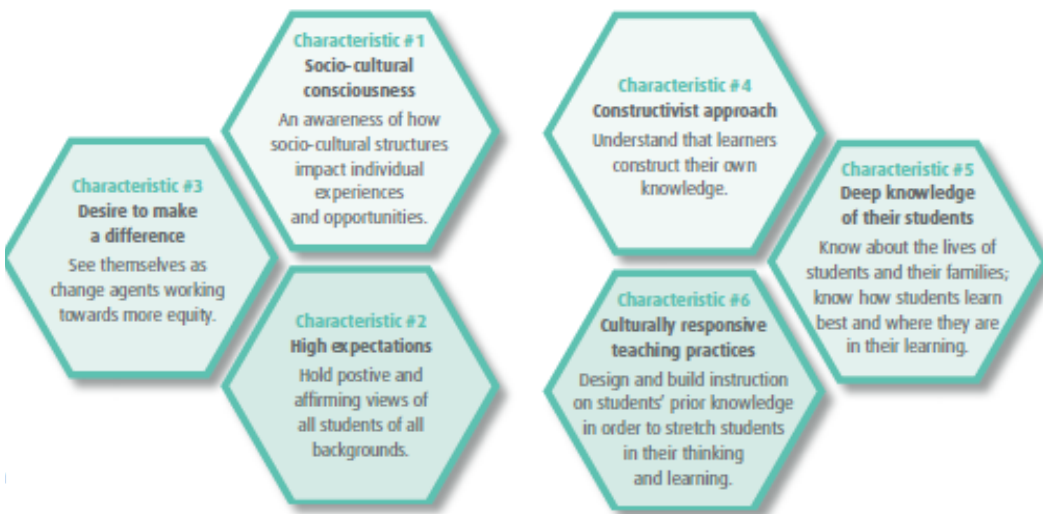


American Street by Ibi Zoboi Text Template

Engaging in Culturally Responsive and Relevant Pedagogy(CRRP)

Title of Text: Author: Date of Publication:	American Street Ibi Zoboi 2017
Culturally Responsive and Relevant Pedagogy Overview	
Culturally responsive and relevant educators share a mindset - a particular set of dispositions and skills that enables them to effectively support students in diverse settings (Capacity Building Series K-12). These are identified by Villegas and Lucas (2002): socio-cultural consciousness; high expectations for all students; desire to make a difference; constructivist approach; deep knowledge of students; and culturally responsive teaching practices. Culturally responsive and relevant pedagogy also includes adopting an ethic of critical care, using diverse texts, democratizing learning spaces and activities, empowering learners to confront and challenge social injustice, and adopting an asset-based, growth mindset about students' abilities. CRRP also encourages us to centre students' experiences and identities in our curriculum and instructional design. These texts and the introductory activities aim to have educators reflect intensively on classroom practices – text selection as well as instructional and assessment practices - as we seek to be more culturally responsive.	
The Mindset of Culturally Responsive Educators	
 Characteristic #1 Socio-cultural consciousness An awareness of how socio-cultural structures impact individual experiences and opportunities. Characteristic #4 Constructivist approach Understand that learners construct their own knowledge. Characteristic #5 Deep knowledge of their students Know about the lives of students and their families; know how students learn best and where they are in their learning. Characteristic #3 Desire to make a difference See themselves as change agents working towards more equity. Characteristic #2 High expectations Hold positive and affirming views of all students of all backgrounds. Characteristic #6 Culturally responsive teaching practices Design and build instruction on students' prior knowledge in order to stretch students in their thinking and learning.	
-Capacity Building Series <i>Culturally Responsive Pedagogy</i>, November 2013	
Reflections to Consider:	<i>What cultural contexts, interests, capabilities and lived experiences do my students bring to their learning? (Diversity of race, ethnicity, class, gender identity, sexual orientation and ability).</i>
Suggested Grade and Level (based on maturity and depth of text):	

Author Bio:	Ibi Zoboi was born in Port-au-Prince, Haiti and immigrated to the U.S. when she was four years old. She holds an MFA in Writing for Children & Young Adults from Vermont College of Fine Arts, where she was a recipient of the Norma Fox Mazer Award. She lives in Brooklyn with her husband and three children. She is also the author of <i>Pride: A Remix of Pride and Prejudice</i> .
Synopsis:	Fabiola Toussaint hopes to find the American Dream when she comes with her mother from Haiti to live with her Aunt Jo and her cousins, Chantal, Primadonna and Princess, on the corner of American Street and Joy Road in Detroit. But when her mother is detained coming into the country, Fabiola must navigate this very different world without her. (socialjusticebooks.org)
Potential Essential Questions/Topics/ Essential Ideas:	
Commentary about the text:	"In this stunning debut novel, Pushcart-nominated author Ibi Zoboi draws on her own experience as a young Haitian immigrant, infusing this lyrical exploration of America with magical realism and <i>vodou</i> culture." (bookbrowse.com) "Filling her pages with magic, humanity, tragedy, and hope, Zoboi builds up, takes apart, and then rebuilds an unforgettable story. This book will take root in readers' hearts." (kirkusreview.com)
Trigger Warnings: <i>"The purpose of trigger warnings is not to cause students to avoid traumatic content, but to prepare them for it, and in extreme circumstances to provide alternate modes of learning."</i> (Lockhart)	Novel content that may trigger students and or other staff (list topics below). Racism Immigration Poverty Drug use and drug dealing Violence Abusive Relationships Police brutality
Companion Text Sets: (including links to teacher resources, short fiction, poems, video, articles, media texts, visual texts)	Immigration Issues in U.S. https://globalnews.ca/news/5776325/us-mexico-wall-migrants-children-detained/ https://www.bbc.com/news/av-embeds/44518942/vpid/p06bfvpc Haiti https://www.nytimes.com/2019/10/20/world/americas/Haiti-crisis-violence.html https://globalnews.ca/news/6421625/haiti-10-years-later-billions-pledged/

Reflection Questions:	
Ways to value student voice and perspective:	
Potential teaching strategies, lesson ideas etc.:	

Template adapted from PDSB's ReThinking English: Culturally Responsive Classrooms

The above suggestions are not a complete list.

Did you come up with any new ideas or resources while using this text? Please let us know so we can add them to the template.

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