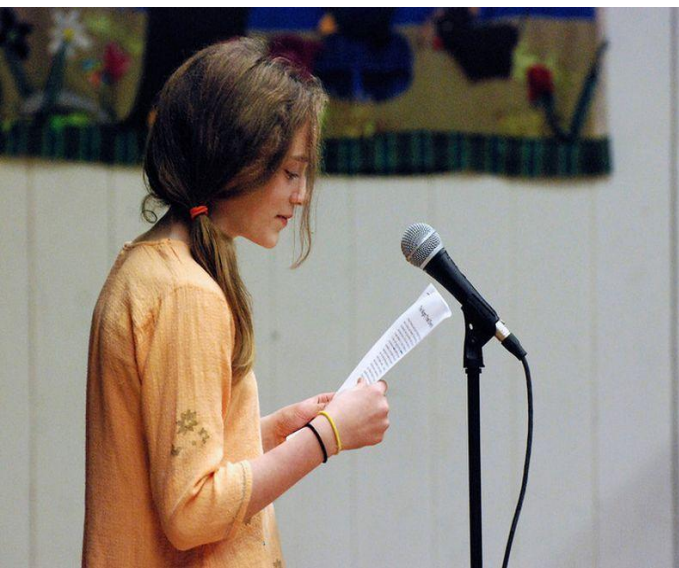
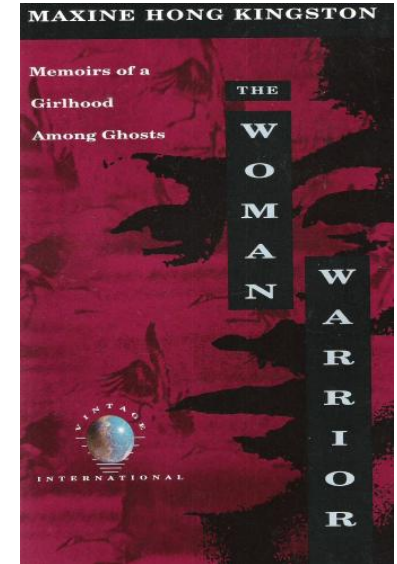
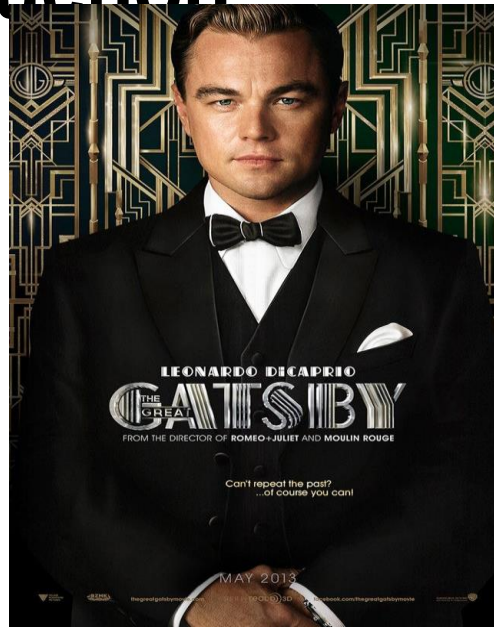
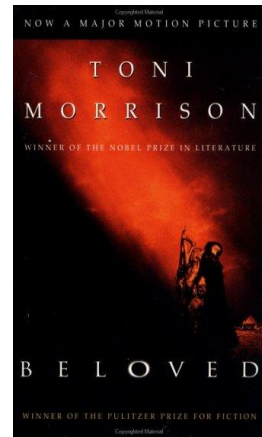
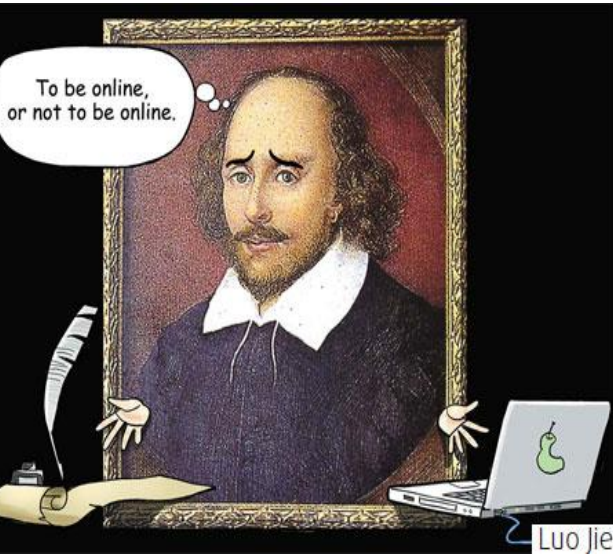


New Directions in Teaching English: Socially, Culturally, & Technologically Relevant Instruction



CRITICAL MEDIA PEDAGOGY

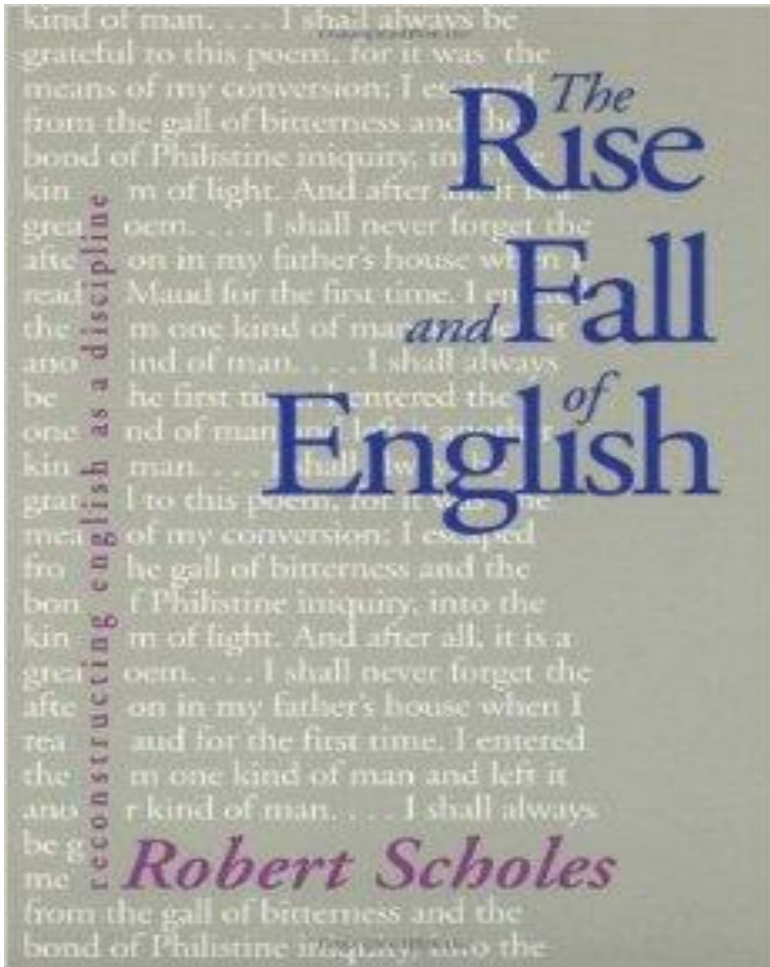
Teaching for Achievement in City Schools



ERNEST MORRELL
RUDY DUEÑAS
VERONICA GARCIA
JORGE LOPEZ



English as a Movement



A Series of Movements

- Theories of Texts
- Theories of Reading
- Theories of Teaching
- Theories of the Learner
- Theories about the World

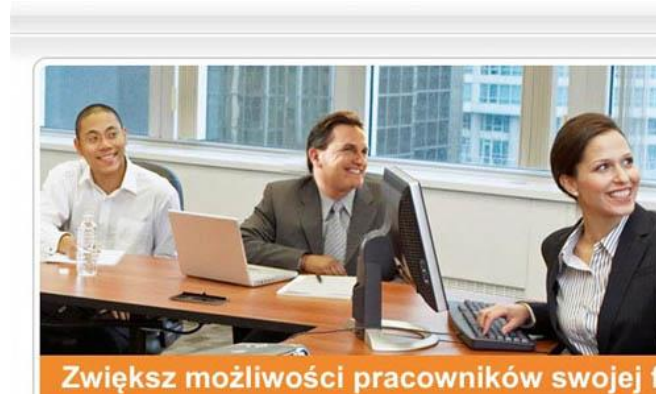
Transforming the Teaching of English



Giving Ourselves Permission to (Re) Invent



Literate Life in the 21st Century



How do we increase students' engagement?



How do we increase student confidence?



How do we make it socially, culturally, and technologically relevant?



English Teaching as Cultivating Student Voices

Multiple Genres for Multiple Audiences & Purposes

- Having something to say: (Motivation)
- Knowing how to say it: (Literacy)
- Feeling good about your ability to say it (Identity)
- Saying it with authority and power: (Achievement)
- Using voice to know myself and others: (Social Emotional Learning)
- Working together for things that matter to us (Social Awareness)



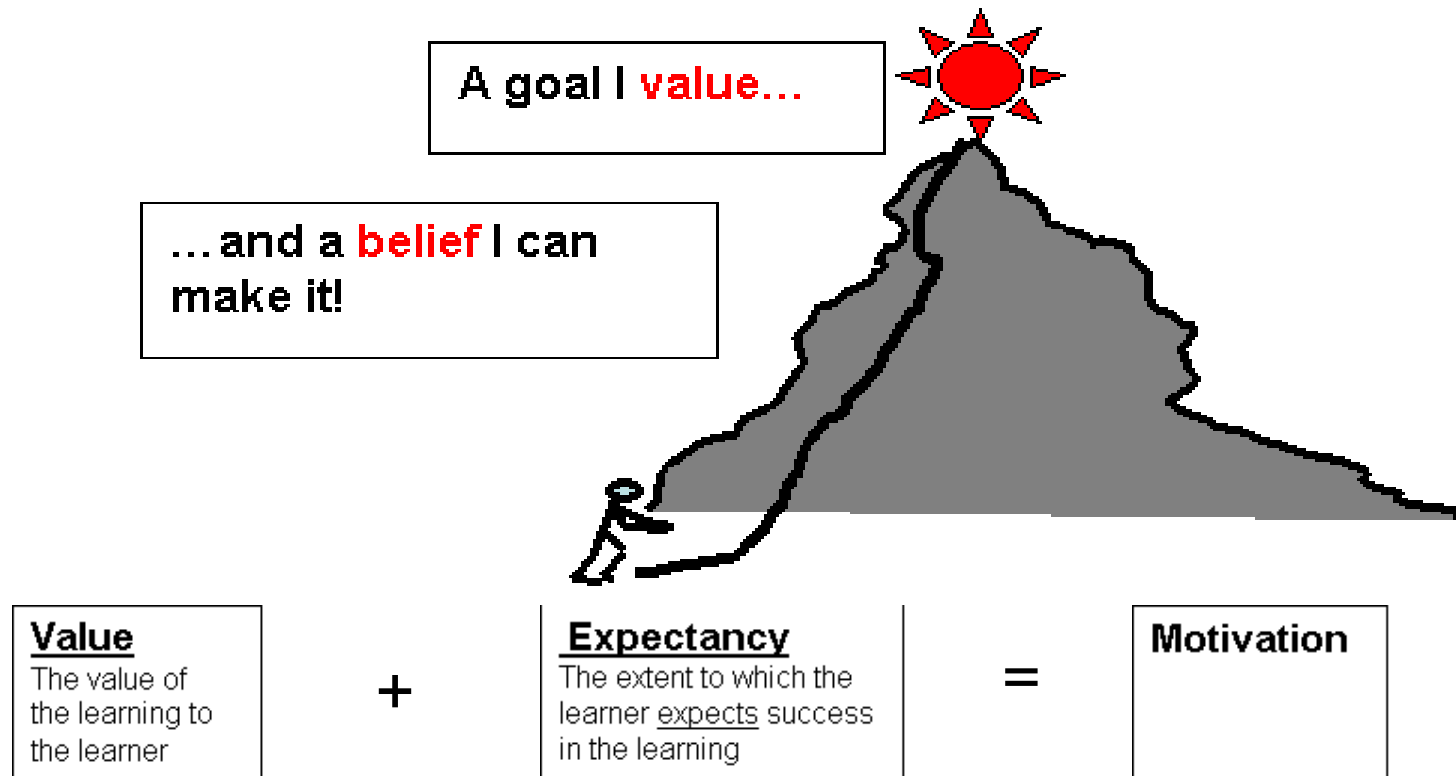
Ideas About Learning

Q: What do I get to become as I learn?



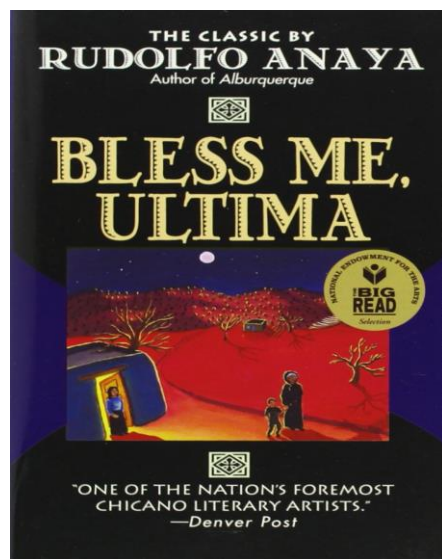
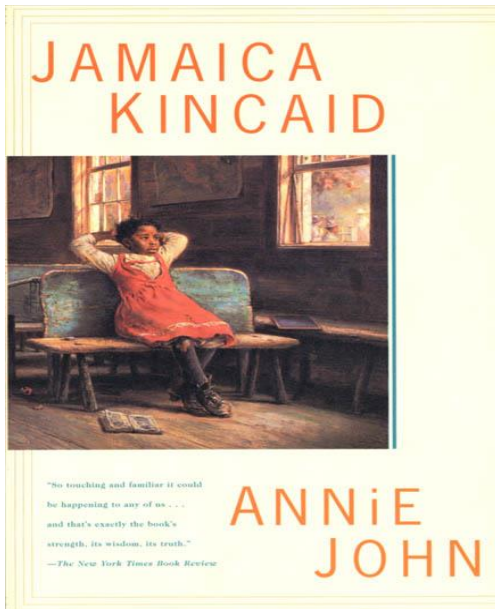
Ideas about Engagement

The Expectancy-Value Theory of Achievement Motivation

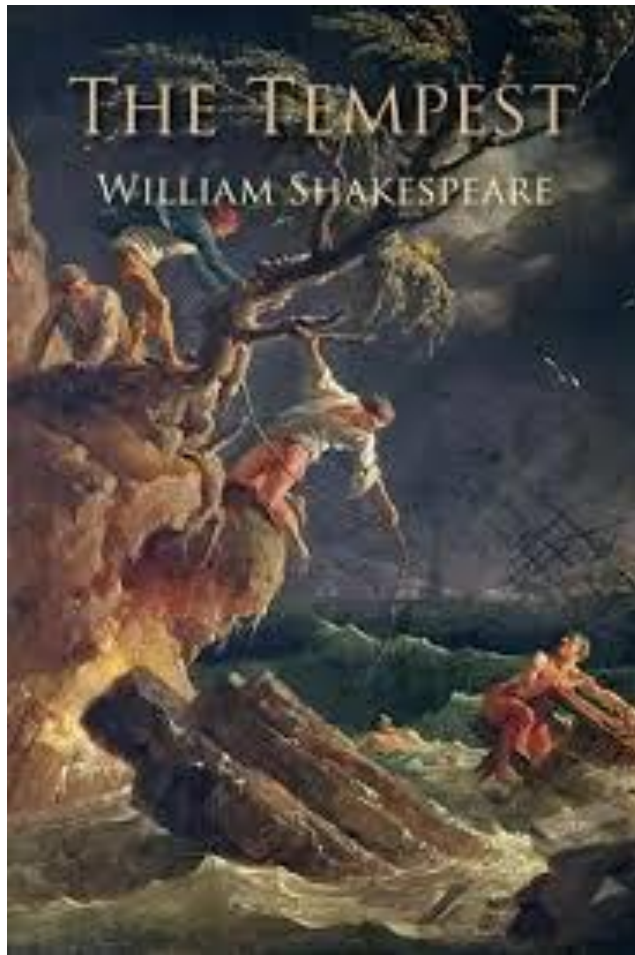


Powerful English in the 21st Century

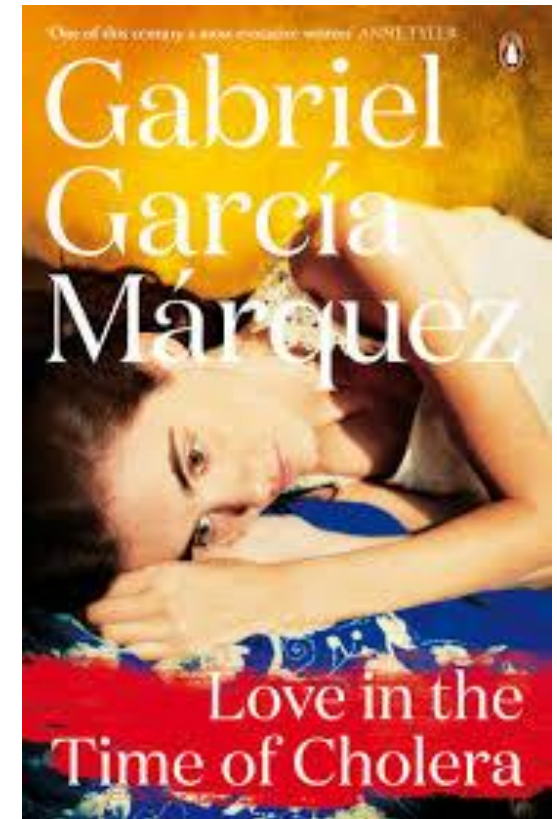
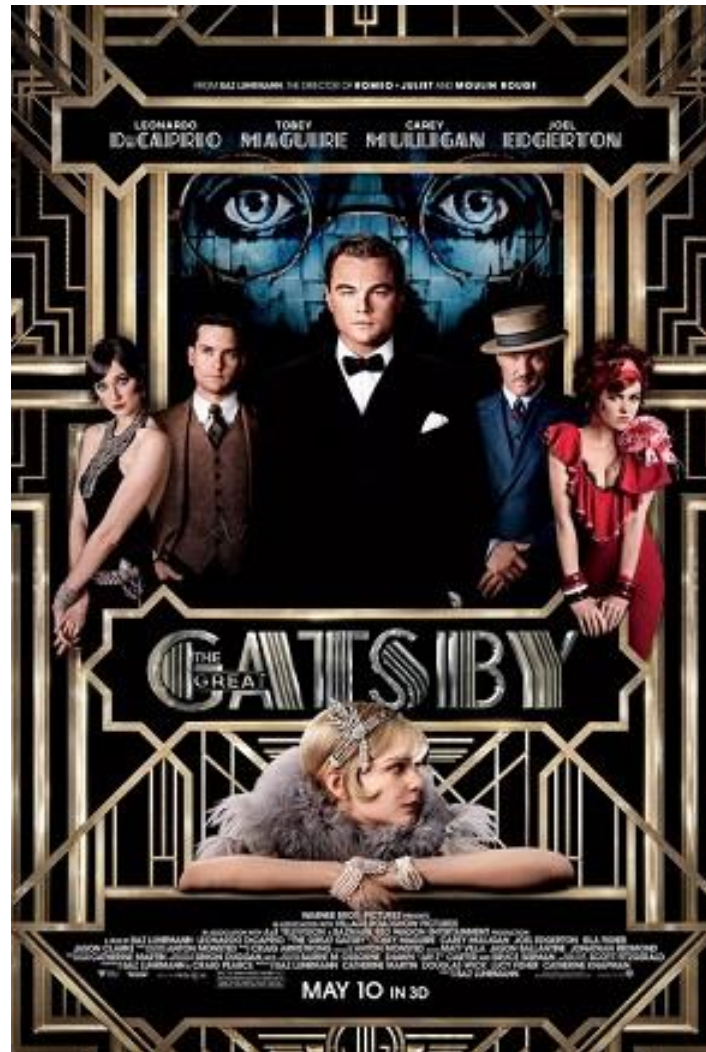
Socially, Culturally, and Technologically Relevant Practices



Theories of Reading



- What do we read?
- How do we read?
- What do we do while and after we read?
- How have we decided throughout history what is good to read? How do we decide today?



Popular Culture & Multicultural Literatures

Multicultural Literature?

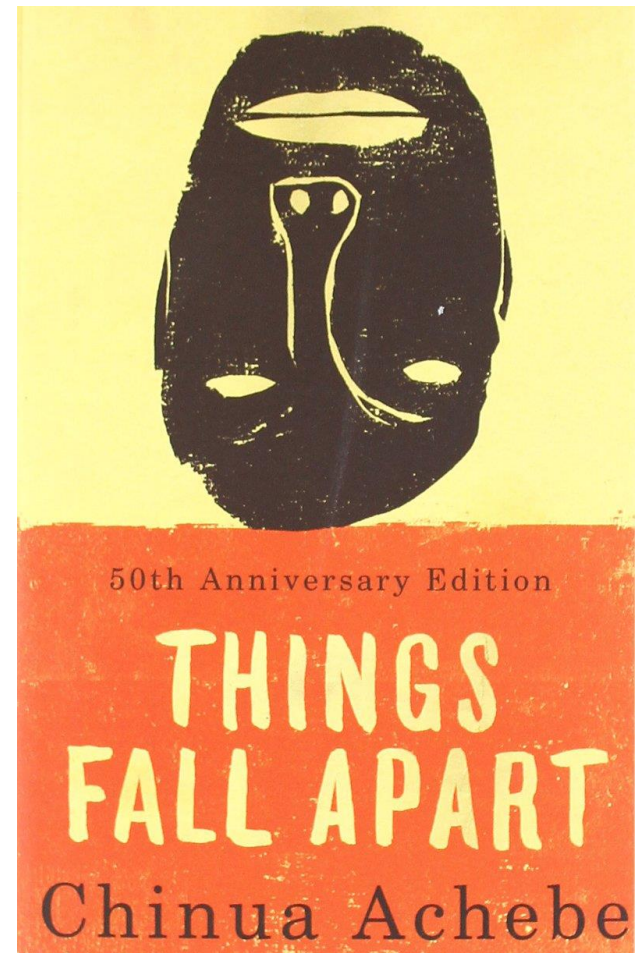
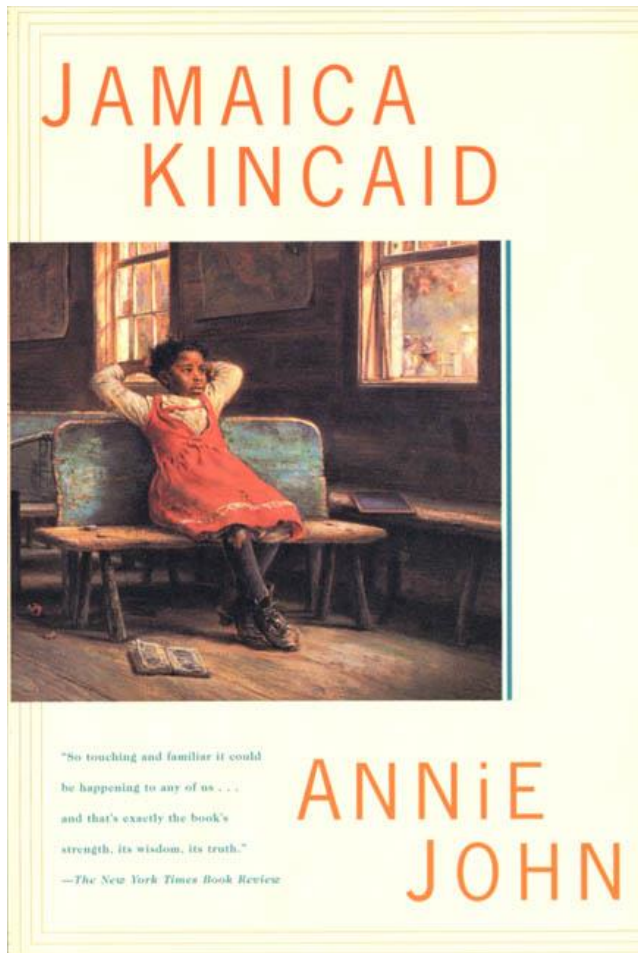
What is the relationship between multicultural literature and multicultural readings of literature?

“ National literatures reflect what is on the national mind.” Nobel laureate Toni Morrison



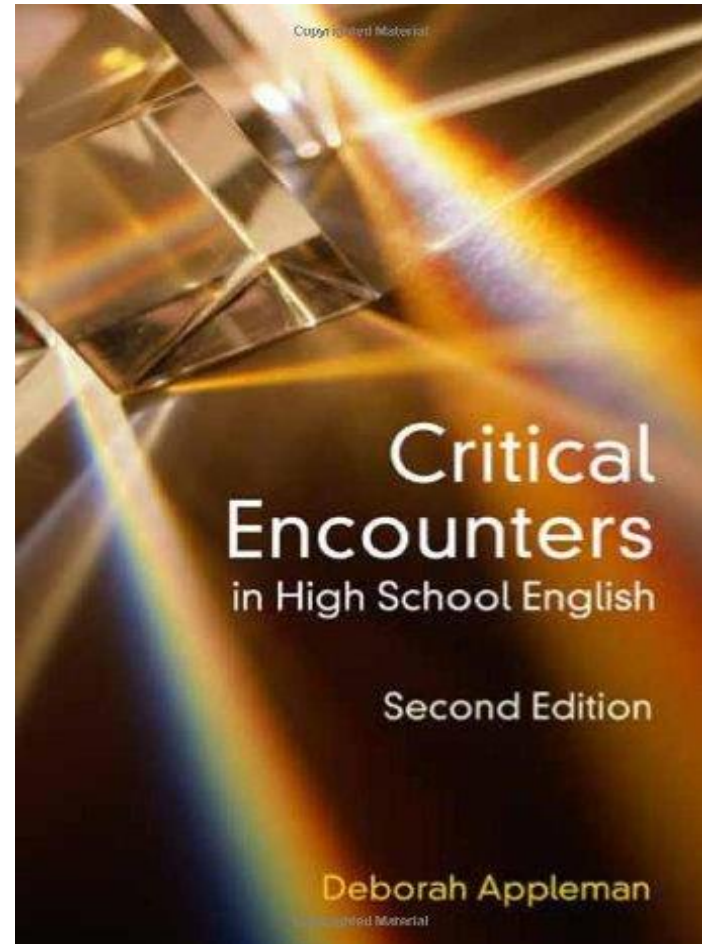
Postcolonial Literatures

Digitally Archiving Histories of Colonialism



Deborah Appleman

Critical Approaches to the Teaching of Reading



REEL Engagement

Incorporating Film Study into Literacy Units

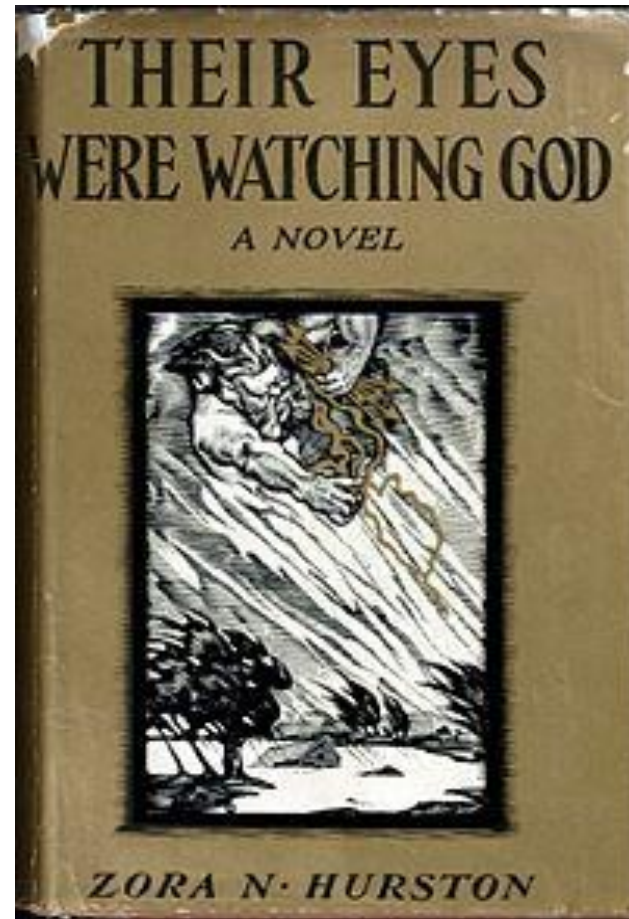
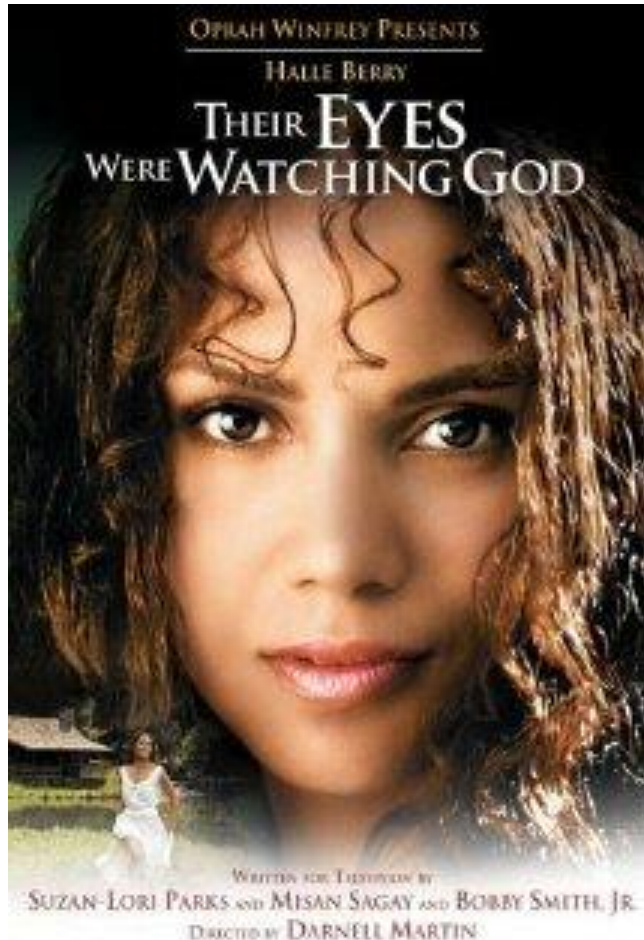


Image and Stereotypes

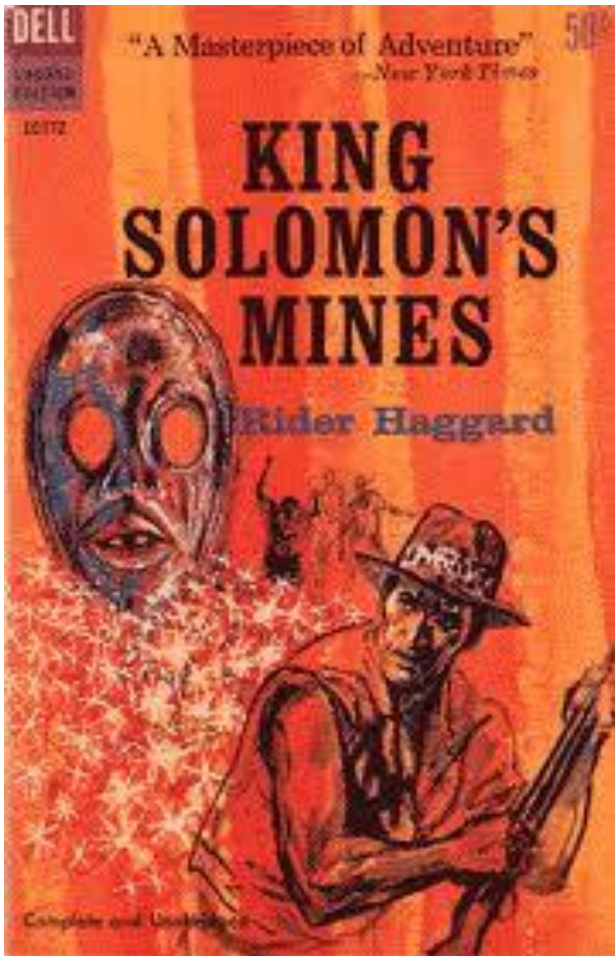
In Clueless and The Great Gatsby



Literary Analyses of Videogames

AA Criticism of Resident Evil 5 & King Solomon's Mines





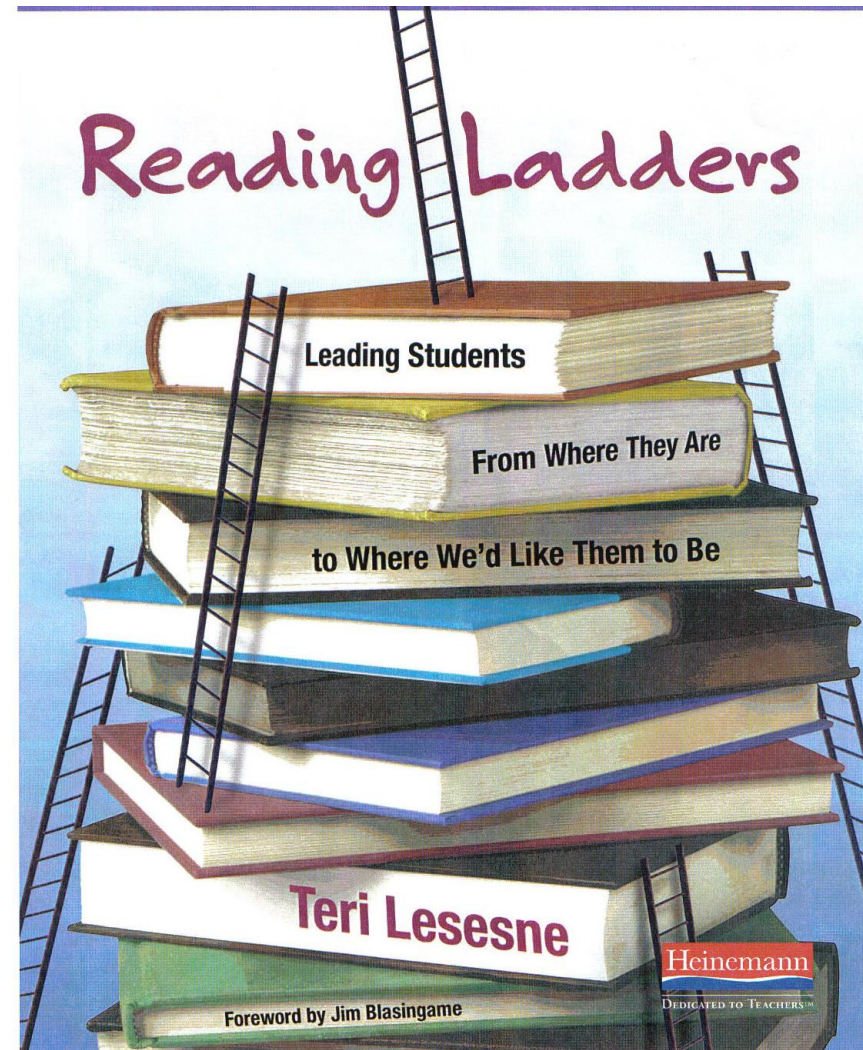
Writing in the Arts in the Digital Age



Students as Playwrights

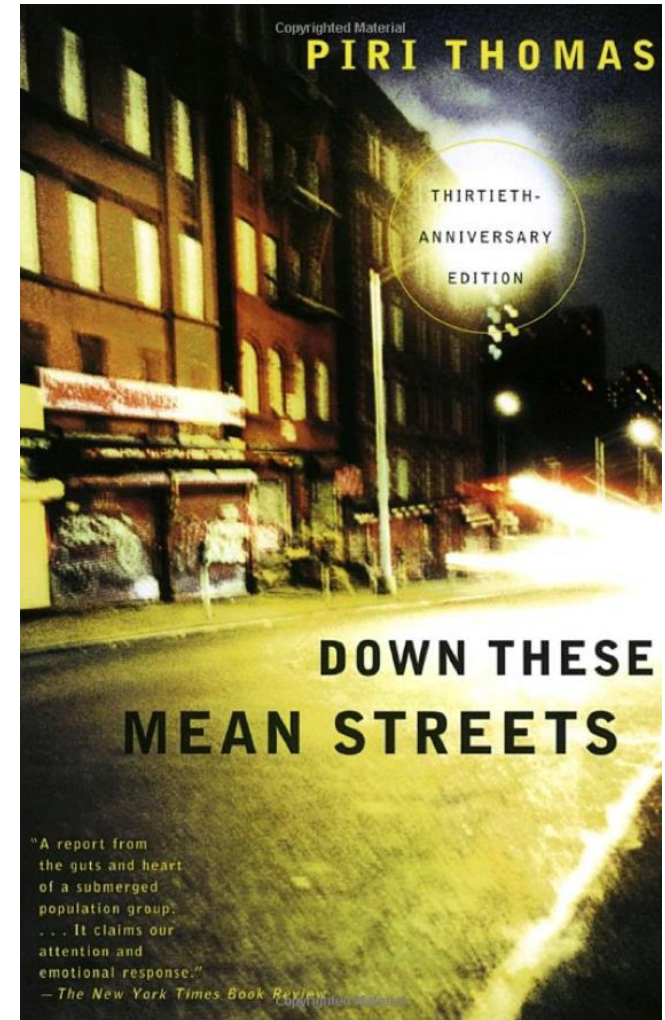


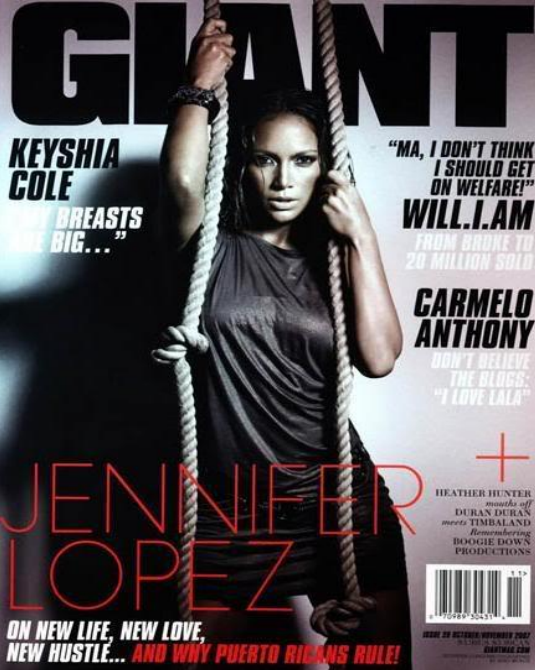
Expanding Choice and Engagement through Reading Ladders Leading Students from Where They Are...



The Book Ladder Project

- Monster (Walter Dean Myers)
- Manchild in the Promised Land (Claude Brown)
- Down these Mean Streets (Piri Thomas)
- Always Running (Luis Rodriguez)
- Black Boy (Richard Wright)
- Empire State of Mind: How Jay Z Went from Street Corner to Corner Office (Jay Z)
- Autobiography of Malcolm X
- Native Son (Richard Wright)
- Invisible Man (Ralph Ellison)
- Darkwater: Voices from Within the Veil (W.E.B. DuBois)





CRITICAL MEDIA PEDAGOGY

Teaching for Achievement in City Schools



ERNEST MORRELL
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 VERONICA GARCIA
 JORGE LOPEZ

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Critical Media Analysis

Developing Literacies Across the Disciplines

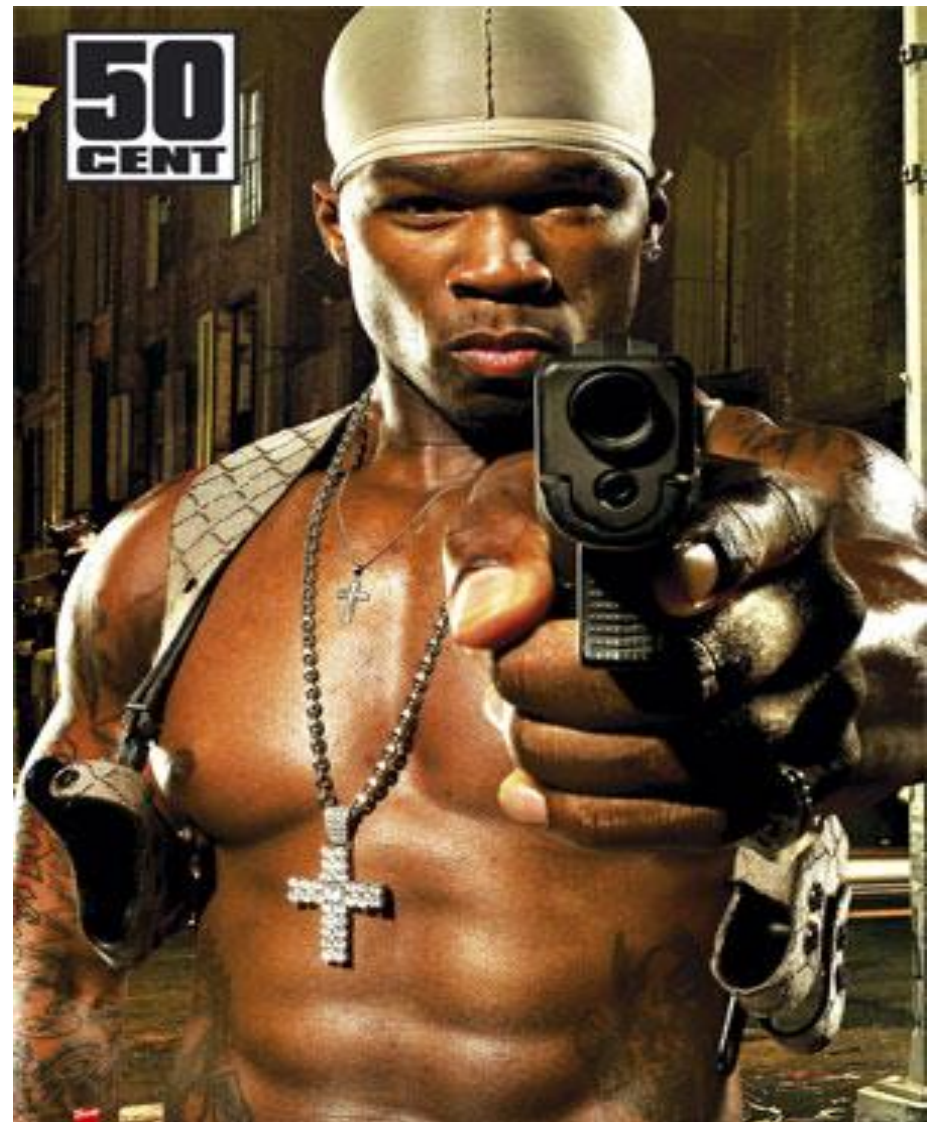
- What values or ideas are promoted?
 - What does it mean to be normal (or cool)?
 - What does it mean to have power?
 - What does it mean to be desired?
 - Who is marginalized or “Othered”?
- How is the audience/recipient constructed?
 - Who is targeted?
 - What assumptions are made about the audience?
 - How does the ad/image/artifact intend to make the recipient feel about him or herself?
 - What is an audience member compelled to do/believe?

CRITICAL MEDIA PEDAGOGY

Teaching for Achievement in City Schools



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JORGE LOPEZ

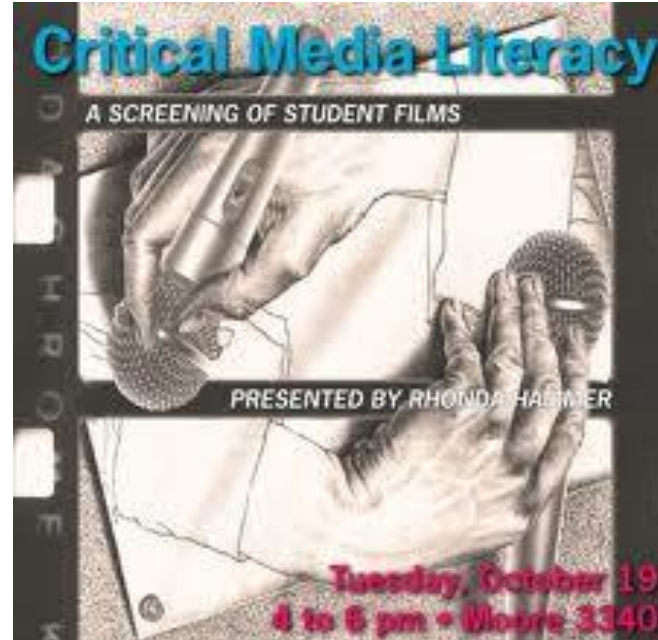


Media and youth social movements



UCLA-Women's Studies Project

Critical Documentary Filmmaking





Youth as Poets

Q: How can poetry help to develop critical writers?



First Wave- University of Wisconsin

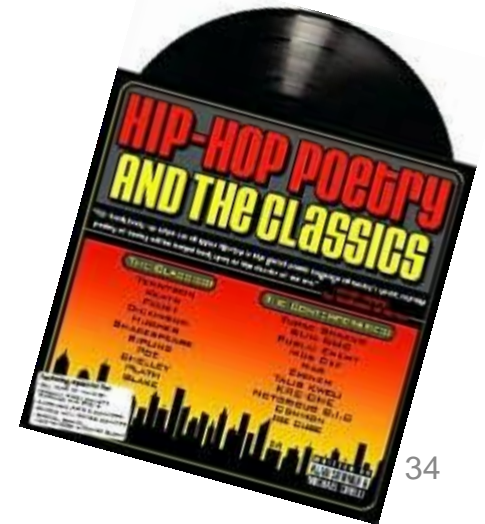
Poetry, Performance, and English Education



Critical Poetry Unit

Overview: In this poetry unit, students will not only work towards an understanding of literary devices and classical poetry, but also use popular culture (music/hip-hop) to understand the social conditions within poetry. Students will have the opportunity to analyze social conditions, but also their own behaviors. By engaging in social and critical analyses of poetry and popular culture, they will develop their own academic literacies necessary for school success.

- Length: 4 weeks
- Sources:
 - Book: Hip Hop Poetry & the Classics *for the Classroom*
 - Various music



"I'LL TELL YOU WHAT I SEE"

By: Jessica Carrillo

I look outside my house,
and I'll tell you what I see.
A trashed old neighborhood
with plenty of graffiti.
The walls are crumbling and
are falling apart.
The sidewalks of old furniture
and mattresses pile up.
Violent screams and shootings
echo in my head.
Walking cautiously around
hoping I won't be found dead.
The everyday sales of drugs proceed,
Affecting those blind ones
around me at ease.
Nobody seems interested,
not even concerned.
That their community
is taking a really bad turn.
They only care about their own life.
Wondering how they will ever survive?
Some say we're hopeless
and don't even bother
to pay for our books
so we can move farther.
I'd appreciate is they'd have
a little more faith.
Some of us can grow up to be
something really great.
But I always know to hope for change,
That none of this will say the same.
We'll rise from all of this and take control.
Someday we'll clean up this place called home.



GENIUS

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
LIT GENIUS



RAP GENIUS

Throwback Transcription
Thursdays (Week 3)

Glorious IQ Bonus

 42 annotations

POP GENIUS

The Genius Project 2015

Singin', "this'll be the day that I die
"this'll be the day that I die."

Did you write the book of love
And do you have faith in God above
If the Bible tells you so?
Do you believe in rock 'n roll
Can music save your mortal soul
And can you teach me how to dance real

Well, I know that you're in love with him
cause I saw you dancin' in the gym
You both kicked off your shoes

He is not really upset about the deaths of the great's like we all thought. He is furious because the girl he wants doesn't want him. The rest of the song his his rationalizing. This is the most significant, operative lyric in the whole song. He has been jilted and the rest of the song is just rationalizing why he is so down

This explanation hasn't yet been reviewed by the Rap Genius editors

[edit](#) | [delete](#)



▼ Authors

▼ Suggest an improvement

Props to the people v

Powerful Writers

Developing Students as Researchers

- If you could change the world what is one thing you would do?
- If you could change your community what is one thing you would change?





The Process

1. Identify a problem
2. Develop a Question
3. Design a study
4. Collect data
5. Analyze Data
6. Make Claims
7. Provide Evidence
8. Create Products
9. Disseminate Products
10. Social Action



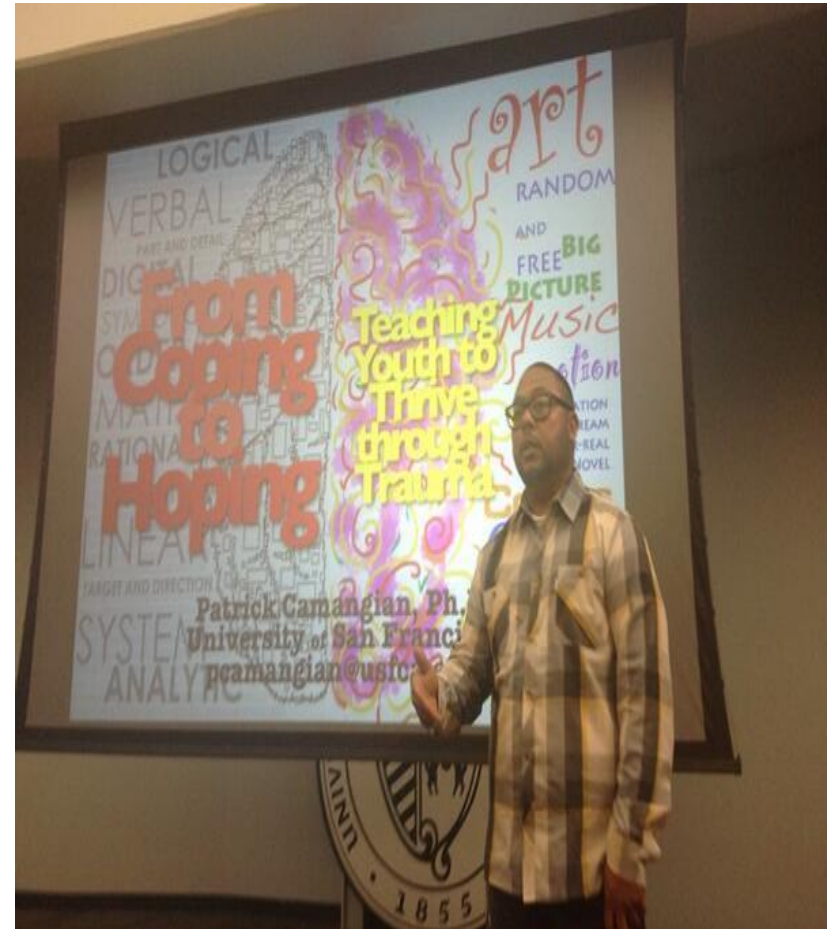
IUME | Institute for
Minority and
Urban education
TEACHERS COLLEGE COLUMBIA UNIVERSITY

Workshops and Activities

- Turning problems into research questions
- Designing your research project
- The Interview Workshop (1 class period)
- Developing Surveys (1-2 class periods)
- Learning to use cameras
- “Field” Days
- Exploring and Analyzing Your Information

Auto-ethnography Project

- My Self
 - Poetry, Narrative Writing, Scripts
- My Community
 - Journalistic, Case Study
 - Interviews, observation
- My World
 - Quantitative, descriptive statistics
 - Demographics



A Day in My Life...

Learning Power: A Day in the Life: East Los Angeles students share their experience

06/04/2007 05:53 AM



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East Los Angeles freshmen from Wilson High School share a day in their life.

A Day in the Life: East Los Angeles students share their experience

By Christine O'Keefe
Staff Writer

UCLA Urban Schooling Professor Ernest Morrell, along with two graduate students, Rosa Jimenez and Mark Bautista, have partnered with first-year English teacher Veronica Garcia at Wilson High School to develop and implement a unique project called "A Day in the Life of...Critical Minds Project." The project enables students to deepen their critical literacy skills through analysis of their own educational experiences. Using the genre of a written narrative, the students capture both the mundane and poignant aspects of their daily lives as they move from home to school and through the sequence of a typical high school day. In an era of rising dropout rates and increased legislative scrutiny, today's students are often portrayed by the mainstream media as unmotivated and underachieving, but they are rarely given the opportunity to share their firsthand, unedited experiences. What follows is a day in the life of four freshman high school students at Wilson High School in East Los Angeles—in their own voices.

http://learningpower.gsels.ucla.edu/articles_3/story1.html

....continued



Ericka Gonzalez

"In my English class we never stop working, and even if we do something fun, we have to write about what we did. It gets really boring because we have that class for two hours. When my English teacher doesn't give us a break during passing periods it sucks because it doesn't pump us up for the next hour. Then we aren't awake for class. I think I have gotten better in English, though, because I have improved in my writing. I

can write longer papers now than before. In most of my classes, though, my teachers lecture too much and I end up not learning anything. It's not fun to sit in a classroom and just listen, you don't learn anything."

Read Ericka's original piece [here](#).



Aileen Carrero

"My second period class is Life Skills, which is about how to succeed in life. It's also about how to be a lady and a gentleman. One time Mr. G. smelled marijuana, so he smelled each of our hands and caught the boy. He was suspended for two days. He didn't look like he was the kind of kid who would get high—he looked like a good kid. When Mr. G. said he smelled pot I thought it would be one of the kids who really do drugs.

Sadly lots of kids do drugs at my school and the administrators don't even have a clue. They do it because it's so easy to get away with it or because it makes them look cool. Others do drugs to get away from reality. Some kids give up because they are tired of having to be 'perfect' and live up to their parent and teacher's expectations."

Read Aileen's original piece [here](#).

Mario Rosales

"In science class, the teacher gives us



Page 1 of 2

ernestmorrell@gmail.com

43

Youth Historians in Harlem Becoming Digital Archivists

Home Project Details Curriculum Resources

**Critically conscious history
for critically conscious youth**

THE LAYING EDUCATION CENTER

CLAUDE M. STEELE

The New Jim Crow

HARLEM

teacher-student interactions but tapping into the critically conscious minds and hearts of students in urban schools.

Welcome to the Youth Historians in Harlem Project!

The Youth Historians in Harlem (YHIH) project is a new critical approach to teaching history in urban schools in Harlem, focusing on empowering minority youth through their own cultural experiences, involving students in the practice of "doing" history through guided projects, programs, and participatory action research. Through a collaboration between the History and Education Program at Teachers College, Columbia University and

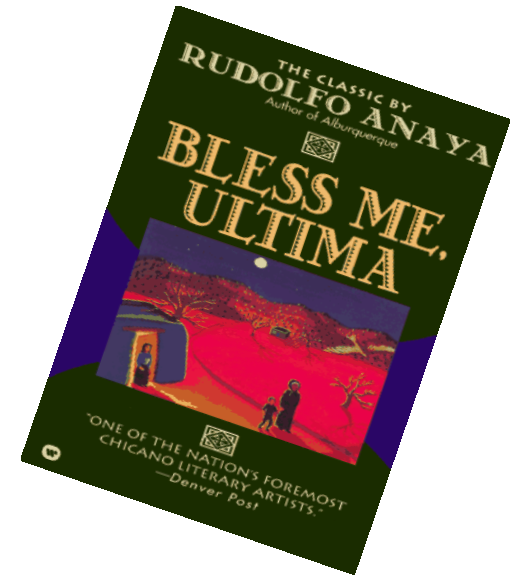
Students as Oral Historians



45

BLESS ME ULTIMA—ORAL HISTORY PROJECT

- **Length:** 5 weeks
- **Culminating Task:**
 - Oral History Essay
 - Power Point (5 Slides)
- **Resources:**
 - Bless Me Ultima by Rudolfo Anaya
 - Computers



Essential Questions:

- What forces influence our identities as young people? Am vs. Latino
- How do we **as young people** deal with DUALITY (two kinds of “worlds”)—living in a US society (new ways/modern) while still maintaining the language, traditions, and values of our home culture?
- What knowledge and history of our past (from our elders) can help inform/guide us towards our future?
- What connections or shared experiences do we share with Antonio and his family’s experiences and our own? Why?

Instructions: Interview a family member who can share *IN DETAIL* about your family's culture, traditions, language, and history! Use *CORNELL NOTES*. Feel free to add more questions to the following:

1. Name of person
2. Date of birth
3. Place of birth (include city, state, country)
4. Siblings (how many brothers/sisters)
5. Relationship to you
6. What was this person's adolescent years like (birth to age 13)? Describe.
7. What was/is his/her education experience?
 - a. U.S. or another country
 - b. Elementary
 - c. Middle
 - d. High School
 - e. College and beyond
8. What was this time period like for this person? Describe.
9. What is ONE important event to this person in this period? Describe.
10. How does this person describe their culture (where they come from, languages, traditions)?

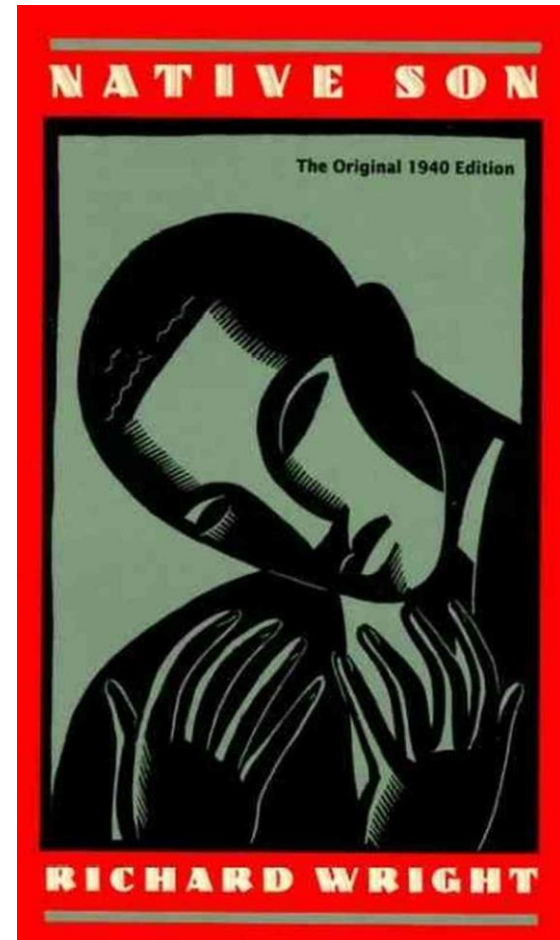


Mock Trials in the Literacy Classroom

“Putting Bigger Thomas on Trial”

The Casebooks

- All the questions prepared for the witnesses of your team and scripted responses
- All of the anticipated questions to be asked of your witnesses in cross-examination.
- All of the questions prepared in advance for opposing witnesses in cross-examination.
- The opening arguments.
- All notes taken during the trial (trial notes are mandatory)
- A 5-7 page summation/analysis of the trial.



Mock Trials, Debate, and Legal Advocacy



Poetry-Inspired Research

“Dreams Deferred in American Education”



Dream Deferred

By Langston Hughes (1951)

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore--

And then run?

Does it stink like rotten meat?

Or crust and sugar over--

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it **explode**?



INEQUALITY OF EDUCATION

**HISTORICALLY AND CURRENTLY,
SOUTH CENTRAL LOS ANGELES SCHOOLS HAVE
LACKED THE NECESSARY RESOURCES NEEDED TO
PROVIDE A QUALITY AND EFFECTIVE EDUCATION**

“Despite greater need, 79% of large city districts studied by the Council of Greater City Schools are funded at a lower rate than are suburban schools; nationally, advantaged suburban schools spend as much as ten times that spent by urban poor schools”

(Anyon 1997)

Gramsci (1891-1937)

'Each man, finally, outside his professional activity, carries some form of intellectual activity, that is, he is a "philosopher" ...'

Traditional Intellectual

- ❖ According to profession in social class
- ❖ Manufactured title

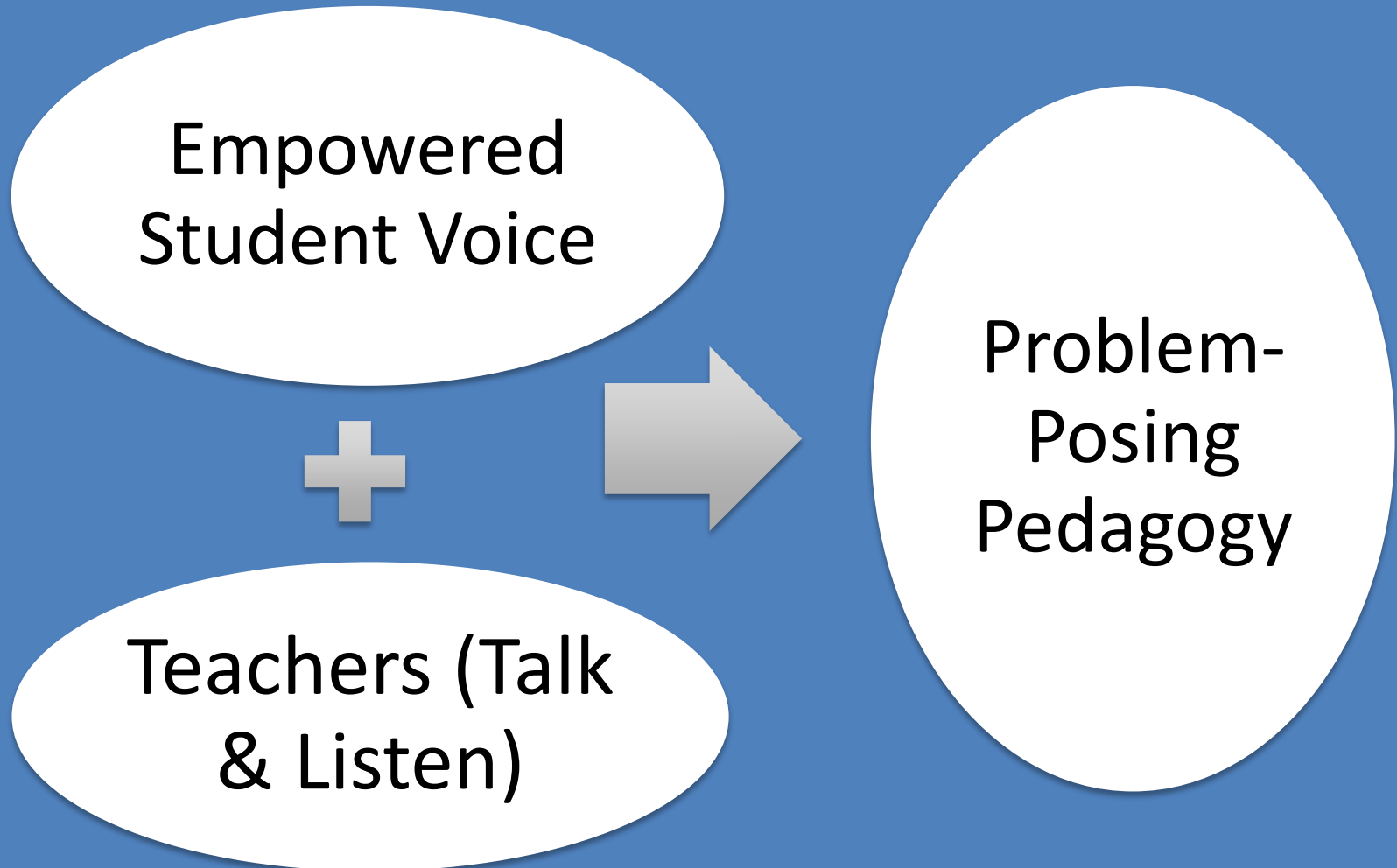
Organic Intellectual

- ❖ Constantly developed by society
- ❖ Natural
- ❖ Develops intellect by environment



Problem-Posing Pedagogy

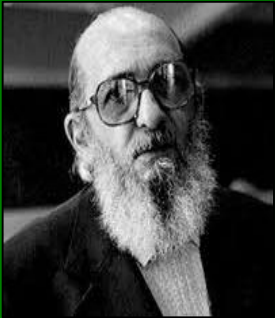
Paulo Freire



THEORISTS



- Macleod: Social Reproduction
- “schools actually reinforce social inequality while pretending to do the opposite.”



- Freire: “Fitness” for Oppression/Liberation
- “...domination rests on people fitting the oppressive world they have created, and how little they question it.”



- Valenzuela: Authentic Caring
- “appreciation of students’ culture and their education model of schooling – enabling them to successfully navigate through troubled waters.”

Interviewees

- Schools: Roosevelt, Wilson, Garfield, & *MAHS
- Students: 34
- Teachers: 8
- District Administrators, School Board Member, & Supt. Cortines

Organizations:

- Comunidad Cesar Chavez Homeless Shelter
- Inner City Struggle
- Upward Bound CSULA
- City Terrace Recreation Ctr

Community people:

- Fulfillment Fund Representative
- Local artists
- Parents
- Small business owners

City officials: 4



➤ **CLAIM 1:** *The economic crisis is breaking down critical foundations of society in East LA, such as health, housing, education, and employment.*



“It’s definitely affected our waiting list. We’re seeing families that may have otherwise not have entered the system. People that have lost their jobs. Unemployment is not enough. CalWorks or Welfare will not kick in because a lot of these families that had things, material goods, cars, etc. do not qualify for CalWorks. They’re not even getting the benefit assistance they need that may help them increase their income until employment is found.”

-Kris, Homeless Shelter Director

HOME OWNERSHIP AND RENTING IN SOUTH CENTRAL L.A.

IN 2000, 36% OF SOUTH [CENTRAL] HOUSEHOLDS OWNED THEIR HOMES,
IN CONTRAST TO 68% IN NORTHERN L.A.

1ST QUARTER OF 2008 HAD 20-25 NOTICES OF DEFAULT PER 1000 HOME OWNERS IN SOUTH
[CENTRAL] COMPARED TO 12 IN THE COUNTY
(STATE OF SOUTH L.A. REPORT)

*“MY MOM IS A SINGLE PARENT AND BECAUSE SHE DOESN’T HAVE A JOB - BECAUSE
THERE’S NO MONEY AROUND - WE HAVE TO MOVE OUT OF THE STATE. WE’RE
GOING SOMEWHERE ELSE. WE SOLD OUR HOUSE AND WE’RE LEAVING NOW.”*

-MICHELLE BARAHOMA

*“YEAH WE ALL ALMOST HOMELESS. EVERYBODY IS ALMOST HOMELESS EVERYBODY
STRUGGLING TO PAY RENT KEEP FOOD ON THE TABLE ALL OF THAT.”*

-PUMPKIN

Demands

➤ Step Into Our Shoes



➤ Radical Truth-Telling

Action Plan for Community Leaders



➤ **Teachers:** Create lessons that connect your subject to the economic crisis (organize student focus groups)

➤ **Policy-makers:** Streamline communication between school district and city officials to develop a comprehensive plan to help homeless youth and families.



Council of Youth Research

Genres of Production

- Research Reports
- Conference Presentations (NCTE)
- Critical Memoirs
- Policy Briefs
- Plays
- Digital Documentaries
- PowerPoint Slides
- Spoken Word Poems
- Social Media sites

What I've Learned from Mom and Dad

What WE do matters!

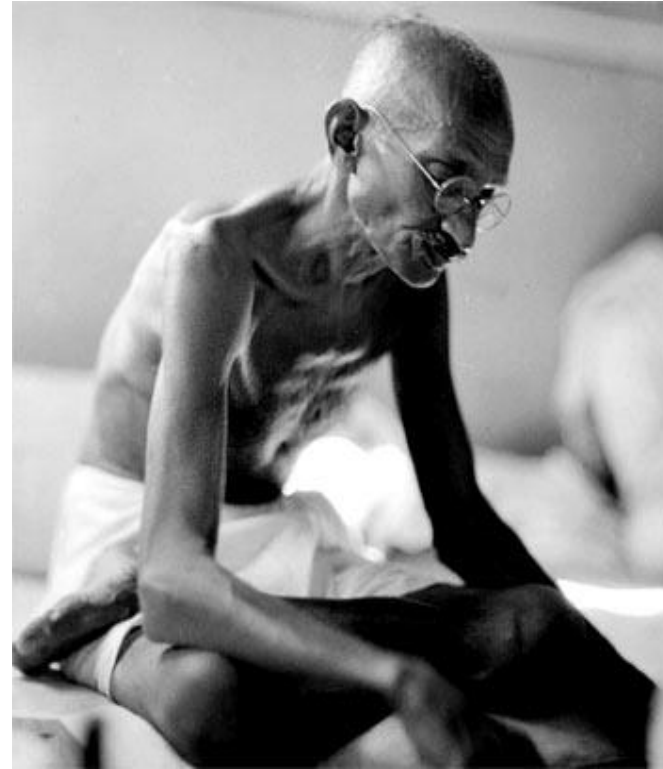
“I wanted to retire a dreamer”

“Don't let anyone take away the privilege of teaching”

“Teaching makes you eternal...”



“There is absolutely no inevitability as long as there is a willingness to contemplate what is happening.”-Marshall McLuhan



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