

1. Record Nr.	UNINA9910955081503321
Titolo	Through the schoolhouse door : folklore, community, curriculum // Paddy Bowman and Lynne Hamer, editors
Pubbl/distr/stampa	Logan, Utah, : Utah State University Press, c2011
ISBN	9786613372352 9781283372350 1283372355 9780874218602 0874218608
Edizione	[1st ed.]
Descrizione fisica	1 online resource (266 p.)
Altri autori (Persone)	BowmanPaddy <1947-> HamerLynne M
Disciplina	398.07
Soggetti	Folklore and education - United States Folklore - Study and teaching - United States Community and school - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Foreword; Introduction; 1. "I Didn't Know What I Didn't Know": Reciprocal Pedagogy; 2. A Tale of DiscoveryFolklorists and Educators Collaborate toCreate and Implement the LouisianaVoices Educator's Guide; 3. Here at HomeLearning Local-Culture Pedagogy through CulturalTours; 4. Art at the ThresholdFolk Artists in an Urban Classroom; 5. From "Show-Me" Traditionsto "The Show-Me Standards" Teaching Folk Arts in Missouri Classrooms; 6. Every Student Rich in CultureNebraska Folklife Trunks; 7. Folkvine.org: Exploring Arts-Based Research and Habits of Mind 8. "When Lunch Was Just Lunch andNot So Complicated"(Re)Presenting Student Culture through anAlternative Tale9. Turning the University Inside Out:The Padua Alliance for Education andEmpowerment; Conclusion: Learned Lessons, Foreseeable Futures; Works Cited; Appendix
Sommario/riassunto	The creative traditions and expressive culture of students' families, neighborhoods, towns, religious communities, and peer groups provide

opportunities to extend classrooms, sustain learning beyond school buildings, and better connect students and schools with their communities. Folklorists and educators have long worked together to expand curricula through engagement with local knowledge and informal cultural arts-folk arts in education is a familiar rubric for these programs-but the unrealized potential here, for both the folklore scholar and the teacher, is large. The value
