

Integrating Children's Literature into Other Content Areas

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1. Language Arts in the Curriculum (Graduate Level)

Literature Studies & Reflection Paper

We will explore the reading process from the inside out in literature groups.

Central to the teaching of language arts is developing literacy and critical thinking through engagement with high quality, award-winning children's literature. Literature study (Peterson & Eeds, 1990), or "literature conversations" as Routman calls the practice, are vital experiences for learning about literature and life.

Each student will participate in 3 small group literature study experiences centered on a common text that fits with the umbrella concepts of multiculturalism and social justice

Product: After we have completed all of the literature studies, you will write a 3-4 page paper that reflects on what you have learned about conducting literature studies, ways that theory manifests as practice during literature study, and reading and writing skills you can teach through literature study.

Sticky Notes: Before each study, read the book and come to class prepared to discuss and reflect.

2. Advanced Studies in Children's Literature (Graduate Level)

1. Response Journals 2. Learning Blogs 3. Author/illustrator Study 4. Critical Literary Analysis 5. Genre Presentations

6. Literature Study Groups

7. Multicultural Literacy Project

A. Select two research-based professional articles or book chapters related to diversity and children's literature, and write an academic summary (e.g. problem addressed, scholarly process, conclusions, and central points for discussion).

B. Read at least five novel length texts reflective of a particular culture include a global/international book (you may substitute 2-3 picturebooks for each novel if you prefer) and write a 3-5 page analytic reflection on how culture and class are addressed.

C. Critical Review of a Global Book: Choose one global book from your set of multicultural books to analyze in depth and to write a review based on the submission criteria for WOW Review (wowlit.org).

D. Talking with children about multicultural literature

8. Inquiry Project

Choose a question or issue of concern to you in relation to multicultural or global children's and adolescent literature. Once you have chosen a particular question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, children's books, discussions, interviews, observations, and/or work with students. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to global issues in children's/adolescent literature and is on a question that matters to you.

Options for your project include:

- an in-depth critical analysis of a set of books from a particular country or cultural group
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- an author or theme relevant to our focus on internationalism
- responses of children, adolescents, or adults to a particular set of global books.
- awards given to international literature or to literature within a particular country
- write your own piece of literature that is based in a specific cultural experience
- your proposal

3. Foundations of Literacy (Undergraduate)

Critical Analysis Project with Broad and In-Depth Reading

Explore how literature illuminates life by conducting an inquiry on a topic of diversity in children's literature. Components:

1. *Annotated Bibliography*
 2. *Research and Paper*
 3. *Presentation & Handout*
- **Course Reading Log**
 - **In-Depth Literature Group Studies/ Discussions**
 - **Reflection Paper**

4. Teaching Reading in the Elementary & Middle School (Undergraduate Level)

- **Read Aloud Project:** perform two read aloud activities within small group settings and get peer review on a form handed out in class
- **Creating a Multi-Leveled Text Set**
- Students work in pairs/small groups to create a text set that is centered around a topic for a certain grade level (interest level) with a variety of text types and reading levels.
- Text set should include multi genre selections and include reading material suited to struggling readers, ELL's, on level readers, and advance readers. Project will culminate in a day of sharing the texts with the class and a handout with APA citations/summaries for the books.

5. Children's Literature in the Elementary and Middle School (Undergraduate Level)

1. Planning & Prep + Reading notebook, 2. Extensive Reading/Genre Study, 3. Intensive Reading/ Literature Study Group Participation ("passionate attention"), 4. Applied Reader Response Project, 5. Comprehension Strategies

6. Thematic Study & Text Set

- *Project components:*

Background Paper/Study(20 pts)

Read the Lewison et. al. article and chapter 2 in the Wolf text. Discuss your understandings as a team.

Research your selected focus and create a 2 – 3 page (double-spaced; APA form) nonfiction overview of your topic, including significance for today’s learners. Make sure you cite at least 3 pertinent and reliable sources. (Don’t forget to record your scholarly reading on the appropriate chart.) (10 pts)

Text set (40 pts)

Use resources (online bibliographies, professional reviews, your friendly CML and school librarians, etc.) to locate a variety of quality books (again, list on your scholarly reading chart). Use the four dimensions of critical literacy (Lewison, et al) as a framework to guide your analysis of each text. Read thoughtfully, discuss, and select the best books to include in your text set. You may certainly include and discuss a “bad” but well-reviewed example.

Once you have selected the texts for your set, do the following:

Fill out the critical literacy dimension chart for each book. (Remember, your collaborative dialogue provides the foundation for rich insights.)

Create a graphic representing your texts (see Wolf for an example).

Comprehensive analysis (40 pts)

Building on your group dialogue, write a final analysis paper (one per group, written collaboratively; at least 4 pages, preferably no more than 8) addressing through a critical literacy perspective how your focus is represented in the literature you chose. For example, if you explored how immigration is portrayed, you will discuss how, overall, these books disrupt or perpetuate the commonplace and represent (or not) multiple viewpoints. You will also discuss the overall stance/position regarding socio-political issues and how these books might call readers to action.

6. Children’s Literature in the Classroom: Birth to Age 8 (Undergraduate Level)

1. Reading Record 2. Literature Reflection Journal

3. Final Inquiry Project

Choose a topic, issue, or question related to young children and children’s literature that interests you and that you want to explore in greater depth through gathering resources. Form a project group with several other people. As a group you will meet to brainstorm, share resources, and talk about ideas or issues related to your topic. We will discuss this project in greater depth at mid-semester and you will be asked to select a topic and submit a proposal

Possible projects include

Develop lists of books for an inquiry focus, thematic units or text sets

Develop further author/illustrator/poet studies

Develop a genre study

Examine issues such as censorship and stereotyping

Poetry project (e.g. personal poetry anthology)

Write and/or illustrate your own children’s book.

4. Signature Assignment: Children’s Literature Resource Portfolio

• **Responding as a Reader**

Projects and handouts in which you reflect on yourself as a reader and in-depth personal responses to the books you have read in this class. Possible artifacts include your literacy memory/map, literature log entries on your personal responses to literature, artistic responses to literature, reading interest/attitude surveys, etc **Course objective** : You will gain a better understanding of yourself as a reader and of how to engage in personal and critical response to literature.

• **Knowledge of Children’s Literature**

Projects and handouts that reflect your knowledge of children’s books and ability to evaluate the literary quality and appropriateness of these book. Includes the range of books which you read as part of the class and your ability to organize text sets of conceptually related books. Artifacts in this section include your reading records, inventories of your records, and text sets lists and projects as well as other related projects such as writing and illustrating your own children’s book. **Course objectives**: You will develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books. You will become familiar with the literary and artistic elements and how they interact to create an effective book for children in order to evaluate the literary quality and appropriateness of specific books.

• **Social and Cultural Issues in Children’s Literature**

Projects and handouts that focus on specific cultural and social issues in children’s literature such as censorship, stereotypes, and controversial books. Artifacts in this section include reflective journal entries and professional articles, projects or papers on these issues. **Course objective**: You will develop an awareness of social, multicultural and international issues as they connect to literature for children.

7. Children’s Literature in the Classroom (Undergraduate Level)

1. Mapping our Literacy, 2. Personal Goal Setting 3. Book Browsing 4. Literature Reflection Journals 5. Book Drama 6. Library Experience 7. Poetry/Article Experience 8. Mini Inquiry – Read Alouds 1 & 2, Final Inquiry Project.