

Translanguaging Collections: Affirming Bilingual and Multilingual Learners

IDENTITY (ISBN: 9780593604540)

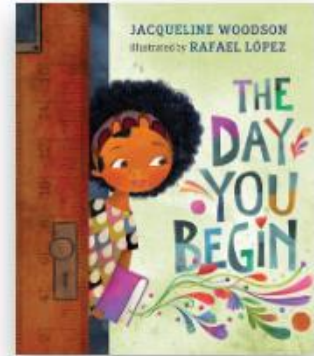
MEDIA RESOURCES

Reading-in-Community - Identity #1

Reading-in-Community Plan: *The Day You Begin* by Jacqueline Woodson, illustrated by Rafael López

Set Up and Introduce

- **Author Study:** Tell students that they will meet Jacqueline Woodson through a short video (four minutes). Show the students the video [“Meet Jacqueline Woodson: The Kennedy Center’s Next Education Artist-in-Residence.”](#)
- **Book Cover Observations:** Show the book cover and ask students to share what they notice:
 - Show a part of Jacqueline Woodson’s reading of the text on the Netflix [Bookmarks](#) series, especially the discussion on the ruler on the cover (after students make their predictions on what this might mean in the story).



Discussion and Response

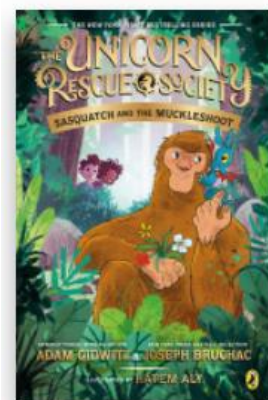
Show students the full reading of the book by Jacqueline Woodson on the Netflix [Bookmarks](#) series.

Reading-in-Community - Identity #2

Reading-in-Community Plan: *The Unicorn Rescue Society: Sasquatch and the Muckleshoot* by Adam Gidwitz and Joseph Bruchac

Set Up and Introduce

- **Series Study:** Show students the [website](#) for The Unicorn Rescue Society series. Scroll down the page to show them the different stories and book covers. You can also read the letter from Professor Mito Fauna at the start of the book to help set the scene.
- **Author Study:** Read the short biography about the authors on the “Authors” part of The Unicorn Rescue Society [website](#).
- **Illustrator and Book Cover Study:** Read the short biography on Hatem Aly on the “Authors” part of The Unicorn Rescue Society [website](#). Then return to the home page to look at the other book covers in the series. What do they notice across the different covers?



Translanguaging Collections: Affirming Bilingual and Multilingual Learners

Reading in Community

Small Group, Partner and/or Independent Reading Prompts for Chapters 2-6:

- Chapter 3: We learn about a new character, Mack gəqidəb, in this chapter. Professor Fauna says, “Mack is a member of the Muckleshoot Indian Nation. His name, gəqidəb, in Muckleshoot means ‘bright minded.’ His people live in the state of Washington” (pp. 13-14). Look at the names of other indigenous nations in your area ([on this site](#)) or in your country (the [Bureau of Indian Affairs](#) has the information on the federally recognized tribes in the United States).

Discussion and Response

Consider returning to the series description on The Unicorn Rescue Society [website](#). How does this book fit with the rest of the series?

Language Study

How can I try this as a writer?

- I can learn the names of indigenous nations in my area ([on this site](#)) or in my country (the [Bureau of Indian Affairs](#) has the information on the federally recognized tribes in the United States) if I am unaware of this information.

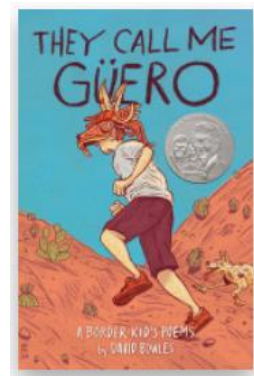
I can consider the names of my characters in my stories and if any are names in languages that I would like to provide a translation for in my writing.

Reading-in-Community - Identity #3

Reading-in-Community Plan: “Border Kid” in *They Call Me Güero: A Border Kid’s Poems* by David Bowles (p. 9)

Set Up and Introduce

- **Author Study:** Introduce the author by sharing a short biography. There’s one at the very end of the book and also on the author’s [website](#).



Discussion and Response

- **Focus on relationships:**
 - This poem also speaks to the relationship between a person and a place, and a person and specific cultural practices (foods, drinks). Read more about one of those practices, such as drinking cafe de olla. For example, in the Latino USA article, [“The Revolutionary Origins of Café de Olla and the Mexican Americans Keeping the Tradition Alive,”](#) we get to know the history of this beverage.

Translanguaging Collections: Affirming Bilingual and Multilingual Learners

Reading-in-Community - Identity #4

Reading-in-Community Plan: *Juliet Takes a Breath* by Gabby Rivera

Set Up and Introduce

- **Author Study:** Tell students that they will meet Gabby Rivera through a [TED talk](#) where the author talks about growing into a storyteller, writing *Juliet Takes a Breath*, Marvel's first queer Latina superhero, *America*, and being okay with being “soft.”



Reading in Community

- Before you plan your reading in community or any class activities with this book, we highly recommend you read the [#DisruptTexts In Your Classroom Educator Guide](#).

The #DisruptTexts founders wrote a thoughtful guide that includes an introduction with information on using this book to address sexuality, gender, and intersectionality. The guide includes essential questions, vocabulary, journal prompts, and lesson ideas. We hope you will read it first and use it with the recommendations below. The reading in community and language study below are written as a guide for facilitating an analysis of the author's craft.

Discussion and Response

- **Focus on themes:** Throughout this book, the author writes about intersectional identities. What is your understanding of intersectionality? How does Kimberlé Crenshaw—who coined the term—describe this intersectionality in her TED talk, [“The Urgency of Intersectionality”](#)? How does Juliet’s understanding of her identity grow overtime? How has your understanding of identity developed?
- **Focus on name:** *Juliet Milagros Palante*. What does Juliet’s name reveal about her identity? What’s the significance of “Palante”? What meaning do you associate with this word? Why might the author have decided to give Juliet that last name? What does this choice reveal about the author? If you are not familiar with the Young Lords Party bilingual Newspaper, *Palante*, you can see the issues [here](#).