

Mange av døma er eigentleg knytte til utvikling av god undervisningspraksis i generell forstand og svarer derfor ikkje heilt klart på spørsmålet om korleis læraren kan undervise mest mogleg på mål-språket. Søkjelset er retta vel så mykje på undervisningsmetodikk som skal fremje

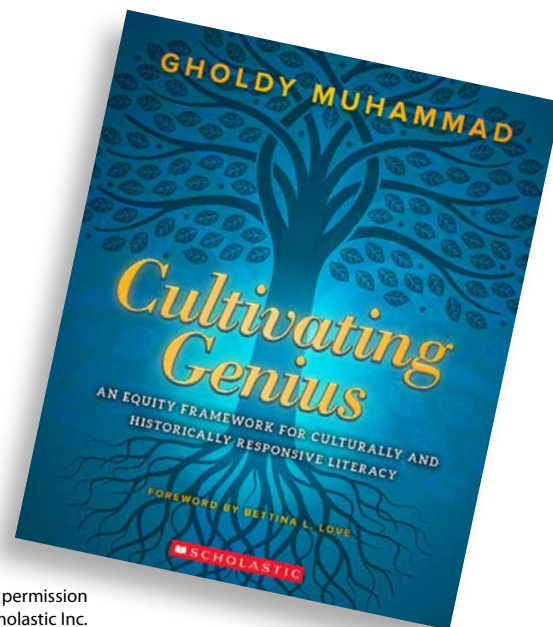
språkutvikling og skape motivasjon, noko som i seg sjølv ikkje nødvendigvis viser korleis læraren kan bruke mål-språket i størst mogleg grad. Mykje av innhaldet i boka vil vere velkjent stoff for erfarne framandspråklærarar, og boka kan såleis vere aller mest nyttig for nyutdanna fra-

mandspråklærarar. Uansett kan boka vere eit godt verktøy for framandspråklærarar som ønskjer å vidareutvikle praksisen sin, for ho legg opp til ein interessant refleksjon som kan skape godt grunnlag for samtalar i profesjonsfellesskapet.

Cultivating Genius

- AN EQUITY FRAMEWORK FOR CULTURALLY AND HISTORICALLY RESPONSIVE LITERACY (SCHOLASTIC, 2020)

by Dr. Gholdy Muhammad



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Dr. Gholdy Muhammad applies her historical inquiry into 19th-century African American literary societies to create a set of new learning standards that she argues are necessary for our current political climate and the diverse populations of schools. Although this book begins its analysis with Black literary institutions in the U.S., ultimately it is a book about student access. Therefore, educators around the globe can and should use it, parti-

cularly those who serve black and brown communities that have been marginalized and underserved.

In the first part of the book, Muhammad presents central lessons synthesized from her study of Black Literary Societies and uses them to reframe literacy education standards into four learning goals: 1) identity development; 2) skill development; 3) intellectual development; and 4) criti-

city. This four-level equity framework, or Historically Responsive Literacy (HRL) Framework, is grounded in critical and culture-centered theories such as culturally relevant teaching (Ladson-Billings, 1995) and culturally responsive education (Gay, 2000). Muhammad presents Historically Responsive literacy as both a theory and a model and explains that HRL responds to students' cultural (and other) identities, the cultural (and other) identities of others,

as well as the historical and current social times in which we live. HRL comes from a multiple literacies and language perspective and defines literacy beyond reading, writing, and language skills to include how we read and write our world. Literacy, as applied from definitions in Black Literary Societies, expands to include *all* learning and education.

In part two *Cultivating Genius*, Muhammad explores the four learning goals in greater depth, including ways to understand and teach each goal, and lesson samples using the four-level equity framework lesson template, which is also available at the end of the book. For instance, in the chapter on identity development, Muhammad details a “Tell Our Name Stories” unit with a list of readings and writing prompts. For skills development, she discusses the importance of mentor texts and provides rubrics for teaching the language of writing assessment in different genres. In the intellectual development chapter, examples include topics for debate and student problem solving about the human condition. For developing criticality, she includes interrogation of media and critical open letter writing to future generations. Traditionally, curricula focus on skills and sometimes knowledge; adding and emphasizing identity and criticality teaches the whole child while benefiting the individual and the collective.

In the final section of her book, Muhammad focuses on the importance of libraries and selecting historically responsive texts that reflect and represent our students’ identities and experiences. She provides suggested approaches to selecting and using texts when teaching the HRL Framework, such as “layered texts” (when teachers layer multimodal texts that are short and powerful) and textual lineages (shared texts from our past that are meaningful). She also provides an HRL Curriculum Assessment Review tool that educators can use to evaluate their texts and curriculum. The book closes with additional lesson and unit samples using the four-level framework. These models are especially useful for seeing how each of the learning goals might look in teaching practice for a variety of grades and content areas such as 3rd grade computer science and high school dance.

Cultivating Genius is written for teachers, preservice teachers, principals, and school leaders and includes questions for further consideration at the end of each chapter targeting each of these populations. In fact, Muhammad asks her readers questions throughout this short text about issues vital to educators in all disciplines and all regions, including questions about the very purpose of schooling. By using the historical blueprint of Black excellence in literary community, Muhammad argues

for curriculum that cultivates the genius that already lives inside students and teachers to bring about social transformation. This means deeply knowing students and ensuring they see themselves in the texts and practices of our classrooms.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.