

# **Yellow Line** by Syliva OlsenText Template

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

<b>Title of Text:</b> <b>Author:</b> <b>Genre:</b> <b>Date of Publication:</b>	<i>Yellow Line</i> Sylvia Olsen Fiction 2005
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### Culturally Responsive and Relevant Pedagogy Overview

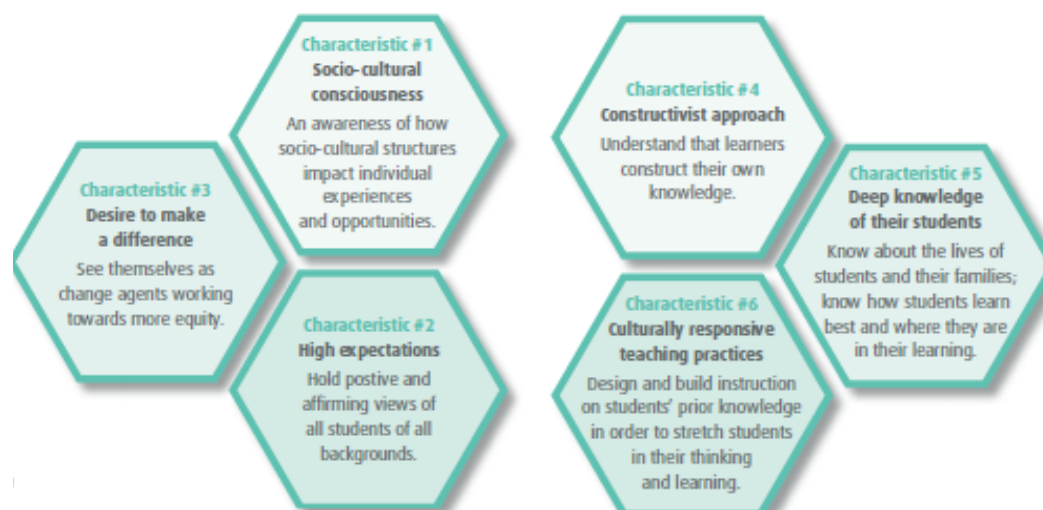
**\*\*Please ensure that you review the TVDSB CRRP Text Selection Criteria before proceeding\*\***

**\*\* We strongly encourage all teachers who are considering teaching an Indigenous text to review the following resource:**

<https://docs.google.com/presentation/d/1USC9mtUU49V3-FVCNJUgfMzQ1ppNxTQyIAYnkn0YDag/edit?usp=sharing>

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

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):	Junior Grades
Author Bio:	Sylvia Olsen was born and brought up in Victoria, BC. At seventeen she married and moved to Tsartlip First Nation. For more than thirty years she lived and worked and raised her four children in the Tsartlip community. Sylvia is a historian specializing in Native/white relations in Canada. As a writer, she often finds herself exploring the in-between places where Native and non-Native people meet.
Synopsis:	Sylvia Olsen tells a story about two separate communities, one a small whites-only village and the other a small First Nations reserve set in British Columbia. The only time the two communities come into contact is at the high school where the students attend classes and ride the school bus. But there are major divisions. The high school students sit on opposite ends of the bus and do not interact except to hurl negative comments at each other. In fact, the narrator of the story explains that the two communities are separated like the solid yellow lines on the highway. Vince is a 16-year-old basketball star from the white village. His parents and his friends' parents all express their dislike of the Indians, as they call the First Nation community. Despite his parents' prejudice, Vince begins to question his beliefs when he learns that his best friend, Sherry, has become friends with a Native youth, Steve. Despite the racial tension on the 90-minute bus ride to school each day, Vince becomes involved in the taunts and threats as he questions the unstated rule, date your own kind. In fact Vince becomes intrigued with a Native girl, Raedawn. When a nasty assault is discovered, Vince must take responsibility for his actions and challenges the town's racism by standing up to his parents about their racist attitudes. He has the courage to face his father and defends his choice.
Potential Essential Questions/Topics/ Essential Ideas:	Indigenous and Non-Indigenous relations Racism Coming of Age
Commentary about the text:	"[Sylvia Olsen] knows what it is like to walk the line between white and [Indigenous] culture, and she is fair in her presentation of those on both sides of the line. Worth acquiring for any senior high school library collection. Recommended." — <i>CM Magazine</i>
Trigger Warnings: <i>"The purpose of trigger warnings is not to cause students to avoid</i>	Novel content that may trigger students and or other staff (list topics below).  Racism Teen sex

<i>traumatic content, but to prepare them for it, and in extreme circumstances to provide alternate modes of learning.”</i> (Lockhart)	
Companion Text Sets: (including links to teacher resources, short fiction, poems, video, articles, media texts, visual texts)	
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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