

**CULTURALLY RESPONSIVE
INSTRUCTION WITH AN
EMANCIPATORY PEDAGOGY**

WHEN KEEPING IT REAL GOES RIGHT!

#ecet2 #8

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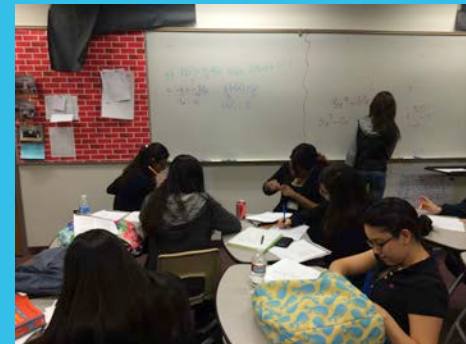
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WHY CULTURALLY RESPONSIVE INSTRUCTION WITH AN EMANCIPATORY PEDAGOGY...

“If my students represent marginalized, omitted, and misrepresented cultures and groups in this society, then I have the responsibility to rethink and reconstruct my curriculum and pedagogy to be inclusive and representational.”

-Dr. Susan Goodwin, *Teaching Children of Color: Seven Constructs of Effective Teaching in Urban Schools*



TEACHERS WILL BE ABLE TO ...

- Identify culturally responsive components of a lesson plan
- Identify emancipatory components of a lesson plan
- Include CR and EP aspect into there own lessons
- Use CR and EP strategies for academic as well as non-academic interactions with students
- Access tools, strategies and resources in order to show other teachers and administrators how to make there practices culturally responsive as well as emancipatory



EMANCIPATORY PEDAGOGY...

- Instructional practices that put students at the center of the learning process, ensuring that their identities matter.
- In order for students to act in the interests of themselves, their families, and their communities, they must...
 - ✓ Learn how to think critically
 - ✓ Produce knowledge
 - ✓ Actively engage with meaning
 - ✓ Experience curriculum that counteracts socio-historical patterns of race, class, and gender restrictions.



ESSENTIAL PRACTICES OF EMANCIPATORY PEDAGOGY: PRAXIS

- Inclusion, Representation, and Indigenous Voice
- Center Students in Instruction
- Build on what students know

These instructional practices are ALL supported by...

- ✓ Costa's Levels of Questioning
- ✓ Maslow's Hierarchy of Needs
- ✓ Common Core Standards
- ✓ ACT and SAT standards



“THINKING ABOUT THE MEANING OF EMANCIPATORY TEACHING, THINGS TO ASK OURSELVES...”

- Where and how can we incorporate social justice into our curriculum/lessons?
- How often does student work inform curriculum and curriculum materials?
- How often is/how can the family be involved or impacted by student work?
- How do we reflect and study the current disenfranchisement of our students? How does this reflection get integrated into the curriculum?



CULTURALLY RESPONSIVE INSTRUCTION IS...

- Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).
- Professor Geneva Gay wrote that culturally responsive teaching connects students' cultural knowledge, prior experiences, and performance styles to academic knowledge and intellectual tools in ways that legitimize what students already know (2000)



“KEEPING IT LOCAL” IS CULTURALLY RESPONSIVE BECAUSE...

Local lessons...

- Are lessons that students can immediately
- Reflect students environment and circumstance
- Allows students to take the objective of the day and “apply it” as soon as they walk out of the classroom or school
- Provide students with skills and or cognitive abilities that will help them improve or change their lives and the lives of those around them



A “KEEPING IT LOCAL” AND C.R.I INSTRUCTION IS GROUNDED IN TWO ASPECTS OF TEACHING

(As Defined by N.A.S.W: National Association of Social Workers)

- **Social Work**: Social work is a practical profession aimed at helping people address their problems and matching them with the resources they need to lead healthy and productive lives.
- **Social Justice**: Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.



CULTURALLY RESPONSIVE INSTRUCTION WITH AN EMANCIPATORY PEDAGOGY

Thank you Soo much for your time please feel free to reach out to either of us to inquire about anything that you have seen or heard in our presentation.

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CRITICAL RESOURCES: INSTRUCTIONAL TEXTS

- **Pedagogy of the Oppressed** by Paulo Freire and Myra Bergman Ramos
 - **Culturally and Linguistically Responsive Teaching and Learning** Sharroky Holly
 - **Teaching Children of Color: Seven Constructs of Effective Teaching in Urban Schools** by Susan Goodwin and Ellen Swartz
 - **Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success** by Baruti Kafele
 - **Culturally Responsive Teaching: Theory, Research, and Practice** by Geneva Gay
 - **Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students** by Zaretta L. Hammond
 - **The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools** by Jeffrey M. Duncan-Andrade
 - **Girl Time: Literacy, Justice, and School-to-Prison Pipeline (Teaching for Social Justice)** by Maisha T. Winn
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CRITICAL RESOURCES: TEXTS FOR STUDENT AND TEACHER UNDERSTANDING (INFORMATIONAL TEXTS)

- **The New Jim Crow** by Michelle Alexander
- **War Against All Puerto Ricans** by Nelson A. Denis
- **The Willie Lynch Letter**
- **Medical Apartheid** by Harriet Washington
- **The Mis-Education of the Negro** by Carter G. Woodson
- **Post-Traumatic Slave Syndrome** by Dr. Joy Degruy
- **The Color Complex** by Kathy Russell, Midge Wilson, and Ronald Hall
- **They Came Before Columbus** by Ivan Van Sertima
- **A People's History of the United States** by Howard Zinn
- **A Young People's History of the United States: Columbus to the War on Terror** by Howard Zinn and Rebecca Steffoff
- **A People's History of American Empire** by Howard Zinn and Mike Konopacki
- **Countering the Conspiracy to Destroy Black Boys** by Dr. Jawanza Kunjufu
- **Occupied America: A History of Chicanos** by Rodolfo Acuña
- **Nigger: The Strange Career of a Troublesome Word** by Randall Kennedy

CRITICAL RESOURCES: TEXTS FOR STUDENT AND TEACHER UNDERSTANDING (INFORMATIONAL TEXTS)

- **Revolutionary Suicide** By: Huey P. Newton
- **Soul on Ice** By: Eldridge Cleaver
- **Seize the Time** By: Bobby Seale
- **Open Veins of Latin America** By: Eduardo Galeano
- **Critical Race Theory** By: Richard Delgado and Jean Stefancic
- **Race to Incarcerate** By: Marc Mauer
- **Metaphors We Live By** By: George Lakoff and Mark Johnson
- **Eleven Rings** By: Phil Jackson and Hugh Delehanty


CRITICAL RESOURCES: TEXTS FOR STUDENT AND TEACHER UNDERSTANDING (LITERATURE)

- **The Absolutely True Diary of a Part-Time Indian** by Sherman Alexie
- **The Lone Ranger and Tonto Fistfight in Heaven** by Sherman Alexie
- **The House on Mango Street** by Sandra Cisneros
- **The Autobiography of Malcolm X** by Malcolm X and Alex Haley
- **Between the World and Me** by Ta-Nehisi Coates
- **The Beautiful Struggle** by Ta-Nehisi Coates
- **The Brief and Wondrous Life of Oscar Wao** by Junot Diaz
- **Assata: An Autobiography** by Assata Shakur
- **American Born Chinese** by Gene Luen Yang
- **Maus** by Art Spiegelman
- **Palestine** by Joe Sacco
- **Yummy** by G.Neri
- **Copper Sun** by Sharon Draper
- **The Kite Runner** by Khaled Hosseini
- **The Rose That Grew From Concrete** by Tupac Shakur
- **Nigger** by Dick Gregory

CRITICAL RESOURCES: VIDEOS FOR STUDENT AND TEACHER UNDERSTANDING (DOCUMENTARY)

- The House That I Live In
- Rubble Kings
- Yo Soy Puertorriqueno: Pa Que tu lo Sepa
- PBS Documentary: Look For Me In the Whirlwind- Marcus Garvey
- Unnatural Causes
- Maria Hinojosa's "America by the Numbers"
- Maafa 21- Eugenics, Abortion, and Black America
- Hip-Hop: Beyond Beats and Rhymes
- Dark Girls
- The True Cost
- Food Inc.
- India's Daughter
- Ethnic Notions
- The Children's March
- Citizen King
- The Corporation
- Planet Rock: Hip-Hop and the Crack Generation

CRITICAL RESOURCES: VIDEOS FOR STUDENT AND TEACHER UNDERSTANDING (OTHER FILM)

- Fruitvale Station
 - Cesar Chavez
 - Malcolm X
 - Selma
 - Bamboozled
 - Higher Learning
 - Ali
 - Rosewood
 - The Great Debaters
 - City of God
 - Maria Full of Grace
 - Sankofa
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CRITICAL RESOURCES: VIDEOS FOR STUDENT AND TEACHER UNDERSTANDING (OTHER FILM)

- **This is the link to an amazing lecture by Jeff Duncan-Andrade and the Harvard Graduate school speak on his “Note to Educator: Hope Required When Growing Rose in Concrete” This talk cover the amazing article with the same name, truly a must see**
<https://www.youtube.com/watch?v=8z1gwmkgFss>
- **This is the link to the reading:** http://www.unco.edu/cebs/diversity/pdfs/duncan_note%20to%20educators_%20hope%20required%20when%20growing%20roses%20in%20concrete.pdf

CRITICAL RESOURCES: INSTRUCTIONAL WEB SOURCES

- Teaching Tolerance: Perspectives for a Diverse America- Lesson Plan Builder
- LeMoine and Associates (Linguistically Responsive Teaching Resources)
- Flocabulary- Educational Hip-Hop
- Change.org
- DoSomething.org