

FNED 246: Schooling for Social Justice

Video Analysis Template

Your Name: Sarah Kennedy

Title of Video/Text: Precious Knowledge

Low-inference notes (Notes & Observations)	High-inference notes (Reflection & Connection)
<u>Purpose</u>: To document what you actually see or hear – your observations (not your opinion or interpretation). <i>Do this while you watch/listen.</i>	<u>Purpose</u>: To connect what you see and hear to. ideas/concepts/arguments from articles and videos from class. <i>Do this after you watch as a reflection.</i>
Minimum of 10. *Be specific in naming specific things you see and hear in the text.. Quote the text if you can. *Bullets and notes are appropriate for this section.	Minimum of 5 *Be specific. Use specific ideas and concepts from the reading and apply them to your observations in the low-inference column. *Write in complete sentences. (See sentence starter ideas at the bottom of the table.) *You do not need to have a high-inference note for every low-inference note.
“When you grow up in a poor area, you don’t have the same chances as other people do.” • Mexican-American students feeling unwanted at school, the school wants them to drop out. • Kids have dysfunctional relationships with school, not learning. • 50% of hispanic students drop out, gone on for 4 generations. • Mexican-American student walkouts in 1960s. • Raza teachers setting rules/way of living in their classroom. • With precious knowledge take positive action. ◦ Seek the root of the truth, justice. “In order to make change you have to look at the structure, the institution.” ★ Students having class discussions about “no pass, no play rule” how it affects everyone. • Students being taught how to express themselves, be confident in school. ★ Raza studies teachers connecting with students. “Are schools part of the community or are communities part of the school?” • Superintendent Tom Horne wants to end ethnic studies classes. ◦ He thinks it's wrong to divide students by ethnicity and treat them separately. • Raza classes accused of being racist. ◦ Students doing projects on societal problems in schools.	Do you see intersectionality playing out in this video? (multiple identities coming together) I saw intersectionality with the point of the Raza studies classes. These are regular school classes that incorporate Hispanic culture into their curriculum. The classes are not just focusing on the standard school curriculum or just on the students’ culture. They combined the two and showed how they overlap, like intersectionality. The classes focused on how Hispanic culture is integrated into American culture/history. Do you see different <u>forms of oppression</u> (ideological, institutional, interpersonal, or internalized)? A big form of oppression in this film was the term “American values.” Superintendent Tom Horne said this a few times and said that the Raza classes did not follow American ideals. He was in a position of power and was able to define the term American values as something that didn’t include Hispanic culture. I think the film showed internalized oppression during the interviews with some of the students. A lot of the students made comments about how they are expected to drop out of school, go to jail, have kids young, etc. The students also didn’t feel welcome in schools. They didn’t have the drive to go to school, because they didn’t connect with the material. The students in the film explained what stereotypes were placed on them and what was expected of them. Do you see Delpit and the rules and codes of power? I thought about Delpit during some of the school board meetings. In one of the scenes, the film showed all of the members of the board,

• Horne trying to eliminate ethnic studies without going to the classes. • It's a board of white men deciding that teachers are "indoctrinating" students. ◦ "Turning students into radicals" "You keep saying that this is American culture and ethnic studies is not a part of it ... our argument is that we're part of that." • Take the high route, be in their face without being aggressive. • Receiving death threats, negative comments in the news on radio. "I cannot operate with any kind of hate or animosity towards Tom Horne. Because then I would be exactly what he says we are." • Teachers keep going even though they're frustrated, being negatively talked about. • People are afraid that the Raza program goes against traditions that gave "us" freedom. • Senator Huppenthal visited a Raza class, they had a discussion. He thought they were putting on a show for him, not a normal class. • Tucson Brown Berets standing with the students. ◦ Tom Horne thinks this is racist. • Students going to the building where Tom Horne's meeting is. • 15 people were arrested, "it was worth it" "To comply with the law TUSD canceled the Raza Studies classes and reassigned its teachers."	and all of the members were white men. The men were discussing the future of ethnic studies classes when they didn't understand the purpose of the classes. These classes tried to connect with their Hispanic students and get them more interested in school. And these men in power were deciding the future of classes not designed for them. Delpit's third rule of power states that culture reflects the people who are in power. In this situation, the people on the school board hold the most power. The superintendents and admins are in power and ultimately decide what content gets taught in schools. And in this situation a lot of those people in power are white. It seems kind of backward that white people are choosing to get rid of classes about ethnic studies and keep white-centered history and literature.
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SENTENCE STARTERS TO HELP WITH YOUR HIGH INFERENCE NOTES:

- When ____ happens in the video, Author X would argue that this is an example of ____ because ____.
- This moment in the video (describe) illustrates Author X's argument about ____ because ____.
- Author X argues that _____. While I agree that _____, when _____ happens in the video I realized that we also need to consider _____.
- My first interpretation of _____ was that _____; however, thinking more about Author X's idea of _____ made me realize that _____.
- While some people might interpret _____ as _____, Author X's idea of _____ shows us that we really need to think about _____.
- While Author X might say the issue at hand is _____, Author Y points out that we also need to pay attention to _____.
- This moment in the video (describe) reminds me about our class discussion about _____ (explain).