



# LITERATURE AS...

CHRISTINA DORR, PH.D.

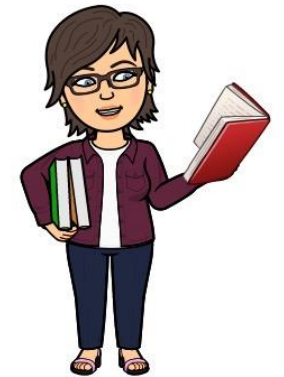
SHE/HER/HERS

LIVES ON NATIVE LAND OF THE KAKASKIA

SPEAKING TODAY ON THE NATIVE LAND OF THE KAKASKIA,  
SHAWANDASSE TULA (SHAWNEE), MYAAMIA, AND HOPEWELL

# CHRISTINA DORR...HOST OF TODAY'S PRESENTATION

- School Librarian 30+ years Preschool—Grad School
- Ph.D. in children's/teen literature & literacy
- Adjunct faculty Kent State University
- Seminar presenter Bureau of Education & Research
- Author, speaker, consultant
- Book Award Committees member
- Website [www.opendorrs2books.com](http://www.opendorrs2books.com)



PIC•COLLAGE

# I'VE BEEN VERY PRIVILEGED TO GAIN WISDOM FROM MANY...SHARE SOME WISDOM WITH YOU

Who are the books in  
our LA curriculum for?

What are we trying  
to teach with the  
books?

Are these books the  
best books to teach  
with?

Do the books have  
meaning for, and  
engage, the intended  
audience?

Do we sometimes use  
books that don't  
adequately satisfy  
questions 1-4 above?  
Why or why not?





# BOOKS AS MIRRORS, WINDOWS, SLIDING GLASS DOORS

Dr. Rudine Sims Bishop

Professor Emeritus Ohio State University

# BOOKS AS CURTAINS

Debbie Reese, Native Writer and Activist





# BOOKS AS PRISMS

Uma Krishnaswami, Author

“A prism can slow and bend the light that passes through it, splitting that light into its component colors. It can refract light in as many directions as the prism’s shape and surface planes allow. Similarly, books can disrupt and challenge ideas about diversity through multifaceted and intersecting identities, settings, cultural contexts, and histories. They can place diverse characters at these crucial intersections and give them the power to reframe their stories. Through the fictional world, they can make us question the assumptions and practices of our own real world.”



# BOOKS AS SPRINGBOARDS

Jason Reynolds, Author



# BOOKS AS STARTING BLOCKS

Let's the reader push back on the book,

- assumptions can be questioned,
- characters' motives are challenged,
- themes can be held to the fire.

At the same time, a starting block propels the reader forward,

- gives them speed, strength, and support to move past the book,
- connect to other books,
- eventually allow them to take action,
- to tell their own story.





# WHAT'S YOUR PHILOSOPHY OF BOOKS?



How do you know when a book is the right piece of literature to share with your students?



How do you know when a book is right to have available for students to choose on their own?



How do you know when a book is not the right fit for your students?



What your measure of excellence in a piece of literature?  
What is your students' measure?



What is your philosophy of books?

# BOOKS ARE...

MIRRORS



WINDOWS



SLIDING GLASS  
DOORS



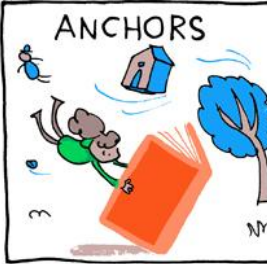
STEPPING  
STONES



OVERCOATS



ANCHORS



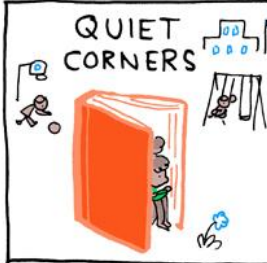
SPRINGBOARDS



ESCAPE  
HATCHES



QUIET  
CORNERS



WARM  
BLANKETS



FLYING  
CARPETS

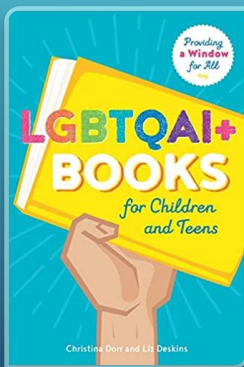
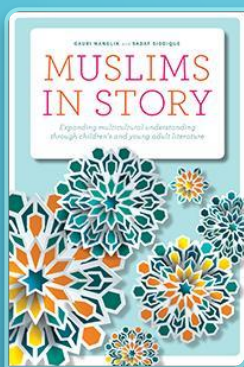
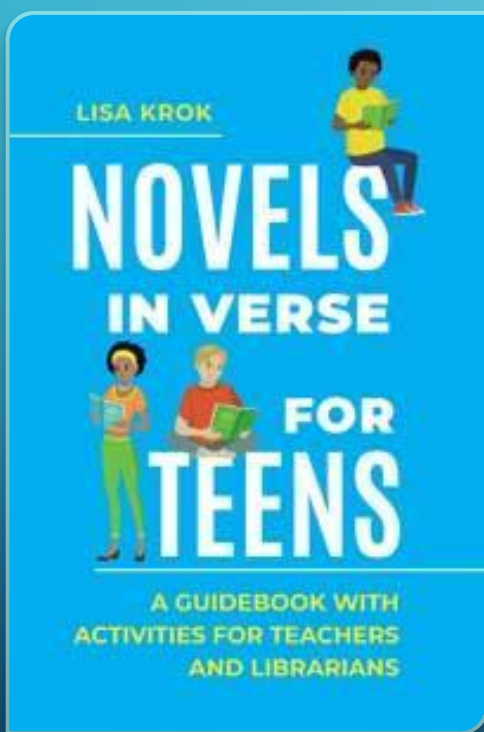


BEACONS TO  
NEW READERS



GRANT SNIDER (AFTER RUDINE SIMS BISHOP)

# RESOURCES, Q&A, & GIVE AWAYS



- [We Need Diverse Books](#)
- My [website](#)
- Many resource books