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	
Johnson	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"	Delpit ("good intentions are not enough")	
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?	"explicit" "direct" "rules & codes of power"		- "Show me 1,show me 2, show me 3 on the rug" command given by teacher.
***Kristof**	**Nicholas Kristof argues that Americans brag about America being known as the "land of opportunity." He acknowledges that this perception is truthful when looking back historically and for the children whose parents are part of the upper middle economic class or higher. As for the children growing up in poverty or in the working class, America is far from offering them universal opportunities. As Kristof concludes his argument, these children "grow up not in a 'land of opportunity,' but in the kind of socially rigid hierarchies that our ancestors fled, the kind of society in which your outcome is largely determined by your beginning."**	**"Land of Opportunity" "Choices" "Personal Responsibility" "Talent is universal, but opportunity is not"**	**Johnson's argument about power, privilege, and difference**	**-No stories/relation yet.**

Kozol	Jonathan Kozol exposes the issues of poverty through reference to inequality and oppression. He argues that poverty is an institutional problem rather than an individual one, due to an unjust governmental system.			
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 valued at your schools? Does whiteness show its power in the leadership, curriculum, norms or expectations of the classroom?	Johnson		
***Rodriguez**	**Rodriguez reflects on his education experiences when he was younger as an ESL learner. He recalls having to "assimilate" into the social culture of America by primarily learning and speaking the language of English in order to feel a sense of acceptance. As he gets older, he claims that it was necessary to trade in his "private identity" (hispanic traditions) for a "public identity" to be a part of society.**	**"Public Individuality" "Private Individuality"**	**Collier's argument that ESL students should not have to abandon their native tongue in order to learn English and accel in school.**	**-Pronouncing my student's names (a majority of them are culturally diverse). -Mispronouncing a students' name, but receiving reassurance since "I am not Spanish."**
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?			
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?			
Edelman lecture				
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 *take action* 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				
***This American Life**	**This American Life exposes the argument that there is a way to reform America's schools to honor the Brown vs. Board doctrine of "separate but equal." Integration practices should be implemented into school districts to eliminate poorly performing schools and create diverse schooling environments.**	**"Integration" "Magnet Schools"**	**Finn's argument that teaching/schools are based on socioeconomic status.**	**-Statistical gap between NSES and Ella Risk Elementary School under ethnicity, testing scores, ESL students, and per pupil spending categories.**
Hebert				
Brown v Board website				
Finn				
Oakes				
Kliewer				
Shor				
Privilege				
Power				
Ideology				
individuals vs institutions				
social justice				
SJ event				