MOVING BEYOND HEROES & HOLIDAYS: TRANSFORMATION THROUGH CULTURAL COMPETENCE

OREGON LIBRARY ASSOCIATION
MOCK PURA BELPRE’ AWARDS
BETH PATIN
DECEMBER 12, 2015
Agenda for Presentation

**Presentation, Part 1**
Intro to Me & My Experiences
Intro to Cultural Competence

**Presentation, Part 2**
Library Transformations
Selecting Authentic Resources

**Workshop**
The Many Worlds of Cinderella
Visual Interpretative Analysis
TO SURVIVE THE BORDERLANDS
YOU MUST LIVE SIN FRONTERAS
BE A CROSSROADS.

-GLORIA ANZALDÚA
IT’S NICE TO MEET YOU!!!
EDUCATIONAL BACKGROUND

Loyola University New Orleans
B.S. Education, 1999

Louisiana State University
MLIS & School Library Certification, 2004

University of Washington
Masters of Information Science 2012
PhD of Information Science, 2016
WORK EXPERIENCE

McDonogh #15 Creative Arts Magnet School

Audubon Montessori & French Immersion School

Holy Cross School for Boys
EQUAL ACCESS TO INFORMATION

S.W. HEREFORD III & S.W. HEREFORD IV RETURNING HOME ON 9/6/63
AFTER GOVERNOR GEORGE C. WALLACE HAD DEPLOYED TWENTY FOUR (24)
ARMED STATE TROopers TO BLOCK THE FIFTH AVENUE SCHOOL DOOR!!!

MEMO FROM
SONNIE W. HEREFORD, III, M.D.

SUNDAY, SEPTEMBER 22, 1963.

HUNTSVILLE, ALA. Sonnie Herford, age 6, became the first Negro child to integrate Alabama public schools. His admission was ordered by federal court, following N.A.A.C.P. Legal Defense Fund suit.
PROVIDING AUTHENTIC INFORMATION
A GLOBAL READING CHALLENGE
OUR RESEARCH PROJECT

Research Question
What, if any effect, does the close reading of high quality, culturally specific, globally-oriented youth literature across a diversity of experiences have on children’s information about the cultures about which they read?

Methodology
Interviews & Surveys

Population
Sub-sample of the 4th and 5th grade students in 18 of the 45 schools participating in Global Reading Challenge Teams in Seattle.
The Laura Bush Foundation for America’s Libraries provides funds to our Nation’s
WHAT IS CULTURAL COMPETENCE?
Diversity in Children’s Books 2012

Out of 3,600 children's books reviewed by the CBC in 2012:

- 3% were about African-Americans
- 1.5% were about Latinos
- Less than 1% were about Native Americans
- 2% were about Asian Pacific Americans

Which leaves 93% Caucasian!
RACE, ETHNICITY, & CULTURE

• **Race:** the categorization of human beings into populations or groups based on various sets of heritable characteristics.

• **Ethnicity:** a group of humans whose members identify with each other, through common heritage that is real or assumed.

• **Culture:** a shared set of attitudes, values, goals, and practices that characterize an institution, organization, or group.
Multiculturalism relates to communities containing multiple cultures.

- Cultural diversity
- Ideologies or policies promoting diversity
AMERICA, A MELTING POT?
WHAT IS DIVERSITY?
WHAT IS CULTURAL COMPETENCE?

Patricia Montiel Overall defines Cultural Competence as:

“the ability of professionals to understand the needs of a diverse population. It includes a highly developed ability to understand and respect cultural differences and to address issues of disparity among diverse populations competently”.
WHY BE CULTURALLY COMPETENT?

- Greater Understanding of Cultural Issues
- Increased Library Use
BECOMING CULTURALLY COMPETENT

- Cultural Incapacity
- Limited or Some Cultural Competence
- Cultural Competence
- Cultural Proficiency
SKILLS OF CULTURAL COMPETENCE

• The Concept of Culture
  1. Culture is both subjective and objective.
  2. Culture is multileveled and dynamic.

• Personal & Interpersonal Barriers
  1. Language
  2. Nonverbal communication
  3. Preconceptions, stereotypes, and discrimination
  4. Judgments
  5. Stress
SKILLS OF CULTURAL COMPETENCE

The Personal Competencies

1. Be nonjudgmental.
2. Be flexible
3. Be resourceful.
4. Personalize observations.
5. Pay attention to your feelings.
7. Observe attentively
8. Assume complexity.
9. Tolerate the stress of uncertainty.
10. Have patience.
11. Manage personal biases and stereotypes.
12. Keep a sense of humor.
13. Show respect.
STEPS FOR YOU TO BECOME MORE CULTURAL COMPETENT

1. Learn about yourself
2. Learn about different cultures
3. Interact with diverse groups
4. Attend diversity-focused conferences
5. Lobby your department
HOW CAN OUR LIBRARIES BE MORE CULTURALLY COMPETENT?
# Approaches to Multicultural Curriculum Reform

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**James Banks**

<table>
<thead>
<tr>
<th>Approach</th>
<th>Features</th>
</tr>
</thead>
</table>
| Decision-Making & Social Action Approach      | • Action-orientated  
• Empowers students                               |
| Transformative Approach                       | • Infusion of various perspectives  
• Shows reflexivity                             |
| Ethnic Additive Approach                      | • Ethnic content w/out restructuring  
• Views ethnicity from mainstream                |
| Contributions Approach                        | • Heroes and Holidays  
• Trivialization of ethnic studies               |
# BANK’S APPROACHES FOR THE INTEGRATION OF MULTICULTURAL CONTENT

<table>
<thead>
<tr>
<th>Approach</th>
<th>Description</th>
<th>Examples</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>Heroes, cultural components, holidays and other discrete elements related to ethnic groups are added to the curriculum on special days, occasions, and celebrations.</td>
<td>Famous Mexican Americans are studied only during Cinco de Mayo.</td>
<td>Provides quick and easy way to add ethnic content to curriculum.</td>
<td>Results in superficial understanding of cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>African Americans studied only during Black History Month</td>
<td>Gives heroes visibility</td>
<td>Focuses on lifestyles and artifacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Popular approach among teachers and educators</td>
<td>Mainstream criteria is used to select heroes and elements.</td>
</tr>
</tbody>
</table>

- **Strengths**: Provides quick and easy way to add ethnic content to curriculum.
- **Weaknesses**: Results in superficial understanding of cultures.
- **Focuses on lifestyles and artifacts**
- **Mainstream criteria is used to select heroes and elements.**
Library Event!!! Local Dr. talks about the Civil Rights Movement here in Huntsville! January 20, 2015
<table>
<thead>
<tr>
<th>Approach</th>
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<tr>
<td>Additive</td>
<td>Consists of the addition of content, concepts, themes, and perspectives to the curriculum without changing its structure</td>
<td>Adding a unit on Japanese internment without discussing Japanese Americans in any other context.</td>
<td>Adds ethnic content without restructuring the curriculum</td>
<td>Reinforces that ethnic history and culture are not integral parts of mainstream US history</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Can be implemented within the existing structure</td>
<td>Students view ethnic groups from mainstream perspectives</td>
</tr>
<tr>
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<td></td>
<td>Fails to show students how cultures are interrelated.</td>
</tr>
</tbody>
</table>
19th Century Literature Unit

Ethnic Additive Approach
- Ethnic content without restructuring
- Views ethnicity from mainstream

Books:
- Moby-Dick by Herman Melville
- The Red Badge of Courage by Stephen Crane
- Little Women by Louisa M. Alcott
- The Scarlet Letter by Nathaniel Hawthorne
- Narrative of the Life of Frederick Douglass

Author:
- Frederick Douglass

Themes:
- American literature
- Slavery
- Gender roles
- Romanticism
- Social issues

Writing styles:
- Realism
- Romanticism
- Social commentary

Impact:
- Influenced American literature
- Reflects societal changes
- Explores complex themes

Objectives:
- Understand historical context
- Analyze literary techniques
- Critique themes and messages

Assessment:
- Critical essays
- Book reports
- Discussions

Resources:
- Textbooks
- Online databases
- Library resources

Support:
- Tutoring
- Study groups
- Peer review

Conclusion:
- Reflection on the significance of literature
- Critique of historical impact
- Future directions in literature

Implications:
- Continuing relevance of 19th century themes
- Influence on 20th century literature

Future study:
- Comparative analysis
- Cross-cultural perspectives
- Contemporary interpretations

## BANK’S APPROACHES FOR THE INTEGRATION OF MULTICULTURAL CONTENT

<table>
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<tr>
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<tr>
<td>Transformation</td>
<td>The basic goals, structure, and nature of the curriculum are changed to enable students to view concepts, events, issues, problems and themes from the perspectives of diverse cultural, ethnic, and racial groups.</td>
<td>A unit on 20th century literature includes works by William Faulkner, Joyce Carol Oates, Langston Hughes, N. Scott Momaday, Saul Bellow, Maxine Hong Kingston, Rudolfo A. Anaya, and Piri Thomas</td>
<td>Demonstrates the complex ways in which diverse groups participate in US society</td>
<td>Requires substantial curriculum revision, in-service training, and materials written from multiple perspectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Helps reduced racial and ethnic encapsulation</td>
<td>Staff development must be ongoing</td>
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<tr>
<td></td>
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<td></td>
<td>Provides a balanced view of US culture and society</td>
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</tbody>
</table>
Transformative Approach

- Infusion of various perspectives
- Shows reflexivity
**BANK’S APPROACHES FOR THE INTEGRATION OF MULTICULTURAL CONTENT**

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<tr>
<td><strong>Social Action</strong></td>
<td>Students identify important social problems and issues, gather pertinent data, clarify their values on the issues, make decisions, and take reflective actions to help resolve the issue or problem.</td>
<td>A class studies prejudice and discrimination in their school and decides to take actions to improve race relations in their school. A class studies water issues and decides to participate in the Sudan Water Project.</td>
<td>Enables students to improve their thinking, value analysis, decision-making and social action skills. Enables students to improve their data-gathering and group skills. Helps students develop a sense of political efficacy.</td>
<td>Requires a considerable amount of curriculum planning and materials. Can focus on issues considered controversial in the community. Students may not be able to take meaningful action to solve problems.</td>
</tr>
</tbody>
</table>
1. A decision, problem, or question
2. An inquiry that provides data related to the d/p/q
3. Value inquiry and moral analysis
4. Decision-making and social action
TAKE A MOMENT AND REFLECT UPON A COURSE, CLASS, OR PROGRAM YOU’VE LEAD. WHICH STAGE IS IT IN?

Contributions
Ethnic Additive
Transformative
Social Action
STRATEGIES FOR REFORM

1. Be informed
2. Be sensitive
3. Convey complex and diverse viewpoints
4. Be judicious in your choice of resources
5. Be a voice and mechanism for change
SELECTING AUTHENTIC RESOURCES
High literary quality.

No distortions or omissions of history.

Stereotyping.

Loaded words.

Lifestyles

Dialogue.

Standards of success.

The role of females, elders, and family.

Possible effects on a child's self-image.

Author's and/or illustrator's background.

Illustrations.

Relationships between characters from different cultures.

Heroines and Heroes.

Copyright date.
MAGIC DOGS OF THE VOLCANOES

Whenever Salvadoran people gather to tell stories, someone will have a story about the magic dogs called cadejos. There are many stories about how the cadejos mysteriously appear at night to protect people from danger. MAGIC DOGS OF THE VOLCANOES is Manlio Argueta's original story about these famous folkloric animals.

Manlio Argueta is one of El Salvador's greatest living authors. In 1977 he received Latin America's most prestigious literary award, the Casa de las Americas Prize, for Caperucita en la Zona Roja. He is also the author of One Day of Life (Vintage/Random House: 1983) and Cuzcatlan Where the Southern Sea Beats (Vintage/Random House: 1987). Argueta makes his home in San Jose, Costa Rica and travels frequently throughout the Americas. This is his first book for children. Stacey Ross is a California-based editor and translator.

Elly Simmons is a nationally-exhibited painter who has been actively involved in community and world issues for most of her life. She used watercolor, gouache, pastel and colored pencil on rag paper to produce the pictures for MAGIC DOGS OF THE VOLCANOES, her first book for children. Simmons lives in Lagunitas, California.
ONLINE RESOURCES

• **POWERFUL HISPANIC AND LATIN-AMERICAN IMAGES REVEALED IN PICTURE BOOKS** by Kay Vandergrift & Denise Agosto

• **IMAGINARIA**

• **Dígame un cuento / Tell Me A Story: Bilingual Library Programs for Children and Families**

• **REFORMA** The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking
AWARDS

http://www.ala.org/alsc/awards
grants/bookmedia/belpremedal/

http://www.education.txstate.edu/c-p/Tomas-Rivera-Book-Award-Project-Link.html

http://www4.uwm.edu/clacs/aa/index.cfm
PUBLISHERS

- Children’s Book Press
- Lee & Low
- Del Sol Books
- Lectorum
- Santillana USA
LIBRARY SERVICE RESOURCES

Serving Latino Communities
Second Edition
Camila Alire and Jacqueline Ayala

¡Bienvenidos! ¡Welcome!
A Handy Resource Guide for Marketing Your Library to Latinos
Susannah Mississippi Byrd

Outstanding Library Service to Children
Putting the Core Competencies to Work
Rosanne Cerny, Penny Markey, and Amanda Williams

http://www.amazon.com/Serving-Latino-Communities-How---Do-It/dp/1555706061/ref=sr_1_1?ie=UTF8&qid=1349554738&sr=8-1&keywords=serving+latino+communities


http://www.amazon.com/Outstanding-Library-Service-To-Children/dp/0838909221/ref=sr_1_fkmr1_1?ie=UTF8&qid=1349554956&sr=1-1-fkmr1&keywords=serving+latino+libraries+children
CHILDREN’S LITERATURE RESOURCES

http://www.amazon.com/Celebrating-Cuentos-Promoting-Classrooms/dp/1591589045/ref=sr_1_3?s=books&ie=UTF8&qid=1349555627&sr=1-3&keywords=literature+latino++children


http://www.amazon.com/Libros-Esenciales-Building-Marketing-Programming/dp/1555705758/ref=sr_1_1?ie=UTF8&s=books&qid=1262853968&sr=1-1
GUIDELINES FOR EVALUATING CHILDREN’S PICTUREBOOKS ABOUT LATINOS

DR. JAMIE C. NAIDOO
2008
EXAMINE THE PERSONAL TRAITS OF THE CHARACTER

• Are the Latino characters portrayed as having a broad range of emotions similar to characters from other cultures?
• Can Latinos solve their own problems or do they rely upon Anglos for help?
• Do Latinos abandon some aspect of their culture in order to achieve happiness?
• Do Latinos move to the U.S. where everything is “perfect” and everyone is happy?
EXAMINE THE ROLES OF VARIOUS CHARACTERS

- Do Latino characters actively participate in the story (main character) or are they only secondary characters? Do they have leadership roles?
- Do Latinos spend their time taking siestas and putting off things until mañana?
- Are Latino characters in culturally stereotyped roles such as newly arrived immigrants, men full of machismo, shy girls, mothers of many children, or gang members?
- Is a strong sense of community and family expressed in the illustrations and text? Do elders help care for the children?
EXAMINE AND IDENTIFY STEREOTYPES

• Are Latinos only depicted as poor low class citizens often living in barrios (Latino neighborhoods)?
• Are cultural stereotypes present in the illustrations such as sombreros, piñatas, cacti, mariachi bands, donkeys, and palm trees?
• Are females depicted outdoors and as active as male characters?
• Do Latinos lapse into Spanish when excited or use broken English?
EXAMINE THE DIVERSITY IN THE TEXT & ILLUSTRATIONS

• Are positive role models of both genders provided for Latino children?

• Do all of Latino characters have the same appearance? OR Is the diversity in skin tones, hair styles and textures, and clothing presented? Not all Latinos have a “Latin Look” of dark skin, hair, and eyes.

• Are varied cultural experiences of Latinos represented? Is the diversity of the Latino subcultures represented such as Central and South America, Mexico, the Dominican Republic, Puerto Rico, Cuba, etc.? 
EXAMINE THE EXPERIENCE OF THE AUTHOR & ILLUSTRATOR

• Does the author/illustrator have experience with the Latino subculture that he/she is representing? OR Is the book written/illustrated by someone who has only briefly visited a Latin American country? How qualified is the author/illustrator?
WE NEED DIVERSE BOOKS™
OFFICIAL CAMPAIGN SITE

WE NEED DIVERSE BOOKS BECAUSE ALL KIDS SHOULD BE ABLE TO LOCATE THEMSELVES WITHIN STORIES.
IF YOU LIKED

WE NEED DIVERSE BOOKS

READ THIS NEXT

BECAUSE
Both have strong female warriors who must face the greatest evil to save their world.

MORIBITO
GUARDIAN OF THE SPIRIT

THRONES OF GLASS
SARAH J. MAAS
THE WONDERFUL WORLDS OF CINDERELLA
HISTORY OF CINDERELLA

Tuan Ch'êng-shih 856-860 AD

Yu Yang Tsa Tsu, or Miscellany of Forgotten Lore.

Other Historic Versions

- *Cenerentola* by Giambattista Basile (1634)
- *Cendrillon* by Charles Perrault (1697)
- *Aschenputtel* by the Brothers Grimm (1812)
THE WONDERFUL WORLDs OF CINDERELLA

ACTIVITIES

1. Read 3 featured Cinderella stories
2. Use a wall map of the world and pin glass slippers where other stories originated
3. Introduce relevant words to the story in French, Chinese, Persian (Farsi), Spanish, & Gaelic
Welcome To Google Lit Trips!

Because Literary Reading Brings Wisdom to the Information Age

Travel is fatal to prejudice, bigotry, and narrow-mindedness. ~ Mark Twain

Important: If you use any of the following Lit Trips, visit our website for detailed instructions and the best experience!
Abuela, by Arthur Dorros

Developed by Teri Izatt, brought to you by GLT
Global Ed dba Google Lit Trips

This is the story of Abuela and Rosalba and the adventure they have together. The book beautifully shows scenes from their adventure flying above and around New York City. Come on this journey with them, then plan your own adventure in your own town.

Read more about the author, Arthur Dorros.

This Lit Trip was developed by Terri Izatt, second grade teacher
Northside Elementary School, Elko, Nevada

Visit Google Lit Trips for more Literary Journeys.
<table>
<thead>
<tr>
<th>Setting</th>
<th>Main character</th>
<th>Helper</th>
<th>Problem</th>
<th>Gathering</th>
<th>Identifier</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>Cinderella</td>
<td>Fairy Godmother</td>
<td>Evil Stepmother</td>
<td>Ball</td>
<td>Glass Slipper</td>
<td>Prince Charming</td>
</tr>
<tr>
<td>Cinderella Activity</td>
<td></td>
<td></td>
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<td>---------------------</td>
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<table>
<thead>
<tr>
<th>Story Title</th>
<th>Author Retold by</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Bubba the Cowboy</em></td>
<td>Helen Ketteman</td>
<td>Texas ranch</td>
</tr>
<tr>
<td><em>Prince – A Fractured Texas Tale</em></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Hero/Heroin</th>
<th>Villain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubba</td>
<td>Bubba</td>
<td>Stepdaddy</td>
</tr>
<tr>
<td>Stepbrothers (Dwayne and Milton)</td>
<td></td>
<td>Stepbrothers</td>
</tr>
<tr>
<td>Stepdaddy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miz Lurleen</td>
<td></td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did all the work on the ranch for stepdaddy and brothers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miz Lurleen finds owner of boot and they ride off into the sunset and live happily everafter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Magic by</th>
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<tbody>
<tr>
<td>Fairy godcow</td>
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<table>
<thead>
<tr>
<th>Cultural Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>-western brand of language and humor</td>
</tr>
<tr>
<td>-“Git them doggies”, “fer”, “purriest”</td>
</tr>
<tr>
<td>-hard and lonely work of ranching</td>
</tr>
<tr>
<td>-expressions such as “cute as a cow’s ear”, “gussied up in their finest duds”</td>
</tr>
<tr>
<td>-bolo tie</td>
</tr>
<tr>
<td>-ride to the pasture to check on the herd</td>
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</table>

<table>
<thead>
<tr>
<th>Cultural Aspects</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>-cowboy dress with</td>
<td>hermanastros - stepphers</td>
</tr>
<tr>
<td>Stetson hat, boots, jeans</td>
<td>hacienda – ranch</td>
</tr>
<tr>
<td>-hoedown</td>
<td>vacas – cows</td>
</tr>
<tr>
<td>-“ruckus”</td>
<td>vaquero – cowboy</td>
</tr>
<tr>
<td>-rode off into the sunset</td>
<td>caballos – horses</td>
</tr>
<tr>
<td></td>
<td>baile – dance</td>
</tr>
<tr>
<td></td>
<td>botas – boots</td>
</tr>
<tr>
<td></td>
<td>serpiente de cascabel – rattlesnake</td>
</tr>
<tr>
<td></td>
<td>tormenta – storm</td>
</tr>
<tr>
<td></td>
<td>relámpago – lightening</td>
</tr>
<tr>
<td></td>
<td>ayuda – help</td>
</tr>
<tr>
<td></td>
<td>sombrero – hat</td>
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<tr>
<td></td>
<td>mágico – magic</td>
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</tbody>
</table>
KEY QUESTIONS

• What is the importance of fairy tales in society? (e.g., entertainment, passing on societal values, explaining historical roots of society, stereotyping traditional characters)

• Are there any similarities that surprised you? Why?

• Are there any differences that surprised you? Why?

• What cultural aspects might one see in a current day Cinderella tale?
VISUAL INTERPRETATIVE ANALYSIS
Harlem
by Walter Dean Myers,
pictures by Christopher Myers

Visual Interpretive Analysis by
Rebekah Kamp, Mayank Kapoor,
Michelle Loh, Julie Patterson,
and Kelly Ann Smith

Visual Interpretive Analysis

Before considering the following questions, carefully examine the above image from *Harlem* by Walter Dean Myers and illustrated by Christopher Myers (New York: Scholastic Press, 1997). You can also visit the International Children’s Digital Library to view the entire book and the illustration in context, or view an enlarged version of the image.

Reading the text that accompanies this illustration will aid in interpretation.

For each question, choose the answer that best reflects your interpretation of the illustration:

1. What can one infer about the city by looking at the depicted skyline and architecture?

http://viaharlem.weebly.com/
Ciudad de puentes

yo soñé
una ciudad
recostada
entre alegres
colinas
y tranvías
con casas
que parecen
de muñecas
y edificios
con adornos
de pastel
yo soñé
una ciudad
abierta al mar
remojándose
los pies
en una bahía
amistosa
muy alegre
y generosa
con puentes
que nos quieren
a todos abrazar
una ciudad
donde
las personas
se hacen
puentes
entre sí

City of Bridges

I dreamed
a city
resting
among happy
rolling hills
and streetcars
with houses
that look like
doll houses
and buildings
decorated
like pastry
I dreamed
a city open
to the sea
soaking
her feet
in a bay
friendly
very joyful
and kind
with bridges
ready to
embrace us all
a city
where people
become
bridges
to each
other
THANKS!!!

Beth Joy Patin
@BethPatin
bethp@uw.edu