



How Words and Literature Support Hope in Classrooms

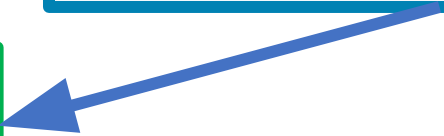
Elfrieda H. Hiebert
TextProject

A vibrant, abstract painting of a human brain, rendered in a variety of colors including red, yellow, green, blue, and purple. The brain is set against a dark, textured background. A white rectangular box with a black border is superimposed on the brain, containing the word "Knowledge" in a simple, black, sans-serif font. The overall style is expressive and artistic, suggesting the complexity and richness of human knowledge.

Knowledge

Knowledge

Texts



CHAPTER 9

Different Labels But the Same Concepts

English Learners

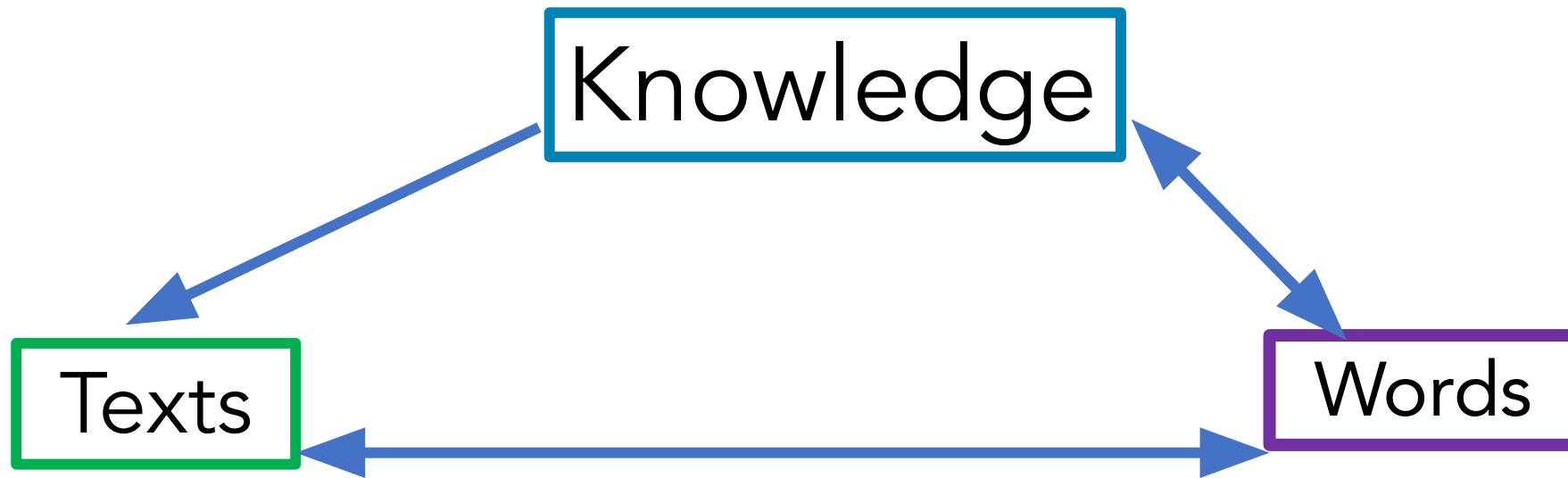
Example 1: "I'm going to catch a crab today," yelled Sailor Paul. Soon his nets were full and taut, and Paul hauled them up on the deck. "Get away, silly squid," scolded Sailor Paul. "Don't sprawl on my yawl!" (Sailor Paul and the Crabs, Paulson, 2000)

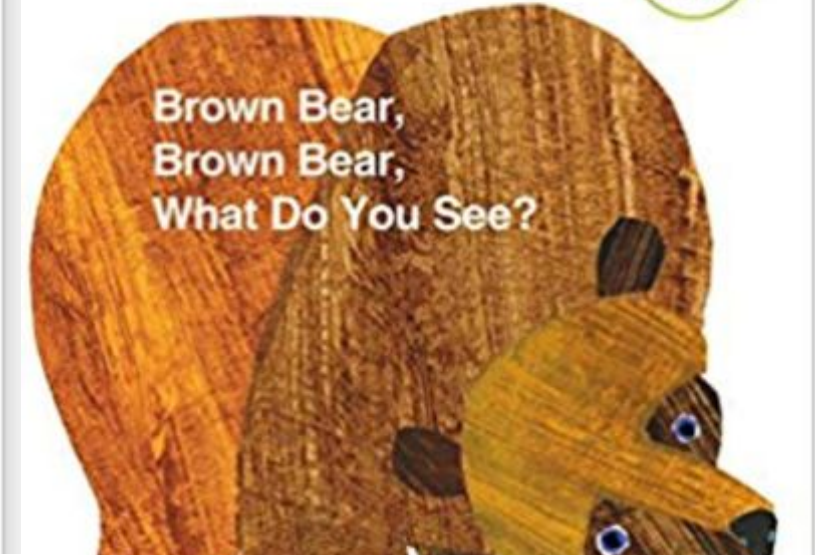
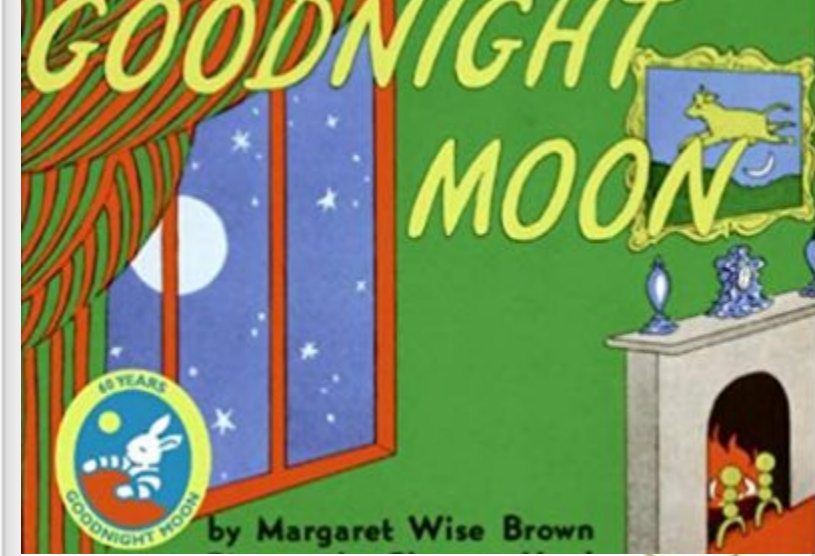
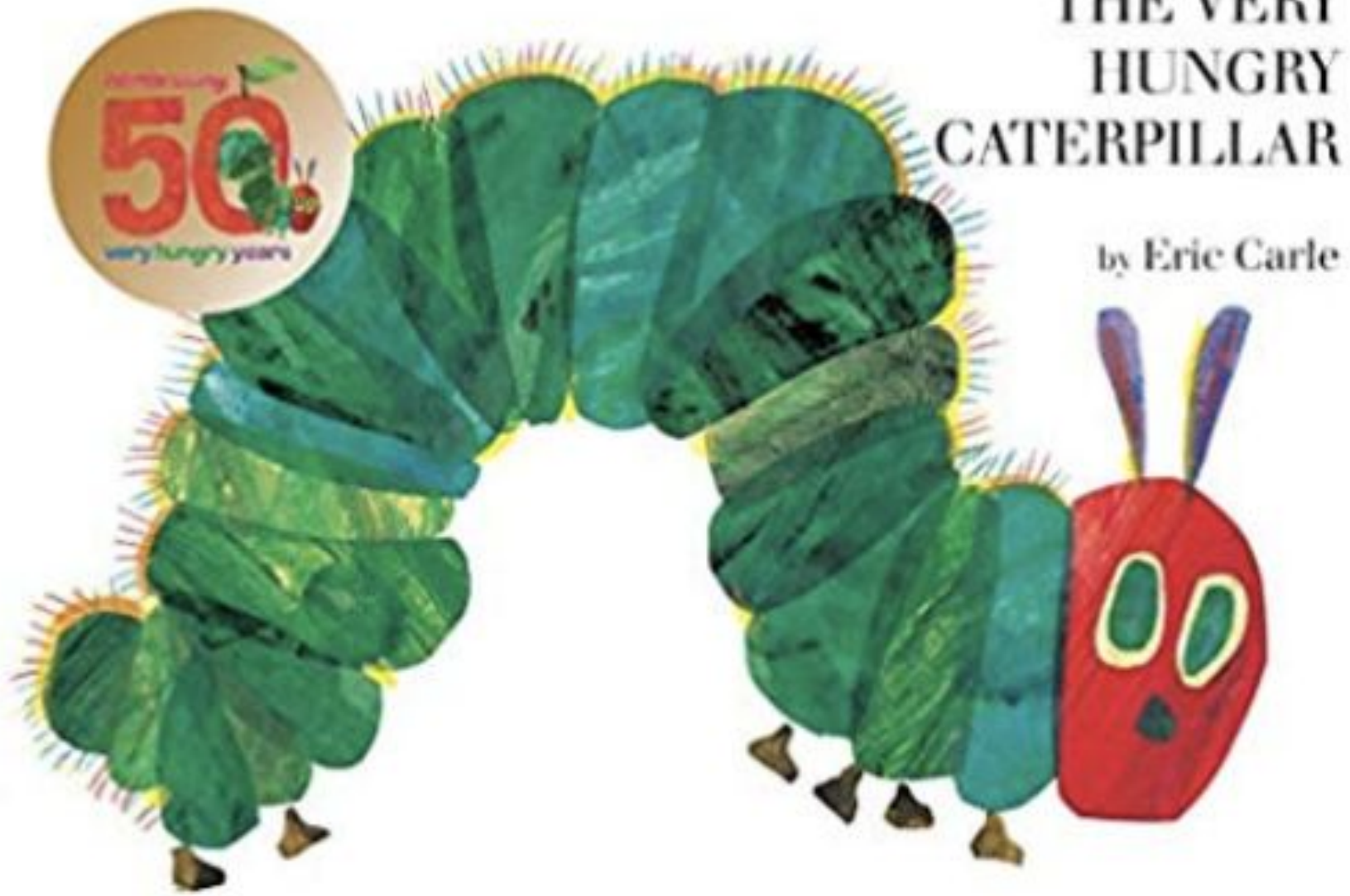
Example 2: The children are drawing pictures. Ann draws a green lawn. What's on the lawn? A little deer or a fawn is on the lawn. Ben draws a pile of yellow straw. What is in the straw? A fawn lies in the straw. (Drawing Pictures, Hebert, 2019)

In the United States as we approach a new decade—2020—about 10% of our students enter school speaking native languages other than English (McFarland et al., 2018). English learners (ELs) may not have English labels for concepts, but they do have labels for concepts in their native languages. In the usual materials and approaches of English/Language Arts, ELs are asked to learn to read words for which most young children do not have associated meanings in their native language, such as *yawl* and *yawl* in Example 1. Instructional demands such as those represented by the first excerpted text can intensify the challenge for ELs. Example 2 illustrates a text where students' knowledge of activities (e.g., drawing) and aspects of nature (e.g., animals, growing things) are the foundation for learning new concepts such as *fawn* and *lawn*.

Additionally, evidence points to strengths of ELs, such as their acuity in attending to the sounds of language, which often are not recognized in schools. This chapter develops a perspective in which strengths that ELs bring to language learning are the foundation for the design of learning experiences for those students and in which

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Storybooks for toddlers can have more hard words than typical conversations between adults.



Fostering Hope with Children's Literature



Article: Massey, D. D., Vaughn, M., & Hiebert, E. (2022). *Fostering Hope with Children's Literature: The Reading Teacher*, 75(5), 575-582

Purpose

Today, in a world of instantaneous communication, children and young people can be confronted with images and information that are troubling and hard to understand. "Fostering Hope with Children's Literature" is an essay that draws on scholarship about how literature can give children and young people insight into how people have found unexpected sources of strength and resilience in challenging times.

Findings

Both stories and nonfiction books are part of the literature of hope. Most stories have a plot that involves a resolution of a problem or challenge. Similarly, many nonfiction books describe inventions, journeys, and actions people have taken in dealing with predicaments. From the vast selection of fiction and nonfiction books, teachers should select books that represent diverse backgrounds, experiences, and solutions. Specific books within a collection should be chosen as anchor texts. These are books that merit substantial engagement and can be revisited throughout a school year.

All roles of books described by Rudine Sims Bishop (1990) should be included over a school year: mirrors (readers see their own lives reflected on the pages); windows (readers get a view of lives and stories that differ from their own); and sliding doors (readers are transported into the story's world and feel empathy for its characters). Furthermore, the voices and experiences of individuals and groups should include history, present experiences, and a vision of the future.

Selections of books and plans and actions based on books are described at three levels:

- Student: Independent reading can give individuals the opportunity to delve into topics and themes of interest.
- Classroom: Book clubs can be a context for students to share interpretations and questions.
- Community: Students can explore real-world issues and develop plans of action to contribute to solutions.

Applications

- Individual book titles, lists of books that can serve as anchors for discussions, and collections of books on topics (e.g., food scarcity and production) are included in the essay.
- Specific writing activities to accompany reading and discussion are part of the ideas for teachers.
- A graphic describes four steps for reflecting on books and uniquely applies them to fiction and nonfiction: (a) setting goals, (b) making plans, (c) taking action, and (d) specific reflection on hope.

• <https://www.researchgate.net/profile/Elfrieda-Hiebert>

Fostering Hope with Children's Literature

Dixie D. Massey, Margaret Vaughn, Elfrieda Hiebert

How can teachers use children's literature to help students find hope in discouraging times?

When students and teachers left their classrooms on Friday in mid-March of 2020, none of them realized that they would not return to business as usual the following Monday. The world changed in dramatic ways with the reality of COVID-19. American students and their teachers would experience another seismic shift on Memorial Day of 2020 when the final moments of George Floyd's life were documented and became a catalyst for a global racial justice movement. These events can be understood as trauma with immediate and potential long-term impacts on students' and teachers' health and well-being (Kendall-Tackett, 2020). As our students feel the weight of the many changes and stressors in their academic, social, and family lives during this time, how can we encourage hope?


Central to our position is that children's literature provides an essential tool for fostering hope. We view children's literature as encompassing a broad categorization of texts (including fiction, nonfiction, poetry, and other expanded notions of traditional texts). Children's literature is a powerful medium in the "social construction of perceptions and narratives" (Hayden & Prince, 2020, p. 1). Readers can see the world in which they live reflected in nonfiction as it conveys "information about the natural and social world" (Duke & Bennett-Armistead, 2003, p. 22). Fiction helps readers see the world through characters' lived experiences and the tensions and situations resolved. For example, through historical fiction readers can learn about the experiences of emotions of individuals from backgrounds similar or different from their own (Crisp, 2015). Contemporary texts invite readers to "construct meanings in the world of text and to seek potential meanings with others outside of the text" (Ivey & Johnston, 2015, p. 257). Throughout this article, we use examples from texts, informed by our local communities. We offer these texts as examples with the understanding that readers will select texts that are representative of the diverse linguistic, social, and ethnic and racial composition in their own local communities and lived experiences.

Hope is instrumental in how we move forward as a profession. To be clear, books and activities do not create hope. Rather, they provide the environments and opportunities where teachers and students build hope through intentional practice. To that end, we begin by describing the basis for this view and then move to how to use children's literature to support hope.

Building Hope: In Theory

Hope is a "galvanizer of action" (Lazarus, 1999, p. 666) and can lead students to interpret pathways to solving problems, seek more challenging goals, and negotiate their agency (Bullough & Hall, 2011; Vaughn & Massey, 2021). By hope, we echo scholars who have studied hope in children and have defined this construct as a sense of optimism for the future (Maholmes, 2014). As Lucas and colleagues (2015) explained, "[Hope] is characterized as a human strength that involves a person's capacity to (a) clearly conceptualize goals (goals thinking), (b) create ways or strategies to achieve those goals (pathways thinking), and (c) initiate and sustain motivation for using those strategies (agency thinking) to effectively obtain what a person is looking for" (p. 200). By this, we do not mean that hope is solely an individual, cognitive pursuit. Rather, it is both something that individuals have some control to create AND something that is nurtured within community.

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The authors' data has been updated.



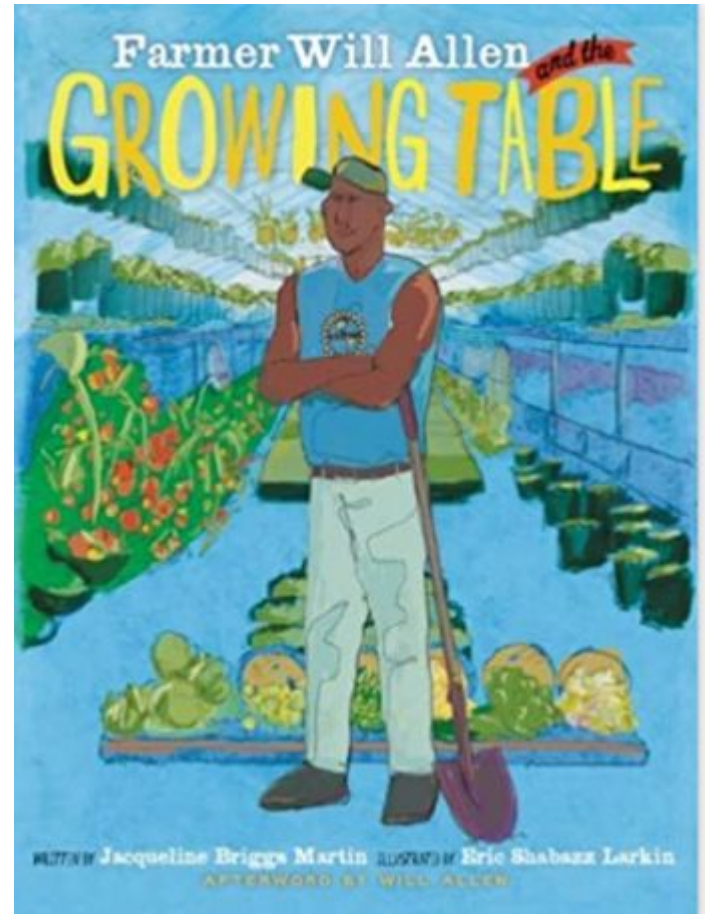
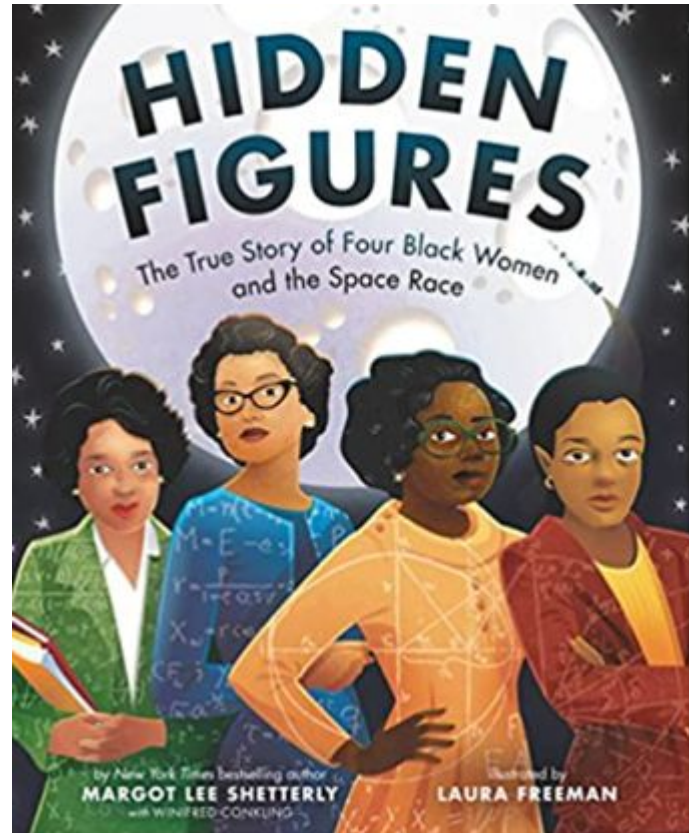
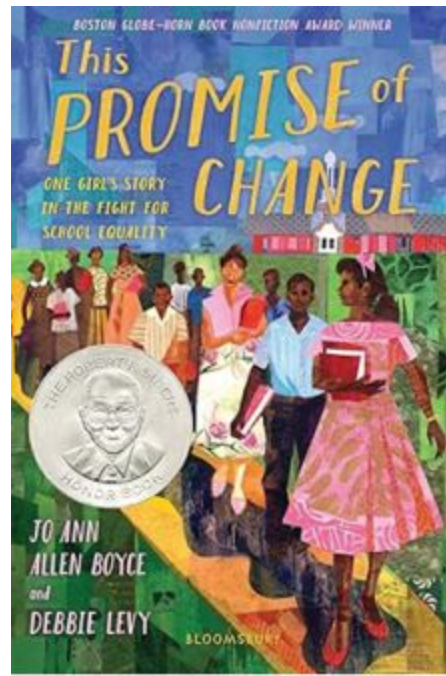
Knowledge in Texts: Hope in and for Humankind

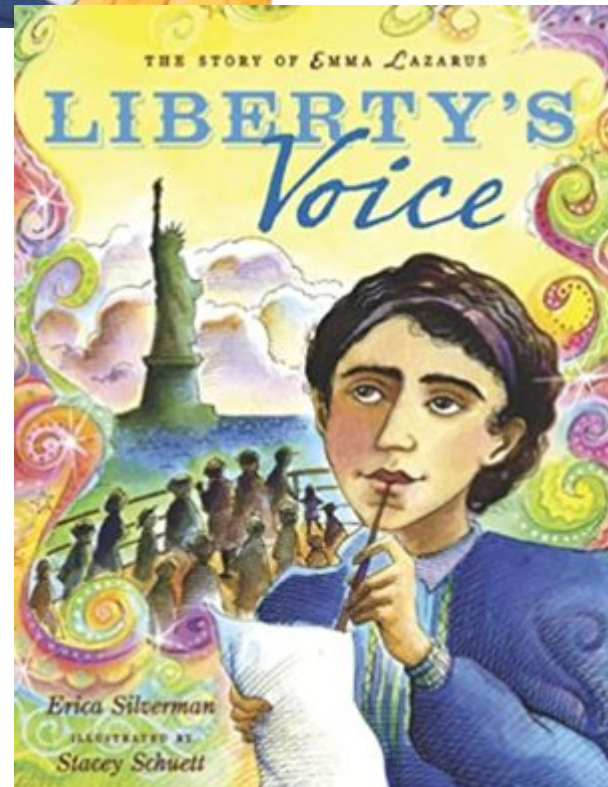
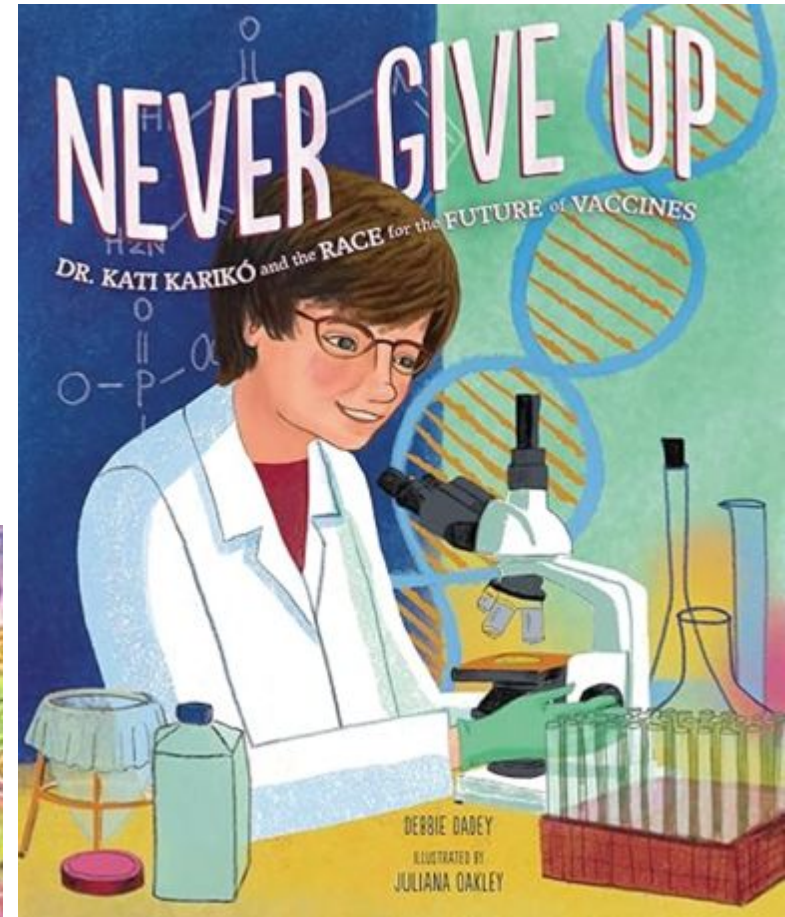
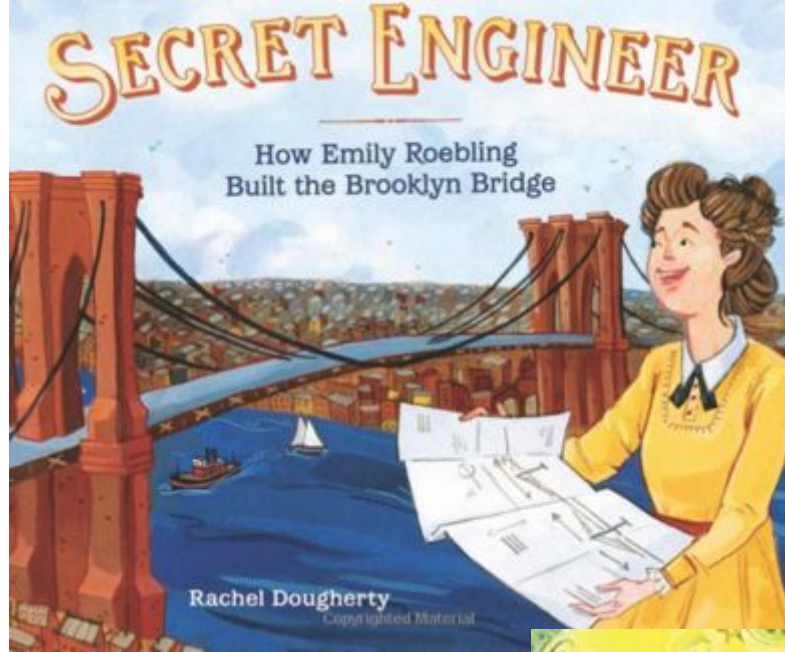
To desire something and expect that it will happen or be obtained.

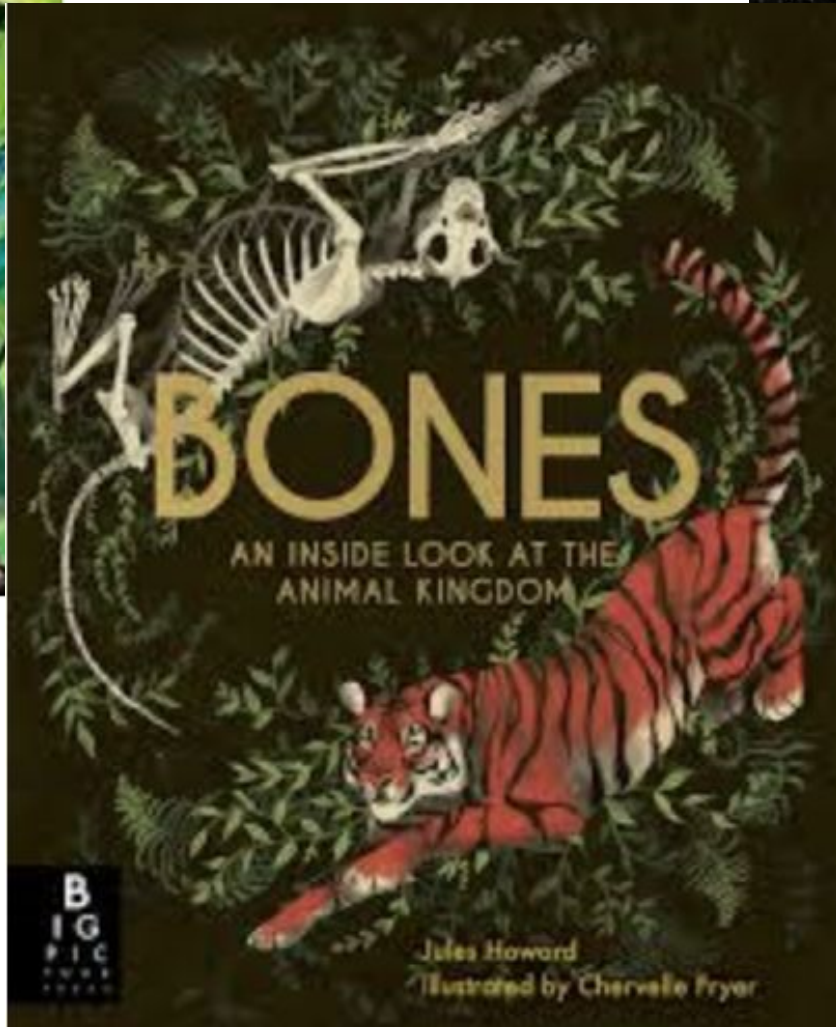
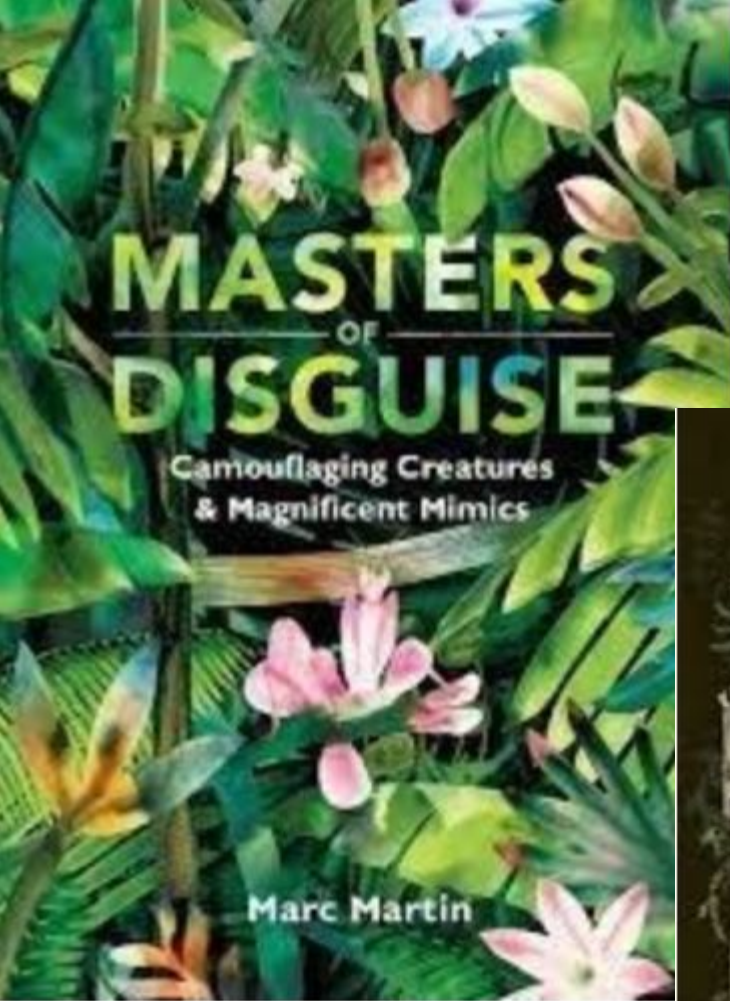
But it's not simply optimism or unrealistic goals. Hope involves

- a goal
- a pathway for accomplishing goal
- agency

Snyder, C. R., Cheavens, J. S., & Michael, S. T. (2005). Hope theory: History and elaborated model. *Interdisciplinary perspectives on hope*, 101-118.





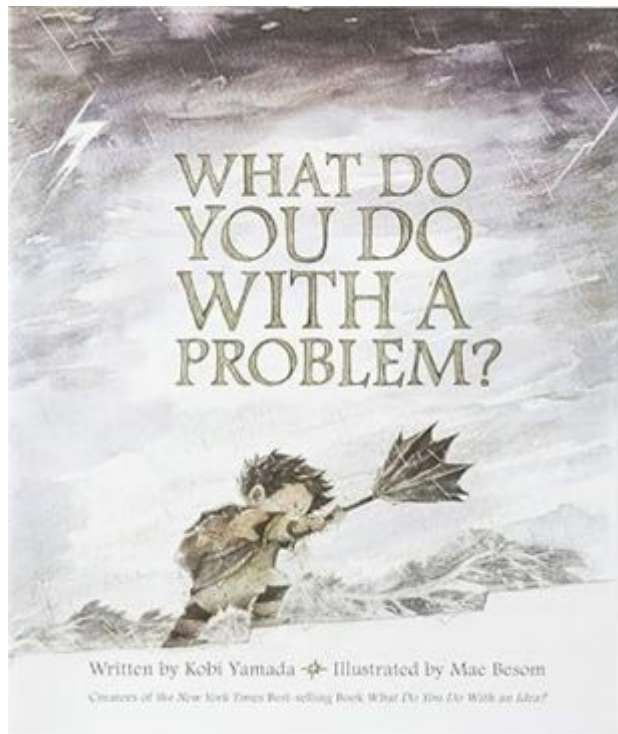


HOME



by TONYA LIPPERT illustrated by ANDREA STEGMAIER

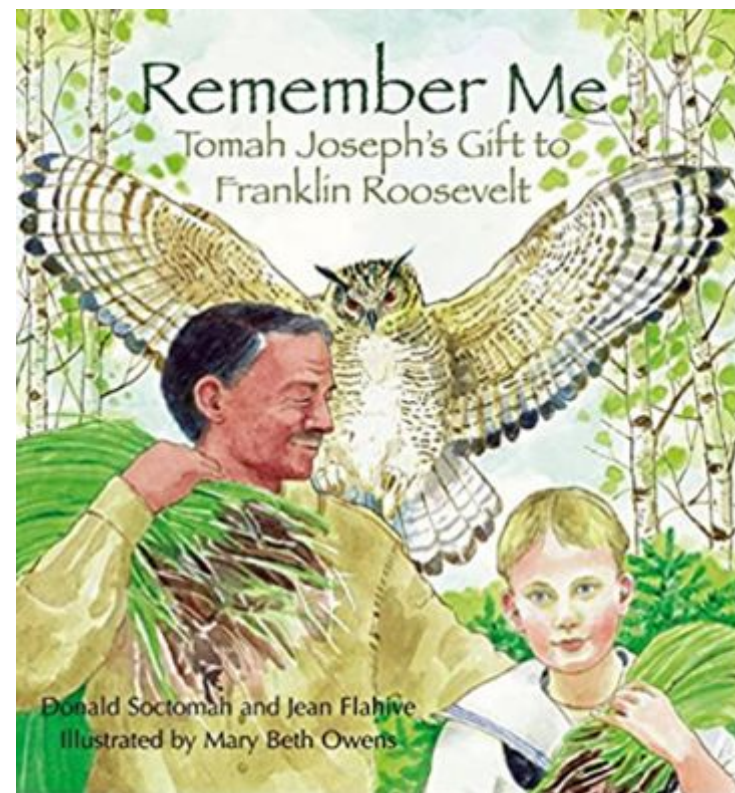
WHAT DO YOU DO WITH A PROBLEM?



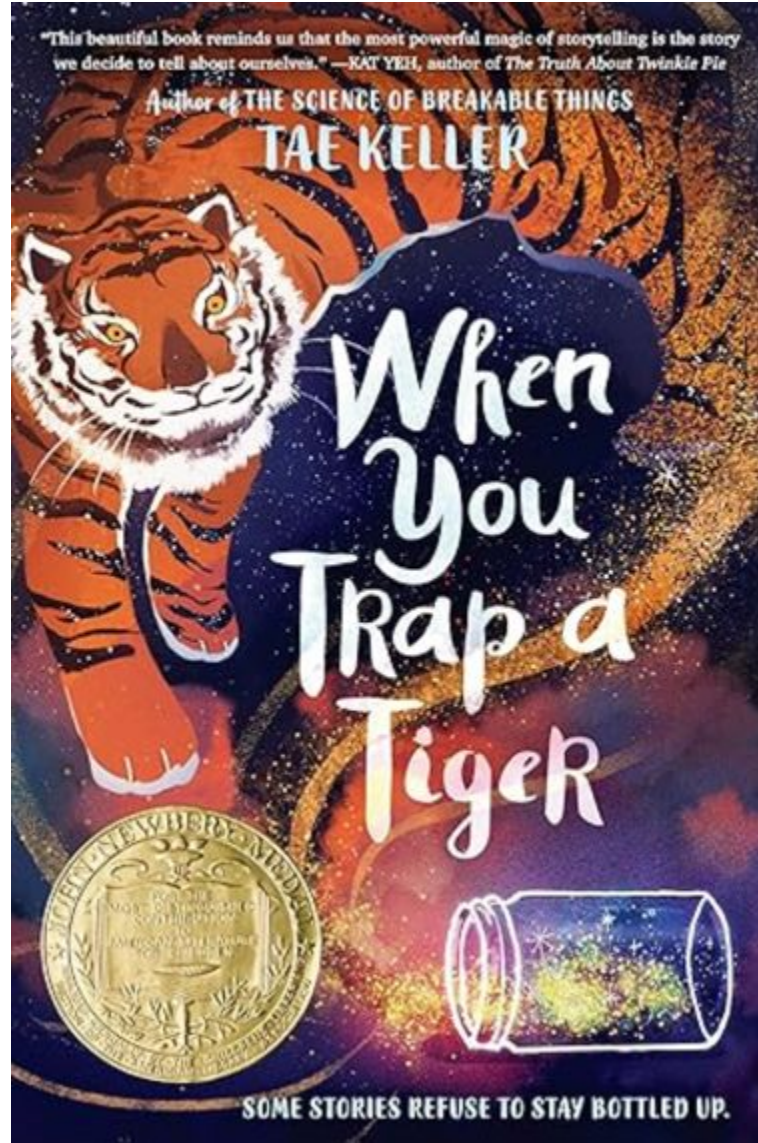
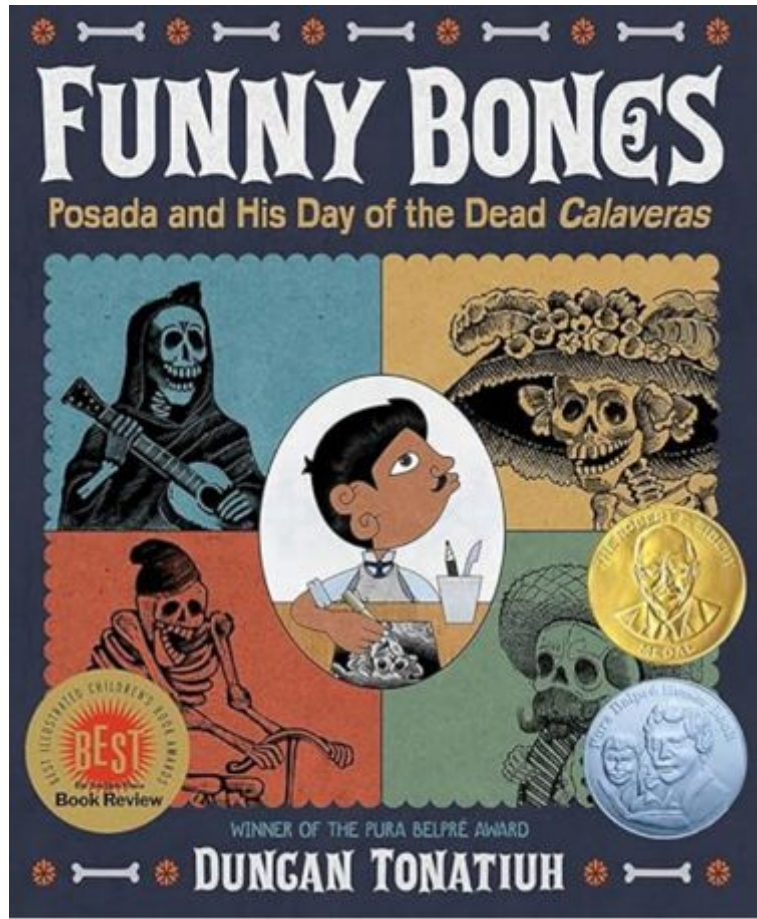
Written by Kobi Yamada ✨ Illustrated by Mae Besom
Creators of the New York Times Best-selling Book What Do You Do With an Idea?

Remember Me

Tomah Joseph's Gift to
Franklin Roosevelt

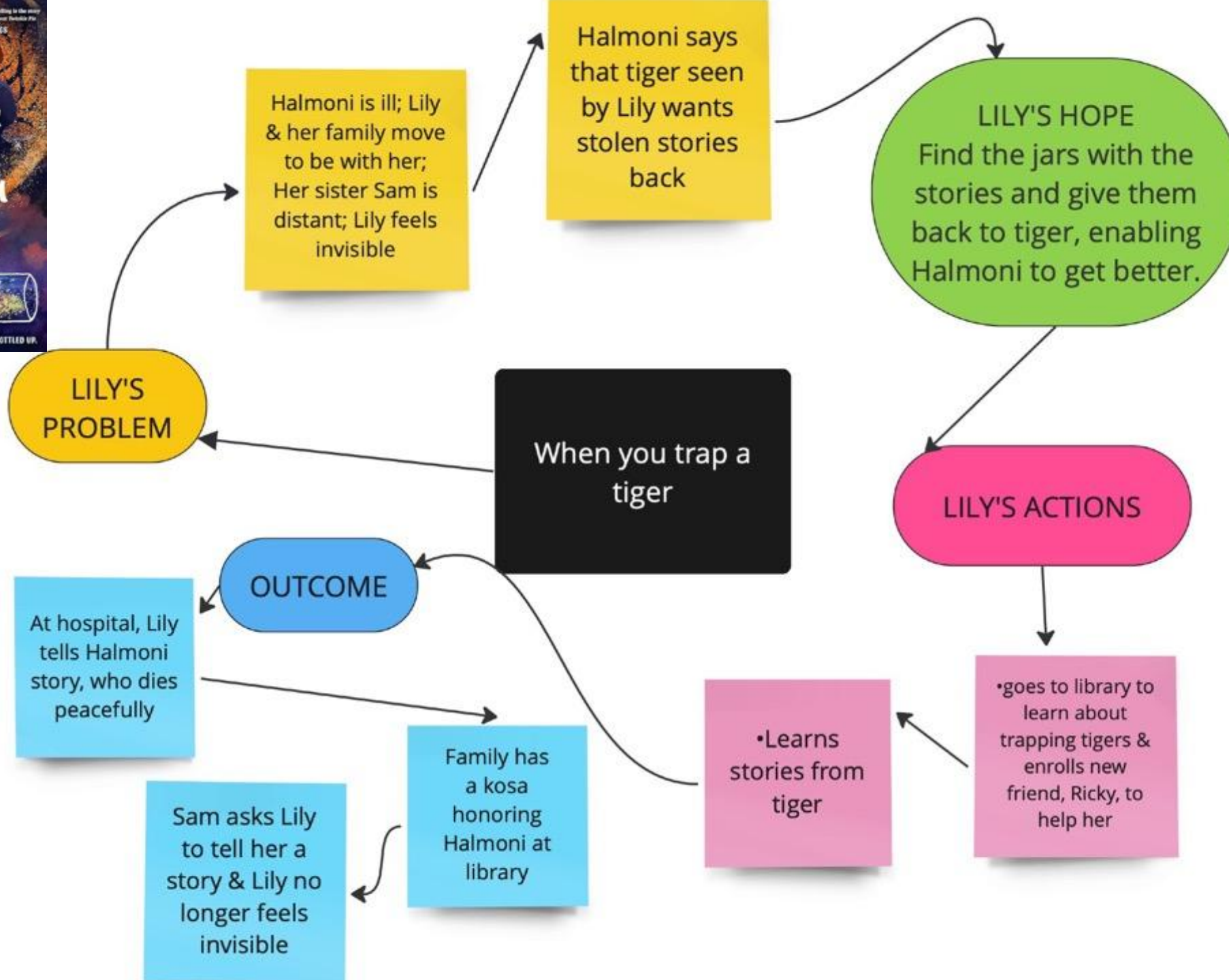
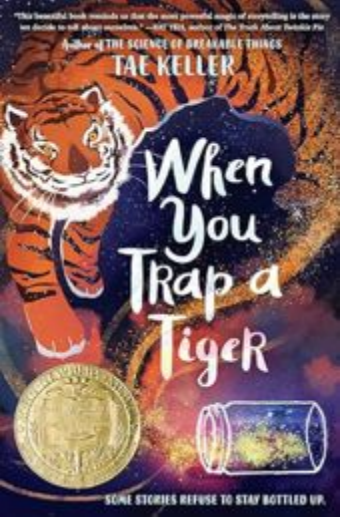


Donald Soctomah and Jean Flahive
Illustrated by Mary Beth Owens

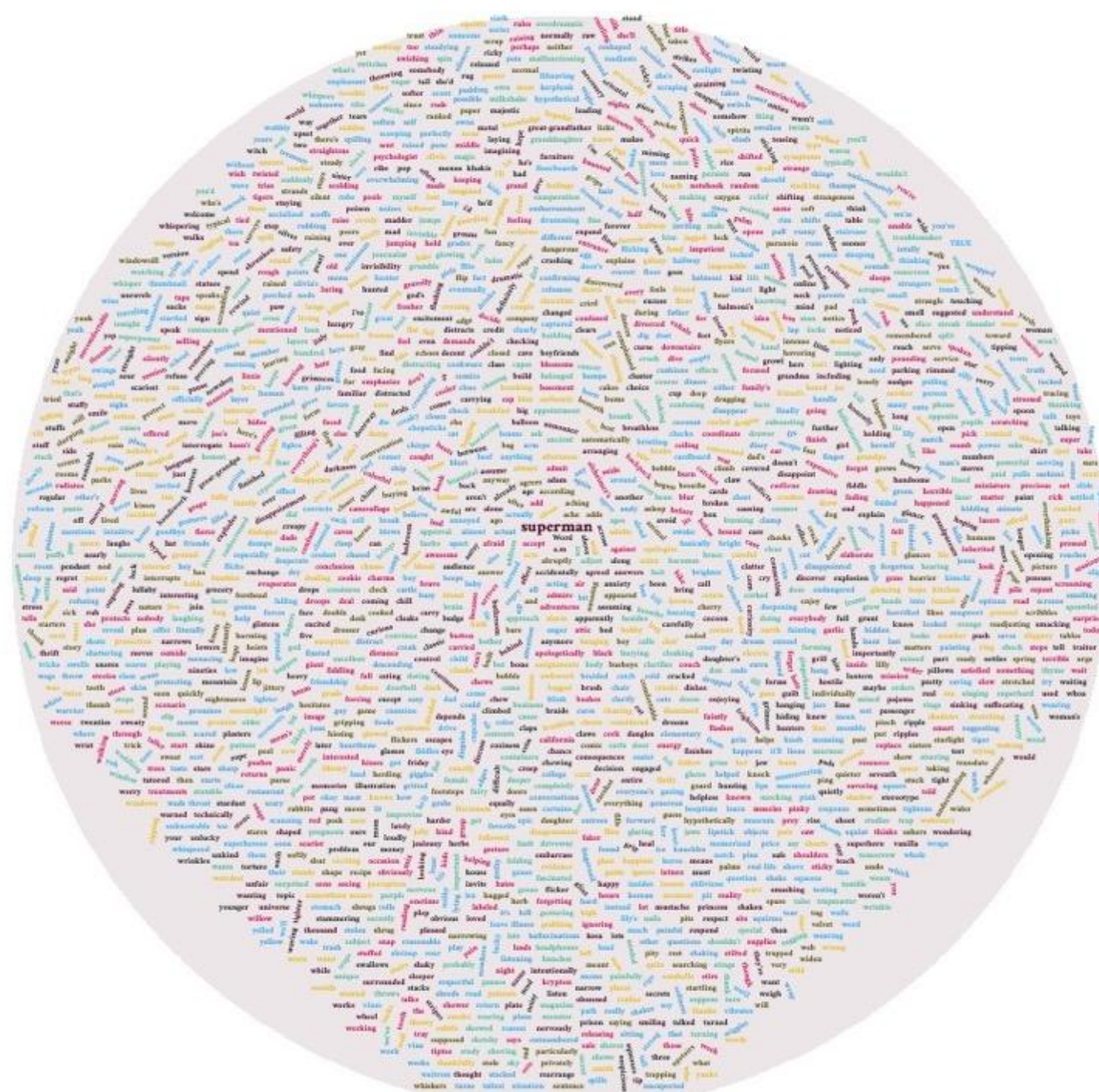


Framework for understanding texts

	Fiction	Nonfiction
Setting goals	What goals did the characters have? What goals could the characters have set that might have resulted in a better outcome?	What are the issues? What needs to be done to address the issues?
Making plans	How did the characters prepare for meeting their goals? Did their goals change over time?	What could we do to help address these issues/help others in similar situations? What resources do we need?
Taking action	What actions did the characters take? Were these successful or not?	What action was taken? What other work has been done to address these issues?
Specific reflection on hope	Do you think the characters showed hope? How? What do you understand about hope now that you didn't before?	We've learned that hope isn't just a feeling; it is about taking charge of your own actions. How does this text offer an example of hope? What do you understand about hope now that you didn't before?



The Words in *When you trap a tiger*

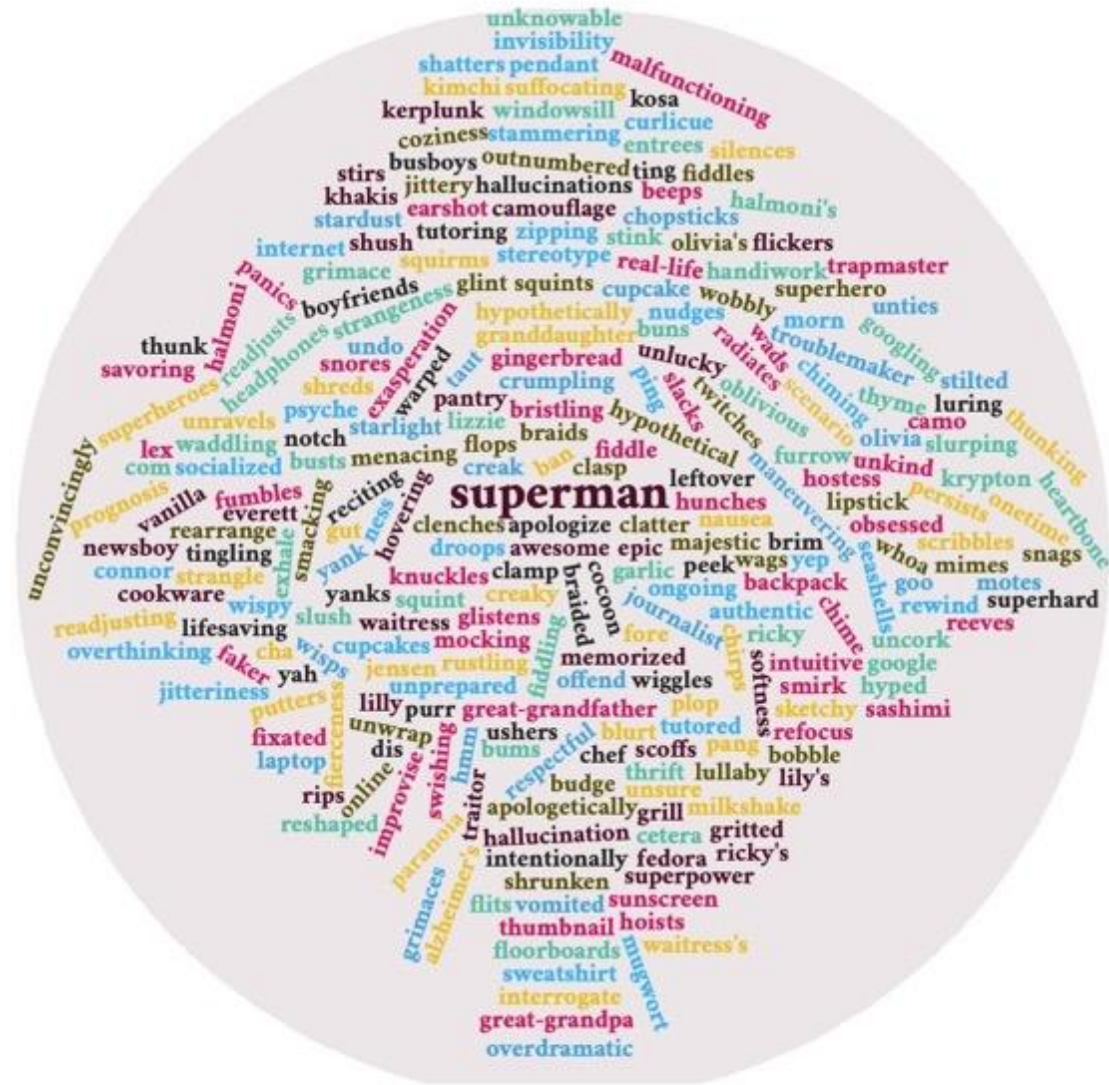


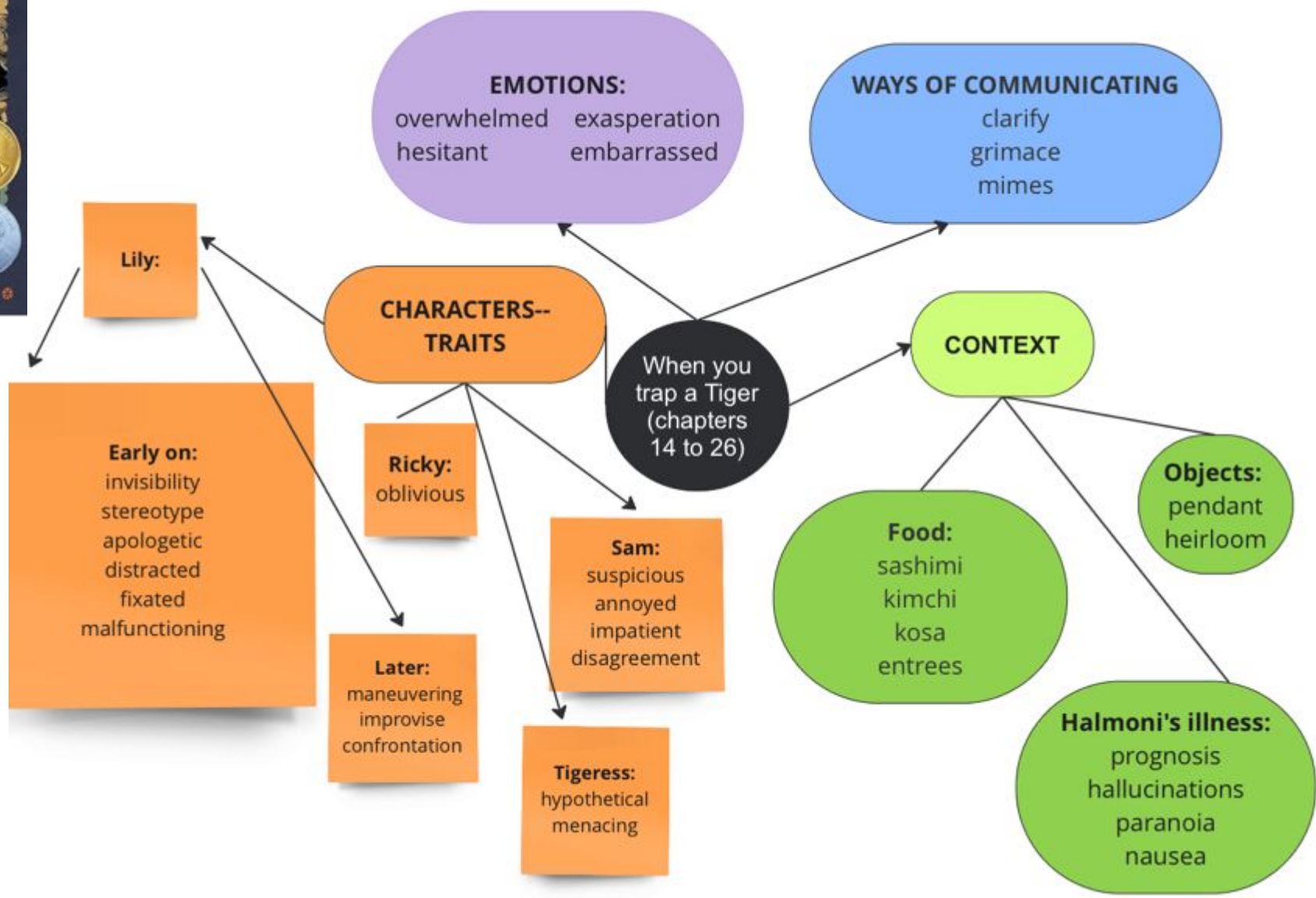
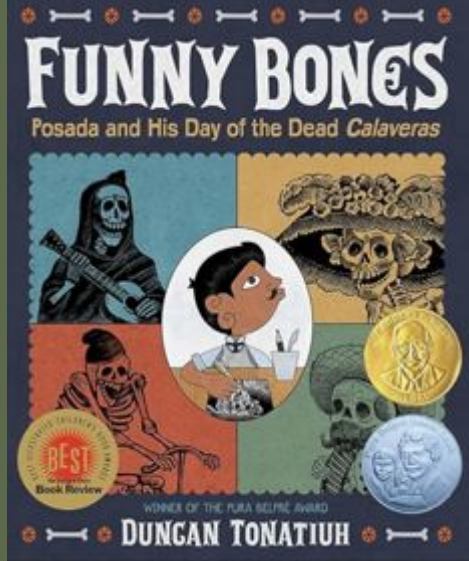
Example Vocabulary from *When You Trap a Tiger*

- Halmoni
- Kosa
- Consequence
- Kimchi
- Stereotype
- Prognosis
- Sheepish

- Vivid
- Sparse
- Incident
- Ritual
- Folktale
- Evaporate
- Alzheimer's

- Fierce
- Pendant
- Withered
- Shimmer
- Vaguely
- Intuition

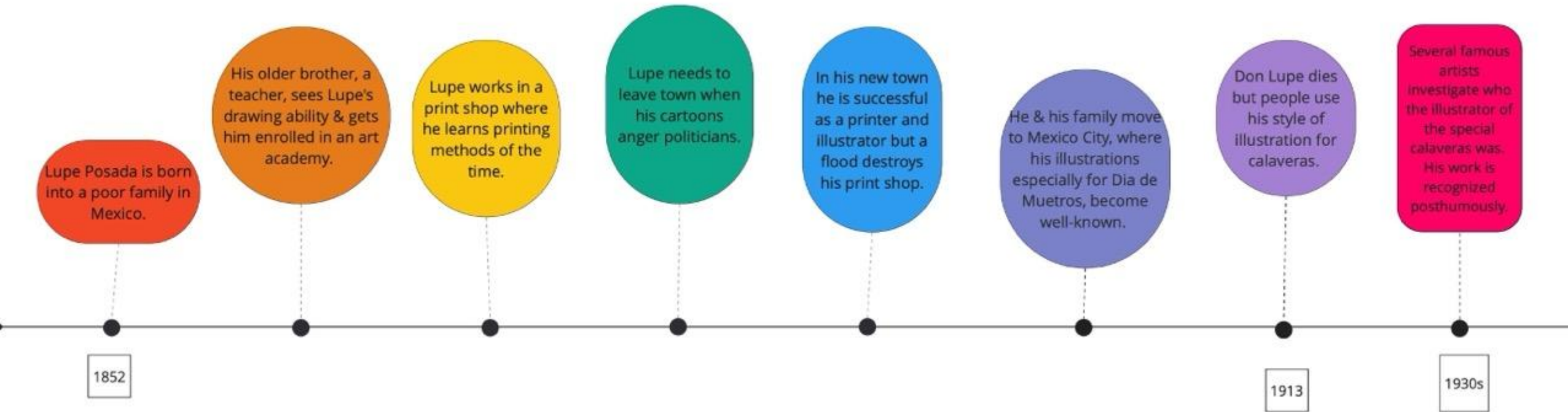


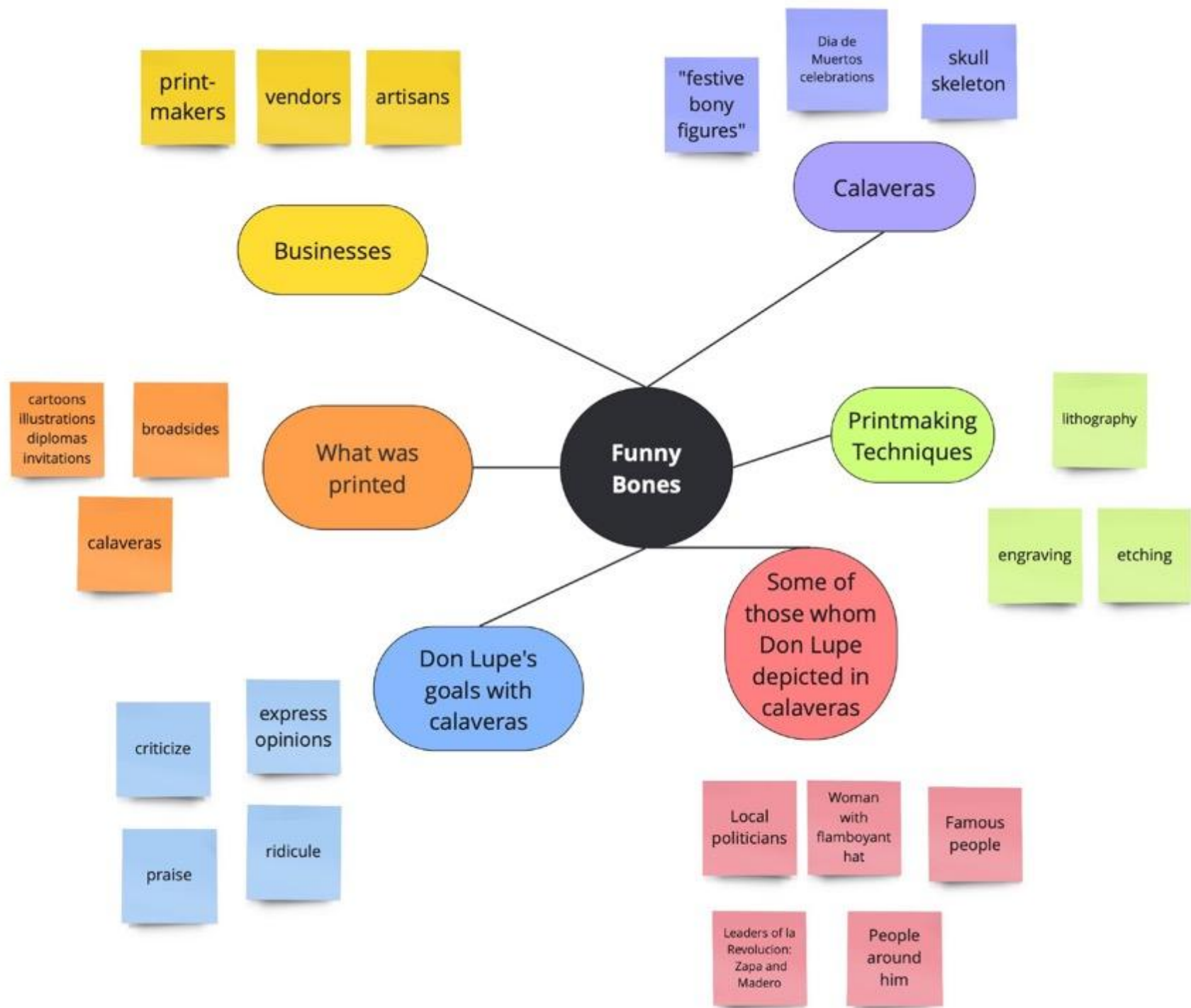


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Funny Bones: A pathway of hope





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FRANKLY FREDDY BLOG

Read-Aloud Favorites



Children Who Dance in the Rain

Written by Susan Justice; illustrated by Lena Bardy

Children Who Dance in the Rain was awarded the **2023**

Children's Book of the Year Award, for a very good reason—it supports **kindness, gratitude, hope, and possibility**.

The story begins with Sophie, a girl of about 10 to 11 years, who is engrossed in her iPad. Her world takes a transformative turn when her family visits her parents' home in India. On one occasion, Sophie encounters children in a humble mud colony, most specifically a girl about her own age named Nanaki, an orphan. Sophie is shocked to learn how Nanaki works to buy food and vitamins for her brother. Despite meager possessions, Nanaki and her peers in the mud colony radiate abundant joy and gratitude for life's simple treasures.

As Sophie's eyes open to the world beyond her iPad screen, she discovers the vastness of life and her own potential to make a real difference. *Children Who Dance in the Rain* is a heartwarming journey that not only impacts Sophie but also invites readers to reconsider their own perspectives, emphasizing the wealth found in gratitude rather than material possessions. And what is truly wonderful...is that the book is based on a true story. Because of her experience, Sophie became a doctor and returned to the mud colony to give children food and medicine.

Grade Level: K-3

Genre: Contemporary Realistic Fiction

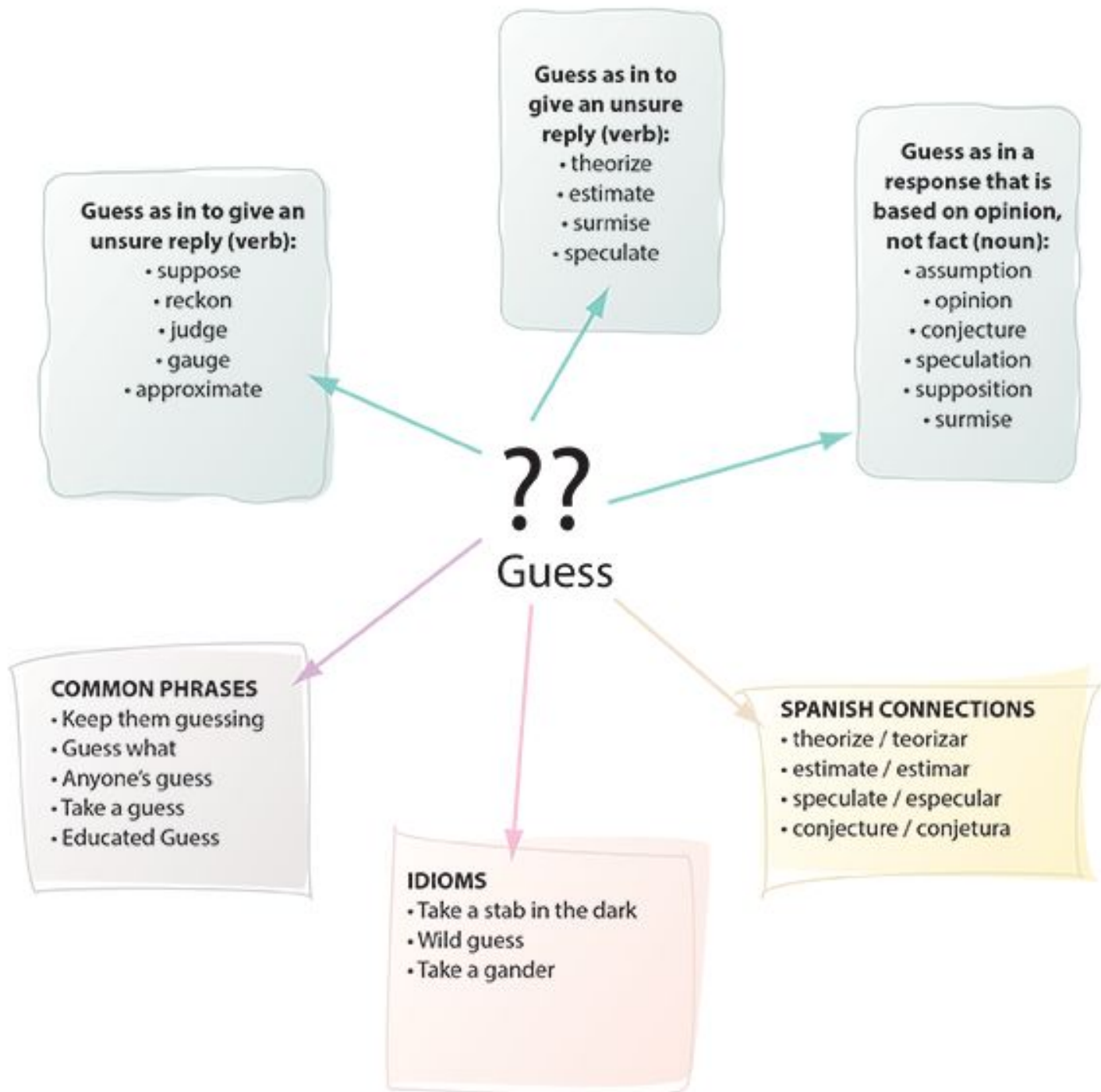
Format: Picture Book

Content:

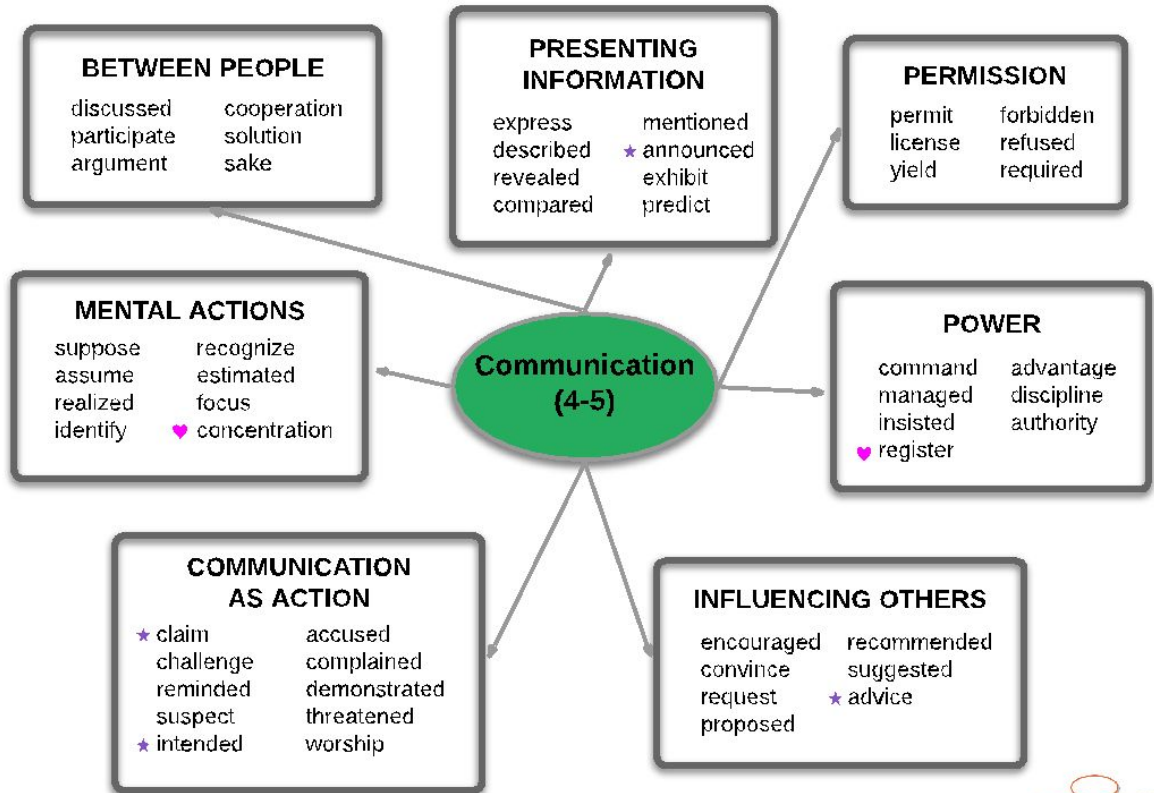
Gratitude, kindness, determination, hope

ISBN 13: 978-1738677832

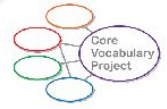
ISBN 10: 1738677834



Core Vocabulary Word Maps



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Animals of All Shapes and Sizes— Types and Characteristics of Animals



amphibians (am·phib·i·ans)

Types of Animals

Amphibians can live both on land and in water.



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Types of Animals



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reptiles (rep·tiles)

Reptiles are cold blooded animals that lay eggs.



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- [Stories of Words](#)
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For programs such as BeginningReaders and FYI for Kids, world-renowned researcher and teacher educator, Patricia Cunningham, has written lessons to accompany the texts.

Vocabulary Instruction



Vocabulary is the strongest predictor of reading comprehension. TextProject provides free resources for the four kinds of vocabulary words that contribute to reading comprehension: core, academic, content-area, and literary.

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**Thanks for joining today and...
for your contributions to our future!**

Where you can find the complete article on Fostering hope with children's literature:
<https://www.researchgate.net/profile/Elfrieda-Hiebert>