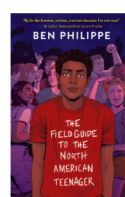
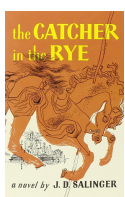
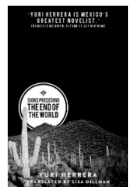
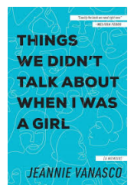
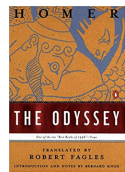
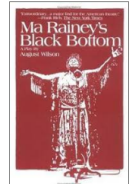
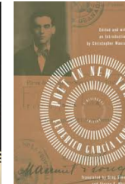
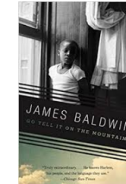
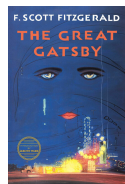
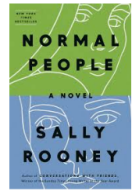
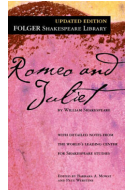
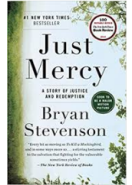
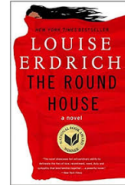
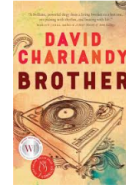
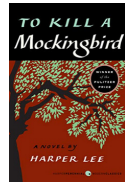


#THEBOOKCHAT

@JoelRGarza @LyricalSwordz

If you teach...

Consider Pairing or Replacing With...



QUESTIONS TO CONSIDER WHEN TEACHING A NEW BOOK

INVESTIGATING



- How can I avoid reinforcing stereotypes when I teach a text?
- How can I learn more about the lived experiences of authors/characters with regards to race or culture or religion?
- Which passage(s) would need the most careful scaffolding before we discuss them as a group?
- Why are more inclusive reading experiences necessary for our white students?
- What space will I create by assigning this book to students?
- What will I say to parents, faculty, and students who would argue that my assigning this book is a “political” act?

INTERACTING



- What multimedia resources can I leverage to deepen student engagement with this text?
- How can I allow myself to not need to know everything about the lived experiences of the author/characters with regards to race or culture or religion?
- How can students help lead discussions in class without being a spokesperson for their race or culture or religion?

CONNECTING



- What audiences and forums exist on campus for students to share what this text taught them about their lives, their communities, their campuses?
- What responses besides thesis-driven essays would allow students to interrogate carefully issues that emerge from their reading?
- In what ways will I allow students to reflect on their work with the text?