

# ***Ghost*** by Jason Reynolds Resource Template

## Engaging in Culturally Responsive and Relevant Pedagogy(CRRP)

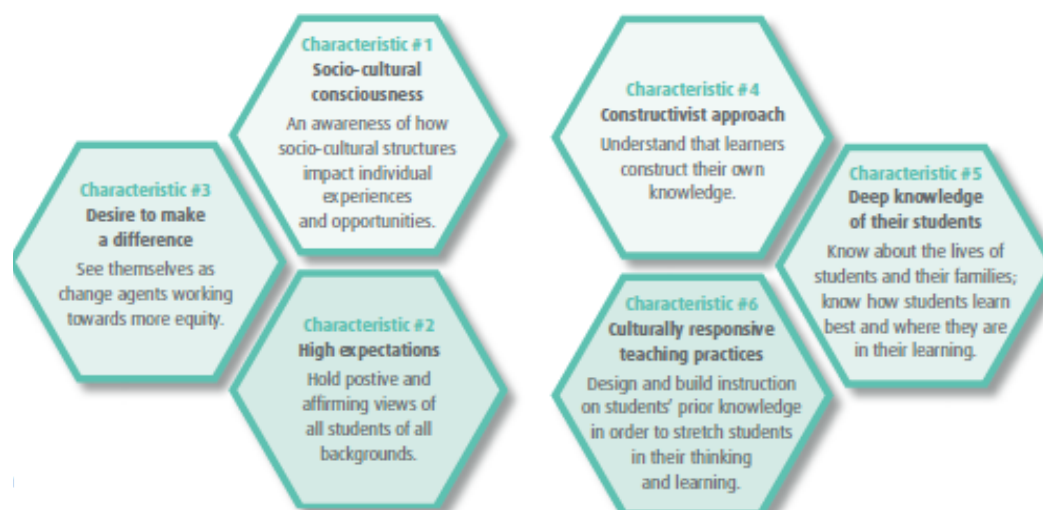
**\*\*Please ensure that you review the TVDSB CRRP Text Selection Criteria before proceeding\*\***

<b>Title of Text:</b> <b>Author:</b> <b>Genre:</b> <b>Date of Publication:</b>	Ghost Jason Reynolds Fiction 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



-Capacity Building Series *Culturally Responsive Pedagogy*, November 2013

<b>Reflections to Consider:</b>	<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):	Any grade
Author Bio:	<p>Jason Reynolds is a #1 <i>New York Times</i> bestselling author, a Newbery Award Honoree, a Printz Award Honoree, a two-time National Book Award finalist, a Kirkus Award winner, a Carnegie Medal winner, a two-time Walter Dean Myers Award winner, an NAACP Image Award Winner, and the recipient of multiple Coretta Scott King honors. He's also the 2020–2021 National Ambassador for Young People's Literature. His many books include <i>All American Boys</i> (cowritten with Brendan Kiely), <i>When I Was the Greatest</i>, <i>The Boy in the Black Suit</i>, <i>Stamped</i>, <i>As Brave as You</i>, <i>For Every One</i>, the Track series (<i>Ghost</i>, <i>Patina</i>, <i>Sunny</i>, and <i>Lu</i>), <i>Look Both Ways</i>, and <i>Long Way Down</i>, which received a Newbery Honor, a Printz Honor, and a Coretta Scott King Honor. He lives in Washington, DC. You can find his ramblings at <a href="http://JasonWritesBooks.com">JasonWritesBooks.com</a>.</p>
Synopsis:	<p>Ghost. Lu. Patina. Sunny. Four kids from wildly different backgrounds with personalities that are explosive when they clash. But they are also four kids chosen for an elite middle school track team—a team that could qualify them for the Junior Olympics if they can get their acts together. They all have a lot to lose, but they also have a lot to prove, not only to each other, but to themselves.</p> <p>Running. That's all Ghost (real name Castle Cranshaw) has ever known. But Ghost has been running for the wrong reasons—it all started with running away from his father, who, when Ghost was a very little boy, chased him and his mother through their apartment, then down the street, with a loaded gun, aiming to kill. Since then, Ghost has been the one causing problems—and running away from them—until he meets Coach, an ex-Olympic Medalist who sees something in Ghost: crazy natural talent. If Ghost can stay on track, literally and figuratively, he could be the best sprinter in the city. Can Ghost harness his raw talent for speed, or will his past finally catch up to him?</p>
Potential Essential Questions/Topics/ Essential Ideas:	
Commentary about the text:	
Trigger Warnings: <i>"The purpose of trigger warnings is not to cause</i>	Family violence Guns Bullying Abuse

<i>students to avoid traumatic content, but to prepare them for it, and in extreme circumstances to provide alternate modes of learning.”</i> (Lockhart)	Alcoholism Drug use/abuse
Companion Text Sets: (including links to teacher resources, short fiction, poems, video, articles, media texts, visual texts)	Reading Group Guide: <a href="https://www.simonandschuster.com/books/Ghost/Jason-Reynolds/Track/9781481450164">https://www.simonandschuster.com/books/Ghost/Jason-Reynolds/Track/9781481450164</a> Excerpt: <a href="https://www.simonandschuster.com/books/Ghost/Jason-Reynolds/Track/9781481450164">https://www.simonandschuster.com/books/Ghost/Jason-Reynolds/Track/9781481450164</a>
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.

Contact us [a.killian@tvdsb.ca](mailto:a.killian@tvdsb.ca) or [m.malone@tvdsb.ca](mailto:m.malone@tvdsb.ca)