

# **Scarborough** by Catherine Hernandez

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

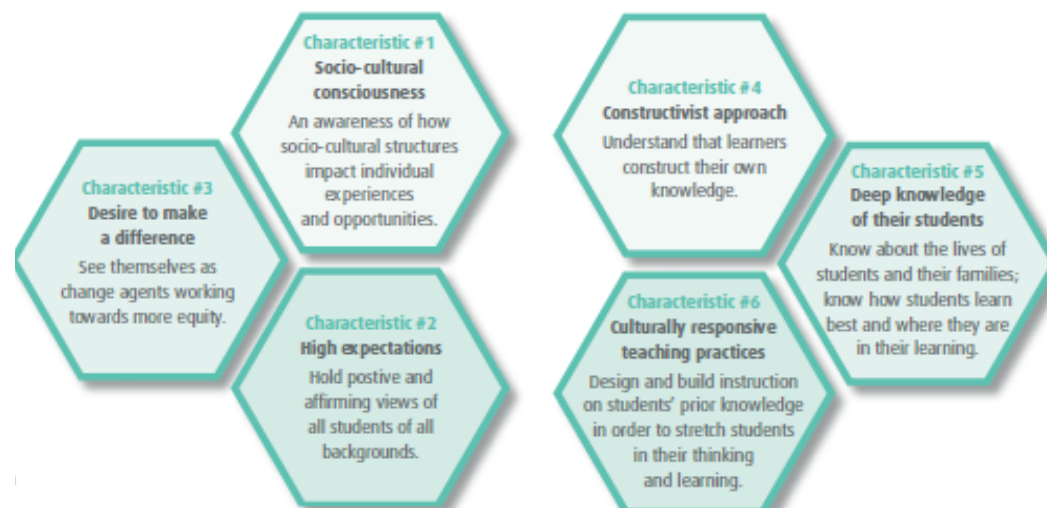
**\*\*Please ensure that you review the TVDSB CRRP Text Selection Criteria before proceeding\*\***

<b>Title of Text:</b> <b>Author:</b> <b>Genre:</b> <b>Date of Publication:</b>	<b>Scarborough</b> Catherine Hernandez Fiction 2017
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### 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>
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Suggested Grade and Level (based on maturity and depth of text):	
Author Bio:	<p>Catherine Hernandez is a proud queer woman of colour and an award-winning author. She is of Filipino, Spanish, Chinese and Indian heritage and she is married into the Navajo Nation. Her first novel, <i>Scarborough</i>, won the Jim Wong-Chu Award for the unpublished manuscript; was a finalist for the Toronto Book Awards, the Evergreen Forest of Reading Award, the Edmund White Award, and the Trillium Book Award; and was longlisted for Canada Reads. She is currently working on her third novel <i>PSW</i> (HarperCollins Canada 2022).</p> <p>- <a href="https://www.catherinehernandezcreates.com/">https://www.catherinehernandezcreates.com/</a></p>
Synopsis:	<p>"<i>Scarborough</i> is a low-income, culturally diverse neighbourhood east of Toronto, the fourth largest city in North America; like many inner-city communities, it suffers under the weight of poverty, drugs, crime, and urban blight. <i>Scarborough</i> the novel employs a multitude of voices to tell the story of a tight-knit neighbourhood under fire: among them, Victor, a black artist harassed by the police; Winsum, a West Indian restaurant owner struggling to keep it together; and Hina, a Muslim school worker who witnesses first-hand the impact of poverty on education. And then there are the three kids who work to rise above a system that consistently fails them: Bing, a gay Filipino boy who lives under the shadow of his father's mental illness; Sylvie, Bing's best friend, a Native girl whose family struggles to find a permanent home to live in; and Laura, whose history of neglect by her mother is destined to repeat itself with her father."</p> <p>- <a href="https://www.cbc.ca/books/">https://www.cbc.ca/books/</a></p>
Potential Essential Questions/Topics/ Essential Ideas:	
Commentary about the text:	
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</i>	Poverty Family Relationships Neglect Child Death Mental Illness Racism Discrimination Intergenerational Trauma Indigenous Identity

<i>provide alternate modes of learning.”</i> (Lockhart)	2SLGBTQPIA+ Identity Addiction
Companion Text Sets: (including links to teacher resources, short fiction, poems, video, articles, media texts, visual texts)	Film Review <a href="https://toronto.citynews.ca/2021/09/10/tiff-2021-scarborough/">https://toronto.citynews.ca/2021/09/10/tiff-2021-scarborough/</a>
Reflection Questions:	
Ways to value student voice and perspective:	
Potential teaching strategies, lesson ideas etc.:	Interviews with Catherine Hernandez <a href="https://www.cbc.ca/books/scarborough-1.4160281">https://www.cbc.ca/books/scarborough-1.4160281</a>  <a href="https://www.queensjournal.ca/story/2018-10-29/literature/catherine-hernandez-discusses-the-real-world-issues-behind-scarborough/">https://www.queensjournal.ca/story/2018-10-29/literature/catherine-hernandez-discusses-the-real-world-issues-behind-scarborough/</a>  Canadian Immigrant Experience <a href="https://www.cbc.ca/news/canada/toronto/how-young-people-in-toronto-are-celebrating-immigrant-stories-through-series-of-block-parties-1.5325360">https://www.cbc.ca/news/canada/toronto/how-young-people-in-toronto-are-celebrating-immigrant-stories-through-series-of-block-parties-1.5325360</a>  <a href="https://torontoobserver.ca/2012/03/14/stepping-stone-why-new-immigrants-settle-in-scarborough/">https://torontoobserver.ca/2012/03/14/stepping-stone-why-new-immigrants-settle-in-scarborough/</a>

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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