

University of Pittsburgh
School of Information Sciences
Library and Information Science Program

LIS 2327 Multicultural Resources & Services
Blended On-Campus & On-Line Sections
SUMMER SESSION 2012

Instructors:

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Course Description:

Survey of multicultural resources in a variety of formats; using multicultural resources with young people in grades K-12 and teachers in school libraries and in public libraries.

Intended Audience:

- **Required** for students in the School Library Certification Program, this course fulfills the “multicultural component” of the Pennsylvania Department of Education certification requirements.

- **Recommended** for students in the Resources and Services to Children and Youth specialization.

Student Outcomes:

You—the student—will be able to:

- Provide library and information services, including programming, to students and teachers from all racial, ethnic, cultural, religious and socio-economic backgrounds;
- Retrieve, evaluate, select, and use a wide variety of primary and secondary resources about aspects of diversity in many print and electronic formats, including resource persons and community resources;
- Integrate concepts of diversity into your library program that respect and welcome all young people (K-12) and teachers, especially in setting standards for behavior, collection development and programs and services;
- Reflect diverse aspects of your community and its cultural values in your library collection and services;
- Help young people and teachers relate to and appreciate those from diverse backgrounds.

OUR GROUND RULES

Course Format:

This course offers blended synchronous and asynchronous learning activities and experiences, with On-Campus and On-Line students blended together for discussion on CourseWeb for some learning experiences

Course Dates:

The course will be available on CourseWeb beginning on **Tuesday, May 22**, and will close on **Tuesday, July 17**, 2012.

Student Responsibilities:

Students participating in the **On-Campus section** will:

1. Participate together in on-campus classes on these **four Tuesday evenings** from 6:00-8:45 p.m.:
 - May 22
 - May 29
 - June 5
 - June 12
- **Three field-trip** sessions on the these **Tuesdays** from 9:30 a.m.-4:00 p.m.:
 - June 19
 - July 10
 - July 17
- **Meet for team planning & progress reports** with instructors on LE 2 Diversity Awareness and LE 3 Collaboration Unit/Virtual Tour:
 - Meeting One—Planning for LE 2: Week of 05/29
 - Meeting Two—Progress Assessment for LE 3 Components A, B & C: Week of 06/26
2. **Attend performance of August Wilson's play, *Gem of the Ocean*, on Friday, June 8**, at the August Wilson Center, Liberty Avenue, downtown Pittsburgh in the Cultural District. Tickets will be covered by the School Library Certification Fund.
3. **Participate in Group and Team synchronous in-class and asynchronous CourseWeb activities:**
 - Electronic Postings/Responses on the Group Discussion Board and
 - Learning activities and discussion of assigned readings, books and other media as scheduled throughout the term.

Students participating in the **On-Line section** will:

- Participate in weekly synchronous Virtual Chats: (All on-line students will participate in Virtual Chat session **on the following Tuesday evenings** from 8:45-9:15 p.m.: **May 22 & 29; June 5, 12 & 19; July 10 & 17.**

- **Participate in two On-Campus Class Sessions during FastTrack MLIS Weekend:**
On-Line students are required to attend **two** sessions for this course:
Friday, July 6, 2:00-5:00 p.m.
Saturday, July 7, 9:00 a.m.-4:00 p.m.

- **Participate in Group and Team asynchronous CourseWeb activities:**
 - Participate in Electronic Postings/Responses in Group Discussion Board
 - Discuss assigned books and films in the weekly forums of the On-Line Students Discussion Board

 - **Meet by conference call for team planning & progress reports with instructors on LE 2 Diversity Awareness and LE 3 Collaboration Unit/Virtual Tour:**
 - Meeting One—Planning for LE 2: Week of 05/29
 - Meeting Three—Progress Assessment for LE 3 Components A, B & C: Week of 06/25

Office Hours:

Tuesdays: May 22 through July 17: 4:30-5:30 p.m. (By phone 412-624-5138 or in person in MKB's office in Room 601.)

Admission Fees:

The SLCP Fund will pay the admission fees for students for any activity that requires an admission fee.

Ground Rules in Our Culture

Librarians Meet Deadlines

- **“COMPLETION NOT PERFECTION” Principle**--Do work on time and don't get behind on anything; remember that your classmates are depending on your contributions for postings, team projects and discussions. The quality of your postings and responses should be professional. Remember THE COURSE IS NINE WEEKS.
- **DON'T FRET Principle**—It just wastes everyone's time and energy.
- You need to **budget sufficient time** to complete the reading and writing that you need to do each week and to complete the research and writing for LE 2 and LE 3 learning experiences as a part of a team effort. As the sign in my office states: **“Warning: Dates on the Calendar Are Closer than They Appear.”**

Librarians Are Prompt:

- **“Start on Time/Stop on Time” Principle:** We need the full scheduled time period--we begin promptly at the starting time and you need to be ready. We will end promptly as scheduled. This is true for both **class sessions** and **Virtual Chat**.
- Being on time is especially important for all field trips as a professional courtesy to your classmates and to our hosts.
- Breaks will occur naturally as we move to new modules. If you need to leave the room at any time, please do.

Librarians Are Collaborative—Help Set a Positive Atmosphere

- In our culture: Only one person speaks at a time. Be considerate and demonstrate professional courtesy--side conversations are a great distraction because others can't hear and miss information.
- Turn off electronic devices during class. Live in the moment.
- Be cooperative not competitive with classmates and teammates.
- Participating is an important part of learning; it allows you to rehearse for your professional position.
- Communicate electronically; much discussion will occur online.
- Working effectively with adults in team situations is a skill to be developed.
- Sharing food is a part of the multicultural experience. We should not go hungry.

Librarians Talk to Each Other: Communication and Feedback (Electronic and Otherwise)

- The best and fastest way for us to communicate is via Communication Tools on CourseWeb. Please indicate in Subject line “Multicultural” and **sign your email at the end with your name**.
- To communicate by telephone, please leave me a message at 412-624-5138.

Librarians Are Responsible Adults—Please Pitch In:

- Help set up for and clean up after for food events.
- Watch out for each other—ourselves and our belongings.
- Share driving and expenses for parking.

Librarians Value Civility and Professional Courtesy:

All hosts for our field trips and our resource persons are busy professionals who have made a place for our class in their schedules. They are willing to make this time because they believe it is important to share their knowledge with students who will soon be professional librarians. As an individual student, you would not be afforded this kind of time and attention if you attempted to arrange a visit or an interview. The time our hosts and resource persons share with us is a professional gift.

Please:

- Be on time.
- Be attentive.
- Ask questions.
- Remember that you represent the University, the School, and yourself—first impressions matter.
- Thank the host or guest speaker.

We are Responsible for Our Own Safety and We Look Out for Others:

- Fire—Locate fire exits in any classroom we must use.
- Police/Security--Call 4-2121 from a campus phone.
- Be careful with belongings.
- Smoking--No smoking ANYWHERE in a Pitt Building.

Librarians Do Their Own Researching and Writing. They Don't "Cut & Paste"

Your instructors expect that the written work that you submit is your own writing and that you have not "cut and pasted" from the Web.

SIS Values Academic Integrity:

Students in the School of Information Sciences are expected to adhere to the Student Obligations outlined in the School's Academic Integrity Guidelines, available on the School's Web site: <http://www.ischool.pitt.edu>

If You Need Special Accommodations:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact Dr. Biagini and the Office of Disability Resources and Services, 216 William Pitt Union, 648-7890/383-7355 (TTY) as early as possible in the session.

BE OPEN TO NEW EXPERIENCES AND PERSPECTIVES.

COURSE DELIVERY METHODS

CourseWeb

This course is offered in a **blended synchronous and asynchronous format**, with on-campus and on-line students working together using CourseWeb as the Web-based platform for course documents, group discussion and team tasks.

Panopto Video

Panopto video is the mechanism used to deliver on-campus class sessions via video to on-line students. Panopto videos are mounted on CourseWeb, and students can view video or listen to audio as a Podcast. A PowerPoint is produced and mounted as a separate document.

Participating in the Dialog on CourseWeb Discussion Board

All students--whether on-campus or on-line--must participate on the Group Discussion Board on CourseWeb each week.

- **Log onto CourseWeb at least several times a week:**
 - Compose postings to the appropriate **forum** on the group Discussion Board according to schedule of postings and responses below.
 - Post your thread to the appropriate week's forum **beginning on Wednesdays but no later than 5 p.m. on the following Mondays**. Don't get behind on your postings and responses; late postings don't get read nearly as often by other students so everyone loses.
 - **Respond to postings** of other students during the discussion week. Read more specific instructions following.

Please Note: The LIS 2327 week begins on Tuesdays and ends on Monday night.

COMMUNICATION AND FEEDBACK/ELECTRONIC AND OTHERWISE

- **CourseWeb** is where much of the course is offered: <http://courseweb.pitt.edu>
Always read the Announcements first.
- You must **use your Pitt account** to access CourseWeb. You can forward your Pitt account to another account that you use, but be sure not to exceed Pitt quota.
- You can communicate with me and with other class members via "Communication" email on CourseWeb.
- **MKB by Phone:** 412-624-5138; **by Skype:** mary.kay.biagini Pittsburgh, Pennsylvania; **by Fax:** 412-648-7001.
- **Please put your name on all documents you submit—print & electronic; sign your name to email; put your name in the file name of an electronic document.**

COMPUTING SERVICES AND LIBRARY SERVICES: YOU PAY FOR THESE

- **We use Office 2010 as our software for this course and expect that you will as well.**

- **PDFs:**
For postings that require you to submit a PDF, go to this Website for instructions
 - <http://www.pdfonline.com/index.htm>
- You are entitled to a **free copy of Office 2010** from Computing Services; be sure you have it and use it. (**Pitt Help Desk: 412-624- 4357**)
- The resources of the **University Library System** (ULS) are available online.
- Students attempting to access ULS databases and articles first must log into <http://sslvpn.pitt.edu> with their Pitt username and password.

Summer Term 2012 Schedule

Week One	Tuesday, May 22-Monday, May 28 Our Roots (Family/Community)
Background Reading:	CourseWeb, Week One Readings for Postings/Responses Consult readings for Post One on CourseWeb.
Briefing:	Course Overview: Competency-based curriculum, course structure and teaching strategies, professional culture, Learning Experiences, performance indicators and rubrics, reflective self-appraisals. Get organized, explain responsibilities & ground rules. Form work teams.
Briefing:	Searching for Family and Community Roots Mary Kay Biagini & Joe Prince (With a Wedding Cookie table)
Briefing & In-Class Discussion & Virtual Chat	<p>The Immigrant Experience Bell, Thomas. <i>Out of This Furnace</i>. University of Pittsburgh Press, 1941, 1976.</p> <p>Web sites on Immigration: www.ellislandrecords.org www.teacher.scholastic.com/immigrat/guide</p> <p>For Discussion of <i>Out of This Furnace</i>: Which character in <i>Out of This Furnace</i> made the greatest impression on you and why? Is the city of Braddock a character? Within the group, discuss your choices.</p> <p>Pitz, Marylynne. "Breaking the Language Barrier." <i>Pittsburgh Post Gazette</i>, May 6, 2009, C1.</p> <p>Braddock Now: Straub, Jim. "Braddock, Pennsylvania: Out of the Furnace and Into the Fire." <i>Monthly Review</i>, December 2008. http://www.monthlyreview.org/081222straub.php</p> <p>Braddock Now: Reitman, Janet. "The Mayor of Hell." <i>Rolling Stone</i>, May 14, 2009, pp. 58-61, 79.</p> <p>Video clips: <i>Out of This Furnace: A Walking Tour of Thomas Bell's Novel</i>. Video produced by University of Pittsburgh Press, 1990.</p> <p>"<i>The River Ran Red</i>" <i>Homestead 1892</i> edited by David Demarest, Jr., 1992 and video produced by WQED, 1993.</p>
Web 2.0 Tool Kit	American Memory (Library of Congress) http://memory.loc.gov/ammem/index.html Flip Camera/Cameras in Smart Phones

Post/Response One: The Roots of Our Family(ies) Due no later than 5 p.m. on Thursday, May 24

Reflect on the roots of your own family. What is your family's story? Investigate the roots of one side of your own family by interviewing someone in your family who is older than you are (e. g, a parent, grandparent, an aunt or uncle). Consider how your family came to America, your family's ethnic/cultural/religious heritage and how your family got to its current location. Are there any ethnic/cultural/religious traditions that your family sustains?

Background Readings on CourseWeb, Week One READ AT LEAST FIVE ARTICLES:

Poems:

- Doran, JoAnn M. "Running the Line in Duquesne." *Pittsburgh Post Gazette*, May 14, 2005.
- Flaherty, Mildred. "Marker: Patrick Flaherty, Jr. 1905-1926." *Pittsburgh Post Gazette*, March 17, 2001.
- Nugara, Debbie. "This Is Pittsburgh." *Pittsburgh Post Gazette*, April 26, 2003.
- O'Brien. "Steeler Nation." *Pittsburgh Post Gazette*, February 21, 2009
- Samraney, Joanne. "Holy Thursday." *Pittsburgh Post Gazette*, April 15, 2006.

Articles:

- Amato, Joseph. "Why Family History?" *Historically Speaking: The Bulletin of the Historical Society*. IX (January/February 2008): 45-46.
- Coontz, Stephanie. "The Challenge of Family History." *Magazine of History*, Summer, 2001, pp. 28-30.
- Gillis, John. "Your Family in History: Anthropology at Home." *Magazine of History*, Summer 2001. pp. 31-35.
- Gordon, Linda. "Introducing Students to Family History." *Magazine of History*, Summer 2001, pp. 19-22.
- Holloway, Lynette. "Family Tree School Project Has New Shades of Meanings." *Pittsburgh Post Gazette*, February 7, 1999.
- Kovacic, Kristin. "Being Pittsburgh." *Pittsburgh Post Gazette*. March 24, 1999.
- Kushner, Richard. "Powered by Pittsburgh." *Pittsburgh Post Gazette*, June 7, 1998.
- Levine, Marty. "Digging Deep: Making Sure 16,000 Years of History Stopped 30 Years Ago." *Pittsburgh City Paper*, July 17, 2002.
- O'Brien, John. "'Steelers Nation' A TV Gimmick or Is It the Real Deal?" *Pittsburgh Post Gazette*, October 1, 2005, B7.
- Roth, Mark. "He Studies the Scots-Irish Place in the Region's History." *Pittsburgh Post Gazette*, August 7, 2006.
- Santos, Fernanda. "Students Find the Words for Their Ethnic Pride." *The New York Times*, May 7, 2007, A21.
- Semple, Kirk. "Family Stories as Secret Text for Immigrants." *The New York Times*, March 16, 2009, A16, A18.
- Stankowski, Ed, Jr. "Steeling Away." *Pitt Magazine*, September 1997.
- Staples, Brent. "Somerville's Story and My Great Grandfather's Legacy." *The New York Times*, July 10, 2005.
- Sultan, Tim. "This Story Needs Read, Not Redd-ed Up." *Pittsburgh Post Gazette*, March 21, 2006.
- Vascellaro, Jessica. "Using YouTube for Posterity." *The Wall Street Journal*, May 10, 2007, D1.
- Waseleski, Tom. "Our Ancestors Made Pittsburgh Work. Our Job Is to Keep It Going." *Pittsburgh Post Gazette*, November 1, 1997.
- Woolley, Bryan. "Remembering the Story in History." *Pittsburgh Post Gazette*, December 16, 1998.

Week Two	Tuesday, May 29-Monday, June 4 Race, Ethnicity, Class, Gender & Poverty in Families as Factors in Teaching & Learning
Background Reading:	CourseWeb, Week Two Readings for Postings and Responses Consult readings for Post Two on CourseWeb.
Briefing & Discussion	Working Guidelines for Selecting Multicultural Resources & Reflecting Diversity in Public and School Libraries Discuss Words & Images: Authentic or Stereotyped? <ul style="list-style-type: none"> ▪ Findings on race, ethnicity, class and gender that affect learning. ▪ Content and images from the perspective of: <ul style="list-style-type: none"> ▪ Race/ethnicity ▪ Gender ▪ Sexual identity ▪ Age ▪ Religious/cultural beliefs and values ▪ Socio-economic and class characteristics ▪ Political views ▪ Looks/body image ▪ Differently abled
Discussion:	<ul style="list-style-type: none"> ▪ August Wilson. <i>The Piano Lesson</i>. (View part on video in class) ▪ Christopher Paul Curtis. <i>The Watsons Go to Birmingham</i>. 1997.
Web 2.0 Tool Kit	Historic Pittsburgh (University of Pittsburgh Library System) http://digital.library.pitt.edu/pittsburgh/ Pittsburgh Iron and Steel Heritage Collection: (Carnegie Library of Pittsburgh) http://www.carnegielibrary.org/ironsteel
Team Tasks:	During week of 05/29: The three on-campus teams and the three on-line teams will each meet with the instructors (in person or via conference call) to plan for LE 2 and LE 3.
Coming Up:	Logistics for attending performance of August Wilson's <i>Gem of the Ocean</i> on Friday, June 8; see next page

August Wilson Plays	
The Pittsburgh or Century Cycle of August Wilson:	
August Wilson, a playwright who was African American and grew up in the Hill District of Pittsburgh, wrote a cycle of plays, each set in a different decade of the 20 th century:	
<ul style="list-style-type: none"> ▪ <i>Ma Rainey's Black Bottom</i>, 1985. Set in 1927 in Chicago. ▪ <i>Fences</i>, 1986. Pulitzer Prize. Set in 1957-58 & 1965. ▪ <i>The Piano Lesson</i>, 1987. Set in 1936. Read for 5/31. We'll view part of video. ▪ <i>Jitney</i>, 1977 (rewritten 2000). Set in 1977. ▪ <i>Joe Turner's Come and Gone</i>, 1988. Set in 1911. ▪ <i>Two Trains Running</i>, 1990. Set in 1969. ▪ <i>Seven Guitars</i>, 1997. Set in 1948. ▪ <i>King Hedley II</i>, 1999. Set in 1985. ▪ <i>Gem of the Ocean</i>, 2003. Set in 1904. We'll see a live performance. ▪ <i>Radio Golf</i>, 2005. Set in 1997. 	

Music:**Listen to Music by Pittsburgh composers and jazz performers:**

Jazz by Ahmad Jamal, George Benson, and Billy Strayhorn

Video clips:

Wilson, August. *The Piano Lesson*. Video produced by Hallmark Home Entertainment; distributed by Family Home Entertainment, 1998.

Wylie Avenue Days. Video produced by QED Communications, Inc.

Background Reading on CourseWeb, Week One, August Wilson

Glasco, Laurence A. and Christopher Rawson. *August Wilson: Pittsburgh Places in His Life and Plays*. Pittsburgh History & Landmarks Foundation, 2011.

Healy, Patrick. "Choice of White Director Spurs Dispute for August Wilson Play." *The New York Times*, April 23, 2009, A1, A18.

Rawson, Christopher. "August Wilson: A Time Line." *Pittsburgh Post Gazette*, October 3, 2005.

Rawson, Christopher. "Wilson's Hill on Broadway One More Time: Conjectural Map Locates Pittsburgh Cycle Plays." *Pittsburgh Post Gazette*, April 28, 2007.

Performance of *Gem of the Ocean*

The play begins at 8 p.m. on Friday, June 8, at the August Wilson Center.

Directions to theater:

The August Wilson Center is at 980 Liberty Avenue between Tenth and Ninth, near the Convention Center. There is a city parking garage on Liberty at Ninth with \$5 parking. (Enter on Liberty Ave. at stoplight at 9th).

Post/Response Two: Race, Ethnicity, Class, Gender & Poverty in Families as Factors Affecting Library Service and Teaching & Learning
Due no later than 5 p.m. on Monday, May 28

Read/view **highlighted/bolded articles** and **at least five other articles and/or films**, which deal with race, ethnicity, class and gender in families as factors in teaching and learning. Reflect on how these articles and stories may give us some sense of the diversity of family situations from which our young people come and the attitudes of their families about the value of education and of reading.

Background Readings/Films on CourseWeb, Week Two:

- *Akeelah and the Bee*. Film, 2006. A young African American girl participates in a spelling bee with students from a more affluent neighborhood.
- Alexander, Patrice Desirae. "Dunking the 'Oreo' Myth: How Come You Act White? I Was Ready with a Reply." *Pittsburgh Post Gazette*, January 15, 2005.
- *Bend It Like Beckham*. Film, 2003. A young Indian woman in London wants to play soccer against her parents' wishes.
- **Boo, Katherine. "After Welfare: Does Work Make You a Better Mother?" *The New Yorker*, 9 April 2001, pp. 92-107. Everyone read.**
- DeParle, Jason. "Raising Kevion." *The New York Times Magazine*, August 22, 2004, pp. 27-31+.
- Eckholm, Erik. "America's 'Near Poor' Are increasingly at Economic Risk, Experts Say." *The New York Times*, May 8, 2006. A14.
- Goran, Lester. "Now That Maureen's Thirty," in *Tales from the Irish Club*. Kent, OH: Kent State University Press, 1996. A short story about the Irish neighborhood in Oakland.
- Grant, Tim. "Young Mothers Find Comfort in Each Other." *Pittsburgh Post Gazette*, April 8, 2006.
- Haygood, Wil. "Saving Andre: Showing the Way." *The Washington Post Magazine*, June 11, 2006, pp. 13-17+.
- Haynes, Monica.
 - **"Congratulations, Jermaine, Living Proof No Black Person Is Born to Lose." *Pittsburgh Post Gazette*, June 16, 2001.**
 - "Miss Mamie's Daughter." *Pittsburgh Post Gazette*, March 20, 2005.
 - "My Brother's Found His Father, but I'm Still His Sister." *Pittsburgh Post Gazette*, August 5, 2000.
 - "They Overcame." *Pittsburgh Post Gazette*, March 10, 2001.
- "The Help," book or film (2011)
- Hu, Winnie. "A School District Asks: Where Are the [Asian American] Parents?" *The New York Times*, November 12, 2008, A25.
- Medina, Jennifer. "Boys and Girls Together, Taught Separately." *The New York Times*, March 11, 2009, 20.
- Morse, Jodie. "Learning While Black." *Time*, May 27, 2002, pp. 50-52.
- "The Namesake." Film, 2007. An Indian immigrant couple raising their son to adulthood in America.
- Obama, Barack. "A More Perfect Union." March 18, 2008, Speech. (Text and video on YouTube)

- “Off to School: The State of Education in America’s Biggest City.” *Economist.com*, April 24, 2009
- “Real Women Have Curves.” Film. A young Hispanic woman working in a Los Angeles sweat shop clashes with her mother over how to live her life.
- Stephenson, Philip. “Hines Ward, Happy Hyphenate. (Well, It’s about Time.)” *Pittsburgh Post Gazette*, April 8, 2006.
- Varadarajan, Tunku. “Hot Spell: Why Do Indians Excel in Bees?” *The Wall Street Journal*, June 10, 2005.
- Warner, Judith. “What Boy Crisis?” *The New York Times*, July 3, 2006. A17.
- Wilkerson, Isabel. “Angela Whitiker’s Climb: Up from the Projects, a Journey Never Easy, Never Over.” *The New York Times*, June 12, 2005.
- Williams, Alex. “Item: Sisters Think Parents Did O.K.” *The New York Times*, October 16, 2005.
- Winerip, Michael. “For Immigrants, Math Is a Way to Success.” *The New York Times*, May 18, 2005.
- _____. “In the Affluent Suburbs, An invisible Race Gap.” *The New York Times*, June 4, 2003.

Week Three	Tuesday, June 5-Monday, June 11 Evaluating Picture Books from Multicultural Perspectives
Background Reading	CourseWeb, Week Three Readings for Postings and Responses Consult list of readings for Post Three on CourseWeb.
Briefing:	Evaluating picture books that represent diversity
Web 2.0 Tool Kit	iTunes (music & video) http://www.apple.com/itunes/ Glogster http://glogster.com
Group Discussion:	Picture Books from Multicultural Perspectives: <ol style="list-style-type: none"> 1. Brannen, Sarah. <i>Uncle Bobby's Wedding</i>. 2008 2. Bryan, Ashley. <i>Beautiful Blackbird</i>. 2003 3. Bruchac, Joseph. <i>Crazy Horse's Vision</i>. 2000 4. Dillon, Leo and Diane, illustrators. <i>The People Could Fly: The Picture Book</i>. 2004 5. Fierstein, Harvey and Henry Cole. <i>The Sissy Duckling</i>, 2005. 6. Greenfield, Eloise. <i>The Great Migration</i>, 2011. 7. Hamilton, Virginia. <i>The People Could Fly: American Black Folktales</i>. 1985 8. Herron, Carolivia. <i>Nappy Hair</i>. 1998 9. Hoffman, Mary. <i>The Color of Home</i>, 2002. 10. Hooks, Bell and Chris Raschka, illustrator. <i>Happy to Be Nappy</i>. 1999 11. Lewis, Rose and Jane Dyer. <i>I Love You like Crazy Cakes</i>, 2000. 12. Maruki, Toshi. <i>Hiroshima No Pika</i>. 1982 13. McDermott, Gerald. <i>Anansi the Spider: A Tale from the Ashanti</i>. 1987 14. Morrison, Toni. <i>Remember: The Journey to School Integration</i>. 2004 15. Myers, Walter Dean and Christopher Myers. <i>Harlem</i>. 1997 16. Nelson, Kadir. <i>We Are the Ship</i>. 2008. 17. Ringgold, Faith. <i>Tar Beach</i>. 1996 18. Say, Alan. <i>Grandfather's Journey</i>. 1993 19. Shange, Ntozake and Kadir Nelson. <i>Ellington Was Not a Street</i>. 2004 20. Smucker, Anna. <i>No Star Nights</i>. 1994 21. Soto, Gary. <i>Snapshots from the Wedding</i>. 1997 22. Williams, Mary. <i>Brothers in Hope: The Story of the Lost Boys of the Sudan</i>. 2005 23. Winter, Jonah. <i>Roberto Clemente: Pride of the Pirates</i>. 2005 24. _____. <i>Sonia Sotomayer: A Judge Grows in Brooklyn</i>, 2009. 25. Wong, Janet. <i>The Trip Back Home</i>. 2000
Team Task:	Team work on LE 2
Coming Up:	LE 2 Due 06/12 Diversity Awareness Collection Development Presentation

Post/Response Three: Growing Up in Culturally Diverse Societies
How Do Different Cultures Help Young People Learn through Childhood & Adolescence and Mark a Young Person's Coming of Age?
Due no later than 5 p.m. on Monday, June 4

Reflect on how cultures mark coming of age in the United States and in other countries. Consider celebrations such as Bar or Bat Mitzvahs, Confirmation, *quinceaneras* and rites such as female circumcision in parts of Africa. Think also about how families and ethnic and racial groups send signals to young people about learning and school.

Background Readings/Vewings on CourseWeb, Week Four:

- Alvarez, Lizette. "Latinas Make Sweet 16-ish Their Own." *The New York Times*, May 11, 2006, E1+.
- *Drumline*. Film, 2002. College freshman wins a spot in a band in a historically black college.
- Greene, Kelly and Rick Brooks. "Bored by Oom-Pah, High School Bands March to Hip-Hop." *The Wall Street Journal*, April 18, 2003.
- Husock, Howard. "A Standing Oration." *The Wall Street Journal*, April 28, 2006.
- Johnson, Charles. "Shall We Overcome? The Black American Crisis." *The Wall Street Journal*, October 14, 2005, A10.
- Jordan, Miriam. "Ethnic Diversity Doesn't Blend in Kid's Lives." *The Wall Street Journal*, June 18, 2004.
- Lahiri, Jhumpa. *The Namesake*. Houghton Mifflin, A Mariner Book, 2003. (Also a film, 2007). An immigrant couple from India raises their son to adulthood in America.
- *My Big Fat Greek Wedding*. Film, 2002.
- Norman, Tony. "An Icon's Classism Disappointing." *Pittsburgh Post Gazette*, May 25, 2004.
- Ogunnaike, Lola. "Taking a Sour Pleasure as the Rich Turn Sweet 16." *The New York Times*, April 26, 2006.
- Patterson, Orlando. "A Poverty of the Mind." *The New York Times*, March 26, 2006.
- Pitz, Marylynne. "Rite of Passage Celebrations Can Sometimes Go Overboard." *Pittsburgh Post Gazette*, May 3, 2006.
- Podhoretz, John. "So Full of Love: It Should Have Been Called 'My Big Fat Bar Mitzvah.'" *The Weekly Standard*, May 29, 2006. p/ 43. Discussion of the film *Keeping Up with the Steins*.
- *Rabbit Proof Fence*. Film, 2002. Young Aboriginal women from Australia's "stolen generation" escape from an internment camp to go home.
- Riley, Naomi. "Time to Sink 'Titanic' Bar Mitzvahs." *Wall Street Journal*, May 26, 2006, W11.
- Steptoe, Sonja. "Closing the Gap." *Time*, November 29, 2004.
- "Talking about Race." *The New York Times Magazine*, July 16, 2000.
- Tatum, Beverly D. *"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race*. Basic Books, 1997. Chapter 1. Defining Racism: Can We Talk? Pp. 3-17; Chapter 3. The Early Years: Is My Skin Black Because I Drink Chocolate Milk? pp. 31-5; Chapter 4. Identity Development in Adolescents: Why Are All the Black Kids Sitting Together in the Cafeteria? Pp. 52-74.
- *Whale Rider*. Film, 2002. Young Maori girl tests her culture's prohibition that women can become leaders.

- Zoepf, Katherine. "Love on Girls' Side of the Saudi Divide: Separate but Accepting." *The New York Times*, May 13, 2008, A1, A12.

June 8 Attend August Wilson's play *Gem of the Ocean* on Friday, June 8 @ 8 p.m.
August Wilson Center for African American Culture
 980 Liberty Avenue
<http://www.augustwilsoncenter.org>
 Pittsburgh Reclaim Renew Remix Exhibit

Week Four	Tuesday, June 12-Monday, June 18 Gay, Lesbian, Bisexual, & Transgender Youth & Bullying
Reading Background	CourseWeb, Week Four Readings for Postings and Responses Consult list for Post Four readings on CourseWeb.
Briefing	Growing up LGBT Resources about and for Gay, Lesbian, Bisexual, & Transgender Youth <ul style="list-style-type: none"> • Evaluating and Selecting Materials • Planning Services and Programs • Organizations: PFLAG (Parents, Families, and Friends of Lesbians and Gays) ; Gay/Straight Alliances
Team Task	Each team presents LE 2 Collection Development
Web 2.0 Tool Kit	It Gets Better Project: http://itgetsbetter.org A project that has collected 10,000+ videos to help young people being bullied for being gay. Resources & videos. Trevor Project: http://www.thetrevorproject.org/ Provides crisis and suicide prevention services to LGBTQ youth. Suicide prevention kits available. Formspring: http://www.formspring.com (formspring) This is not a recommended site; you should know that it has been accused of facilitating cyberbullying
Discussion	<ul style="list-style-type: none"> ▪ Richardson, Justin, Peter Parnell and Henry Cole. <i>And Tango Makes Three</i>. Simon & Schuster, 2005 ▪ Howe, James. <i>Totally Joe</i>. Atheneum, 2005. ▪ Asher, Jay. <i>Thirteen Reasons Why</i>, 2011. ▪ Film: "Bully." 2012.

Post/Response Four
Due no later than 5 p.m. on Monday, June 11

Choose two Websites to examine and evaluate on content, usefulness to a young person, currency, authorship, perspective and “look & feel.” Would you recommend one or both or neither and why?

- Frosch, Dan. “Murder and Hate Verdict in Transgender Woman’s Death.” *The New York Times*, April 23, 2009, A20.
- Gay & Lesbian Community Center of Pittsburgh. Website: <http://www.glccpgh.org>
- See Youth Questions (15 Questions about Homosexuality)
- Gay, Lesbian and Straight Education Network. GLSEN Web site: <http://www.glsen.org>
- See FAQs: (Top 5 Frequently Asked Questions from the Media)
- GLSEN sponsors National Day of Silence and No Name Calling Week
- Gay Lesbian Straight Education Network. *Harsh Realities: The Experiences of Transgender Youth in Our Nation’s Schools*. Gay, Lesbian and Straight Education Network, 2009.
- Harris Interactive. *From Teasing to Torment: School Climate in America—A National Report on School Bullying*. Gay, Lesbian and Straight Education Network, 2005.
- Lopatto, Elizabeth. “Gay Brain Structure Similar to Straight Opposite Sex.” *Bloomberg.com*, June 16, 2008.
- Parents, Families and Friends of Lesbians and Gays (PFLAG). Website: <http://www.pflag.org>
- Sciallo, Maria. Lesson for Today: Tolerance.” *Pittsburgh Post Gazette*, October 18, 2007.
- Transfamily. Web site: <http://www.transfamily.org>
- It Gets Better Project: <http://Itgetsbetter.org>
- A project that has collected 10,000+ videos to help young people being bullied for being gay. Resources & videos.
- Trevor Project: <http://www.thetrevorproject.org/>
- Provides crisis and suicide prevention services to LGBTQ youth. Suicide prevention kits available.
- Formspring: <http://www.formspring.com> (formspring)

- This is not a recommended site; you should know that it has been accused of facilitating cyberbullying

Week Five	Tuesday, June 19-Monday, June 25 Coming of Age in Different Cultures Evaluating Media Resources for Authentic/Stereotyped Images: Political Correctness/Incorrectness
Background Reading	CourseWeb, Week Five Readings for Postings and Responses Consult list for Post/Response Five on CourseWeb.
Field Trip	<p>Oakland Walking Tour: Carnegie Library of Pittsburgh, Pennsylvania Department; the Cloud Factory of Michael Chabon, the Christopher Columbus statue, the Stephen Foster stature, the Forbes Field wall from Lester Goran's "Now That Maureen's Thirty"</p> <p>Carnegie Museum of Natural History, Alcoa Foundation Hall of American Indians Docent Tour http://www.carnegiemnh.org/exhibitions/alcoa.htm http://www.carnegiemnh.org/exhibitions/north-south-east-west/index.html</p> <p>Tailgate Lunch at Clayton 7227 Reynolds St. Point Breeze. (Penn avenue at South Homewood Ave.) http://www.ibp.com/pit/ali-baba/</p> <p>Docent Tour of Clayton http://www.frickart.org/index.php Tour of Clayton, the Pittsburgh mansion of Henry clay Frick, who is infamous, along with Andrew Carnegie, for his role in the 1892 Homestead Steel lockout, which stands as one of the defining events in U.S. Labor history. The tour will help to frame our sense of a multicultural society in the late nineteenth and early twentieth centuries and the prejudices that were a part of that society. We'll contrast life at Clayton with life in Braddock as portrayed in <i>Out of This Furnace</i>.</p>
Briefing & Discussion:	Examine portrayals of diversity in audio and visual formats for stereotyping: <ul style="list-style-type: none"> ▪ Images ▪ Jokes ▪ Words used to describe a person or a group <p>Consider images from films and television programs/series: Portrayals of African American, Asian American, Hispanic, Native American; differently abled; sexual identity; gender, age, religious beliefs. Consider how characters are portrayed with examples of positive and/or negative images or of stereotypes in films and in television programs. List of films: (View at least three)</p> <ol style="list-style-type: none"> 1. "Akeelah and the Bee." 2006 2. "Bend It like Beckham." 2003 3. "Bully." 2012 4. "Crash." 2005 5. "The Help." 2011 6. "The Namesake." 2006 7. "Rabbit Proof Fence." 2002 8. "Real Women Have Curves." 2002 9. "Sin Nombre." 2009 10. "Slumdog Millionaire" 2008 11. "Smoke Signals." 1998 12. "Valley of Decision." 13. "Whale Rider." 2003

	<p>Article: "Wagging the Slumdog." <i>The New Criterion</i>. April 2009, pp. 31-33.</p> <p>TV series: Example: "Glee" had multiple portrayals: race, gender; looks and body image; sexual identity, differently abled</p>
Discussion	<p>Two Different Pittsburgh Cultures:</p> <ul style="list-style-type: none"> ▪ The Experience of Growing Up WASP (White, Anglo-Saxon, Protestant) Dillard, Annie. <i>An American Childhood</i>. (Harper & Row, 1987) Annie Dillard, naturalist and author of <i>Pilgrim at Tinker's Creek</i>, grew up in a White, Anglo-Saxon, Protestant, old-money family in the Point Breeze section of Pittsburgh and was different from the rest of her family. ▪ The Experience of Growing Up on the Other Side of the Tracks Wideman, John Edgar. Two short stories from <i>Damballah: "The Beginning of Homewood," and "The Chinaman."</i> John Edgar Wideman, a writer of novels, short stories and nonfiction who is African American, grew up in Homewood, a section of Pittsburgh, and his stories are set there. <i>The Homewood Books: Damballah</i> (1981), <i>Hiding Place</i> (1981), and <i>Sent for You Yesterday</i> (1883) are three collections of short stories about Homewood that were also collected into one volume in 1992 by the University of Pittsburgh Press. <ul style="list-style-type: none"> ▪ Sections from <i>The Pittsburgh Reader: Seventy-Five Years of Books about Pittsburgh</i>. University of Pittsburgh Press, 2012. (You will be provided a free copy of this book.)
Web 2.0 Tool Kit	<p>YouTube: http://www.youtube.com TeacherTube: http://www.teacherTube.com</p>
Coming Up	<p>The on-campus teams and on-line teams will meet with the instructors to discuss progress on LE 3 during the week of 06/25.</p>

Post/Response Five: Diversity & Prejudice in Many Forms: Political Correctness/Incorrectness

Due no later than 5 p.m. on Monday, June 18

Compare the perspectives on diversity and prejudice in their many forms in the readings you have done and in the plays “Gem of the Ocean” and “The Piano Lesson.” Think of the many aspects of diversity based on gender, gender identity, sexual identity, religion, ethnic or racial group and forms of prejudice that can be expressed (e.g., racism, sexism, ageism, class distinctions, religious intolerance, homophobia).

Consider the use of language: What words can be used and by whom? Think of words such as “slut,” “whore,” and “pimp” as used by teens, in some rap lyrics, and in the mass media.

Consider the use of nicknames and images of those mascots for sports teams in K-12 schools, colleges and universities and in the major leagues: East High School Orientals (Akron, OH, Washington Redskins, Atlanta Braves, Cleveland Indians, University of Illinois Fighting Illini, Florida State Seminoles).

Political Correctness/Incorrectness:

- Banaji, Mahzarin. “The Science of Satire: Cognition Studies Clash with *New Yorker* Cover.” *The Chronicle of Higher Education* (Review section). August 1, 2008, B13. (Obama cover of *The New Yorker*.)
- Elliott, Stuart. “Uncle Ben, Board Chairman.” *The New York Times*, March 30, 2007. C1+.
- *The New Yorker*. Cover drawing by Barry Blitt. July 21, 2008. Controversial cover drawing depicting Barack and Michelle Obama as terrorists.
- Peters, Jeremy. “What’s So Funny? An Image Popular in Films Raises Some Eyebrows in Ads.” *The New York Times*, August 1, 2006. C1+.
- Pitney, Nico. “Barry Blitt Defends His *New Yorker* Cover Art of Obama.” The Huffington Post.com. July 13, 2008.
- Riley, Naomi Schaefer. “How Feminism Wages War on Common Sense.” *The Wall Street Journal*, April 14, 2006.
- Robinson, Eugene. “Duke Rape, in Context.” *San Francisco Chronicle*, April 25, 2006.
- Texeira, Erin. “Duke Rape Scandal Reopens Old Wounds.” *Guardian Unlimited*, April 13, 2006.
- Wren, Kathleen. “Science Gets the Last Laugh on Ethnic Jokes.” MSNBC.com, October 6, 2005.
- *Vogue*, April 2008. (Cover Photo of Cleveland Cavaliers basketball star LeBron James and model Gisele Bündchen)

Naming of Teams/Mascot Images:

- Cohen, Jodi and Michelle Keller. “Sioux to Illini: Return Regalia.” *Chicago Tribune*, January 18, 2007.
- Dunlap, Colin. “Nicknames of Teams Still Source of Conflict.” *Pittsburgh Post Gazette*, July 1, 2005.
- Eitzen, D. Stanley and Maxine Baca Zinn. “The Dark Side of Sports Symbols,” *USA Today Magazine* January 2001, 48+.
- Ruibal, Sal. “North Dakota at Center of ‘Hostile’ Debate.” *USA Today*, September 28, 2005, p. 1.

- Woodward, Kenneth. "Today's Puritans Attack the Indian Mascots." *The Wall Street Journal*, August 11, 2005.

Prejudice

- Arana, Marie. "He's Not Black." *Washington Post*, November 30, 2008, B1.
- *Brokeback Mountain*. Academy Award finalist, 2005.
- Conant, Eve. "Rebranding Hate in the Age of Obama." *Newsweek*, May 4, 2009, pp. 31-33.
- *Crash*. Academy Award, Best Picture, 2005.
- Davenport, Marcia. *Valley of Decision*. University of Pittsburgh Press, 1942.
- Dewan, Shaila. "At First Sight, Stereotypes, Then Real People Emerged." *The New York Times*, April 28, 2009, A12.
- Fletcher, Michael. "Is It about Hate, or about Heritage?" *The Washington Post National Weekly Edition*, January 6-12, 2003.
- Haynes, Monica. "Bawdy T-shirts Set off 'Girlicott' by Teens." *Pittsburgh Post Gazette*, November 3, 2005. A1+.
- Haynes, Monica. "Beauty Is in the Soul of the Holder." *Pittsburgh Post Gazette*, November 4, 2000.
- Haynes, Monica. "Unfit for a T: Sexist Shirts Are a Slam to Both Sexes." *Pittsburgh Post Gazette*, November 13, 2005. H-7.
- Hunt, Albert. "A Courageous Profile." *The Wall Street Journal*, May 8, 2003.
- Janofsky, Michael. "Gay Rights Battlefields Spread to Public Schools." *The New York Times*, June 9, 2005.
- Kronholz, June. "Racial identity's Gray Area." *The Wall Street Journal*, June 12, 2008, A10.
- Kluger, Jeffrey. "Taming Wild Girls." *Time*, May 1, 2006.
- Obama, Barack. "A More Perfect Union." March 18, 2008, Speech. (Text and video on YouTube)
- O'Neill, Brian. "No Confederate Flags Then." *Pittsburgh Post Gazette*, October 21, 2002.
- Pitts, Leonard. "Blind Spots." *Pittsburgh Post Gazette*, May 5, 2009, B5.
- Roberts, Sam. "Minorities Often a Majority of the Population under 20." *The New York Times*, August 7, 2008, A14.
- Southern Poverty Law Center Web site: www.splcenter.org (Info on hate crimes)
- "Valley of Decision." 1945 film Film based on the Marcia Davenport novel *Valley of Decision* and filmed in Pittsburgh in 1945 with Gregory Peck and Greer Garson (119 min.)
- Winerip, Michael. "Officials Vote for the Closet at Hunt High." *The New York Times*, May 4, 2004.

Week Six	Tuesday, June 26 Native American Culture On-Line Discussion only for all students
Background Reading	CourseWeb, Week Six Readings for Postings and Responses Consult readings for Post Six on CourseWeb.
Web 2.0 Tool Kit	Animoto: http://www.Animoto.com Blabberize: http://www.blabberize.com Flickr: http://www.flickr.com Pinterest: http://www.pinterest (an online pinboard)
Group Discussion:	Compare two views of growing up during the settling of the American West in two books for children: <ul style="list-style-type: none"> ▪ Erdrich, Louise. <i>The Birchbark House</i>. Hyperion Paperbacks, 1999 ▪ Wilder, Laura Ingalls. <i>The Little House on the Prairie</i>. 1935. Illustrated by Garth William, 1953. Reflect on how these two books, written at different times by women from two different cultures, present contrasting views of the settling of the American West.
Coming Up	This week each team will schedule a meeting with instructors on progress on LE 3 (in person or by conference call) during this week.

Post Six: Contrasting Views: Indigenous Peoples Due no later than 5 p.m. on Monday, June 25

Watch one of the PBS videos about Native Americans and write a reflection and review one of the Websites and reflect on any differences in perspectives on resources from professional reviewing sources used by librarians such as *School Library Journal* or *Booklist*.

Native American Web sites:

- Lisa Mitten Homepage:
 - www.nativeculture.com/lisamitten/indians.html
- GoodMinds for ordering Native American materials:
 - www.goodminds.com
- Cradleboard Teaching Project:
 - www.cradleboard.org
- Oyate On-line:
 - www.oyate.org/index.html

Related background reading:

- Frosch, Dan. "Young American Indians Find Their Voice in Poetry." *The New York Times*, June 17, 2008.
- Hitt, Jack. "The Newest Indians." *The New York Times Magazine*. August 21, 2005.
- Johnson, Wayne. "Harvest from the Sea," *The New York Times*, May 21, 1999.
- Melcher, Joan. "A History in the Making." *Miller-McCune*, May-June 2009, pp. 24-29.
- Miller, John J. "The Projects on the Prairie." *The Wall Street Journal*, January 27, 2006.

PBS Video series: "We Shall Remain: America through Native Eyes." 2009, 5 programs: PBS descriptions; View one video online at: <http://www.pbs.org>

1. **After the Mayflower** - In 1621, Massasoit, sachem of the Wampanoags of New England negotiated a treaty with Pilgrim settlers. A half-century later, as a brutal war flared between the English and a confederation of Indians, this diplomatic gamble seemed to have been a grave miscalculation.

Directed by Chris Eyre.

2. **Tecumseh's Vision** - In the course of his brief and meteoric career, Tecumseh would become one of the greatest Native American leaders of all time, orchestrating the most ambitious pan-Indian resistance movement ever mounted on the North American continent. After his death he would live on as a potent symbol of Native pride and pan Indian identity. Directed by Ric Burns and Chris Eyre.

3. **Trail of Tears** - Though the Cherokee embraced "civilization" and won recognition of tribal sovereignty in the U.S. Supreme Court, their resistance to removal from their homeland failed. Thousands were forced on a perilous march to Oklahoma. Directed by Chris Eyre.

4. **Geronimo** - As the leader of the last Native American fighting force to capitulate to the U.S. government, Geronimo was seen by some as the perpetrator of unspeakable savage cruelties, while to others he was the embodiment of proud resistance. Directed by Dustinn Craig & Sarah Colt.

5. **Wounded Knee** - In 1890, American Indian Movement activists and residents of the Pine Ridge Reservation occupied the town of Wounded Knee, demanding redress for grievances. As a result of the siege, Indians across the country forged a new path into the future. Directed by Stanley Nelson.

Week Seven	Tuesday, July 3-Monday, July 9 Growing Up in Diverse Cultures in the U.S.: Authentic and Stereotyped Images On-Line Discussion Only for All Students
Background	CourseWeb, Week Seven Readings for Postings and Responses Consult list of readings for Post Seven on CourseWeb.
Web 2.0 Tool Kit	StoryCorps: http://www.StoryCorps.com
Discussion On-Line	<ul style="list-style-type: none"> ▪ Na, An. <i>A Step from Heaven</i>. Speak Publishing, 2001 ▪ Ryan, Pam Munoz. <i>Esperanza Rising</i>. Scholastic, 2000.
Coming Up	LE 3 Component C Virtual Tour Due on Friday, July 6 for On-line students; Tuesday, July 10 for On-Campus students

Post/Response Seven
How Holidays Are Celebrated--Religious, Ethnic, Gender-Identified, Secular, & National
Due no later than 5 p.m. on Monday, July 2

Reflect on how we celebrate religious, national, and ethnic holidays and how these celebrations reflect positive and/or negative aspects of diversity. What stereotypes associated with any of these holidays? What food, drink, present and/or celebration are associated with any one?

For example, what might members of a specific racial, ethnic, religious, or cultural group believe about any of the following holidays: New Year's Day, Martin Luther King Day, St. Valentine's Day, St. Patrick's Day, Easter, Cinco de Mayo, Mother's Day, Memorial Day, Father's Day, Juneteenth, the Fourth of July, Labor Day, Columbus Day, Halloween, Thanksgiving, Christmas, Hanukkah, Kwanza, New Year's Eve.

Background Readings/Viewings on CourseWeb, Week Five:

- "Being Mexican in Pittsburgh." *TRIB p.m.*, May 5, 2005.
- Dart, Bob. "Sharing the Joy of Juneteenth." *The Atlanta Journal-Constitution*, June 18, 2002, B5.
- "Celebrating Cinco de Mayo." *Pittsburgh Trib p.m.*, May 5, 2005, .p. 7. "Mucho Fiesta." *Trib p.m.*, May 5, 2006.
- Foster, Roy. "Red, White and Green." *The New York Times*, March 17, 2003.
- Jamison, S. Lee. "How Green Was My Surname: Via Ireland, a Chapter in the Story of Black America." *The New York Times*, March 17, 2003.
- Judge, Michael. "The Long Journey from Ireland Leads Back to It." *The Wall Street Journal*, March 16, 2001.
- Moskin, Julia. "An Obscure Texas Celebration Makes Its Way across the U.S." *The New York Times*, June 18, 2004.
- Mulhern, Kerry Keegan. "True Irish Revelers." *Pittsburgh Post Gazette*, March 30, 2007. Letter to the Editor.
- "Yo Quiero Cinco de Mayo." *TRIB p.m.* May 5, 2006.

Week Nine	Tuesday, July 10, 9:30 a.m.-4 p.m.-Monday, July 16 Growing Up in Diverse Cultures around the World
Background	CourseWeb, Week Nine Readings for Postings and Responses Consult list of readings for Post Nine on CourseWeb.
Team Task Due:	Each team presents its LE 3, Component B: Learning Activities Each on-campus Team presents between 9:30-11:00 a.m. Each On-Line Team presents during Conference Call at 8:45 p.m.
Discussion:	<ul style="list-style-type: none"> ▪ Iweala, Uzodinma. <i>Beasts of No Nation</i>. Harper Collins, 2005. ▪ Satrpi, Marjane. <i>Persepolis: The Story of a Childhood. Persepolis 2: The Story of a Return</i>. Pantheon, 2003, 2004.
Field Trip:	<p>Walking Tour of the Strip District Lunch at Primanti's in the Strip District & a biscotti from Enrico's</p> <p>Senator John Heinz Pittsburgh Regional History Center 1212 Smallman St. http://www.heinzhistorycenter.org</p> <ul style="list-style-type: none"> ▪ Library and Archives ▪ Resources for Teachers & Students: Curriculum Packets and Materials ▪ "Pittsburgh: A Tradition of Innovation" exhibit <p>"Getting to Know Pittsburgh" scavenger hunt for info</p> <p>Fort Pitt Museum 101 Commonwealth Place in Point State Park http://www.heinzhistorycenter.org/secondary.aspx?id=298</p> <p>Ice cream cone at Klavon's Ice Cream Parlour and answers to the scavenger hunt</p>
Due:	LE 3 Component C Virtual Tour Due: On—Campus Teams Presentations, Tuesday, July 10 On-Line Teams Presentations, Friday, July 6

**Post Nine:
Cultural and Religious Diversity: Tolerance & Intolerance
Due no later than 5 p.m. on Monday, July 4**

Reflect on changes in perceptions by Americans about Muslims and/or Arabs since 9/11/01, the wars in Iraq and in Afghanistan and the killing of Osama bin Laden. Consider images and perceptions about other religious denominations, especially throughout the 2008 and 2012 presidential campaign: Catholics, Jews, Protestants, Hindus, and Buddhists.

Reading/Viewing:

- Ahrens, Frank. "Multicultural Parody along the Information Highway." *The Washington Post*, April 30, 2006.
- "Flight 93," film released 2006 about Flight 93 brought
- Freedman, Samuel G. "For Fasting and Football, a Game Plan." *The New York Times*, October 26, 2005.
- Hasan, M. Rashed. "What Can We Learn from Ramadan?" *Pittsburgh Post Gazette*, January 8, 2000.
- Krakpour, Porochista. "Islamic Revolution Barbie Doll." *The New York Times*, March 9, 2009, A21.
- Mubarak, Hadia. "As American as Apple Pie." *Newsweek*, May 4, 2009, p. 15.
- Nye, Naomi Shihab. *19 Varieties of Gazelle: Poems of the Middle East*. (Greenwillow Books, 2002) Selected poems
- "School Sense." *Pittsburgh Post Gazette* editorial, May 5, 2006.
- www.viknluda.com (See Ahrens article)
- Zoepf, Katherine. "Love on Girls' Side of the Saudi Divide: Separate but Accepting." *The New York Times*, May 13, 2008, A1, A12.

Discussion of Sources and Walking Tour of the historic North Side with Lisa Miles, author of *Resurrecting Allegheny City: the Land, Structures & People of Pittsburgh's North Side*. Published by the author, 2010.

Week Ten	Tuesday, July 17 9:30 a.m.-4:00 p.m. Pittsburgh: The Multicultural Tour
Background Reading	CourseWeb, Week Ten Readings for Postings Consult list for Post Ten
Team Task:	Each team presents LE 3, Component B Learning Activities On-Campus students: 9:30-10:45 a.m. On-Line students: on Conference Call at 8:45 p.m.
Briefing:	A look at the Pittsburgh map: literary, cultural, ethnic
Field Trip:	Pittsburgh: The Multicultural Tour Bus Tour with tour script provided <ul style="list-style-type: none"> • The Hill District of August Wilson • The Homewood of John Edgar Wideman • The Point Breeze of Annie Dillard • <i>Pittsburgh</i> and The Homestead of <i>The River Ran Red</i> • The Braddock of <i>Out of This Furnace</i>
Due:	LE 3, Component A Resources and B Learning Activities On-Campus students: In class On-line students: Conference Call

Week TEN	Friday, July 6, 2:00-5:00 p.m. Session Required for On-Line Students; Flex Possibility for On-campus students Presentation of LE 3 Collaboration Unit, Component C The Virtual Tour
Team Task	On-line teams presents LE 3 Collaborative Unit, Component C Virtual Tour

Week TEN	Saturday, July 7, 9:00 a.m.-4:00 p.m. Session Required for On-Line Students; Flex Possibility for On-campus students
Field Trip	<p>Senator John Heinz Pittsburgh Regional History Center 1212 Smallman St. http://www.heinzhistorycenter.org</p> <ul style="list-style-type: none"> ▪ Resources for Teachers & Students: Curriculum Packets and Materials ▪ “Pittsburgh: A Tradition of Innovation” exhibit ▪ “Getting to Know Pittsburgh” scavenger hunt for info <p>Pittsburgh: The Multicultural Bus Tour (with tour script)</p> <ul style="list-style-type: none"> ▪ The Hill District of August Wilson ▪ The Homewood of John Edgar Wideman ▪ The Point Breeze of Annie Dillard ▪ The Oakland of Michael Chabon’s <i>The Mysteries of Pittsburgh</i> and Lester Goran’s “Now That Maureen’s Thirty” ▪ The Homestead of <i>The River Ran Red</i> ▪ The Braddock of <i>Out of This Furnace</i>

Post/Response Ten
What I Can Do to Represent Diversity in the Library: My Plan
Due no later than 5 p.m. on Monday, July 16

Present your plan to represent diversity in the library in which you will work based on the suggestions from these two Agosto articles and from what you have learned in this course. Consider how librarians are serving diverse students and how you might approach your patrons' needs.

Have any of your experiences in the course--whether enlightening, painful, difficult, enjoyable, exciting, or eye opening--changed how you might provide resources and services to a diverse student body and faculty?

Agosto, . "Bridging the Culture Gap: Ten Steps toward a More Multicultural Youth Library." *Journal of Youth Services for Libraries* 14 (Spring 2001): 38-41.

_____. "Building a Multicultural School Library: Issues & Challenges." *Teacher Librarian* 34 (February 2007): 27-31.

Related Web site:

Intercultural e-mail Classroom Connections:

www.teaching.com/iecc

Diversity:

www.Alabanza.com/kabacoff/Inter-Links/diversity.html

Learning Experiences Timetable

On-Campus & On-Line Students
Summer 2012

Learning Experience	Point Value	On-Campus Students Due Date	On-Line Students Due Date
LE 1+ 10 Weekly CourseWeb Postings & Responses and Weekly Participation in Discussions & Activities in Class and in Virtual Chat/Conference Call	20 20	No later than Monday @ 5 p.m. of each week beginning May 22 and ending July 17	No later than Monday @ 5 p.m. of each week beginning May 22 and ending July 17
LE 2* Diversity Awareness Collection Development & Presentation	20	Tuesday, June 12 On-Campus Teams Present in class	Tuesday, June 12 On-Line Teams Present in Conference Call
LE 3* Collaborative Unit with Teachers/Program Unit in Public Library <ul style="list-style-type: none"> • Component A Work in Context & Resources • Component B Learning Activities • Component C Virtual Tour 	10 15 15	Tuesday, July 17 Tuesday, July 17 Tuesday, July 10	Tuesday, July 17 Tuesday, July 17 Friday, July 6
Total Points Earned	100 points		

*** = Team Effort on Learning Experience**

You'll participate as a member of a team to complete this learning experience, and the team will submit ONE document/presentation to which all team members have contributed.

+ = Individual Effort on Learning Experience

You will complete this learning experience by yourself and submit your posting and responses individually.

NOTE: Learning experiences are due on the due dates. An LE submitted between two and twenty-four hours late will have two points automatically deducted. No LE may be submitted more than 24 hours late, and no points will be awarded after 24 hours. If you have an extreme medical or personal emergency, please petition the instructors as soon as possible.

Grading Scale:

Maximum points possible to earn = 100

99-100 = A+	98-93 = A	92-90 = A-
89-88 = B+	87-83 = B	82 80 = B-
79-78 = C+	77-73 = C	72 & below C- Failing



LEARNING EXPERIENCE 1:

1. Weekly CourseWeb Reflective Postings and Responses

(20 points)

and

2. Participation in Class/Virtual Chat/Conference Call and on CourseWeb

(20 points)

(Individual Effort, Total Maximum points: 40)

Weekly Electronic Postings

Students in the On-Campus and the On-Line sections have been blended together to form two discussion groups on CourseWeb.

A selected topic and articles, books and films about that selected topic will be assigned for the posting and responses each week. You should post a reflection on your reaction as an individual and/or as a school librarian. The topics are not easy ones—there are many perspectives and opinions about each; your own thoughtful and honest reflection is the key to a posting that will be helpful to us all.

Consider any sense of empathy and or alienation you feel, your own experiences or lack of experience with the topic, your reactions to the opinions expressed in the articles, and/or any implications for you or your classmates for understanding student behavior and providing library service to students and teachers.

Each of your postings should be approximately 250 words or about one screen. This should allow you to express your ideas with enough specificity but without overwhelming your readers.

On CourseWeb, please post your reflection and response in the appropriate weekly forum beginning on Wednesdays but no later than 5 p.m. the following Monday so that we will be prepared for the week in the classroom and/or in the Virtual Chat.

In addition to posting your own reflection each week, you are expected to read the postings of the other students in your group and to engage in a dialog **by making at least one substantive response each week to the postings and/or to the book/film discussion.**

This dialog will help you reflect on the content of this course, which represents many perspectives, and the writing will help you formulate your professional values and behaviors. This method allows each student to participate in the dialog regardless of quickness of response and to contribute individual perspectives on each topic. Both your reflective postings and your responses in the dialog and the book discussions contribute to our understanding of the topic.

Discussions will occur in class for the on-campus students and during Virtual Chats and the On-Line Students Discussion board for on-line students and on CourseWeb as well as on the Discussion Board forums for both groups during weeks when there is no class meeting/Virtual Chat.

Postings/Responses Schedule

Post #	Post No Later Than 5 p.m.	Topic (more complete explanation on CourseWeb Discussion Board Forums)
1	Thurs. 5/24	The Roots of Our Families
2	Mon. 5/28	Race, Ethnicity, Class, Gender & Poverty in Families as Factors Affecting Library Service and Teaching and Learning
3	Mon. June 4	Growing Up in Culturally Diverse Societies
4	Mon. June 11	Sexual Identity Information
5	Mon. June 18	How Holidays Are Celebrated: Religious, Ethnic, Gender-Identified, Secular, Patriotic & National
6	Mon. June 25	Diversity & Prejudice in Many Forms: Political Correctness & Incorrectness
7	Mon. July 2	Contrasting Views: Indigenous Peoples
8	Mon. July 9	Cultural & Religious Diversity: Tolerance & Intolerance
9	Mon. July 16	What I Can Do to Represent Diversity in the Library: My Plan

Rubric
Learning Experience 1
Group Dialog: Postings & Responses
Discussion in Class and in Virtual Chat
Student Performance Indicators

Reading/Viewing Preparation:

- Complete all class readings/viewings for CourseWeb reflective postings and responses and book discussions to allow enough time to prepare posting and responses.
- Read all postings by classmates to be prepared for discussion in class and in online discussion group.

Reflective Postings and Responses on CourseWeb

(maximum 20 points)

- **Post 10 reflective postings** on CourseWeb beginning on Wednesdays and no later than each Monday by 5 p.m. (beginning May 22 and ending July 17) so that other students will have the opportunity to read postings before class or on-line discussion.
- Be thoughtful in your reflective posts and responses and support your reflections with examples from your readings/viewings.
- **Respond to at least one posting** of another student during each week. Engage in dialog by commenting on classmates' postings and posing questions and comments consistently.

Point Value	Rubric for Posting & Response
2 points	Both posting & response provide insight into topic; content is specific & supporting example is provided
1.5 points	Both posting & response provide concise professional reflection with specific content and example
1 point	Both posting & response are general; not reflective or specific; no example(s) provided
.5 point	Both posting & response too general; superficial, no reflection, comments not supported by evidence; reads like a draft
0 points	Both posting & response are more than 24 hours late without excellent approved excuse from instructor
Please Note	Both a post and a response to another student's post must be made for credit.

Participation in Discussions of Books, Articles and Films in Class and during Virtual Chat and Participation in Team Activities

(Maximum 20 points—2 points per week)

On-Campus students:

- Attend each class and participate actively in each discussion of the book discussion books, articles or films in class by asking questions, making comments, especially observing positive and negative images in the works, and commenting on classmates' remarks.
- Participate actively in each learning experience during class time or on CourseWeb each week: team activities for the learning experiences, a series of field visits, discussions with guest resource persons, reflections in writing and orally.

On-Line students:

- Participate in each virtual chat actively by asking questions, making comments, especially observing positive and negative images in the resources, and commenting on classmates' remarks.
- Participate actively in each learning experience on CourseWeb and/or on Google Docs: team activities for the learning experiences, and the two days of classes during FastTrack MLIS Weekend, Friday, July 6 and Saturday, July 7.

LIS 2327 Multicultural Resources CourseWeb SetUp

To access LIS 2327 on Courseweb, you must use your Pitt CAP account. Use the same user name & password as the one you use to access your Pitt email.

1. Go to: <http://courseweb.pitt.edu> (Do NOT include www) OR access through <http://my.pitt.edu>
2. From the entry page, click "Login" button, type in your user name and password. You are now in "My Courseweb" or rather YOUR Courseweb
3. In the box titled "My Courses," click on the LIS 2327 Multicultural Resources and use the Main Menu for navigation

If you have a problem logging on the first time, please visit the University Accounts Management Website

- <http://accounts.pitt.edu>
- Log into the site using your University Computer Account username and password and then click on "View Account Information."
- When you have done this, return to Courseweb and log in again. You will only need to follow this procedure once.
- You can contact the Pitt Help Desk 24/7 at 412-624-HELP (4357)

Announcements

When you log on to CourseWeb, check **Announcements** first. These will be on the first screen that you see. Be sure to scroll through because there may be more than one and the order of these cannot be changed.

Main Menu

- Announcements
- Course Info—2012 Syllabus
- Learning Experiences 1-3
- Groups On-Campus and On-Line students and On-line only group for Virtual Chats)
- Weeks One through Week Ten (all readings for each week are in these by week, most as PDF files)

IMPORTANT:

- Remember that you must use your Pitt Account to logon to CourseWeb
- All email for this course will be sent through CourseWeb to your Pitt account
- If you forward your Pitt account to another email account, **please be sure that you are able to receive all messages sent to you.**
- Be sure that you do not exceed your quota in your Pitt account; clear your messages frequently

Instructions for Postings and Responses on CourseWeb:

Log on to CourseWeb:

1. Click on the LIS 2327 homepage,
2. Click on "GROUPS" (a green button on the left side)
3. Click the first group of all on-campus and on-line students. (On-Line students are also members of the On-Line Only group for Virtual Chat
4. Click on "Group Discussion"
5. Click on the forum for the post each week. This should be the first forum after the Logistics Forum
6. Click on ADD A NEW THREAD button and paste in your post.

NOTE: It is easier and safer to compose your post as a Word document and paste into the thread box.

Learning Experience 2
Diversity Awareness Collection Development
Due

On-Campus Students: In class on Tuesday, June 12
On-Line Students: During Conference Call, June 12

Due: Tuesday, June 12 Maximum Point Value: 20 points

Each of the **three on-campus teams** and the **three on-line teams** will:

1. Choose one of the following racial, ethnic, cultural, religious, or sexual-identity groups and evaluate a range of resources about the group for children and young adults using the criteria/guidelines discussed:
 - African Americans
 - Hispanics
 - Asian Americans
 - Native Americans
 - Muslims
 - Sexual orientation (gay, lesbian, bisexual, transgender)
2. Choose either:
 - Public library setting (children and young adults)
 - School library (elementary, middle, high school)
3. Choose several items suitable for its collection for each of these levels:
 - Younger Children/Primary grades (Pre-K-Grade 3)
 - Older Children/Intermediate grades students (Grades 4-6)
 - Younger Young Adults/Middle School/Junior High students (Grades 5-8)
 - Older Young Adults/High School students (Grades 9-12)
4. Develop a **set of guidelines** to evaluate the potential resources.
5. Choose a **collection of twenty items** that your team thinks represents the group in an authentic way. Consider items from the reading list “Booklist of Multicultural Resources” from this course, from professional reviews, and retrospective selection sources and then examine items in a library if you can.
6. Try to find at least **one example of a resource that your team does not recommend** because of its inaccuracies or negative images or language. Describe why it is a bad example.
7. Write a **critical annotation** of each item **in your own words** and include a complete bibliographic citation. Be sure to attribute professional reviews with citations.

Possible types of resources to assess and include in the collection:

(Your team might not find an example of each)

1. Picture book (print or eBook)
2. Easy reader/chapter books (print or eBook)
3. Non-fiction for older children/intermediate/middle school students (print or eBook)
4. Non-fiction for young adults or for adults suitable for young adults (print or eBook)

5. Periodical (print or electronic)
6. Spoken word or music
7. Web site
8. Fiction for young adults or for adults suitable for young adults (print or eBook)
9. Video

Each team will present highlights from its collection: on-campus teams in class; on-line students during Conference Call.

- Talk about several of the resources to demonstrate why each was selected
- Show illustrations
- Discuss the guidelines used by the team to make selections

Points for Team Participation: (A maximum of 2 points may be earned by each team that demonstrates and documents a consistent participatory process that involves all team members sharing responsibilities)

Individual members of the team should:

- Be well prepared to participate in team activities consistently and assume and complete assigned task responsibilities as determined by team members to meet deadlines comfortably and to allow all members of the team time to provide comments.
- Contribute to a positive and productive learning environment.
- Meet all deadlines set by the team.

Learning Experience 3
Collaborating on a Multicultural Unit with Teachers
or

**Planning a Series of Programs for Cultural Awareness for a
Public Library***

**Component A: Placing the Work in Context & Selecting Supporting
Resources**

Due: Tuesday, July 17 Submitted as PDF to Main Discussion Board
Maximum Point Value: 10

Component B: Planning Learning Activities

Due: On-Campus Students, Tuesday, July 10, In Class

Due: On-Line Students, Friday, July 6, in Class

Maximum Point Value: 15

Component C: Virtual Tour

Due: On-Campus Students, Tuesday, July 10, In Class

Due: On-Line Students, Friday, July 6, In Class

Maximum Point Value: 15

Each team chooses one of the following works as a centerpiece for a unit with a teacher or group of teachers in a specific subject area and grade level. Each of the six teams must choose a different work.

1. Bell, Thomas. *Out of This Furnace*.
2. Curtis, Christopher Paul. *The Watsons Go to Birmingham*.
3. Dillard, Annie. *An American Childhood*.
4. Erdrich, Louise. *The Birchbark House*.
5. Iweala, Uzodinma. *Beasts of No Nation*.
6. Maruki, Toshi. *Hiroshima No Pika*.
7. Na, An. *A Step from Heaven*.
8. Nelson, Kadir. *We Are the Ship*.
9. Ryan, Pam Munoz. *Esperanza Rising*.
10. Satrapi, Marjane. *Persepolis & Persepolis 2*.
11. Wilder, Laura Ingalls. *The Little House on the Prairie*.
12. Wilson, August. *The Piano Lesson*.

Points for Team Participation:

(A maximum of 2 points allocated for each of the three components may be earned by a team that demonstrates and documents a consistent participatory process that involves all team members sharing responsibilities)

*= Instructors will work with students interested in public library work with children and young adults to structure this learning experience for a public library setting.

LE 3, Component A: Part I and Part II
Placing the Book in a Context for Teaching and
Selecting Supporting Resources

Due: Tuesday, July 17

Maximum Point Value: 10

Component A. Part I. Placing the Work in a Context for Teaching

1. Identify the **grade level and subject area** you think would benefit from reading this work and explain why. Then identify the **level of achievement of the class** (e.g., high-achievement students, mixed-achievement students, low-achievement students) and explain why the team picked this achievement level.
2. **Place the time and setting of the book in an historical context to relate to the book :**
 - a. Identify the **setting and time** in which the book occurs.
 - b. Identify **five events** that happened in the country/world at the time the story takes place. (For example, political and/or cultural events and scientific discoveries/inventions).
 - c. Identify **two sources** in which you located this information.
 - d. Provide **one citation for a newspaper or periodical** on the book's topic published at the time the story takes place.
 - e. Identify the **source** in which you located this citation.

Component A. Part II. Selecting Supporting Resources

1. **Select three suggested background readings for teachers to help them prepare to teach this work:**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
2. **Select two items related to the book or the topic for teachers and/or students to be obtained through Interlibrary Loan (ILL) on ACCESS PA:**
 - a. Provide full bibliographic citations
 - b. Identify the source library (ies) from which to borrow
3. **Select and describe briefly five related Web sites for teachers and/or students to obtain more information about the book, the topics or the historical period:**
 - a. Identify the search engines used
 - b. Identify the search terms used
4. **Select five periodical articles related to the topic(s) of the assigned work:**
 - a. Provide full bibliographic citations and one-sentence summaries for each
 - b. Identify the subject headings/search terms used and the sources used to retrieve citations

5. **Select three primary sources related to the topic(s):**
(These primary sources may come from a library or archive visited on a field trip.)
 - a. Document (For example, advertisement, diary, newspaper)
 - b. Public record (For example, birth, death or marriage certificate)
6. **Select two items on the topic(s) as new purchases:**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
7. **Create a playlist of four related songs or musical pieces available on CD or iTunes or another source:**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
8. **Select two photos and two paintings or works of art for the period or location of the book: (Use ArtStor for art works)**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
9. **Select two related poems or collections of poems on topic(s)**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
10. **Select two related biographies and/or autobiographies related to the topic(s)**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
11. **Select two related videos from YouTube or TeacherTube and/or spoken word audios for teacher use in the classroom:**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
12. **Identify two possible community and/or human resources who relate to the topic(s):** Could be from the local, state or national level)
 - a. Provide contact information
 - b. Describe how you located these individuals
13. **Identify two sources of biographical information (print or electronic) about the author:**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information
14. **Identify two sources of critical evaluation about this work or about the author's work(s):**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information

15. **Identify other related works by this author:**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information

16. **Make two suggestions for what students could read after reading and studying this work:**
 - a. Provide full bibliographic citations
 - b. Identify the source(s) in which you located this information

17. Identify any possible person, group or institution to follow on Twitter and provide a sample tweet.

**LE 3, Component B:
Planning Learning Activities Related to the Work Being Studied**

Due:
Tuesday, July 17 for On-Line Students, Conference Call
Tuesday, July 17 for On-Campus Students in Class
Maximum Point Value: 15

1. Develop a list of 15 possible specific sub-topics for students across a range of achievement levels to explore in individual projects.
2. Prepare a lesson plan for a learning experience that introduces the book/topic and extends the students' understanding, appreciation, and/or enjoyment of the book/topic. Include:
 - a. Student learning objectives
 - b. Student understandings to demonstrate prior knowledge and deeper abstract ideas
 - c. Two Related *Common Core State Standards* in the appropriate curriculum area
 - d. Two Related *Standards for the 21st Century Learner* (AASL)
 - e. Teaching strategies
 - f. Resources and equipment needed
 - g. Assessment of student learningConsider what teaching/learning can be accomplished in a given amount of time: a period, a day, a week, a grading period. Assume that the school day has seven periods.
3. Prepare a school-day-long series of activities for a culminating learning experience that draws upon what the students have learned from reading the book and engages them in an activity.
 - a. Plan a schedule of school-day-long series of activities that involve both learning and enjoyment (e.g., food events, performances, learning stations, field trips, guest speakers).
 - b. Describe each activity and the resources and equipment needed.
 - c. Describe how students, teachers, parents and guests might be involved in the activities.

LE 3, Component C:
Preparing a Virtual Tour Related to the Work Being Studied
On-Campus Students Due: Tuesday, July 10
On-Line Students Due: Friday, July 6

Maximum Point Value: 15

Plan a Virtual Tour of approximately **six minutes** that introduces the setting and time period of the book and enhances their experiences in reading the book.

Prepare a PowerPoint, Prezi or iFilm that includes the following:

1. Plot a simulated route and the stops on the route that will help student readers understand the context (setting and period of time) and the story.
2. Prepare a simple map showing route and stops.
Consider not only places that are mentioned in the story but also any local resource centers or landmarks that provide information on the period of the work.
3. Plan the itinerary and identify each stop and what learning experiences will happen at that location.
4. Describe any activities the students can participate in during the trip.
5. Document your tour by using the Web.2 Tool Kit for photos, digital images, video, sound, embedded links, scanned documents, digital posters, brochures and/or local resource persons.
6. A Flip camera will be available for teams to borrow for a day.

The Team will present the Virtual tour to the class