

Ethnic Studies Cohort 2021-2022

Meeting #1

August 13, 2021
1-3:30pm

*The MAS activities in the presentation were developed by Region 10.

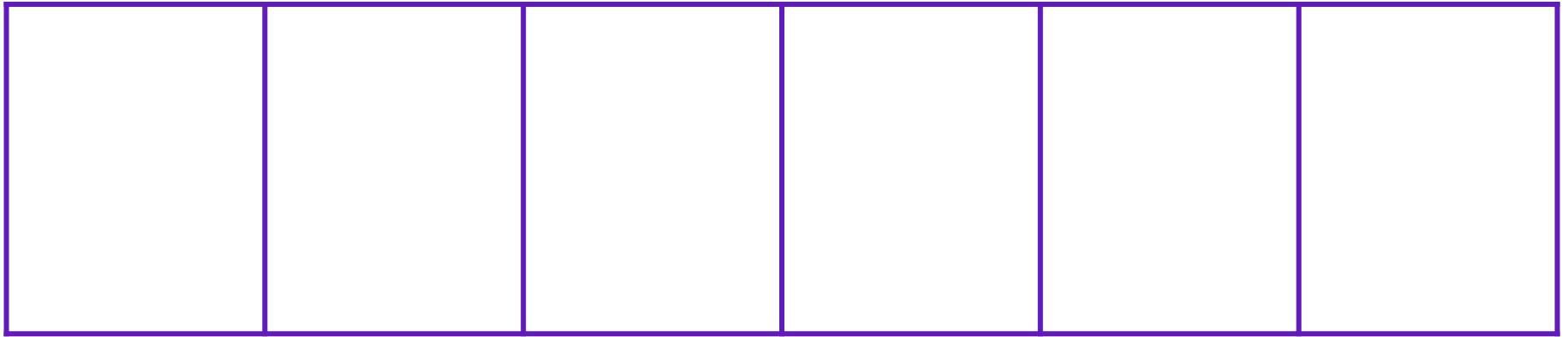
Meeting Agenda

Drag and Drop: Effective Components of Ethnic Studies Pedagogy

Directions: Match the term to the appropriate definition.

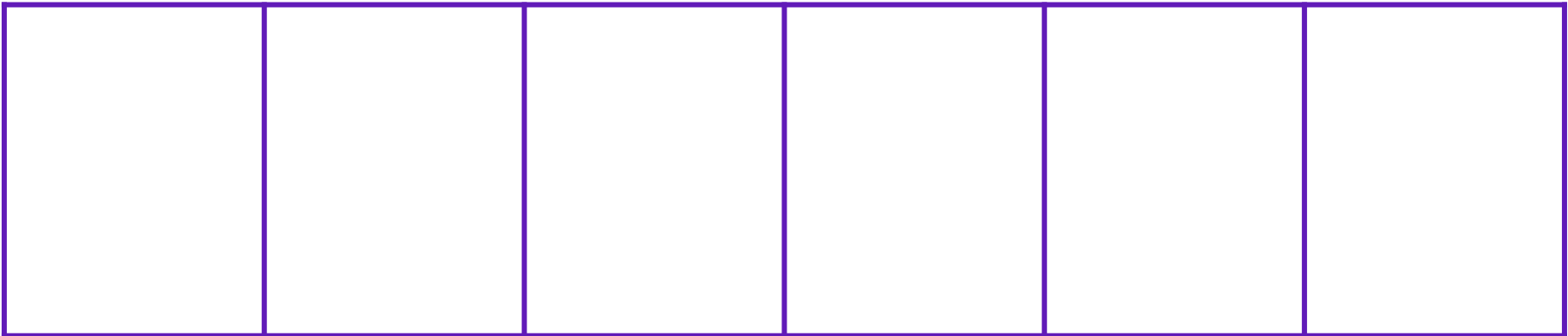
Process through which people acquire and apply knowledge, attitudes, and skills needed to understand/manage emotions, set/ achieve goals, feel/ show empathy, and develop positive relationships.	
Research-based approach that makes meaningful connections between what students learn and their cultures and life experiences	
The ability to recognize and analyze systems of inequality and the commitment to take action against these systems	
Experiences that encourage students to critically analyze their world and develop skills to inspire change.	
Process that helps you and your students identify your race esteem and what you think about the groups within which you belong	

Cultural Proficiency Framework



Unproductive Behaviors

Productive Behaviors



Culturally Responsive Teaching Tenets

Directions: In the speaker notes, individually record the the culturally responsive teaching tenets that you have employed in your classroom. In your breakout rooms, answer the following questions:

1. What are some specific examples of how these strategies have been used in your personal practice?
2. Which categories of culturally responsive teaching are most evident in your classroom? Which categories are least evident?
3. Which strategies are most difficult to employ in your classroom? Why?



What the Research Says.....

	✓	Article	Teacher Reflection/Discussion
1		Five Standards of Effective Pedagogy	
2		Creating Classrooms for Equity and Social Justice http://rethinkingschools.aidcvt.com/static/publication/roc1/Intro.pdf	
3		Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3498956/	
4		Teaching for Transformation: From Learning Theory to Teaching Strategies https://tomprof.stanford.edu/posting/759	
5		5 Big Things Transformational Teachers Do https://www.opencolleges.edu.au/informed/features/4-big-things-transformational-teachers-do/	

Drop the name of the strategy you would like to preview and present to the whole group in the chat.

Directions-1 - 10 minutes acting as a student and complete the activity provided for your content area. 2 - 10 minutes complete the "double Planning" document. What other topics could you use this strategy with? 3 - 15 minutes plan how will you present your strategy to the whole group. 4 - 25 minutes whole group presentations.	Person #1	Person #2	Person #3
<u>4-Reads</u>			
<u>Authentic Experiences</u>	Michael	glenn	Ed
<u>Historical Perspectives</u>	Christopher	Sarah	Kathleen
<u>Picture This K-W-L</u>			
<u>T.W.E.D.Y.A.O.D.W.T.S.</u> To What Extent Do You Agree Or Disagree With The Statement			
<u>Songs in Ethnic Studies</u>	Alex	Josh	

4-Reads: Body Rituals of the Nacerima

First Read: Reading for Meaning	Second Read: Reading for Evidence	Third Read: Reading to Understand	Fourth Read: Reading to Answer Questions

4-Reads Planning Document

SE:	Stimuli:
What does the teacher do?	What are the students doing?

Authentic Experiences:

Ranking Historical Figures: Mexican Revolution

	Historical Figure	Strengths/Contributions	Weaknesses/Flaws	Rank
A	Emiliano Zapata			
B	Francisco (Pancho) Villa			
C	Francisco I. Madero			
D	Porfirio Diaz			
E	Alvaro Obregon			
F	Pascual Orozco			
G	Victoriano Huerta			
H	Venustiano Carranza			

Authentic Experiences:

Ranking Historical Figures: Post Reconstruction

	Historical Figure/ Group	Strengths/Contributions	Weaknesses/Flaws	Rank
A	Ida B. Wells			
B	W.E.B. DuBois			
C	Booker T. Washington			
D	Marcus Garvey			
E	A. Philip Randolph			
F	National Association of the Advancement of Colored People			
G	Freedmen's Towns			
H	Exodusters			

Authentic Experience: Ranking Activity

SE:	Stimuli/Resources
What does the teacher do?	What are the students doing?

POV: Perspectives of the U.S. Mexican War

	<i>The Power of an Idea</i> by Miguel Ángel González Quiroga	Persifor Smith's First-hand account of the capture of Mexico City, 1847	Sample Textbook Accounts, #1 and #2
1. What do you think was the general view of both the war and the idea of Manifest Destiny in the mid-19th century United States?			
2. While opponents to the war and Manifest Destiny were in the minority at the time, who were the people and what were their arguments to western expansion and the fulfillment of Manifest Destiny?			
3. How were the United States' actions to fulfill its perceived Manifest Destiny probably viewed by outside nations?			
4. What is your sense of modern-day perspectives on Manifest Destiny?			

POV: Perspectives On Civil Rights Activist Methods

	<u>USHistory.org: Black Power</u>	<u>Nonviolent Philosophy and Self Defense</u>
What are the main goals of the group?		
What are some of the advantages to this philosophy?		
What are some of the disadvantages to this philosophy?		

POV: Historical Perspectives

SE:	Stimuli:
What does the teacher do?	What are the students doing?

Picture This: K-W-L (Mural of Tenochtitlan)

Know: What do you know from looking at the image?

Want to Know: What do you want to know about the image?
Use the Q-Chart to generate questions.

Learned: What did you learn from your research about the context of the image?

Picture This: K-W-L [\(John Biggers, A History of Education in Morris County\)](#)

Know: What do you know from looking at the image?

Want to Know: What do you want to know about the image?
Use the Q-Chart to generate questions.

Learned: What did you learn from your research about the context of the image?

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Picture This: K-W-L Double Planning Document

SE:	Stimuli:
What does the teacher do?	What are the students doing?

T.W.E.D.Y.A.O.D.W.T.S. (To What Extent Do You Agree Or Disagree With. The Statement)

“The voting rights act of 1965 failed to meet the ideals espoused in the legislation for Mexican Americans”.

STRONGLY AGREE

DISAGREE



**AGREE
DISAGREE**

STRONGLY

T.W.E.D.Y.A.O.D.W.T.S. (To What Extent Do You Agree Or Disagree With. The Statement)

“Mass incarceration makes our country worse off and we need to do something about it.”

STRONGLY AGREE

DISAGREE



**AGREE
DISAGREE**

STRONGLY

T.W.E.D.Y.A.O.D.W.T.S. Double Planning Document

SE:	Stimuli:
What does the teacher do?	What are the students doing?

Using Song in MAS: Yo cuando era niño - mi padre querido



Spanish Version	English Version
<p>Yo cuando era niño - mi padre querido Play "Yo cuando era niño..."</p> <p>Yo cuando era niño mi padre querido a piscados(?) feliz me enseño por eso me vengo en agosto de lleno cuando ya esta bueno todo el algodón.</p> <p>Cuarenta centavos fue el precio adoptado que todo el condado pudieron pagar pero en aquel año si acaso estoy vivo de a peso lo pagan, de a peso lo pagan lo voy a pisca.</p> <p>Los que iban mas antes pues me platicaban que de los de allá en un burro(?) compraban el precio caros y caballos gallinas y gallos de grande valor.</p> <p>Cuarenta centavos fue el precio adoptado que todo el condado pudieron pagar lloraba en los horcos cual una criatura? salia yo a pisca</p> <p>Por eso de nuevo me fui hasta Laredo no traje dinero ni lo pude hallar andaba en las calles malarda y un mudoporque lo pagaron mal.</p>	<p>I when I was a child - my beloved father Play "I when I was a child ..."</p> <p>When I was a child, my beloved father a bit (?) happy he taught me that's why I come in August in full when all the cotton is good.</p> <p>Forty cents was the adopted price that the whole county could afford but in that year if I am alive by weight they pay it, by weight they pay it I'm going to pick it up.</p> <p>Those who went earlier because they talked to me that of those of ... there on a donkey (?) they bought expensive prices and horses hens and roosters of great value.</p> <p>Forty cents was the adopted price that the whole county could afford I cried on the gallows like a creature? I went out to pick</p> <p>That's why I went to Laredo again I did not bring money nor could I find it I was walking in the streets malarda and a mute because they paid it badly.</p>

Using Song in AAS: Strange Fruit



English Version

Southern trees bear a strange fruit
Blood on the leaves and blood at the root
Black bodies swinging in the southern
breeze
Strange fruit hanging from the poplar trees

Pastoral scene of the gallant South
The bulging eyes and the twisted mouth
Scent of magnolia, sweet and fresh
Then the sudden smell of burning flesh

Here is a fruit for the crows to pluck
For the rain to gather, for the wind to suck
For the sun to rot, for the tree to drop
Here is a strange and bitter crop

Using Song in Ethnic Studies Double Planning Document

SE:	Stimuli:
What does the teacher do?	What are the students doing?

Notes

<u>4-Reads</u>	
<u>Authentic Experiences</u>	Ranking Vett the resources
<u>Historical Perspectives</u>	
<u>PictureThis K-W-L</u>	
<u>T.W.E.D.Y.A.O.D.W.T.S.</u> To What Extent Do You Agree Or Disagree With The Statement	
<u>Songs in Ethnic Studies</u>	Offer context after the first listening Maybe student groups to answer the GQ

Semantic Feature Analysis: Identifying the Components of Ethnic Studies

	CRT	RID	SEL	CC	SJL
4-Reads					
Authentic Experiences					
Historical Perspectives					
Picture This K-W-L					
T.W.E.D.Y.A.O.D.W.T.S. To What Extent Do You Agree Or Disagree With The Statement					
Songs in Ethnic Studies					

Takeaways from Today's Session:

Take-away #1

Take-away #2

Take-away #3