

# WELCOME!



Negotiating the Personal, Professional, and Political:  
Teaching for Social Justice in the English Classroom

<https://goo.gl/CBefbD>

WIFI: IHGConnect - Guest - Bosmf

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# Presenters

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# Introductions

- Name
- Where you work
- What you teach/do

What do you mean  
when you say  
**SOCIAL JUSTICE**?

What are some ways you  
enact **SOCIAL JUSTICE** in or  
outside your classroom?

# Curriculum Ideologies (Schiro, 2008)

## Scholar Academic

- A teacher's job is to transmit information deemed to be important by the academic discipline

## Social Efficiency

- A teacher's job is to prepare students with skills they will need in the future to be productive members of society

## Student Centered

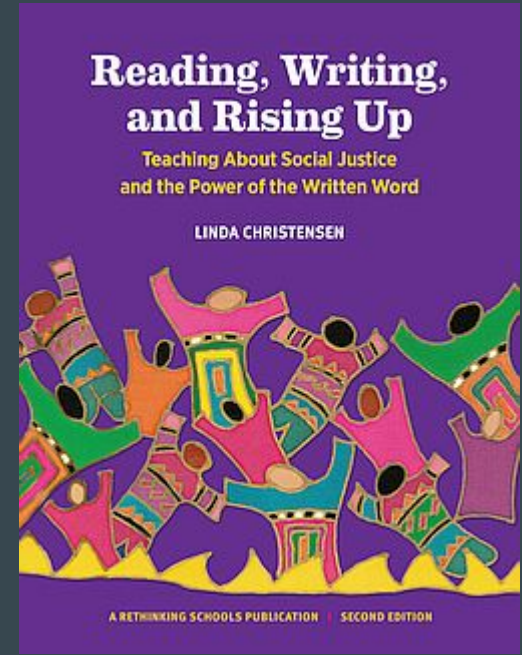
- A teacher's job is to see children as individuals and provide opportunities for them to make meaning of their own experiences

## Social Reconstruction

- A teacher's job is to push students interpret the past, present, and future in order to reconstruct and create a more just world

# Linda Christensen's Definition of Teaching for Social Justice

- ground curriculum in students' lives;
- believe that all students are capable of learning;
- ensure that students always have a voice in the classroom;
- prepare an academically rigorous curriculum; *and*
- teach students critical literacy skills.



# Does this approach lead toward social reconstruction?

(Strongly Agree/Agree/Disagree/Strongly Disagree)

# If not, how could you adjust the approach to move it toward social reconstruction?

An 8th grade ELA teacher is required by the district to teach *Lord of the Flies*. The teacher knows this isn't a book the students would typically choose for themselves and wants the students to enjoy this unit. She plans to do daily journal responses so that students can share their thoughts as well as weekly quizzes to ensure that students are comprehending the story. After reading, the students will use the narrative techniques they learned about in order to write a story of their own.

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Using a **SOCIAL RECONSTRUCTION** framework, how could you teach one of the following topics:

NFL player protests, Hurricane Maria response, #metoo

- Think about what texts (readings, films, music, etc.) you could use
- Think about what CCSS standard(s) you would meet



How has your definition of social justice **changed**?

What **new pedagogical perspectives** do you have  
on your current teaching?

A Final Note from Bill Ayers...

“Teaching for social justice requires  
one to be both **self-critical** and  
**self-forgiving.**”

# Thank You!

Please, take a moment to provide us feedback!

<https://goo.gl/gP5R3F>



# Resources

- <https://www.rethinkingschools.org/>
- <https://www.tolerance.org/>
- <https://www.facinghistory.org/>
- <https://zinnedproject.org/>
- <http://www.corestandards.org/ELA-Literacy/>
- Johnson and Richer (2016). [“This Is against American Ideals:” Rhode Island Teachers Respond to PARCC.](#)
- [Schiro’s Curriculum Ideologies Inventory](#)