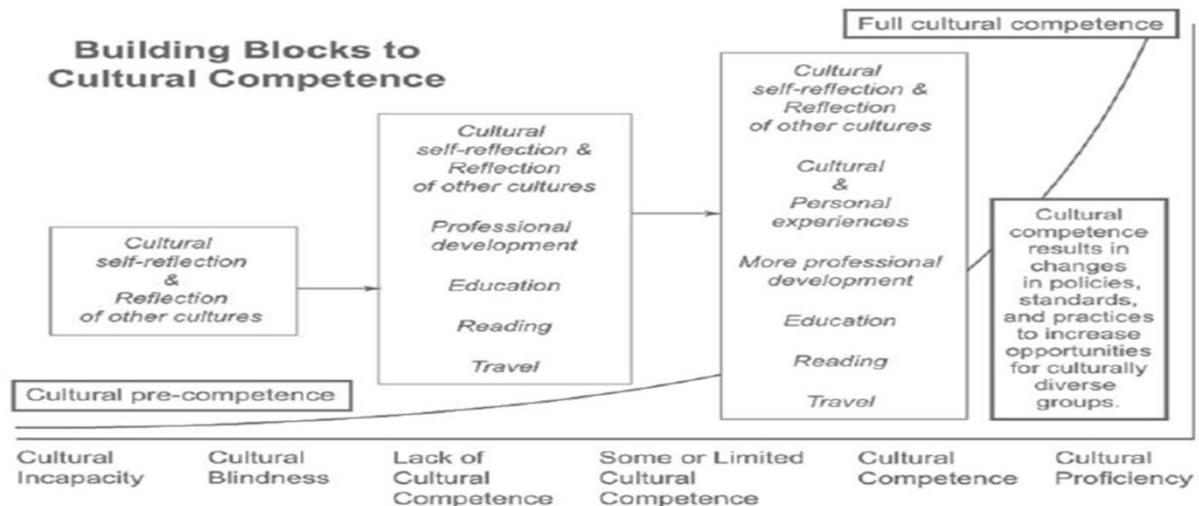


Moving beyond Heroes and Holidays

Approaches to Multicultural Curriculum Reform by James A. Banks

Decision-Making & Social Action Approach	<ul style="list-style-type: none">· Action-orientated· Empowers students
Transformative Approach	<ul style="list-style-type: none">· Infusion of various perspectives· Shows reflexivity
Ethnic Additive Approach	<ul style="list-style-type: none">· Ethnic content w/out restructuring· Views ethnicity from mainstream
Contributions Approach	<ul style="list-style-type: none">· Heroes and Holidays· Trivialization of ethnic studies

Cultural Competence by Patricia Montiel Overall



Multicultural Programming Resources

- Canton Public Library Multicultural Programming: <http://www.cantonpl.org/blog/programs/multicultural-library-programs>
- School Library Directory: <http://www.sldirectory.com/>
- American Library Association Thematic Essays from *Booklinks*: <http://www.ala.org/offices/publishing/booklist/booklinks>
- Multicultural Programming for Tweens and Teens: <http://www.alastore.ala.org/detail.aspx?ID=2495>

Visual Interpretative Analysis

A visual interpretive analysis is a tool that helps students begin to look closely and deeply at the way an illustration from a picture book creates meaning that enhances and extends the story. Each illustration in a picture book both communicates on its own and as one of a series of illustrations in the total aesthetic composition. We can educate ourselves to see and interpret pictures more astutely by studying individual images and considering alternative interpretations of those images. Consider: What is communicated? How is it communicated? How does the artist exploit the characteristics of the medium or media used? What is the interplay among visual elements?

To begin, choose a picture book about which you feel strongly. The book should not only interest you, but it should also be of high quality. In other words, you want to be sure that it merits the attention and work that you will be devoting to its analysis.

After you have chosen your book, you will need to pick one illustration on which to base your visual interpretive analysis. At this point, you are working to identify some of the book's important themes, artistic techniques, issues, symbols, and so on. Begin to look very carefully at what the author and illustrator are trying to convey and how they work together to create the book as an aesthetic whole. It may help to ask yourself whether the author's and illustrator's primary purpose is to tell a story, create a mood, convey a concept, teach the reader how to reason, or illustrate a young child's everyday experience. Begin to look at color and line. At characters' placement on the page. At what the text tells you that the illustration does not, and vice versa. Look at page layout. At the use of type. Look at the structure of the book. Look for illustrations that are different from the others or that work in pairs. Think about what drew you to this book in the first place. What response did you have? How did the author and illustrator contribute to that response?

After you get to know your book, decide what you think is very important for your students to understand about the way the illustrations work. What wonderful things have you discovered that you want to share? Choose an illustration that will let you say a lot about your book. Choose a powerful illustration and consider how everything you have discovered contributes to making it powerful.

The main question works well if it is quite general, because it will allow you to take your students in a variety of directions as they explore your presentation. Making the decisions involved in creating the question and answer structure of your visual interpretive analysis can take some time and work. You may need to let go of some of the discoveries you have made that you cannot fit into a reasonably focused presentation. If you find yourself with an unwieldy number of things that you want to show your students, consider putting some of them in a separate page "for further consideration."

For each correct answer to the main question, your student will link to a page that assures them that they have chosen one possibility and explains why. Students will quickly understand that all of the answers are correct, but the many possibilities reinforce the idea that there is no one correct interpretation of anything, that these analyses are among the many possible thoughtful interpretations, and that the students' own careful interpretations are equally valid. It is your job to explicate your reasons for your conclusions.

Next, you will want to create links to other pages that you feel will enhance, extend, or deepen your students' understanding of the illustrations. Some of these may be links from your main page and others from further within your structure.

Additional VIA Resources

- Notes on Creating a VIA: <http://comminfo.rutgers.edu/professional-development/childlit/Syllabus/creation.html>
- Harlem VIA: <http://viaharlem.weebly.com/index.html>
- Examples of VIAs: <http://comminfo.rutgers.edu/professional-development/childlit/Syllabus/analyses.html>
- Visual Analysis: <http://www.qualitative-research.net/index.php/fqs/article/view/1170/2587>