

# Reaching Diverse Populations with Multicultural Children's Literature

## BRIDGE MODEL of Culturally Responsive Teaching Strategies

**B** ➤ Build rapport and relationships by reading multicultural literature to increase one's own background knowledge

**R** ➤ Read daily in student's native language via small group reading, technology-assisted reading, or parent/volunteer reading

**I** ➤ Instructionally plan oral language events by explicitly stating language objectives and choosing such activities as 'think, pair, share' and literature discussions

**D** ➤ Develop connections by choosing literature students can see themselves in and connect to aesthetically as well as efferently

**G** ➤ Generalize the use of multicultural literature throughout the curriculum by including texts and activities relative to social studies, music, art, and mathematical standards

**E** ➤ Extend literacy learning through authentic writing opportunities by utilizing multicultural literature as models for writing texts, collaborative writing events, and supports for English Language Learners

## Criteria for Selecting Quality Multicultural Children's Literature

- Portray cultural accuracy and authenticity of characters – “insiders” as authors of literature
- Be rich in cultural details
- Honor and celebrate diversity
- Provide in-depth treatment of cultural issues
- Include characters within a cultural group or between two more cultural groups who interact substantively and authentically
- Include members of a “minority” group for a purpose other than filling a “quota”
- Invite reflection, critical analysis, and response
- Demonstrate unique language or style
- Meet generally accepted criteria for the genre
- Have an appealing format and be of endearing quality

*(Hancock, 2007, p. 87)*

# Seeing ME:

## Reaching Diverse Populations with Multicultural Children's Literature



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Funded by  
**The Tilford Foundation**  
at Kansas State University

# Seeing ME:

## Reaching Diverse Populations with Multicultural Children's Literature



### DIVERSITY in KSU PDS Schools

- ▶ Latinos/as represent 54–66% of three school district populations in SW Kansas
- ▶ 51% ethnic diversity in Geary County school populations
- ▶ 24% ethnic diversity in Manhattan/Ogden school populations
- ▶ 56 languages identified in schools: most prevalent languages observed to be:
  - ▶ Korean    ▶ Arabic
  - ▶ German    ▶ Mandarin Chinese
- ▶ 7% ethnic diversity in Riley County school populations

### GOALS of the Tilford Grant

- ▶ To strengthen and expand pre-service teachers' awareness and appreciation of linguistic and cultural diversity of students through collaboration within the Equity and Access Partnership in the selection and utilization of dual-language, multi-cultural children's literature.
- ▶ To demonstrate K-6 pre-service teachers' ability in designing research-based instruction utilizing authentic multicultural texts to enhance literacy instruction.
- ▶ To support and encourage K-6 pre-service teachers' critical reflecting of their selection of dual-language materials and instruction in terms of facilitating culturally responsive teaching of diverse students as they demonstrate their knowledge, personal attributes, skills, and collaboration with others in children's literature classes, methods classes, as well as in clinical practica in partnership elementary classrooms.
- ▶ To support and encourage continued professional growth of Equity and Access Partnership teachers' awareness and appreciation of linguistic and cultural diversity of students.

### GOALS Founded on Theoretical Frameworks

- ▶ Schema theory  
(Carrell, 1987; Anderson, 1994)
- ▶ Reader response theory  
(Rosenblatt, 1978)
- ▶ Multicultural theory (Banks, 1994)
- ▶ Conditions of Learning  
(Cambourne, 1988; 1995)
- ▶ Socio-cultural learning theory  
(Vygotsky, 1978; 1986)
- ▶ Cultural responsive pedagogy  
(Ladson-Billings, 1995; Gay, 2002)

### For More Information

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