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
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**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_.

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