

## FNED 246: Schooling for Social Justice Video Analysis Template

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Title of Video/Text: Precious Knowledge

Low-inference notes (Notes & Observations)	High-inference notes (Reflection & Connection)
<p><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></p>	<p><u>Purpose:</u> To connect what you see and hear to ideas/concepts/arguments from articles and videos from class.</p>
<p><b>Minimum of 10.</b>            *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.</p>	<p><b>Minimum of 5</b>            *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.</p>
<p><b>Information:</b></p> <ul style="list-style-type: none"> <li>● School: Arizona Tucson Highschool - 1 of 6 Tucson Unified School District</li> <li>● Focus group: Chicano Students</li> <li>● Course: Mexican American Raza Social Studies</li> <li>● Root problem: High rates of school dropout / Academic disengagement / No college education / poverty cycle / Inadequate educational experience / Students are culturally damaged</li> <li>● Plan of action: Educate the Chicano population about their roots, their ancestor’s history, their value, their power and pride. Create a community environment where they build a sense of blonging, trust and identity. To inspire them and engage them on studies that relate to them in order to give them a push within their academic engagement to break apathy.</li> </ul>	

- Statistics: more than 50% of school dropouts of minority groups

### **Interviews:**

- Student - Pricila: Dad arrested for being undocumented - missed a year of highschool because of family situation  
“ This space is safe place”, I want to go to College, be an example for my siblings”
- Student - Gilbert: Lived with numerous family members, no dad,, have been in Gangs, drugs and everything else. Hated education, “school system is against me, they don't want me around.”  
“For someone who felt out of place was good to have a home”  
“I would've left school. This space saved me”
- Student - Crystal  
Takes care of her siblings and her family faces poverty  
“I know my history now”  
”It’s an opportunity to learn other than your own ethnicity”
- USA Congressman: Raúl Grijalva
- Mexican American . Raza Studies Teacher: Curtis Acosta & José Gonzalez

### **Actions that took place**

- 4 Generations of this minority struggles
- 1969 Chicano Movement - School Boycotts - Walkouts  
Because the minority population was being neglected, left behind and were denied opportunities for higher education. Movement was more numerous than expected.
- 1997 community activism let Tuscon City council to set up study committee- ways of boosting Latino students achievement and

### **Interviews:**

READ: [Kozol, from \*Amazing Grace\*](#)

While some people might argue that immigrants should not be granted the same privileges as American citizens, author Kozol’s idea of grace and compassion towards the poor shows us that we really need to think about the importance of empowering the least fortunate in order to be able to break chains and vicious cycles, for we are all human.

The social and economic situation of the students who were interviewed in the video reminded me to Kozol’s reading “Amazing Grace”, where people are trapped at the bottom of the pyramid with few to no opportunities to break through in order to change their situation. In the video we can see how minority groups have to live facing obstacle after obstacle just to survive. The struggles are many; immigration status, poverty, lack of education, exposure to crime, cultural identity, language and other; cycles that are hard to break due to the lack of support and opportunities, but we can see that empowering them with cultural identity and education, can make a huge difference.

### **Actions that took place**

[Alan Johnson, \*Privilege Power and Difference\* - Reading](#)

As author Johnson argues that the issue at hand is heterosexual white man privilege and power; the social conflicts shown in the video points out the fact that history records the efforts of heterosexual white man, to keep maintaining that privilege by blocking minority groups from gaining any type of social power. White supremacy is also evident when the argument of safety for the “white students” is

reduce dropouts rates - voted to create Hispanic Studies Department

- 2002 Classes open to all students at 6 high schools in the Tucson District
- Passed Senate Bill Anti American sedation
- Billed approved for Elimination of the raza studies program
- Elimination of the Raza Studies Program

### **Raza Studies Program (Efforts and vision):**

- Social Justice Pedagogy based on critical thinking
- Pedagogy of the oppressed by Paulo Freire
- Teach them to read the world: Look at the structure, the institution
- Indigenous concept of “Plant a seed and seed will grow”
- Inspire to maintain and preserve traditional ways
- Learn and appreciate Ancestors’ culture, find their identity and love for self.

### **Impact of the program:**

- Students are involved, inspired, interested and engaged
  - Students thrive in this class
  - Students changed their view of education
  - Students improved academic performance
  - The impact is so great it even affected the Arizona standardized test, graduation rate for student enrollment in this class was 93%, therefore dropout rates significantly decreased.
  - Students felt in love with the classes, it changed their lives for good.
  - Helped built community, sense of belonging
  - Teachers had high expectations of the students
  - Students worked on how to fix societal problems in school
- Efforts to fight: Language discrimination, segregation within the

also brought to the table in this race conflict.

Alan Johnson’s main idea about privilege is that society is stuck in a position where heterosexual white men are given more privileges.

Quote: Peggy McIntosh, says that “Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do.”

### **Raza Studies Program (Efforts and vision) & Impact of the program:**

**Learning for Justice, Video:** [Introduction to Culturally Relevant Pedagogy](#)  
Culturally Relevant Pedagogy

The practices, interactions and pedagogy used in the Raza Studies Program illustrates the argument discussed in the video “Culturally relevant Pedagogy”, because it is evident that students were impacted at a personal level with all the connections from the class to their prior knowledge or more specific, to their “prior culture”. This class seemed to wrap around all the visible (tangible) culture as much as the invisible (intangible) culture; bringing alive music, art, traditions along with feelings, identity, values, perspectives, struggles and many aspects that students directly relate to; and ultimately helping them thrive and shine in their identity and the proudness of their roots.

school- Unity festival, exclusion from military recruitment, inadequate student's treatment by security.

- Thankfulness to their teachers: "Thank you for father figure, teaching us, it feels good to have a house, you inspire me, the struggle will never end."
- Student: "When I was little I wanted to go to college but it always seemed impossible" - She was admitted to college.
- Inspired students to Act in the community

### **Classroom environment:**

- They all have the space to be part of a conversation, they can all talk when they have something to say. They show respect towards others.
- Flexible seating - Students in chairs, at the window, floor, etc.
- Classroom full of student's work display
- Displayed relevant items of the Ancestral Mexican culture
- Busy classroom
- Students are engaged and seem to be talking about things that are relevant to themselves. Connected to the conversations

### **Resistance**

- Program is lead by anti american and anti western civilization zealots
- News to ban schools from teaching based on ethnic groups
- Calling to shut down ethnic studies and dividing students based on ethnicity
- It is wrong to dividing them by ethnicity and treating them by

### **Classroom environment:**

[Kohn](#), [What to look for in a Classroom - Reading](#)

The classroom environment shown in the video, points to the article "What to look for in a classroom", which seems to be a reflection of a culturally relevant classroom. These classrooms were filled with American Mexican culture items, with students' work, with social justice material, with practices and activities relevant for the student's age and culture, with teachers who connected with students, with a sense of community and ultimately with evident student's engagement.

Classroom furniture: Groups set up - Flexible seating

On the walls: student work

Location of teacher: Usually is part of the circle

Teacher's Voice: Genuine

Stuff: Room with lots of books

### **Resistance**

Johnson, [Where White Privilege Came From](#) - Reading

This opposition shown in the video against empowering the Chicano minority reminds me about the article "Where White Privilege Came From", from Allan G. Johnson, who believes that over centuries, white privilege wants to perpetuate a system of power over other races.

The following quote portraits the reason for the fight against

ethnicity

- This program is accused for being racist and sexist
- It is immoral, wrong and it energizes students' hate and revolution. Mexico is orchestrating for a reconquista
- Suspicion of indoctrinating us vs them
- Social systems that teach that the american systems are not fare
- They are turning into angry young radical - we want them to think for themself not indoctrinate them , it endangers safety of white students

### **Significant Quotes**

- ★ “When social change begins it can not be reversed, you cannot uneducate a person who has learned to read, you can not humiliate a person who feels pride, and you cannot oppress the people who are not afraid anymore “ Cesar Chavez
- ★ “She was not an empowered chicana of the 21st century, but she is now” Curtis Acosta
- ★ “Be judged by the quality of his character and not by the color of their skin“ Martin Luther King
- ★ “Take this precious knowledge of who you are” and take positive action
- ★ “We are all human, I just believe in one race, the human race!”

empowering other races.

“The past is more than history. It is also present in structural distributions of wealth and power and cultural ideologies, laws, practices, beliefs and attitudes whose effect is to justify, defend, and perpetuate the system of white privilege.”