School):
Taking an Informed Stance Against Injustice:
Focus on Representation in Children’s Books and Curriculum

Lesson 1
Hearing and Sharing Personal Narratives

Lesson 2
Deepening Our Understanding with Primary and Secondary Sources

Lesson 3
Researching Policies

Lesson 4
Countering a Harmful Dominant Narrative

Author picks:
- Marley Dias Get it Done and So Can You by Marley Dias
- See: Books by and/or about Black, Indigenous and People of Color (all years) by CCBC
- Author picks:
  - Schomburg: The Man Who built a Library by Carole Boston Weatherford
  - The New Kid by Jerry Craft
  - Panting Stories: The Life of Librarian and Storyteller Pura Belpré by Anika Aldamuy Denise

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Lesson 1: Narrative on Black Girl Representation in Texts and in School

Author Picks:
- 11-year-old holds book drive for stories about Black girls by CBS News
- Bookmarks: Celebrating Black Voices by Netflix
Lesson Sequence Sample #3 (High School)
Taking an Informed Stance Against Injustice
Focus on Racism in Schools

Lesson 1
Hearing and Sharing
Personal Narratives/
Mi origen
See: Black Girls Breaking Silence on School Push-Out by Girls for Gender Equity NYC

Lesson 2
Deepening Our Understanding with Primary and Secondary Sources

Author Picks:
This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work by Tiffany Jewell, illustrated by Aurelia Durand

Lesson 3
Researching Policies
See: Black Girls Matter: Pushed out, Overpoliced and Underprotected by Kimberlé Crenshaw with Priscilla Ocenc and Jyoti Nanda

Lesson 4
Countering a Harmful Dominant Narrative

Author Picks:
Stamped: Racism, Antiracism, and You by Jason Reynolds and Ibram X. Kendi
Poetry as Resistance

Poetry as Healing

Poetry as Teaching

How can we use poetry as our teaching partners, as resistance to injustice, and as healing?

https://youtu.be/ZhZWYA6ABaA

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Author Picks:
- *The Poetry Friday Anthology for Celebrations* compiled by Sylvia Vardell and Janet Wong
- ¡Bravo! Poemas sobre hispanos extraordinarios by Margarita Engle
- *La luna dentro de mí* by Aida Salazar
- Me dicen Güero: Poemas de un chavo de la frontera by David Bowles
- *The Breakbeat Poets Vol. 4: LatiNext* edited by Felicia Rose Chavez, José Olivarez. And Willie Perdomo

Example for Bilingual Dual Language Spanish/English Elementary, Middle Grade, and High School Settings

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This work is life work. The work of seeking justice for children who are relegated to the margins is not something we can resolve with one single book—whether it’s a mentor text for your class or even our own book for teacher study—or a library makeover...we are constantly learning more about ourselves, our histories, what we need to unlearn, and what needs to be reimagined to create inclusive and sustaining learning spaces. We are also learning more about our students as we center their experiences.
Closing

Join us at our upcoming three-part webinar series!

Live PD Webinars

Temas, Textos, and Translanguaging: Storytelling and Social Justice

Presented live by Carla España and Luz Yadira Herrera

A three-part series starting Sept. 29th
¡Gracias!

Book Companion Padlet: https://padlet.com/encomunidadbook/resources

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