

Frame for Goal 3: Diversity

“Goal 3: Educators differentiate instruction with respect for individual and cultural characteristics.” (UAS School of Education)

I have chosen a project from EDSE482, "The Inclusive Classroom for All Children," to demonstrate my proficiency in recognizing, appreciating, and teaching to my diverse students. Students come from all backgrounds and with varying abilities. It is important to understand how these differences impact the learner so that appropriate accommodations can be made by the teacher (Sousa & Tomlinson, 2011; Tomlinson & McTighe, 2006).

One of the ways that diversity can be championed is through representation. In the attached assignment I have reimagined a favorite children's book as if it were written with a main character who has a disability. I chose "The Snowy Day" by Ezra Jack Keats, which I modified by having Peter explore the fresh snow with his leg braces on. In my modified version Peter has Cerebral Palsy which causes him to walk a little funny, but it doesn't hold him back from his adventures. If this story were originally published like my version, it would still be a charming story while depicting a little boy with physical challenges.

It is important for students to be exposed to ideas, images, and characters that represent minority populations. For students in the majority, it is important to gain this insight so that they can develop empathy and an appreciation for diverse people. For students in the underrepresented minority, it is important that there be representation so that they can hold their own place in the world in high esteem (Loewen, 2007; Johnston, 2012). I chose picture books and read-aloud books that are rich in representation. I have titles that feature people of color, different cultures, as well as books that feature girls outside of traditional roles to help break stereotypes (Banks & Banks, 2016). Andrea Beaty has written two picture books that my students love, each featuring girls: *Ada Twist Scientist*, and *Rosie Revere Engineer*.

Here is a list of books that I feature in my classroom library that promote diversity and multiculturalism:

Recommended Reading: (Multicultural/Character trait themes)

- *A Boy Called Slow: The True Story of Sitting Bull*, by Joseph Bruchac, illustrated by Rocco Baviera (Grit)
- *The Boy Who Harnessed the Wind*, by William Kamkwamba and Brian Mealer, pictures by Elizabeth Zunon (Grit, Zest)
- *Bud not Buddy* by Christopher Paul Curtis (Grit)
- *Harvesting Hope, the Story of Cesar Chavez* by Kathleen Krull, illustrated by Yuyi Morales (Optimism, Grit, Zest)
- *Red: A Crayon's Story* by Micheal Hall (Social Intelligence)
- *You Want Women to Vote, Lizzie Stanton?* by Jean Fritz, illustrated by DyAnne DiSalvo- Ryan (Grit, Zest)
- *Ada Twist Scientist*, by Andrea Beaty, illustrated by David Roberts
- *Rosie Revere Engineer*, by Andrea Beaty, Illustrated by David Roberts
- *Heart and Soul: The Story of America and African Americans*, by Kadir Nelson
- *Henry's Freedom Box: A True Story from the Underground Railroad*, by Ellen Levine, illustrated by Kadir Nelson

I have also started an Alaska Children's Literature collection for my classroom. My students love these books. I take a break from the regular reading curriculum and spend two weeks on an Alaska Studies unit whereby we learn about Alaska and its people through literature. Until my own collection is complete, I supplement with books from the Loussac Library. This unit helps meet the state standards for cultural education and literacy. The time spend on these books ends up being a celebration of Alaska, its people, and the culture that surrounds us.

[Link to EDSE482 Children's Book Rewrite](#)

References

Banks, J. A., & Banks, C. A. (2016). *Multicultural education: Issues and perspectives*. Hoboken, NJ: John Wiley & Sons.

Johnston, P. H. (2012). *Opening Minds: Using Language to Change Lives*. Portland: Stenhouse.

Loewen, J. W. (2007). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: Simon & Schuster.

Sousa, D. A., & Tomlinson, C. A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree Press.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: Association for Supervision and Curriculum Development.

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