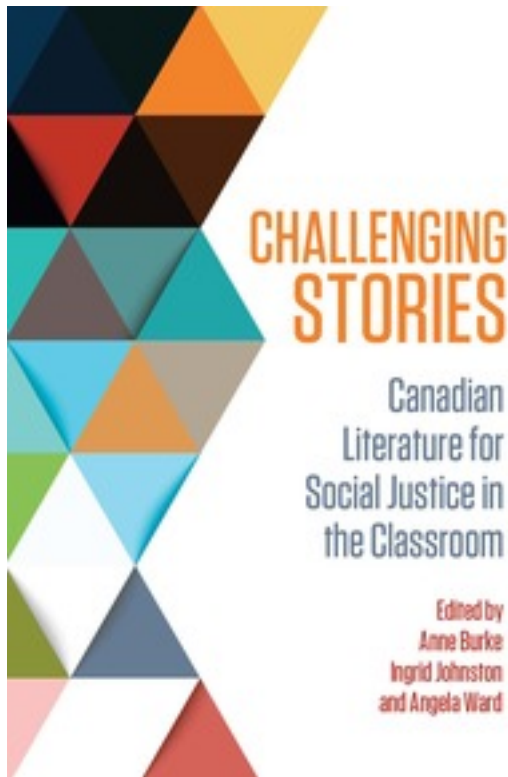


# Challenging Stories

## Canadian Literature for Social Justice in the Classroom



### Subjects

Education  
Early Childhood Education

224 pages

6.75 x 9.75 inches

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How can Canadian educators begin to instill cultural sensitivity and social awareness in elementary and secondary school students? This vital text attempts to answer that question by bringing together literacy scholars and practicing teachers in a unique cross-Canadian exploration of children's literature and social justice. Through reflection on the experience of teaching with various Canadian texts including picture books, novels, and graphic novels, the contributors behind *Challenging Stories* create a "pedagogy of discomfort" that will encourage both educators and their students to develop critical literacy skills. The compelling contributions to this collection highlight the complexities of teaching with texts that address issues of discrimination, historical marginalization, colonialism, racial and gender intolerance, sexual orientation, language, and cultural diversity. The authors offer first-hand insight into the possibilities and challenges of implementing curricular and pedagogical changes to promote equity and social justice in the classroom. Featuring the stories of participating teachers and an annotated bibliography of children's literature, this invaluable resource will prove to be essential reading for current and future students in undergraduate education programs across Canada.

### \*\*Features\*\*

- engages in stories from the classroom, highlighting complex issues of teaching literature for social justice
- highlights contemporary Canadian texts by authors and illustrators from diverse backgrounds, including Indigenous and immigrant authors and illustrators

### Author Information

Anne Burke  
Ingrid Johnston  
Angela Ward

### Reviews

"This collection offers a long overdue and nuanced exploration of how educators might tackle issues of injustice and inequity that invariably entail discomfort and pedagogical challenges. The courageous contributors to this volume offer specific and innovative ways to engage in some important but difficult conversations in the classroom, and I highly recommend it to any educator with a passion for social justice." — *Darren E. Lund, PhD, Werklund School of Education, University of Calgary*

"The quality of writing, the depth of content, and the precise articulation of theoretical connections between children's literature and the teaching of social justice make this an outstanding contribution to the current collection of books on this subject. It will be on my bookshelf and my required reading lists." — *Kathryn Shoemaker, PhD, Language and Literacy Education and the iSchool, University of British Columbia*

"This book offers insight into how the study of multicultural, postcolonial literature can provoke teachers and students to question their deeply held beliefs and assumptions, and to work towards gaining a deep understanding of structural inequalities and social injustices.... Teachers and teacher educators will be interested in the inquiry group model at the center of the research and the rich resource of Canadian literature the book provides." — *Susan Tilley, PhD, Faculty of Education, Brock University*

### Table of Contents

#### \*\*Foreword\*\*

Dr. Joyce Bainbridge

#### \*\*Introduction\*\*

#### SECTION ONE: Unsettling Our Sense of Place through Reading Canadian Literature

Chapter 1: Aren't We All the Same? The Challenges of Choosing Multicultural Literature in Historically Monocultural Communities  
Geraldine Balzer

Chapter 2: "I Wouldn't Stand Too Close to This Story If I Were You . . .": Vancouver Island Teachers Explore Social Justice Issues  
Angela Ward, with Allison Balabuch, Lauren Frodsham, Dale Jarvis, Tanya Larkin, Carol Nahachewsky, Katherine O'Connor, Devon Stokes-Bennett, and Alison Preece

#### SECTION TWO: Encounters between Readers and Challenging Texts

Chapter 3: Multimodal Perspectives on Teaching Canadian Literature for Social Justice  
Ingrid Johnston, Karen Jacobsen, and Bill Howe

Chapter 4: Challenges for Teachers and Schools: Creating Spaces for LGBTQ Literature in Schools  
Anne Burke and Aedon Young

Chapter 5: The Limits of "Understanding": Teaching Residential School Stories in the Classroom  
Amaru Yoder and Teresa Strong-Wilson

#### SECTION THREE: Opening Minds: Pedagogies for Social Justice

Chapter 6: A Plurality of Voices for Social Justice: Implementing Culturally Responsive Pedagogies in a

Justice  
Lynne Wiltse and Shelby LaFramboise-Helgeson

**\*\*Afterword\*\***  
Ingrid Johnston

**\*\*Bibliography of Children's Literature**  
Author Biographies  
Index\*\*

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Susan W. Woolley, Lee Airton  
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Pamela Adams, Carmen Mombourquette, David Townsend  
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