

“Picturing” Socially Just Research, IATE 2024, Bovenkerk and Garard
Instructional Materials and Sources

1. Introduction to the Unit–Framework for Book Previewing

Questions to Guide Critical Reading

Identity:

- How can this text and/or author act as a mirror?
- What diverse perspectives does the author represent?
- How can this text act as a window?

Skills:

- What specific writing skills does the text address?
- What writing techniques does the writer use?

Intellectualism:

- How does the text develop your intellectual understanding of writing?
- How does the text demonstrate the power of writing?
- How does the text develop your understanding of a new topic?

Criticality:

- In what ways does the text portray or discuss issues of power and oppression?
- How can the text be used to develop cultural awareness?
- How can the text be used to foster anti-oppression?

Joy:

- What author craft moves in the text can be noticed, appreciated, and imitated?
- How does the text encourage self-affirmation and celebrate the beauty of humanity?

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 Instructional Materials and Sources

2. Introduction to the Unit–Book Previewing

After viewing [this video](#), please complete the following charts for FOUR books of your choosing. This chart must be thoroughly completed in order to move on to the topic proposal document. Please use the Questions to Guide Critical Reading to help you through this process.

FIRST BOOK: GENERAL INFORMATION	
Book title	
Author	
Topic/Summary (1-3 sentence overview of what this book is about)	
REACTIONS, OBSERVATIONS, ANALYSIS (See <i>Questions to Guide Critical Reading</i> to help)	
What caught your attention about this book? Why is it one you picked up/chose to fill out a chart about?	
What do you notice about the construction of the book/story? Aspects to consider: <ul style="list-style-type: none"> ● The artwork–what is depicted? How would you describe the artwork? ● The text–is there a lot? A little? What does it sound like? How does it tell the story? ● The layout–what connects the artwork and the text? How does the art help to tell the story? What do the pages look like? 	
Artwork	
Text	
Layout	
What do you learn from any supplemental information? (summary on the book, author/illustrator bios, author’s note, parents’ guide, etc.)	
What are you now wondering? What would you want to learn more about? What could you argue, based on something from this book, would be an important topic for school curriculum?	

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3. Research within the Unit–Source Chart Organizer

Book:	
Topic:	
SOURCE 1	
Link to source (just the URL)	
Works Cited Entry (what would go on your Works Cited page)	
Parenthetical Citation (what would go in your paper after you quote this source)	
Source Summary/ Credibility (2-3 sentences overviewing what this source is/what it covers/why you can trust it)	
How/why this source is useful (3-4 sentences about how this source is relevant to your topic/argument)	

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4. End of the Unit–Speech Outline

Introduction: My Children’s Book/My Reactions	
Attention-getter: <ul style="list-style-type: none"> Give a brief overview of your children’s book–what is it about? Who wrote it and why, if applicable. 	
Background info: <ul style="list-style-type: none"> Explain why you chose that book to focus on. Go back to your Preview Chart/Topic Proposals–you might have that information there already! 	
Analysis: <ul style="list-style-type: none"> Share one or two particularly impactful pages. These should be on your visual aid so that we can easily see what you are explaining. This is where you talk about the visual aspects from your Previewing Chart. 	
Topic: <ul style="list-style-type: none"> Identify what you chose to research because of your children’s book. Explain how you got that idea, if necessary. 	
Body: My Research Process/What I Learned	
Process: <ul style="list-style-type: none"> Explain about your research process. How did you search for/gather information? If you started with one idea and then shifted your topic while researching, talk about that process. 	
Summary/Overview: <ul style="list-style-type: none"> Share what you learned. Make sure to give us enough information from your background paragraph, and then you may also summarize key ideas from your argumentative sections. 	

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Relevant Research: <ul style="list-style-type: none"> ● You need to verbally credit at least two sources. One reference could be an overview, like the summary from your Source Chart document, but you should include at least one direct quote. <ul style="list-style-type: none"> ○ <i>“According to... [name the source] which is [explain the credibility/background–this info should be on your Source Chart]...”</i> 	Context/credibility of source:
	Relevant research/explanation:
	Context/credibility of source:
	Relevant research/explanation:
Conclusion: My Takeaway(s)/Why It Matters	
Why does it matter? <ul style="list-style-type: none"> ● Define “it” in whatever makes sense for your research topic and your thinking. For example, maybe this is where you draw from one of your argumentative paragraphs about the importance of your topic. Maybe you think about “it” in terms of diverse children’s books. Maybe “it” is the process that you have gone through in this first month of the semester. ● Essentially, I’m asking you to reflect on any realizations from this process and think about how it might be important to you and your peers. 	
Closure: <ul style="list-style-type: none"> ● Provide some closure by referring back to your children’s book in some way. 	

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5. Current Book List

Title	Author	Topics
The Undefeated	Alexander, Kwame	Black Culture & History
What Riley Wore	Arnold, Elana K	LGBTQIA+
Through My Eyes: Ruby Bridges	Bridges, Ruby	Black C&H; Women
The Turquoise Room	Brown, Monica	Immigration; Bilingualism; Latino Culture & History
Indelible Ann: The Larger than Life Story of Gov Ann Richards	Browne, Meghan P.	Women
What Makes a Family?	Bruner, Hannah	Intersectionality
Above the Rim: How Elgin Baylor Changed Basketball	Bryant, Jen	Black C&H; Sports
The Yellow Ao Dai	Bui, Hannah	Asian Culture & History
We Are Here	Charles, Tami	Black C&H
Hair Love	Cherry, Matthew A.	Body Positivity
The William Hoy Story: How a Deaf Baseball Player Changed the Game	Churnin, Nancy	Neurodiversity; Sports
Let the Children March	Clark-Robinson, Monica	Black C&H
Last Stop on Market Street	de la Peña, Matt	Black C&H
Planting Stories	Denise, Anika Aldamuy	Latino C&H; Women
Islandborn	Diaz, Junot	Immigration; Latino C&H
Opal Lee: and What It Means To Be Free	Duncan, Alice Faye	Black C &H
Memphis, Martin, and the Mountaintop	Duncan, Alice Faye	Black C&H
Bodies are Cool	Feder, Tyler	Body Positivity
Sunflower Sisters	Gangotra, Monika Singh	Asian C&H; Black C&H; Body Positivity
If You're a Kid Like Gavin	Grimm, Gavin	LGBTQIA+
Born on the Water	Hannah-Jones, Nikole	Black C&H
Remember	Harjo, Joy	Indigenous Culture & History
Two New Years	Ho, Richard	Religion
Magnolia Flowers	Hurston, Zora Neale	Black C&H; Indigenous C&H
Strong	Kearney, Rob	LGBTQIA+; Sports
We are Water Protectors	Lindstrom, Carole	Indigenous C&H
Basketball Belles: How Stanford, Cal, and One Scrappy Player Put Women's Hoops on the Map	Macy, Sue	Sports; Women

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 Instructional Materials and Sources

Title	Author	Topics
The Highest Tribute	Magoon, Kekla	Black C&H
Fry Bread: A Native American Family Story	Maillard, Kevin Noble	Indigenous C&H
Too Sticky!: Sensory Issues with Autism	Malia, Jen	Neurodiversity
Brave Girl: Clara and the Shirtwaist Makers	Markel, Michelle	Immigration; Women
Sanctuary: Kip Tiernan and Rosie’s Place	McDonnell, Christine	Women
Mango, Abuela and Me	Medina, Meg	Immigration; Latino C&H
Baseball Saved Us	Mochizuki, Ken	Asian C&H; sports
I am my ancestor's wildest dreams	Moore, Tanisia	Black C&H
Thank you, Omu!	Mora, Oge	Black C&H
The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin	Mosca, Julia Finley	Neurodiversity; Women
The Proudest Blue: A Story of Hijab and Family	Muhammad, Ibtihaj	Asian C&H; Religion
Grandma’s Tipi	Nelson, S. D.	Indigenous C&H
The Way Champs Play	Osaka, Naomi	Sports; Women
Born Ready: The True Story of a Boy Named Penelope	Patterson, Jodie	LGBTQIA+
My Papi Has a Motorcycle	Quintero, Isabel	Latino C&H
Tar Beach	Ringgold, Faith	Black C&H
Archie Celebrates Diwali	Ruths, Mitali Banjerjee	Asian C&H; Religion
Bilal Cooks Daal	Saeed, Aisha	Asian C&H
Grandfather’s Journey	Say, Allen	Asian C&H; Immigration
Hidden Figures: The True Story of Four Black Women and the Space Race	Shetterly, Margot Lee	Black C&H; Women
Contenders: Two Native Baseball Players, One WS	Sorrell, Traci	Indigenous C&H; Sports
Rivka’s Presents	Wallmark, Laurie	Immigration
Dolores Huerta: A Hero to Migrant Workers	Warren, Sarah	Latino C&H; Women
Moses	Weatherford, Carole Boston	Black C&H
Unspeakable- The Tulsa Race Massacre	Weatherford, Carole Boston	Black C&H
Voice of Freedom: Fannie Lou Hamer	Weatherford, Carole Boston	Black C&H
In My Mosque	Yuksel, M. O.	Asian C&H; Religion

6. Annotated Bibliography

Deliman, A. (2021). Picturebooks and Critical Inquiry: Tools to (Re)Imagine a More Inclusive World. *Bookbird*, 59(3), 46–57. <https://doi.org/10.1353/bkb.2021.0044>

This article examines how teachers can use diverse children’s books to create “Communities of Care” that helps students (and teachers) to learn to see and honor various cultures and perspectives. It is both theoretical and practical in that after establishing the need for this practice, it offers specific titles for teachers to consider utilizing in their classrooms.

Dyches, J., & Boyd, A. (2017). Foregrounding Equity in Teacher Education: Toward a Model of Social Justice Pedagogical and Content Knowledge. *Journal of Teacher Education*, 68(5), 476–490. <https://doi.org/10.1177/0022487117705097>

The theoretical framework, SJPACK (Social Justice Pedagogical and Content Knowledge) is first presented and unpacked in this piece. Positioning their work as a response to Shulman’s PCK, Dyches and Boyd explain their four major domains and accompanying subcategories, that, if undertaken by ELA teachers, would prove to enrich their thinking and teaching.

Jeffries, M., Boyd, A., & Darragh, J. (2022). Disrupting Monolithic Representations of LGBTQ+ Youth: Moving Toward Intersectionality. *Research on Diversity in Youth Literature*, 4(2) <https://sophia.stkate.edu/rdyl/vol4/iss2/3>

This piece challenges educators who may already be taking up the work of supporting LGBTQ+ students in their ELA classrooms to take a step further and consider the intersectional identities of these students. Centered primarily on YA literature, and providing specific examples, this research also provides theoretical support and ideas for future work in this area.

Kiili, C., Lakkala, M., Ilomäki, L., Toom, A., Coiro, J., Hämäläinen, E., & Sormunen, E. (2022). Designing classroom practices for teaching online inquiry: Experiences from the field. *Journal of Adolescent & Adult Literacy*, 65(4), 297–308. <https://doi.org/10.1002/jaal.1206>

This article clarifies that while students are comfortable utilizing online avenues to seek out information, without direct instruction, they lack the ability to effectively evaluate credible sources and synthesize multiple points of view. Teachers must intentionally scaffold the online inquiry process in order to encourage critical thinking in source evaluation.

Morrell, E. (2015). Teaching English POWERFULLY: Four challenges. *English in Texas*, 45(1). ERIC. <https://files.eric.ed.gov/fulltext/EJ1262981.pdf>

This article asserts that it is important to ensure that the English canon reflects the current diversity of our students, as doing so will help all students validate themselves as important in the classroom and the world as a whole.

Sieben, N. (2017). Building hopeful secondary school writers through effective feedback strategies. *The English Journal*, 106(6), 48-53. JSTOR. <https://www.jstor.org/stable/26359546>

This article supports utilizing feedback that is constructive and encourages a dialogue between the student and the teacher about the writing in order to maintain students’ confidence about their writing.

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Further Possible Resources:

Abas, S., Bamanger, E., Gashan, A. K., & Guler, A. (2021). Navigating the Land of Opportunities as Muslim Immigrants:

A Geocriticism Perspective to Transnationalism in Multicultural Children’s Literature. *Journal of Children’s Literature*, 47(2), 48–60.

Anand, D., & Hsu, L. M. (2022). Scrutinizing Whiteness in “Antiracist” Children’s Literature: For Whom and by Whom?

Journal of Children’s Literature, 48(1), 45–55.

Barton, R. C., Blevins, D., & Cappello, M. (2022). The elevation of Black Girls’ hair: An analysis of visual representations in Children’s picturebooks. *Journal of Early Childhood Literacy*, 0(0).

<https://doi.org/10.1177/14687984221093243>

Eppley, K., Peterson, S. S., & Wood, J. (2022). Representations of Indigenous and Non-Indigenous Rural Ways of Being in Picture Books for Children. *Journal of Language & Literacy Education*, 18(1), 1-.

Kelly, L. B., & Kachorsky, D. (2022). Text Complexity and Picturebooks: Learning from Multimodal Analysis and Children’s Discussion. *Reading & Writing Quarterly*, 38(1), 33–50.

<https://doi.org/10.1080/10573569.2021.1907636>

Ong, P. A. L. (2022). Critical multiculturalism and countering cultural hegemony with children’s literature. *Waikato*

Journal of Education, 27(1), 51–65. <https://doi.org/10.15663/wje.v26i1.884>

Martin, A. & Spencer, T. (2020). Children’s Literature, Culturally Responsive Teaching, and Teacher Identity: An Action Research Inquiry in Teacher Education, *Action in Teacher Education*, 42:4, 387-404, DOI:

[10.1080/01626620.2019.1710728](https://doi.org/10.1080/01626620.2019.1710728)

RTE Annotated Bibliography Categories at a Glance 2019-2023. (2023, Oct. 15). NCTE.

https://ncte.org/wp-content/uploads/2023/10/2023-NCTE-Annual-Report_-1.pdf

Sciarba, K., Hernandez, S. J., & Barton, R. C. (2021). Humanizing the Journey Across the Mexico–U.S. Border:

Multimodal Analysis of Children’s Picture Books and the Restorying of Latinx (Im)migration. *Children’s Literature in Education*, 52(3), 411–429. <https://doi.org/10.1007/s10583-020-09420-x>

Vehabovic, N. (2021). Picturebooks as Critical Literacy: Experiences and Perspectives of Translingual Children From Refugee Backgrounds. *Journal of Literacy Research*, 53(3), 382–405.

<https://doi.org/10.1177/1086296X211030469>