

THE CONFEDERATED TRIBES OF GRAND RONDE

# EDUCATOR'S GUIDE TO CULTURALLY RESPONSIVE BOOKS



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# LIBRARIES SHOULD INCLUDE BOOKS ABOUT:

## LANGUAGE

Book that integrate multiple languages should include actual language, no slang or invented terms. Books should also use specific words and phrases from the culture being depicted.



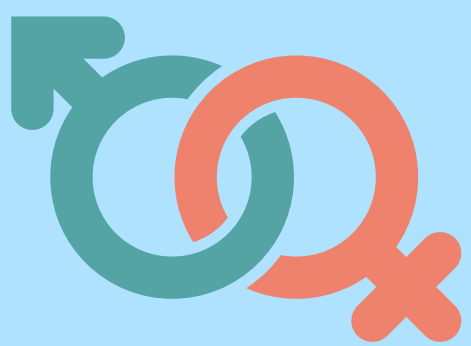
## ETHNICITY/RACE

Book should include accurate and respectful information & images about various cultures, tribes, customs, and people



## SOCIOECONOMIC STATUS

Themes of economic diversity, cultural and socioeconomic representation and the importance of community can be integrated into books to enhance students' understanding of human behavior and lives differing from their own.



## GENDER

Look for books that show female characters in positive, active roles that break gender stereotypes  
Books should also show male characters that break gender role stereotypes



## INTERESTS

Finding books that include characters with a variety of interests increases the probability of student engagement and relation to the text. Books should also include larger themes relevant to children, like coming of age or coming to terms with the past.



# LIBRARIES SHOULD INCLUDE BOOKS ABOUT:

## COGNITIVE ABILITY

Books should display a variety cognitive ability levels, including neurodivergent thinking and processing strategies.



## RELIGION

Books including religious concepts can be used to introduce students to religions around the world.



## VIEWPOINTS

Books should present the complexity of issues and offer multiple perspectives. Students should be presented with a variety of information and perspectives - aiding them in constructing their own views and beliefs.



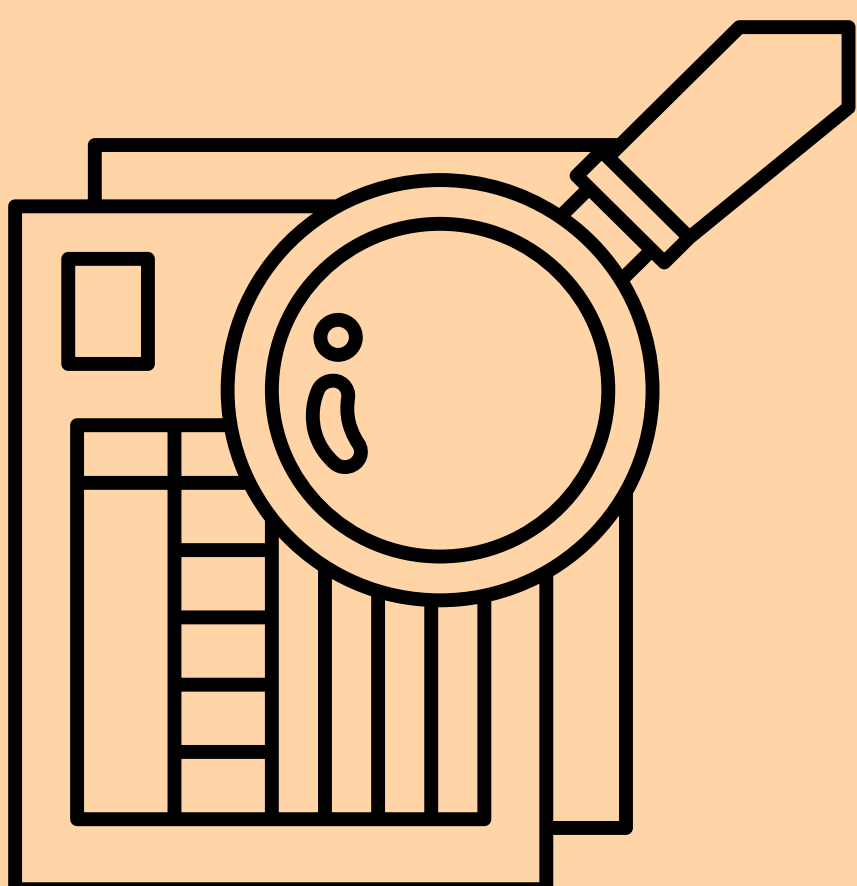
## PHYSICAL ABILITY

Include books that portray children with disabilities positively and as active, capable main characters



## EXPERIENCES

Look to include books that positively show many different lifestyles, family dynamics, and a balance of historic and modern depictions with real life events and daily activities





# How to Build a Culturally Responsive Library

1

## Review



Review and evaluate your current classroom collection.  
Examine books for accuracy and appropriateness.

2

## Identify



Identify the culture of the students in your  
classroom. Determine what topics or themes are  
missing from your library.

3

## Research



Research themes, book titles, and authors that provide  
culturally accurate information and materials.

4

## Access Resources



Begin adding books to your library utilizing  
recommended reading lists and suggestions from  
families, communities, etc.

5

## Share



Share new titles with students and encourage them to  
read titles that they may not normally select.

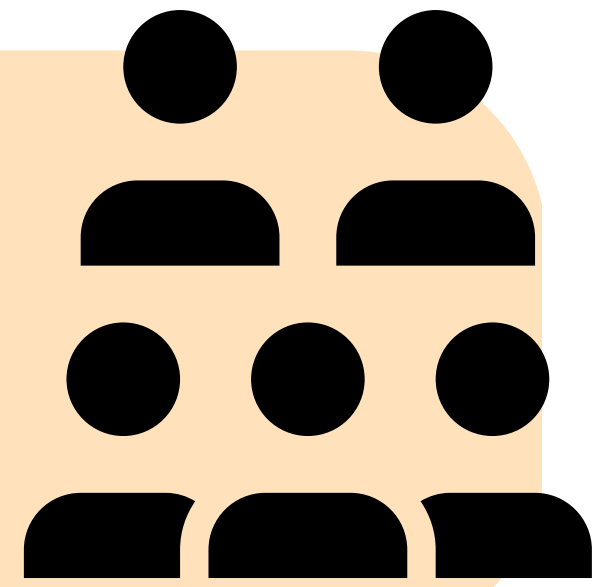
# Reviewing Books for Cultural Appropriateness

How to make well-informed choices about the books in your classroom and select the best titles for your students.

1

## Context

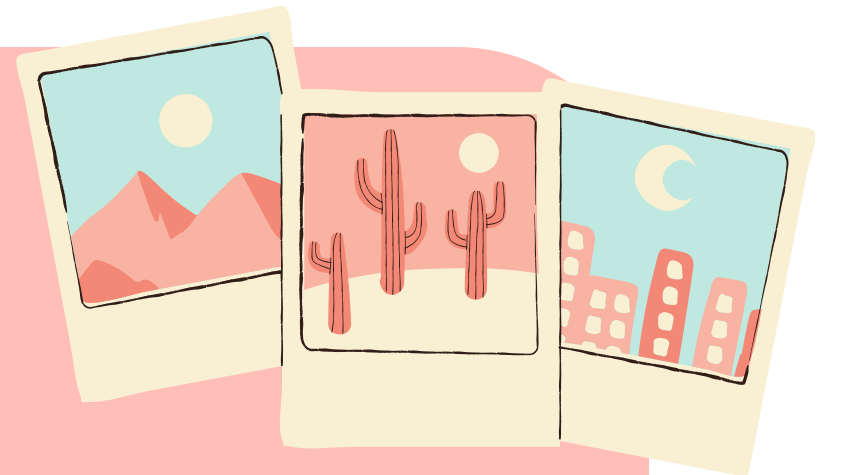
- Who is the author?
- What is the author's background?
- When was the book written?
- Who is the intended audience?



2

## Illustrations

- Are there any offensive images?
- Are diverse characters accurately illustrated?
- Do the illustrations match the story?



3

## Messages

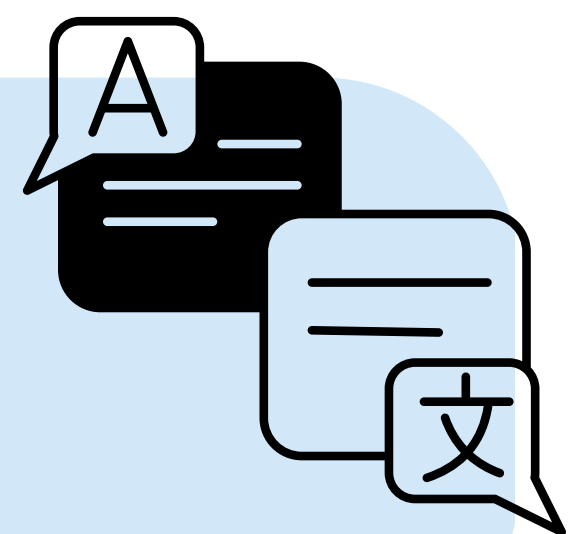
- What is the overall message and theme?
- Does this message resonate with the students in your classroom?
- Does the message enhance the self-image of diverse students?



4

## Word Choice

- Are there any problematic words or phrases in the book?
- Is there any offensive language used?
- Are dialects used appropriately and respectfully?



# CTGR GUIDE TO EVALUATING NATIVE BOOKS



## AUTHENTICITY

- ☐ Does the author/illustrator specify a tribal nation?
- ☐ Is the information specific to the tribe referenced?
- ☐ What is the time period?
- ☐ Is the history accurate?
- ☐ Is the book written by a Native author?
- ☐ Are the illustrations accurate and respectful?

## LANGUAGE

- ☐ When referencing Native American peoples and/or traditions, is the language respectful?
  - ☐ Does the book avoid loaded language such as "sit Indian style"?
  - ☐ When incorporating Native languages, is proper terminology used?
- If the book is a translated piece of work, does it convey the original message and not sound like an awkward, word-by-word interpretation?

## DIVERSITY

- ☐ Does the book reflect the unique diversity of different tribes and their customs?
- ☐ Does the book eliminate the idea of the "generic Indian"?
- ☐ Does the book reinforce the idea that Native American people still exist today?

## MESSAGES

- ☐ Are the Native American characters depicted as role models?
- ☐ Does the book avoid perpetuating or reinforcing negative stereotypes?
- ☐ Are the books meaningful and contributing to an educational context?
- ☐ Is the storyline enriching and well-constructed?
- ☐ Does the Native American presence contribute to the overall value of the book?
- ☐ Does the book provide knowledge about contemporary Native Americans to balance historical information.