

HAYLEY DIAS MAP TO AUTHORS

AUTHOR/ CONCEPT	Overall claims and arguments	Key words	Connection to another author?	Story from my SL project
SCWAAMP	Leslie Grinner argues that there are some categories/identities that are most valued (dominant) in our culture and they are privileged, or given more access and opportunity than other categories/identities that are not valued. These Most Valued categories are invisible to us unless we “tap the glass” to notice they are there. What kinds of things are valued at your SL site? Any evidence of taps on the glass of dominant ideology?	dominant ideology privilege tap the glass	Johnson talks about same concepts, Delpit’s culture of power	Children's Culture take on a huge part of each child's identity in the school classroom. They are valued on who they are as an individual.
<u>Johnson</u>	Allan Johnson argues that it is important to talk explicitly about issues of privilege, power and difference so that we can work towards a more just and respectful world. Do you see any examples of teachers or students talking explicitly about race, class, gender, sexuality, etc? What kind of outcomes do you witness? Is it productive or confrontational? Would Johnson celebrate these efforts?	“Say the words” “Luxury of obliviousness”	Delpit (“good intentions are not enough”)	Yes in the classroom the teacher tells the students how their identity is who they are. No matter who they are they are all the same and should not be treated differently just because they are bilingual and all their confrontations with people are going to be different because of their accent.
Delpit	Lisa Delpit argues that teachers need to explicitly teach the rules and codes of power to students who might not learn those rules and codes at home. Have you seen teachers using a direct style? Have you seen teachers working to instruct students about the rules and codes of power? Have you come across “Delpit Moments” where there was a miscommunication that could be related to these issues?			A prime example of this is when the teacher starts to call off the group names and where they should be going to first. And when she rings the bell, at anytime they are at alert that it is time to switch to their next rotation of groups.
<u>Kristof</u>				
Kozol				
McIntosh	McIntosh suggests that white people are taught not to recognize the way their race gets valued in the larger culture. She says that unless white people actively pay attention to it, whiteness will go unnoticed and unacknowledged. Have you seen whiteness	Johnson		

	valued at your schools? Does whiteness show its power in the leadership, curriculum, norms or expectations of the classroom?			
“All Lives Matter”				
Rodriguez				In “Aria” by Rodriguez, how he expresses how being able only to speak their first language at home. While here at school the children in my classroom are all children who are ESL and speak their first language at home and school still even though most of the time it is spanish language and not english.
Collier	Virginia Collier suggests that teacher need to embrace and honor students’ first language skills in order to help them learn to be successful in English. Have you seen examples of this? Or counterexamples in which this does not occur?			In my class there is little boy who only speaks spanish and doesn't have an interpreter or teacher aid in class who speaks spanish to help him get through the day. I feel that this needs to be changed, no child should be afraid to speak their language and be confused by learning a new one that they are not familiar with.
August	August argues that people can’t learn if they don’t feel safe. Schools need to work to make marginalized students (in her case students who identify as LGBT) feel more “normalized” into the school community. She suggest we can do this by fighting the tendency to make these students erased, absent and invisible. Do you see these kind of efforts (around gayness or other issues) present in your school?			
Christensen	Christensen argues that schools need to help students acquire tools to interpret the media and other cultural texts in order to recognize stereotypes and oppression. Further, she emphasizes that teachers need to help students <i>take action</i> in expression their critiques. Do you see any of this connection to the “real world” in your SL classroom? Do students learn to take action and speak out?			

Kahne and Westheimer	Charity			In my opinion, I am doing great things by helping out children who want to learn. This service learning group and school that I am in, I am experiencing new things however at times good and bad but the children are great and teaching these children once a week gives me so much more ambition for becoming a teacher and having students of my own.
This American Life	Integration and CHANGE to happen for schools to be better.			Asa Messer Elementary School will not see intergration for their school and children. There are too many low privilege families with their children most being hispanic and very few white. And because of how low the poverty level is it will take awhile for change to happen.
Hebert				
Brown v Board website				
Finn				
Oakes				
Kliwer				
Shor				
Privilege				
Power				
Ideology				
individuals vs institutions				

social justice				
Promising Practices				