Diverse Texts: Creating a More Inclusive Curriculum

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Your Session Presenter

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Let’s Chat...

- We will be using the Chat feature primarily to communicate, as well as other modes
- Who’s here?
  - In the chat, say hello!
  - Share your name and location
  - Which track of the conference are you following?
    - 1. Teacher’s Track (Teacher, Parent, Paraprofessional)
    - 2. Leader’s Track (Administrator, Coach, Specialist, Leader)
Educators have a responsibility to diversify the representation in the texts that students read in their classrooms. There is a world of diverse texts available that will give a broader viewpoint of the world as well as allow for and celebrate greater representation. The ADE ELA team has created a guidance document and suggested book list to assist with this important work. The list includes fiction texts that feature protagonists and characters that are a part of underrepresented groups. There are also non-fiction texts that represent diverse voices and diverse perspectives of history.

Outcomes:
• Participants will learn how to use the ADE Diverse Texts guidance to help them create a more inclusive curriculum in their secondary ELA Classroom, and how to start a conversation in their classroom, school, and district.
• Participants will also be provided resources that will help them move beyond the book list. It is not enough to just teach a diverse curriculum - this work should also include opportunities for deep discussions, self-realizations, research, attitude shifting, bias recognition, and identity discovery.
• Participants will be provided with guiding questions to help them make decisions about what to replace or supplement in their current book list.
Why diverse texts?

“Mirrors, windows and sliding doors” – Rudine Sims Bishop
Why diverse texts?

Waterfall Activity:
• Look at the thoughts that you jot down during the video.
• In the CHAT box, type out one of you’re a-ha moments but DON’T click “Enter” just yet.
• I will count to three and everyone will hit enter at the same time.
• As everyone’s ideas come through, read them through.
• Feel free to comment back to someone you agree with.
Diverse Texts in ELA

Educators have a responsibility to diversify the representation in the texts that students read in their classrooms. There is a world of diverse texts available that will give a broader viewpoint of the world as well as allow for and celebrate greater representation. Each of the books in the chart provided here feature protagonists and characters that are a part of underrepresented groups. There are also non-fiction texts that represent diverse voices and diverse perspectives of history. Additionally, there are resources to help educators diversify their curriculum.

Guidance Document: Diverse Texts in the Secondary ELA Classroom Guidance
Resources available

Diverse Texts in the Secondary ELA Classroom

Resources

For even more in-depth research into how to incorporate diverse texts into the secondary ELA classroom, these two educator-created resources are invaluable:

- English Elixir "Replace or Supplement the Canon with a Diverse Curriculum", which can be found at https://englishelixir.wixsite.com/englishelixir/post/replace-or-supplement-the-canon-with-a-diverse-curriculum
- Secondary English Coffee Shop, "Rethinking the Classics: Supplements and Updates for 10 Core Texts" https://secondaryenglishcoffeeshop.blogspot.com/2020/06/rethinking-classics.html?m=1

Other resources that were used to compile the list are as follows:

- Maya Angelou, https://www.oprahmag.com/entertainment/books/a26764146/maya-angelou-books/
- PBS Newshour, "10 books besides 'To Kill a Mockingbird' that tackle racial injustice" https://www.pbs.org/newshour/arts/10-books-besides-to-kill-a-mockingbird-that-tackle-racial-injustice

Further reading and resources related to this topic:

- Disrupt Texts, https://disrupttexts.org/
- Diverse Texts Primary Reading Room, more primary-focused but could be used for read-alouds and discussion in the secondary classroom, https://bit.ly/32wVwPZ
- Harvard University, "Reloading the Canon," https://www.gse.harvard.edu/news/ed/19/09/reloading-canon
- Teaching Tolerance, https://www.tolerance.org/
- We Need Diverse Books https://diversebooks.org/
The importance of discussion

• It is important to engender classroom discussion surrounding these texts.
• This can lead to:
  • deep discussions
  • self-realizations
  • Research
  • attitude shifting
  • bias recognition
  • identity discovery
Diversifying ELA Texts

- ELA teachers can teach the ELA standards with any fiction or non-fiction text – that’s the beauty of ELA standards.
- Certain texts have been taught over and over – but it’s not required by the standards.
- We can shake up the traditional canon – either by supplementing or replacing the texts that have been traditionally taught.
- Guiding questions to help teachers, coaches, and curriculum specialists make decisions:

Guiding questions that can help you make decisions:

GUIDING QUESTIONS
For each text you teach, ask yourself:

- What themes will students consider?
- What essential questions will students explore?
- Which literary elements will students observe?
- Which voices are absent in the current unit?
- What other texts could students use to achieve these goals?

From:
https://secondaryenglishcoffeeshop.blogspot.com/2020/06/rethinking-classics.html?m=1
Remember:

It’s also important to remember –

This is important work that won’t happen overnight, just start somewhere.

You don’t have to replace every text – but have a continuing conversation of how to make curricula more inclusive (replace and/or supplement)
Share Out Your Reflections

https://padlet.com/mz_ess_az/q645g89s4rlf4aru

1. Use QR code or click the link in chat to open the Padlet.
2. You do not have to log into Padlet if you don’t have an account, but you will want to sign your name.
3. Click on the plus sign under each column to share your reflections.
4. Feel free to like (click the ♥) and comment on others’ posts.
5. You will have access to this Padlet even after the webinar to stay in touch and get ideas. All of the resources from today’s presentation are also on the Padlet.
Thank you!

• Recorded sessions will be loaded to the Teachers’ Institute & Leading Change webpage on the ADE website ~ one week after the live conference closes.

• https://www.azed.gov/leading change

• Recordings will not be archived through the CE21 platform.

• Survey – link at the top
Thank you!!

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