Chapter One: Introduction: Deep Learning and Generative Research Through Story ................................................................. 1
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Section One: Story and Culture ........................................... 17

Chapter Two: Critical Approaches to Learning With Refugee Stories ............ 19
Elizabeth P. Quintero

Characters: Graduate Students From a University in the United States
Asylum Seekers in the United Kingdom
Refugee Council Staff and School Personnel in East London
Family Advocates and School Staff in East London
A Teacher Educator and Researcher

Settings: Refugee Council "One Stop Shop," Brixton, London
School in Newham, East London
Neighborhoods in Central and East London

Conflicts: In what ways may university students study personal histories,
cultures, languages, and the influence of these dynamics on
their learning from people from very different histories?
How do refugee families deal with challenges? How do we
support children in conflicts both in school and in community?
What are ways that school personnel may support new students while negotiating nationally imposed standards?

Chapter Three: Naming Stories and Critical Literacy:
A Classroom Narrative ........................................... 35
Mary Kay Rummel

Characters: Fifth-grade Multilingual Students From Southeast Asia, Africa, and Latin America
Their Classroom Teacher
A Teacher Educator and Researcher

Settings: St. Paul, MN, Elementary School

Conflicts: In what ways do students and their teachers participate in risk-taking to create meaningful personal connection opportunities for learners with multiple histories and languages?

Section Two: Stories and Learning ........................................... 45

Chapter Four: Connecting Funds of Knowledge to Curriculum:
Children and Teachers Using Story .................................... 47
Elizabeth P. Quintero

Characters: University Early Childhood Teacher Education Students
Family Members of Preschool Children
Teachers Visiting Homes
Children and Teachers in Programs and Schools

Settings: Southern California
New York City

Conflicts: What do Funds of Knowledge look like in homes of children?
How do we incorporate Funds of Knowledge into curricula?

Chapter Five: Writing From the Heart: Fourth-Grade Students
Write Poetry ........................................................... 59
Mary Kay Rummel

Characters: Fourth-Grade Students
Their Classroom Teacher
A Teacher Educator/Researcher

Setting: Primary Public School Minneapolis, MN

Conflicts: How can students and teachers make art from life experiences in order to create new realities?
Chapter Six: Loving Tulips Across Three Years: A Long-Term Project Story Begins
Will Parnell, Liz Dickey-Carlis, and Jeanne Marie Iorio

Characters: Young Children, Families, and Educators in the Lab School
An Artist and Classroom Teacher
A School Coordinator and an Office Specialist
Early Childhood Teacher Educators

Setting: Portland State University Helen Gordon Child Development Center, Sun Room (1-Year-Old Class) and Starfish Room (2-Year-Old Class)
Portland, Oregon

Conflicts: Why do we think our youngest citizens will destroy beautiful things? How can tulips help in forming relationships between children and in the community?

Chapter Seven: Conversations: A Tulip Tallness From the Ground
Will Parnell, Jeanne Marie Iorio, and Liz Dickey-Carlis

Characters: Young Children, Families, and Educators in the Lab School
An Artist and Classroom Teacher
Early Childhood Teacher Educators

Settings: Portland State University Helen Gordon Child Development Center, Grasshopper Room (3- and 4-Year-Old Class) and Atelier Portland, Oregon
Tulip Festival, Woodburn, Oregon

Conflicts: How can educators authentically listen to parents? What happens when schools intentionally enact a philosophy of parents as co-protagonist in school story?

Section Three: Stories and Change

Chapter Eight: Changing the Way We Story Our Lives
Andrew Rummel and Mary Kay Rummel

Characters: Graphic Artists
Students and Teachers in Middle School
Teacher Education Students in Literacy Class
Two Teacher Researchers

Settings: Middle School Classrooms
Teacher Education Study in a University Program
### Chapter Nine: Stories Within Stories: Case Study Narrative of Students Creating Stories

Trafford Burke with Mary Kay Rummel

**Characters:**
- Middle School Special Education Teacher/Playwright
- Middle School Students
- Teacher Educator and Researcher

**Settings:**
- Middle School in California Where Teachers and Other Professionals Have an Interest in or an Actual Second Career as Artists
- University Teacher Education Literacy Class

**Conflicts:**
- What sort of risk-taking is required by teachers to bypass teaching-to-the-test to create meaningful experiences to engage students?

### Chapter Ten: Storying Learning: Assessment in Early Childhood Settings

Elizabeth P. Quintero

**Characters:**
- Children Ages Birth to Age 8
- Student Teachers in Early Childhood Studies
- Practicing Teachers
- Families
- A Teacher Educator and Researcher

**Settings:**
- Early Care and Education Settings in California
- Early Childhood Teacher Education Program

**Conflicts:**
- How do we create alternative assessment methods that include the children, parents, and teachers as participants?
- What are ways to document strengths and patterns of learning and development outside of standardized norms?

### Chapter Eleven: Storying: Ways of Seeing

James Silas Rogers and Phil Taggart with Mary Kay Rummel

**Characters:**
- An essayist observing writing about place, present and past
- A poet observing and writing about the realities of place for some of its community members

**Settings:**
- A cemetery in the Midwest
- A city, and a community of disenfranchised people in Southern California
Conflicts: How may place be preserved in the history of peoples?
How may voice be given to the people on the margins of society?
How may we become better able to see the strengths in our cultures?

Epilogue: Taking Agency and Paying Attention .......................... 159
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