

| AUTHOR/<br>CONCEPT    | Overall claims and arguments                                                                                                                                                                                                                                                                                                                                                                                                                     | Key words                                       | Connection to<br>another author?                             | Story from my SL project                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>SCWAAMP</b>        | 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<br>privilege<br>tap the glass | Johnson talks about same concepts, Delpit’s culture of power |                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><u>Johnson</u></b> | 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”)                    | One girl was singing “Work” by Rihanna. When a boy in the group started to sing it she said “You can’t sing that song, it’s a girl song.” The boy looked at me and said “It’s not a girl song...is it?” So i asked the girl “What makes this a girl song?” She responded with some attitude and said “A girl sings it, my mom sings it, and I sing it. So it’s a girl song.” Well I’ll be damned. I guess it is a girl song. |
| <b>Delpit</b>         | 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?                                       |                                                 |                                                              | The children are given tablets to use a reading app. This app helps the children come up to grade level. However, there is more than one reading app on the tablets. One child got yelled at for using the wrong app. Technically, he was using a “reading app” which is what she told him to do. He just was not on the correct one.                                                                                        |
| <b><u>Kristof</u></b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <b>Kozol</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                    |         |  |                                                                                                                                                                                                                   |
| <b>McIntosh</b>             | 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 |  |                                                                                                                                                                                                                   |
| <b>Rodriguez</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                    |         |  |                                                                                                                                                                                                                   |
| <b>Collier</b>              | 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?                                                                                                                                                                         |         |  | (For rodriguez as well) Earlier in the year I had asked the teacher if any of the children spoke a different language when they first started. She told me yes, but that they all speak English in the classroom. |
| <b>August</b>               | 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? |         |  |                                                                                                                                                                                                                   |
| <b>Edelman lecture</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                    |         |  |                                                                                                                                                                                                                   |
| <b>Christensen</b>          | 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?    |         |  |                                                                                                                                                                                                                   |
| <b>Kahne and Westheimer</b> |                                                                                                                                                                                                                                                                                                                                                                                                                    |         |  |                                                                                                                                                                                                                   |
| <b>This American Life</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                    |         |  | School I go to is only 4% White, only two kids in the class that I am in are white. The high school                                                                                                               |

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|                                    |  |  |  | I went to had 93% white, 2% hispanic, 1% AA, 5% other                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Hebert</b>                      |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Brown v Board website</b>       |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Finn</b>                        |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Oakes</b>                       |  |  |  | One child is at a 2nd grade reading level and already knows multiplication. He may be being held back b/c there are not different groups. He is doing math that is well below what he knows, and reading that is too simpple to him.                                                                                                                                                                                                           |
| <b>Kliewer</b>                     |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Shor</b>                        |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Privilege</b>                   |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Power</b>                       |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Ideology</b>                    |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>individuals vs institutions</b> |  |  |  | Went to a PE class with the kids. The school did not have a large amount of PE equipment. However, PE teachers are taught to be innovative and to be able to come up with something on the spot. Instead, these two teachers had 40 kindergarteners walk around the outline of the court. For 20 minutes. They walked. That was considered their PE class. While the institution was poor, the individual teachers could have done A lot more. |

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| social justice |  |  |  |  |
| SJ event       |  |  |  |  |