

Appendix 2.3. Calling the Shots: Students Promote Social Action in the School Library

Using NCAA's race and gender database search (<http://web1.ncaa.org/rgdSearch/exec/main>), students research basic statistics regarding race and ethnicity in college sports. The sports selected should mirror the sports offered at the students' middle or high school. Students then compile their findings into one document. Using these newly gathered statistics, students use their school library's database to search for sports-related books. Each group should choose four or more books for analysis, depending on available resources.

In groups, students then find summaries of these books, identify the sport on which a book is centered, and determine the protagonist's perceived ethnicity and/or race. If a book's database summary doesn't offer that information, students can pull the book from the shelf to help their search. Students then observe patterns and discrepancies by comparing the NCAA's statistics on gender and race to the gender and race of characters in the literature offerings in their school library. As a class, the results of each group's statistical analysis could be combined to reveal broader trends about whether the characters represented in multicultural sports literature mirror student-athletes in colleges and universities around the United States.

Next, each student chooses a book individually from those analyzed within his or her group. Students continue the research by applying their understanding of cultural pluralism and assimilation to the selected book. At this time, the definitions of each ideology should be reviewed and clarified as needed. Ask students to support their labels of cultural pluralism and assimilation with textual evidence from the book. Once they have identified the ideological stance of each book, students should share their findings with the class. The data could be compiled again to examine broader trends.

As with any critical literacy study, this knowledge is only powerful when it is shared with others with the intent of promoting social action. Done often, critical literacy leads to students "becom[ing] accustomed to looking for needs in the community and recognizing opportunities for change (Kaye, 2010, p. 3). Students might then present this knowledge to the school librarian with the goal of making a case for obtaining a greater number of multicultural sports books that promote cultural pluralism as opposed to assimilation.