

HARNESSING LITERATURE'S POTENTIAL TO ENGAGE STUDENTS IN LIFE BEYOND OUR BORDERS

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**WORKING WITH NON: FICTION, SHORT STORIES
AND FINE ARTS**

[HTTPS://SITES.GOOGLE.COM/LEARN.CSSD.AB.CA/ACGC-KRAR/HOME](https://sites.google.com/learn.cssd.ab.ca/acgc-krar/home)

INSPIRATION

1. TRAVEL AND BOOKS

(Australia: David Malouf, Remembering Babylon; Egypt: Nawal El Saadawi, Woman at Point Zero; Vietnam: Ru by Kim Thuy; India: Shantaram by Gregory David Roberts and White Tiger by Aravind Adiga; Cyprus: Bitter Lemons by Lawrence Durrell)



2. MY STUDENTS

"Representation always has and always will matter to kids of all ages. Our educators have an enormous amount of control and influence in this area yet, time and time again, I find that students like me are let down. We are either portrayed as our stereotypes, used as comic relief or are excluded from classroom discussions altogether. Whether this is through a lack of understanding by the authors we read, representation in the poems we analyze, conversation surrounding our influence on Canadian history, or people who look like us in classrooms, we are extremely misrepresented and underrepresented in school spaces."

I don't know if this is exactly what you are looking for so please let me know and I can fix it up a bit.

Mikayla

INSPIRATION

3. DISRUPTING WHAT HAS ALWAYS BEEN DONE OR TAUGHT

The writers cannot be a mere storyteller; he cannot be a mere teacher; he cannot merely x-ray society's weaknesses, its ills, its perils. He or she [or they] must be actively involved shaping its present and its future.

-Ken Saro-Wiwa, "Trying Times"

"Living as a creative act.

Self-determination, consent, kindness, and freedom practiced daily in all our relations.

Practices replicated over and over.

Making as the material basis for experiencing and influencing the world.

Living with the purpose of generating continual life.

Our infrastructure for life was relationships, not institutions.

Our orientation for life was internationalist."

PROJECT ONE: NON-FICTION

Students have freedom to select texts of interest and develop their own point of inquiry. Last year, we updated the book list to add more contemporary texts and encourage more social justice investigations. Students choose text from 15-20 options, share project proposal via google form, form a point of inquiry inspired by the non-fiction text, research and summarize findings create and present a podcast or infographic.



Braiding Sweetgrass
by Robin Wall
Kimmerer



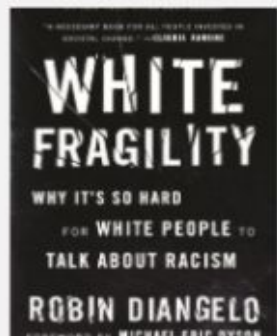
Shout by Laurie
Halse Anderson



Two Trees Make a
Forest by Jessica J.
Lee

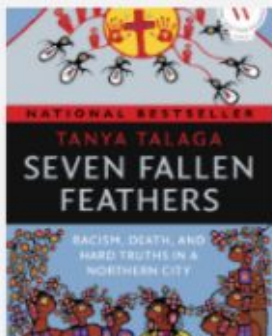


The Beast By Oscar
Martinez

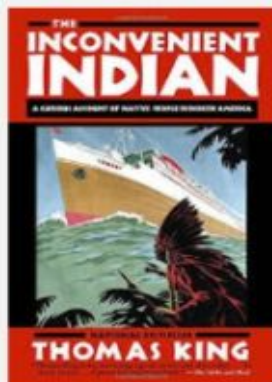


White Fragility by
Robin Diangelo

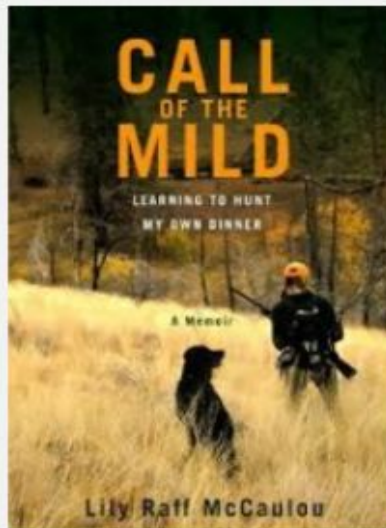
If you are interested



Seven Fallen
Feathers by Tanya
Talaga



Inconvenient Indian
by Tom King



Call of the Mild

by Lily Raff McCaulou

If you are interested in:

*where our food comes from, tension
between hunters and environmentalists,
sustainability*

UNDOCUMENTED IMMIGRANTS AND THE RISKS THEY FACE

Many undocumented immigrants, called DREAMers, dream of becoming U.S. citizens. Many cannot meet the criteria and have to live in the shadows of the American dream. Many "ghost" immigrants of the American dream live in fear of being deported to their respective home countries.



The author of *The Beast*, Heather Han, in her book "The Beast: Why the Dark Side of the American Dream is the Worst" explores the lives of the undocumented immigrants who are often invisible to the American dream. She explains how these immigrants get caught in a cycle of fear, living in the shadows of the American dream.



"Migrants are perfect prey, because they're invisible, always hiding from authorities."

Many of the DREAMers who are undocumented immigrants have one other thing in common: they are invisible to the public eye. They are often overlooked or ignored, although they are the ones who are working hard to make a better life for themselves and their families in the United States. Many of them have a deep love for their country, but they are often invisible to the authorities.

HOW DOES RACISM IMPACT THE HEALTH OF BLACK PEOPLE?

EXPLORING THE EVIDENCE OF SYSTEMIC RACISM IN HEALTHCARE

"RACE WILL INFLUENCE WHETHER WE WILL SURVIVE OUR BIRTH, WHERE WE ARE MOST LIKELY TO LIVE, WHICH SCHOOLS WE WILL ATTEND, WHAT CAREERS WE WILL HAVE, HOW MUCH MONEY WE WILL EARN, WHO OUR FRIENDS AND PARTNERS WILL BE, HOW HEALTHY WE WILL BE, AND EVEN HOW LONG WE CAN EXPECT TO LIVE."

Roslyn Wiseman, author of *White Fragility*

73% OF BLACK AMERICANS HAVE AT LEAST ONE RACIAL BIAS BELIEF ABOUT THE RACIAL/ETHNIC EXPERIENCE OF BLACK PEOPLE.

73% OF BLACK AMERICANS WHO DO NOT BELIEVE IN RACISM ARE MORE LIKELY TO REPORT FEELING MORE RACIALED BY OTHERS.

Epistemological inquiry suggests there are 6 pathways through which racism has its health effects:

- ECONOMIC AND SOCIAL DEPRIVATION
- TOXIC SUBSTANCE AND HAZARDOUS CONDITIONS
- TARGETED MARKETING OF COMMODITIES THAT CAN HARM HEALTH
- SOCIALLY INFLECTED TRAUMA
- INEQUALITY OR DEGRADING MEDICAL CARE
- DEGRADATION OF ECOSYSTEMS AND ALIENATION FROM THE LAND

MOVING FORWARD: STEPS WE CAN TAKE

IF YOU BELIEVE IN AT LEAST ONE RACIAL BIAS BELIEF, YOU ARE MORE LIKELY TO REPORT FEELING MORE RACIALED BY OTHERS.

SPEAK: Call out racism when you see it, start conversations with your peers, leaders, and local government representatives.

EVALUATE: Examine your own implicit racial biases and encourage others to do the same, seek to understand your role in systemic racism.

ACT: Actively educate yourself on systemic racism, participate in anti-racist cultural competency training, use your voice for good.

"RACIAL BIAS IS LARGELY UNCONSCIOUS, AND HEREIN LIES THE DEEPEST CHALLENGE - THE DEFENSIVENESS THAT ENSUES UPON ANY SUGGESTION OF RACIAL BIAS."

Roslyn Wiseman, author of *White Fragility*

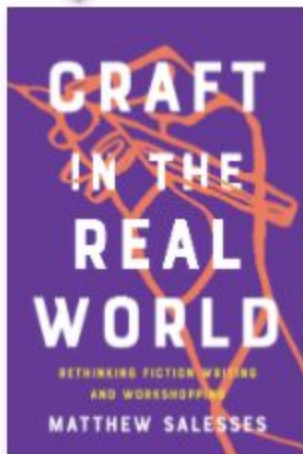
Research and Infographic by Sarah Lappin after reading *White Fragility*

Research and Infographic after reading *The Beast*



PROJECT TWO: SHORT STORIES

Comparative Writing and Connections to
Sustainable Development Goals



Want to Read

Rate this book



Open Preview

Craft in the Real World: Rethinking Fiction Writing and Workshopping

by Matthew Salesses (Goodreads Author)

★★★★★ 4.59



Rating details · 914 ratings · 231 reviews

A groundbreaking resource for fiction writers, teachers, and students, this manifesto and practical guide challenges current models of craft and the writing workshop by showing how they fail marginalized writers, and how cultural expectations inform storytelling.

The traditional writing workshop was established with white male writers in mind; what we call craft is informed by their cultural values. In this bold and original examination of elements of writing—including plot, character, conflict, structure, and believability—and aspects of workshop—including the silenced writer and the imagined reader—Matthew Salesses asks questions to invigorate these familiar concepts. He upends Western notions of how a story must progress. How can we rethink craft, and the teaching of it, to better reach writers with diverse backgrounds? How can we invite diverse storytelling traditions into literary spaces?



**Achieve gender
equality and
empower all
women and girls**



OPENING LINE

""The girl in the black
bindi knows that she
is not supposed to
glance at the boy in
the white skull cap
but she does.""

KRIKA PANDAY



The Great Indian Tee and Snakes | Kritika Pandey | Granta

Kritika Pandey's 'The Great Indian Tee and Snakes' is the overall winner of the 2020 Commonwealth Short Story Prize as well as the regional winner from Asia.



Reduce
inequality
within and
among countries

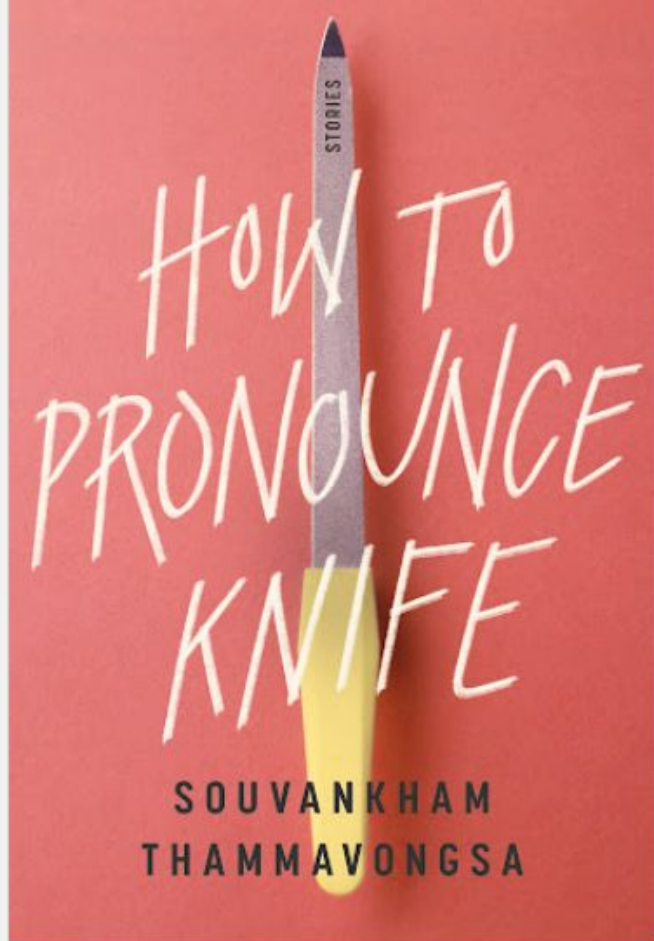


How racist is Britain today? What the evidence tells us



"The Embassy of Cambodia"

"Who would expect the Embassy of Cambodia? Nobody. Nobody could have expected it, or be expecting it. It's a surprise, to us all."



Review | In 'How to Pronounce Knife,' stories of Lao immigrants reveal everyday moments of racism, classism, power and privilege



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



OPENING LINE

I REMEMBERED THAT MORNING BECAUSE I WOKE UP TO SUCH DARK.

Souvankham Thammavongsa



In a world where
every object was
thrown away at
the slightest
breakage or
aging.



ITALO CALVINO



How the rich are driving climate change



Ensure sustainable
consumption
and production
patterns



The Daughters of the Moon

Short story about a lunar eclipse and the return of civilization. What happens on the earth when a moon dies is not easy to describe. It was a world where...



use of point of view	use of narrator	use of symbol	use of motif
use of antagonist	protagonist	Use of language/diction	foil character
use of conflict	use of exposition	inciting incident	use of resolution
use of flashback	setting	use of dialogue	irony
use of title	use of punctuation (dashes)	opening and closing lines	use of metaphor
ambiguity or imperfect knowledge	grief	acts of rebellion	inequality
class systems	memory	character – portrayal of youth	character-portrayal of adults
resilience	romantic relationships	dignity	heroines
trauma	shame	erasure	conversation
fathers	contempt	power	empathy
theological conversations	poetic versus prosaic	prisoner	suffering
dreaming	gratitude	attention	hope

STUDENT REFLECTIONS

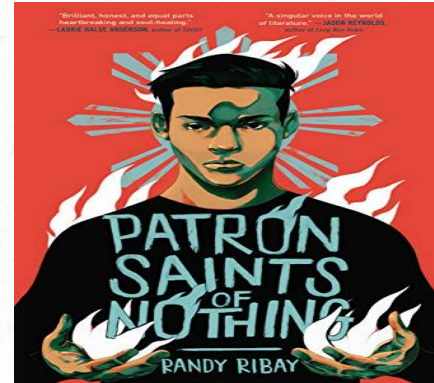
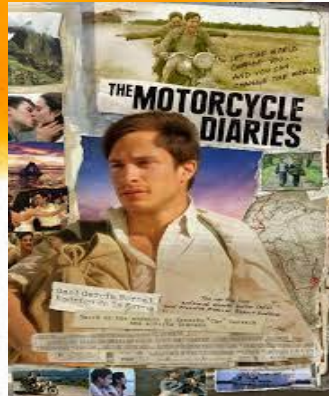
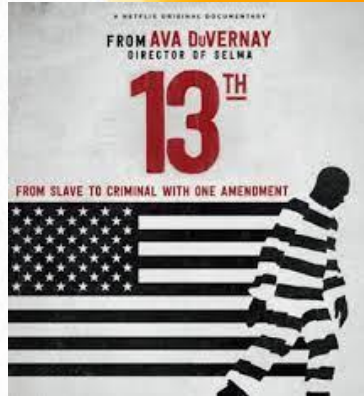
Through their works “The Embassy of Cambodia” and “Worms”, Zadie Smith and Souvankham Thammavongsa respectively discuss how life often plays out similar to a sports game with each individual being a player. However, when an individual is disadvantaged due to inherent inequality and prejudiced expectations, they are forced to become the underdogs in their own lives which often prevents them from succeeding in life, or “winning” in this case. Because individuals in these situations may be unable to escape from them, it results in them never truly being free something that these authors exemplify in their respective pieces of literature. (T.L, 2021).

STUDENT REFLECTIONS

(T)here is a sense of prosperity that originates from foundations of systemic oppression and discrimination. In Zadie Smith's "The Embassy of Cambodia" and Souvankham Thammavongsa's "Picking Worms," discrimination is explored by two anecdotal experiences for the reader aiming to explore the burdens of being a member of the oppressed class. For both protagonists in these stories, discrimination is a barrier to empowerment as, in Picking Worms, the protagonist's mother is not given a promotion in favour of a younger, and male, employee. In "The Embassy of Cambodia," Fatou is a refugee sent to the UK by her father, in the hopes of a better life, trapped in servitude to a wealthy family and unable to begin integrating into UK society. These two stories portray how discrimination operates through the lives of two disenfranchised women in societies that accept systemic oppression and is the primary conflict in both stories. (S.D, 2021).

PROJECT 3: GRAPHIC TEES FOR SOCIAL CHANGE - GRADE 10 (STICKERS WORK TOO!)

Literature as the pathway to empathy and understanding:



ISSUES

The Grizzlies:

multi-generational trauma, alcoholism, unifying purpose through sports, traditional ways, food desert.

13th:

slavery and mass incarceration in the U.S., systematic oppression

The Motorcycle Diaries:

social injustices of persecuted mine workers, indigenous peoples in South America.

Patron Saints of Nothing:

corruption, police state, drug wars, dual loyalty.

WHAT SPECIFIC ACTION OR UNDERSTANDING NEEDS TO HAPPEN TO BEGIN TO ADDRESS THESE ISSUES?

Create a tshirt (visual and text) that compels students to action or thought.





**SPOKEN WORD
AND
DANCE:
H2O:
GO WITH
THE
FLOW**

