

Critical Theory: The Root

“This is the right way to
think or else” is not
education.

-Dr. Lucas Morel

Soviet Education: Tilling the Soil, Planting the Seeds¹

- ◆ Increase in reform language (“rising,” “improving,” “extending,” “strengthening”)
- ◆ Implementing a “stable” curriculum (teaching the same subject with the same textbooks at any given time—the argument utilized by Common Core proponents)
- ◆ Lowering the age of compulsory attendance and hyper-focus on early childhood education
- ◆ Revising curriculum to reflect present social needs, decreased focus on history
- ◆ Focus on workforce development beginning around age 13-14 (8th/9th grade)
- ◆ Focus on the Five Year Plan (teachers expected to meet specific goals, punished if they fail, leading to many passing students who knew nothing in order to not upset plan fulfillment)
- ◆ Removing teachers if they express any resistance, silencing those who would dissent)
- ◆ Lowering expectations for benefit of weaker students (leveling the playing field)
- ◆ Lack of respect for teachers and the teaching profession

Underlying Philosophy: Homo Sovieticus²

- ◇ “The special nature of the Soviet education system, which is concerned primarily with character training, **determines** the “new psychological and didactical approach to the study of the teaching program.”
- ◇ “Under our **pedagogical** system a new preschool child has emerged. We know that the development of a child’s body, including his nervous system and his brain, is the real object of our work. Man is a machine which functions in such a way as to produce what we call **correct** mental phenomena.”
- ◇ “We must remove children from the crude influence of their families. We must take them over and, to speak frankly, nationalize them.”
- ◇ The human relations that make up society’s fabric—the family, religion, **historical memory, language**—become targets.”

Yeah, but that's not here

- ◇ The “great task of the school is to counteract and transform those domestic and neighborhood tendencies...the influence of the home and Church.” The home is often an obstacle to proper socialization. Individualism and the developing of individual abilities give way to social conformity and adaptation. The product of education becomes the “well-adjusted” (conditioned) child. (John Dewey)³
- ◇ “In our dreams, we have limitless resources, and the people yield themselves with perfect docility to our molding hand.”⁴
 - ◇ Commission on Social Studies of the American Historical Society report
 - ◇ Regarding the report... “At the bottom, and stripped of its carefully **neutral phrases**, the report is an educational program for a socialist America.” –Harold Laski⁵
 - ◇ Led to a push to flood the schools with textbooks toward that purpose

- ◇ From a textbook for teachers: “Allegiance to a nation is the biggest stumbling block to creation of international government. National boundaries and the concept of sovereignty must be abolished. The quickest way to abolish is to condition the young...”⁶
- ◇ “...to develop a curriculum that identifies economics and other national **problems** and educates for **political action** on them.”⁷
- ◇ “...children must be indoctrinated with ‘priorities’ and beliefs which are directly opposite those they learn at home.” –Paul Brandwein
- ◇ “Every child in America entering school at the age of five is insane because he comes to school with **certain allegiances** to our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. It’s up to you as teachers to make all these sick children well-by creating the international child of the future.”⁸
- ◇ “a large part of what we call teaching is that the teacher should be able to use education to **reorganize a child’s thoughts, attitudes, and feelings.**” (Dr. Chester Pierce)⁹
- ◇ “In theory, the “whole child” philosophy meant targeting the children’s emotions, feelings, and beliefs as well as their intellect. In practice, what the child felt and believed became more important than what he knew, and schooling became a process of ‘changing students’ fixed beliefs’ ...instead of imparting substantive knowledge.”¹⁰
- ◇ “The skills, attitudes, and values that shape human behavior should be rethought, to counter the discriminatory behaviors picked up at school and in the family.” –OECD Education 2030 Framework¹¹

Classical Liberalism vs. Critical Theory: Clashing Worldviews

- ◆ Liberalism “may be defined as belief in government with the consent of the governed; representative democracy, equality, guaranteed liberties, separated institutions checking and balancing each other, and multiple sovereignties of federal, state, local, and individual authority” (Pyle, 1999).¹²
- ◆ Critical theory and its offshoots, like CRT, **radically rejects** and is antagonistic toward liberalism and Western Civilization; rejecting all worldviews but its own
- ◆ At their core, critical theories seek to dismantle liberal societies and reconstruct them as social justice societies where they will determine what is right, what is wrong, what is allowed by **relentlessly criticizing the liberal order**.
- ◆ The goal: to “do” CRT and get others to “do” it all the time, everywhere, about any and everything in order to foment social revolution.¹³

Core Tenets of CRT

1. Racism is normal; it is everywhere and in everything
2. Convergence Theory: people do not engage in actions on race or undo racism unless it converges with their personal interests
3. Anti-liberalism: questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and neutral principles of constitutional law.
4. Knowledge is socially constructed; storytelling/narratives [emotional] forward knowledge vs scientific method/reasoning

Their Own Words

- ◆ These movements [critical theories] initially advocated for a type of liberal humanism (individualism, freedom, and peace) but quickly turned to a *rejection* of liberal humanism. The ideal of individual autonomy that underlies liberal humanism (the idea that people are free to make independent rational decisions that determine their own fate) was viewed as a mechanism for keeping the marginalized in their place by obscuring larger structural systems of inequality. In other words, it fooled people into believing that they have more freedom and choice than societal structures actually allow. (family, religion, history, language) ¹⁴

Their Own Words

- ◆ The definition we apply is rooted in a **critical theoretical approach**. While this approach refers to a broad range of fields, there are some important shared principles:
 - All people are individuals, but they are also members of social groups.
 - These social groups are valued unequally in society.
 - Social groups that are valued more highly have greater access to the resources of a society.
 - Social injustice is real, exists today, and results in unequal access to resources between groups of people.
 - Those who claim to be for social justice must be engaged in self-reflection about their own socialization into these groups (their “positionality”) and must strategically act from that awareness in ways that challenge social injustice.
 - This action requires a commitment to an ongoing and lifelong process. ¹⁵

CRT Focus: Power

- ◇ Critical revolutionaries believe **power** is tied up in how people think and how they communicate. The key is to seize the means of cultural production.
 - ◇ **Education**
 - ◇ Media
 - ◇ Art/Music/Film
 - ◇ **Language**
 - ◇ Religion
- ◇ “...the main task of mass communications is the purposeful development and perfecting of the minds of all its members...the use of ritual language to reject other beliefs.”
- ◇ Changing words changes reality. It is an “instrument for transforming people.” Dissent becomes oppression. “Everyone who is not with us is our enemy.”¹⁶
- ◇ “I would rather have questions that cannot be answered than answers that cannot be questioned.”—Dr. Richard Feynman

Education Reforms: New Cups, Same Beverage

- ◇ Social Emotional Learning
- ◇ Data-driven Decision Making
- ◇ Competency-based Education
- ◇ Outcome-based Education
- ◇ Mastery Learning
- ◇ Safe School Initiative

Language

- ◇ Equity (differs from equality)
- ◇ Social justice
- ◇ Diversity and inclusion
- ◇ Culturally responsive teaching and learning
- ◇ Social Emotional Learning
- ◇ Safe Schools
- ◇ Level the playing field

Social Emotional Learning



Karen Niemi,
CASEL President & CEO

0:06 / 46:19

CASEL CARES: SEL As a Lever for Equity and Social Justice

0:06 / 46:19

CASEL President & CEO

CASEL CARES: SEL As a Lever for Equity and Social Justice

Next Generation Science Standards

Soviet education: Science knowledge is subordinated to ideology.

- ◇ Scientific method is downgraded and consensus is elevated: the phrase that science is “fundamentally a social enterprise” is reiterated
- ◇ Written as performance/inquiry-based standards (what can you do?) rather than content standards (what do you know?)
- ◇ Appendix D: “Equity as an expression of social justice is manifested in calls to remedy the injustices visited on entire groups of American society.” ¹⁷

A growing body of evidence suggests that student engagement in practices helps reduce achievement gaps ... Specifically, one study found no significant difference in performance between subgroups (gender, ethnicity, or economically disadvantaged) when inquiry was used in instruction, as opposed to traditional classroom instruction where a significant achievement gap between subgroups of students was found ... In addition, Lee and colleagues (2006) found that while student achievement increased overall with inquiry-focused instruction, students from non-mainstreamed or **less privileged** backgrounds showed much higher gains than their main-streamed, more privileged counterpart. ¹⁸

Crosscutting concepts offers [sic] frameworks to conceptualize disciplinary core ideas. In this way, students think of science learning not as memorization of isolated or disconnected facts, but as integrated and interrelated concepts. This is a fundamental understanding of science that is often implied as background knowledge for students in “gifted,” “honors,” or “advanced” programs. Through the NGSS, explicit teaching of crosscutting concepts enables **less privileged students**, most from non-dominant groups, to make connections among big ideas that cut across science disciplines. This could result in leveling the playing field for students who otherwise might not have exposure to such opportunities. ¹⁹

Literature and Language

- ◆ Soviet Education: Children and young people were used as the most effective instrument...Literature became the most important means by which to train “state” children. Stories were selected to lead to the “correct interpretations” of the world. Stories of animals included the categories of oppressor/oppressed. Children’s literature praised boys and girls ready to sacrifice themselves for the Motherland and the need to destroy the enemy.²⁰

Following examples are from Wit and Wisdom curriculum (lessons and required texts), College Board’s Springboard curriculum, and Smithsonian’s now retracted White Culture display.

Small Groups

Display Essential Meaning Oval Chart. Add the sentence strips with the essential meaning.

Name: _____

Assign Handout 12B: Shades of Meaning

Distribute Chart

Directions: heartbroken

- P
- O
- O
- O
- O
- O
- O
- O
- O
- O
- O
- O
- O
- O
- O

sad

heartbroken

Handout 23B: Word Cards

Directions: Cut apart the word cards.

Module in Context

Knowledge: After an emotionally charged first module, students are exposed to a more light-hearted and magical view of the world through Module 2, in which students' senses of humor are developed with an in-depth study of wordplay. Using the complexity and nuances of the English language, this module, which is rich in vocabulary, supports students in analyzing how writers use words to create humor through wordplay. Students also examine a variety of ways in which this humor is developed in a text. Through the comedy routine, "Who's on First?," students are introduced to the idea of how words can cause confusion that can lead to humor. Then, students apply this understanding in the core text of Module 2, *The Phantom Tollbooth*, by analyzing the wordplay found in setting descriptions, character descriptions, dialogue exchanges, and the novel's overall plot. An understanding of how rich and joyful language can be will serve Grade 5 students well as they continue to develop their own personalities and styles as young people.

Copyright © 2016 Great Minds®

--	--

"Do not feel obliged to believe that the same God who has endowed us with senses, reason, and intellect has intended to forge their use... He would not require us to deny sense and reason in physical matters which are set before our eyes and minds by direct experience or necessary demonstrations."

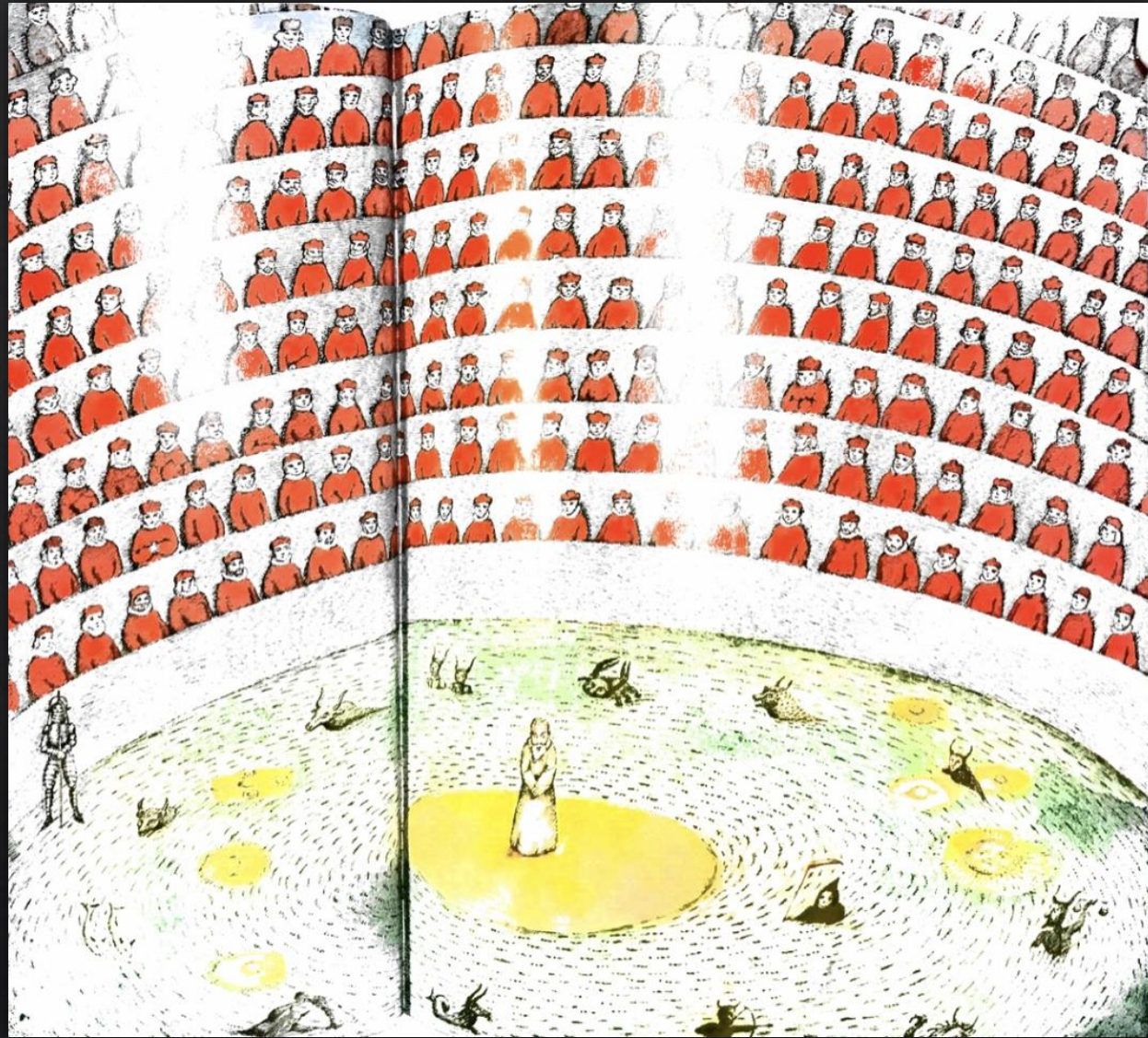
... "If they [the ancient philosophers] had seen what we see, they would have judged as we judge."

"Why should I believe a body is made of matter which I cannot believe, and suppose the presence of my intellect to someone else is just as liable to error as I am?"

0



Galileo was afraid. He knew that people had suffered terrible torture and punishment for not following tradition. It could happen to him.



↓ LESSON 4 DEEP DIVE: VOCABULARY

Examine Multiple Meanings of *tradition*

Time: 15 min.

Text: *Starry Messenger*, Peter Sis

Vocabulary Learning Goal: Examine *tradition* using a multiple-meanings chart to distinguish shades of meaning. (L.3.5.c)

Launch

Reread the following passages from *Starry Messenger*, modeling fluent reading as students follow along:

- "For hundreds of years, most people thought the earth was the center of the universe, and the sun and the moon and all the other planets revolved around it. They did not doubt or wonder if it was true. They just followed tradition." [3]
- "Galileo was afraid. He knew that people had suffered terrible torture and punishment for not following tradition." [26]

TEACHER NOTE

Consider Galileo's statement that "with regard to matters requiring thought: the less people know and understand about them, the more positively they attempt to argue concerning them." [30] The quote articulates Galileo's perspective regarding the consequences of breaking tradition. The quote also offers an explanation for the church's harsh punishment of Galileo.

Students reread page [3] in pairs and answer the following TDQs:

1 What *tradition* did people "just follow" during the time of Galileo?

- Most people "just followed" the tradition that "the earth was the center of the universe and the sun and the moon and all the other planets revolved around it."

2 Why did people "just follow" tradition during the time of Galileo?

- People "just follow[ed]" tradition because people had believed the same thing "for hundreds of years."
- People "just follow[ed]" tradition because the church supported it.

3rd
Ask: "Which event was the cause and which event was the effect?"

- The cause was that you pushed the book.
- The effect was that the book fell on the floor.

Point out that a cause must occur before the effect.

5 According to the text, what were the effects of Galileo's decision to publish *Starry Messenger*?

- Many people became "excited" by the new information Galileo shared.
- Many people became "troubled" by the new information Galileo shared.
- Galileo was put on trial and imprisoned in his house.
- People began to ask questions and change how they "thought about the universe."

Explain that cause-and-effect is an important text structure that authors use to organize ideas. Throughout the module, students should look for examples of the cause-and-effect structure in different texts.

Extension

If time permits, consider displaying an image of Vincent van Gogh's "Starry Night" and asking: "What relationship do you notice between the painting and the article you read about Galileo?"

Students may notice:

- The image shows the stars and moon at night; these were also objects of great interest to Galileo.
- The image shows "twinkling" stars. Galileo observed the stars and discovered that some of the stars are actually planets!
- The lines around the moon and the paint strokes that depict the moon do not show a "flawless" surface. This reminds me that Galileo is the person who discovered that the moon's surface is "raggy," and not smooth.

EXAMINE DEVELOPING A TOPIC WITH FACTS, DEFINITIONS, AND DETAILS 20 MIN.

Pairs

Display the second Craft Question: *Why is it important to develop a topic with facts, definitions, and details?*

Ask: "What did you learn about developing a topic with facts, definitions, and details in Module 1?"

- Topic statements are supported by evidence.
- Evidence is proof from the text that supports a topic statement.
- Facts, definitions, and details are types of evidence.

Post the following anchor chart from Module 1, Lesson 20, which students copied into their Response Journals:

Student responses may include:

I Notice	I Wonder
Illustrations at the beginning and end are almost the same - Show someone at night standing in a high building looking at sky - different times? (old fashioned, modern) (end papers, front papers)	Are the people doing the same thing? Are they related?
Ptolemaic System says, "earth stands still." [3]	
	Why are notes in cursive? Why is some writing in circles and swirls? What does it say?
The cover and many pages have strange animals. [3, 4-5, 14-15]	What are these animals?
People followed tradition. [3]	In "Galileo's Starry Night" we learned that some people were upset by Galileo's work. Is this related?
The Copernican System says "The earth moves" [4-5]	Who are the people on the timeline?
Text says, "One man knew it wasn't true," but doesn't say who the man was. [4]	Who was it? Copernicus?
Galileo was curious; had stars on his mind [10-11]	Is Galileo the boy drawing stars?
Galileo "amused" and entertained people; he did experiments [12-13]	Did they take him seriously?
People read the book and were "inspired" [20-21]	Did Galileo see stars or moons around Jupiter?
Galileo went against tradition - Bible and ancient philosophers - church became worried and Galileo went before the pope [24-25]	What does it mean to be "too popular"? [24]
Stars left Galileo's eyes. [28-29] but then Galileo still has "stars on his mind" when he was locked in his house. [30-31]	Are the animals and people along the wall real, or just what Galileo imagines?
Galileo went blind - cursive arranged in shape of an eye [30-31]	How could Galileo work if he was blind?
Galileo passed on his ideas - they still live today. [30-31]	Can ideas "live"?
Galileo pardoned	
1989 Galileo spacecraft landed [32-33]	What are the animals in the circle land why are there lines and stars in this picture? [32-33]

Student pairs choose one question and one observation to share with the class.

Record student questions and observations on the class Wonder Chart created in Lesson 2.

3 What does in the text and illustrations clarify the meaning of the word condemned on page [30]?

- The picture on pages [28-29] show Galileo in a court where he is being tried because the church is worried that he is teaching people to go against tradition.
- On page [30], the text says that Galileo had to "spend the rest of his life locked in his house under guard."
- The illustrations and text suggest that condemned means "given a punishment."

Provide the following definition for students to record in the "New Words" section of their Vocabulary Journals.

Word	Meaning
condemned (v.)	Ordered to be punished.

EXAMINE LISTENING TO RECOUNT

Pairs

Display the Craft Question: Why is it important to listen to recount?

Introduce the new listening goal, "Listening to Recount," and remind students of their earlier work recounting texts.

Student pairs retell, or recount, what they did when they first arrived in school.

Ask: "In the context of reading and writing, what does it mean to recount something?"

- In the context of reading and writing, to recount something means to retell something.

Provide the following definition for students to record in the "New Words" section of their Vocabulary Journals.

Word	Meaning	Synonyms
recount (v.)	To tell, as a story or history.	retell; narrate; summarize

Scaffold

Remind students of the work they did with the prefix re- in Module 1 and ask them to list examples of words they know with the prefix re-.

Students refer to the Morpheme Map in their Vocabulary Journals or define the prefix re-.

Practice splitting the word between the prefix and root word.

Ask: "What listening skills could help you recount information that you hear?"

- Taking notes while listening could help me remember facts and details that I want to include when recounting information or a story.

Distribute Handout 5A: Describe Your Knowledge "To a TEE" Writing Planner. Read aloud the prompt.

Explain what happened when Galileo challenged tradition. Use facts, definitions, and details to develop the paragraph.

Note that the organizer provides students with a topic statement and a concluding statement.

Distribute two index cards to each student and instruct students to write a definition, a detail, or a fact from *Starry Messenger* on the index cards that explains what happened when Galileo went against tradition.

Scaffold

Provide index cards with preselected examples of evidence. Students review the evidence and explain how the evidence does or does not support the topic.

Sample evidence may include:

- Galileo used a telescope.
- Galileo brought to the pope.
- Galileo was born with stars in his eyes.

Ask: "How does this evidence help me understand what happened when Galileo challenged tradition?"

- The evidence that Galileo used a telescope explains how Galileo challenged tradition. Because Galileo had a telescope, he could observe the sky and notice things that suggested "things are not as everybody believes them to be" [4].
- The evidence that Galileo was brought to the pope explains that Galileo's observations challenged the church. Because Galileo's ideas, based on his observations, went "against the Bible and everything the ancient philosophers had taught," the church "began to worry." [24]
- The evidence that Galileo was born with stars in his eyes does not explain what happened when Galileo challenged tradition. It explains that Galileo was always interested in stars, but it does not explain how he challenged tradition.

Assign students to groups of three. Students put their index cards in a pile in the center of the group. Each student draws an index card and explains how the evidence does or does not explain what happened to Galileo when he challenged tradition, using complete sentences. Repeat until students have orally processed all of the evidence.

In their groups, students choose two pieces of evidence and record that evidence on Handout 5A. Students add notes to the elaboration boxes to explain how the evidence supports the topic statement.

Instruct students to identify each piece of evidence as a fact, definition, or detail.

Name: _____	
Handout 5A: Describe Your Knowledge "To a TEE" Writing Planner	
Directions: Choose two pieces of supporting evidence about the topic of evidence on index cards, Definition or Detail. Definitions or definitions from each piece of evidence support the topic sentence.	
Prompt: Explain and respond when Galileo went against tradition. Use facts, definitions, and details to develop the paragraph.	
T Topic Statement	It is important to understand Galileo's tradition and believe the truth with the support of the evidence.
D Definition	Fact Definition Detail
E Evidence	
E Evidence	Fact Definition Detail
E Evidence	
C Conclusion	The church's belief in the Bible and everything the ancient philosophers had taught, the church "began to worry." [24]

Based on student discussion, groups use the words on the index cards to create a value line, with the word expressing the least degree of certainty on the far left and the word expressing the most degree of certainty on the far right.

Scaffold

Refer students to the sentence strips on the board, with the terms "Least Certain" and "Most Certain," to remind students of how to arrange their value lines.

Students share their value lines with the class and explain how they decided on the anchor words and one other word.

Provide the following sentence frames to support student explanations:

- "We chose _____ as the word that expresses the least degree of certainty because _____."
- "We chose _____ as the word that expresses the most degree of certainty because _____."
- "We wondered where to put _____ because _____. We decided to put it _____ because _____."

TEACHER NOTE

This focus of this activity is on the process of closely analyzing related words rather than in creating a "right" answer. Circulate and lean in as students work to arrange the words in a reasonable order.

Land

✓ In their Response Journals, students choose words from their value lines that make sense in the following sentences:

- The church _____ the sun revolves around the earth.
- Galileo _____ the church was wrong.
- Today, scientists _____ the earth revolves around the sun.

TEACHER NOTE

Point out that students may need to change the tense of the words on the index cards to fit the context of the sentence. For example, they may need to use *wondered* instead of *wonder*.

[23]	More and more people celebrated the stars.	L	People were very interested in the stars and what Galileo could teach them about space. Galileo loved learning about space and helped other people learn about space, too.
[26]	Everyone could see that the stars had left his eyes.	N	Galileo was no longer hopeful and excited about what he was learning; instead, he was frightened. <u>His challenge to tradition led to his punishment; he could no longer enjoy learning about space.</u>
[30]	But he still had stars on his mind.	N	Galileo continued to think about stars, even when <u>he was locked in his house for the rest of his life.</u> Galileo continued to love learning about space.
[32-33]	The picture shows stars inside other images, almost like dot-to-dot drawings.		Galileo helped us understand what we see when we look up at the night sky. Galileo helped others learn about space.
Front and back endpapers	Both endpapers show a vast, starry sky.		People today see the same starry sky that Galileo looked at and wondered about. People today continue to want to learn about space.

EXCEL AT USING FACTS, DEFINITIONS, AND DETAILS 20 MIN.

Pairs

Display the Craft Question: *How do I improve using facts, definitions, and details to develop a topic?*

Explain to students they have learned how illustrations and text work together to make meaning for a reader. Now, they are going to use that information to write an explanatory essay.

Distribute Handout 6A: Describe Your Knowledge "To a TEE" Writing Planner. Read aloud the prompt.

On page 26 in *Starry Messenger*, it says, "everyone could see that the stars had left his eyes." Write an essay explaining why the stars left Galileo's eyes. Use facts, definitions, and details to develop the topic.

Review the directions for completing Handout 6A. Explain to students that they will work with a partner to write the two body paragraphs of essay. Tell students that the handout provides the introduction paragraph, so they can focus their attention on well-developed body paragraphs. The last sentence in the introduction is a sentence frame for students to preview their two supporting reasons.

After students complete the sentence frame in their introduction, students highlight the first reason in yellow and the second reason in blue.

TEACHER NOTE

Rules regarding the use of commas with conjunctions vary by style guide. For the purposes of this curriculum, follow the guidelines set out in the *Chicago Manual of Style*, which directs writers to use a comma before a conjunction.

Students work in pairs to find additional examples of simple and compound sentences in *Starry Messenger*. Students record sentences on sticky notes and then place the sentences in the appropriate column of a two-column chart:

Simple Sentences	Compound Sentences
They just followed tradition. [3]	He wrote down his observations, but he did not talk about them, and he did not publish them for a long, long time. [4]
He knew he could not prove they were true. [4]	He figured out how it worked and made one for himself. [4]
His parents named him Galileo. [8]	People read Galileo's book and they became inspired. [20]
Then he turned it to the sky. [14]	<u>He was tried in the pope's court, and everyone could see that the stars had left his eyes. [28]</u>
Soon Galileo was famous. [23]	

Land

- ✓ Students complete an Exit Ticket by copying a compound sentence from *Starry Messenger*.

Students annotate the sentence by underlining the subject of each clause once, the verb twice, and circling the coordinating conjunction.

even in grammar exercise

important for a long time.

**TEACHER
NOTE**

References to the Catholic Church and its role in Renaissance Italy establish the historical context for the conflict between Galileo and the traditional beliefs of the time. The references to the church are neutral. They do not reflect a devotional, celebratory, or doctrinal acceptance of the church, nor do they reflect a critique of the modern church or religious beliefs. Clarify for students that at the time of Galileo, the church was a powerful cultural and political institution, as well as a religious institution, that influenced many areas of life.

3rd

Ask: "What does this poem teach us about the impact the settlers had on the buffalo?" Volunteers respond.

- *It was bad because all the buffalo are gone.*
- *They had a negative impact because they made all the buffalo disappear.*
- *I think they say that the American Indians go away, too. That isn't good either.*

Explain to students that thinking about the impact other people had on the prairie can teach a lesson, which can be the essential meaning.

Ask: "What can we learn from this story of saving the prairie and the buffalo?" As needed, prompt students to provide text evidence for their responses, and use topic-specific words.

- *People can help or hurt the environment.*
 - *The American Indians helped the prairie. The settlers hurt the prairie.*
- *One person can have a positive impact in helping nature.*
 - *The little girl found the prairie grass. President Roosevelt helped save the prairie.*
- *People, plants, and animals all impact each other.*
 - *The American Indians took care of the grass. The buffalo ate the grass.*
 - *When the grass was gone, the buffalo had no food.*
- *People make problems and create solutions.*
 - *The settlers made problems with the buffalo and the American Indians.*
 - *President Roosevelt helped to solve the problems with the prairies and the buffalo.*

Instruct students to Think-Pair-Share, and ask: "What lessons can we learn from the events in both the poem and the book?" Use Equity Sticks to call on students to answer.

7 aloud, showing the illustrations as you read. Instruct students to Think-Pair-Share, *What is the main topic in this part of the text? What is this section of the text telling us about his time in America?" Use Equity Sticks to call on students to answer.*

American Indians are taking care of the prairie.

Burning the grasses.

Millions of buffalo.

Responses to reinforce that these are all details about what happened. To build a main idea card at what happened in the story, students will describe a main idea or named event in just a few words. Then, by synthesizing a main idea and write it on a large card:

Buffalo lived together.

Write the main idea on a sticky note and post the large main event card above the "Long Ago" marker.

9 aloud.

Students to Think-Pair-Share, and ask: "What is the main topic in this part of the text? What is this section of the text telling us about what happened next in America?" Use Equity Sticks to call on students to answer.

- *Hunters came.*
- *Explorers shot the buffalo for fun.*
- *Settlers sent the Indians away.*

One day, a truck driver overheard Mr. Mendez trying to convince a worker to sign his petition. "You know," said the truck driver, "you could file a lawsuit." The truck driver told Mr. Mendez about a lawyer named David Marcus, who had filed a lawsuit on behalf of people in San Bernardino and had helped them integrate the public pools there. At that time, not only were schools segregated but also other public places as well, such as pools, parks, and movie theaters. Some businesses even had signs that read, **NO DOGS OR MEXICANS ALLOWED**. Mr. Mendez decided right then and there to hire Mr. Marcus, even if it meant having to spend all of his savings to do so.



**NO DOGS
OR
MEXICANS
ALLOWED**
PUBLIC POOL.

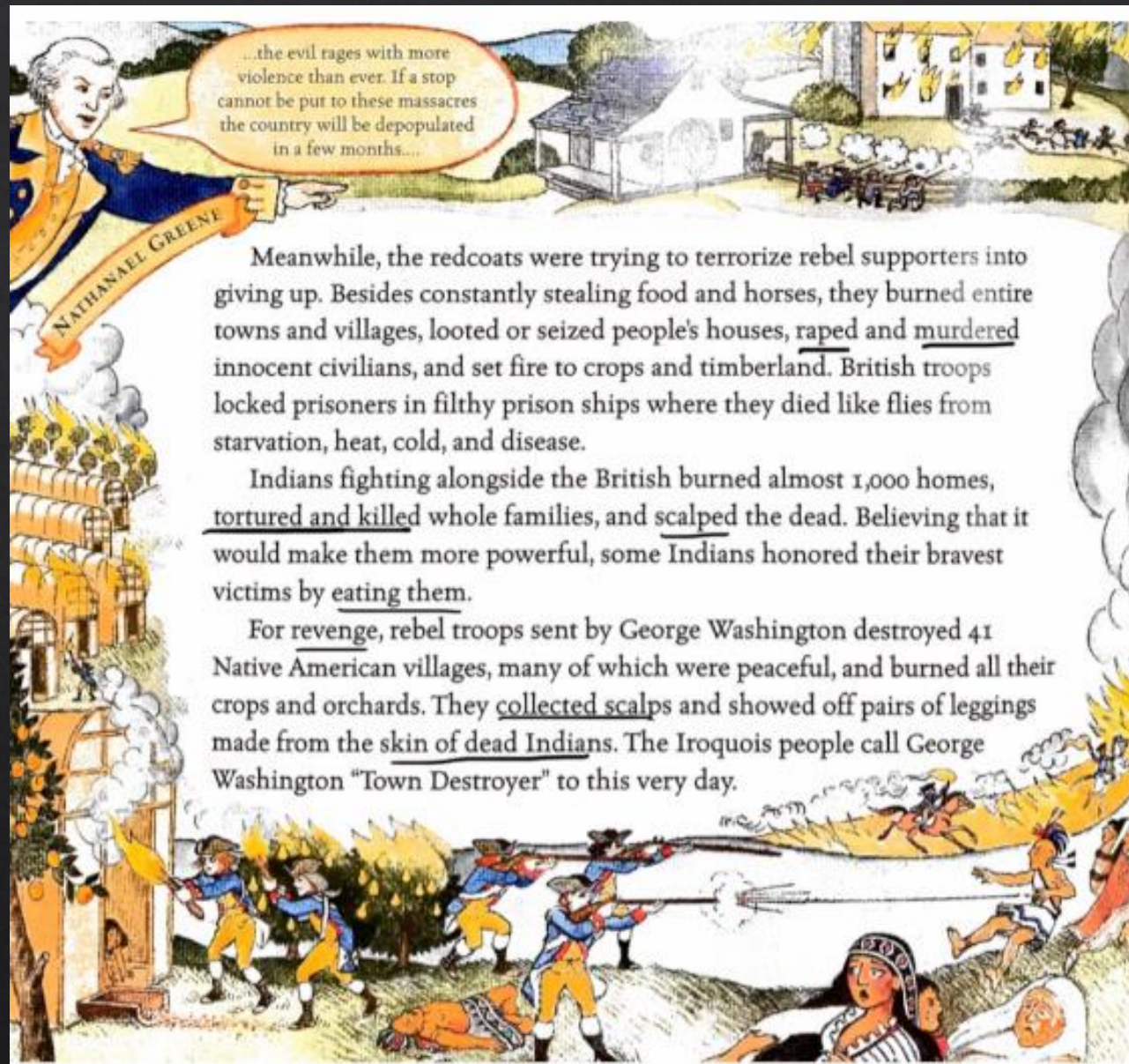


George vs. George

The American Revolution
as Seen from
Both Sides



by Rosalyn Schanzer



Meanwhile, the redcoats were trying to terrorize rebel supporters into giving up. Besides constantly stealing food and horses, they burned entire towns and villages, looted or seized people's houses, raped and murdered innocent civilians, and set fire to crops and timberland. British troops locked prisoners in filthy prison ships where they died like flies from starvation, heat, cold, and disease.

Indians fighting alongside the British burned almost 1,000 homes, tortured and killed whole families, and scalped the dead. Believing that it would make them more powerful, some Indians honored their bravest victims by eating them.

For revenge, rebel troops sent by George Washington destroyed 41 Native American villages, many of which were peaceful, and burned all their crops and orchards. They collected scalps and showed off pairs of leggings made from the skin of dead Indians. The Iroquois people call George Washington "Town Destroyer" to this very day.

Bella

The Declaration of
Independence is not fair
because the African American
people were slaves. It was
not fair because women
could not vote.

→ Introduce the Theme

Present the Central Question In the Voices Democracy theme, students use their voices to advocate solutions to social problems that they care deeply about. They are engaged in learning the following theme-related social knowledge and skills: social role models, social advocacy, and respect for each other. In the Voices Activity for this theme, they respond to this question by learning to develop a Democracy Plan in which they develop ways to help people in need. Students are encouraged to express and explain their thoughts, feelings, and reasons for selecting the issues that their speeches address. Display the Central Question on the Theme Poster and read it aloud.

Minilesson

Word Choice Emotional Words

Teach/Model Remind students that emotional words appeal to readers' emotions and feelings. Tell students that when they write a call to action, they should include emotional words to get readers to feel so strongly about the problem that they want to do what is being asked of them.

Have students return to the writing model on **Teaching Masters** page 19 to look at the emotional words and phrases the writer used. Ask students:

Presenting a Literary Work Through Multiple Critical Perspectives

SUGGESTED LEARNING STRATEGIES: Drafting, Discussion Groups, Sketching, Self-Evaluating/Peer Editing

Embedded Assessment

Assignment

Your assignment is to work with a group to present a novel or play to an audience of your peers. You will collaboratively write an analysis of the literary work from multiple critical perspectives and present your completed analysis in a performance-based or visual medium of your choice. Your analysis should include a summary of the text in the format of a graphic novel.

Planning

1. With your group, choose prewriting strategies to plan a summary of the novel or play. Consider your audience and determine what background knowledge they need to understand your group's analysis of the work using critical perspectives.
2. Develop a plan for delivering an engaging summary that will not only provide necessary background knowledge, but may also entice your classmates to read the novel or play. Follow Scott McCloud's example as you use the comic format to deliver the summary, and discuss how you will make your product visible to your audience during the presentation.
3. Collect and review the notes that you took while you read the novel or play, the notes in which you interpreted the work according to a particular critical perspective. Also review the notes you took during group discussions and reflect on how your classmates' analyses using critical perspectives deepened your understanding of the work. Individually, prepare an analysis of the novel or play enhanced by a critical perspective. As part of your work, identify and analyze nuances and ambiguities within the text and determine how they affect your critical perspective. Also analyze the author's use of stylistic or rhetorical devices and their aesthetic effect on the reader. Consider how to incorporate representative aesthetic effects in your summary of the text.
4. As a group, agree upon a design for a product in which you synthesize information from multiple points of view. Choose your visual or performance medium. You may use a storyboard with graphics to support your presentation or create a multimedia film or presentation with sound, graphics, and images.

Drafting/Rehearsing

5. Collaboratively draft a summary of the work and then begin planning your frames. Assign roles in the creation of the visual performance medium, and create a schedule for responding and sharing within the group. Remember to give your visual a meaningful title.
6. As individual group members, present to the rest of the group an explanation of how each of you interpreted the book through a critical perspective.

Marxist Criticism

Marxist Criticism asserts that economics is the foundation for all social, political, and ideological reality. The presence of economic inequalities is a power structure that drives history and influences differences in religion, race, ethnicity, and gender.

The following are common assumptions in the use of Marxist Criticism:

- ▶ All aspects of humanity are based on the struggle for economic power.
- ▶ The basic struggle in human society is between the "haves" and the "have nots."

Feminist Criticism

Feminist Criticism focuses on relationships between genders. It examines the patterns of thought, behavior, values, enfranchisement¹, and power in relations between and within the sexes. For example, a Feminist reading of *The Great Gatsby* may take into account the idea of power relationships between the man and women of the novel.

The use of Feminist Criticism includes these common assumptions:

- ▶ A pervasively patriarchal² society conveys the notion of male dominance through the images of women in its texts.
- ▶ Many literary texts lack complex female figures and deem the female reader as an outsider, or require her to assume male values in terms of perception, feelings, and actions.
- ▶ Issues of gender are central to artistic expression.
- ▶ Fictional portrayals of female characters often reflect and create stereotypical social and political attitudes toward women.
- ▶ Texts authored by women may have different viewpoints than texts authored by men.

¹ enfranchisement: having rights of citizenship, such as the right to vote

² patriarchal: society in which the male is head of the household and holds authority over women and children

What Is Cultural Criticism?

SUGGESTED LEARNING STRATEGIES: Discussion Groups, Rereading, Questioning the Text, Oral Interpretation, Quickwrite

Cultural Criticism

Cultural Criticism is another critical lens through which any text can be viewed. This form of criticism examines how different religions, ethnicities, class identifications, political beliefs, and views affect the ways in which texts are created and interpreted. Cultural Criticism suggests that being a part of—or excluded from—a specific group or culture contributes to and affects our understanding of texts.

The following statements reflect four common assumptions in the use of Cultural Criticism as a lens for understanding literature.

1. Ethnicity, religious beliefs, social class, and so on are crucial components in formulating plausible interpretations of text.
2. While the emphasis is on diversity of approach and subject matter, Cultural Criticism is not the only means of understanding ourselves and our art.
3. An examination or exploration of the relationship between dominant cultures and the dominated is essential.
4. When looking at a text through the perspective of marginalized peoples, new understandings emerge.

Since Cultural Criticism examines texts from the position of those individuals who are in some way marginalized or not part of the dominant culture, studying the following poem by Luis Rodriguez will provide insights on this perspective.

ASPECTS & ASSUMPTIONS OF WHITENESS & WHITE CULTURE IN THE UNITED STATES



White dominant culture, or **whiteness**, refers to the ways white people and their traditions, attitudes and ways of life have been normalized over time and are now considered standard practices in the United States. And since white people still hold most of the institutional power in America, we have all internalized some aspects of white culture—including people of color.



Rugged Individualism

- The individual is the primary unit
- Self-reliance
- Independence & autonomy highly valued + rewarded
- Individuals assumed to be in control of their environment, "You get what you deserve"

Family Structure

- The nuclear family: father, mother, 2.3 children is the ideal social unit
- Husband is breadwinner and head of household
- Wife is homemaker and subordinate to the husband
- Children should have own rooms, be independent



Emphasis on Scientific Method

- Objective, rational linear thinking
- Cause and effect relationships
- Quantitative emphasis

History

- Based on Northern European immigrants' experience in the United States
- Heavy focus on the British Empire
- The primacy of Western (Greek, Roman) and Judeo-Christian tradition



Protestant Work Ethic

- Hard work is the key to success
- Work before play
- "If you didn't meet your goals, you didn't work hard enough"

Religion

- Christianity is the norm
- Anything other than Judeo-Christian tradition is foreign
- No tolerance for deviation from single god concept



Endnotes

1 Mikhail Heller, *Cogs in the Wheel: The Formation of Soviet Man* (New York: Alfred A. Knopf, 1988).

2 *Ibid*

3 John Dewey, series of articles in *The New Republic* (1928), as quoted in Beverly Eakman, *Cloning of the American Mind: Eradicating Morality Through Education* (Lafayette, LA: Huntington House Publishers, 1998) p. 143.

4 Frederick Gates, *The Country School of Tomorrow, Issue 1-10*, page 6

5 Report of the Special Committee to Investigate Tax-Exempt Foundations and Comparable Organizations. *Congressional Record* 5 (1954) p. 141. Text from Google Books. Accessed: September 2019.

6 John Steinbacher, *The Child Seducers* (Educators Publications, Inc, 1971) p. 346.

7 Robert Leeper, "A Man for Tomorrow's World," Association for Supervision and Curriculum Development (1970). Available at <https://files.eric.ed.gov/fulltext/ED072533.pdf>

8 Chester M. Pierce, presented at the Childhood International Education Seminar, Boulder, Colorado, 1973, in: John Taylor Gatto, *The Underground History of American Education* (New York: Oxford Village Press, 2000), Chap. 13: "Bending the Student to Reality."

9 *Ibid*

Endnotes

- 10 Beverly Eakman, *Cloning of the American Mind: Eradicating Morality through Education* (Lafayette, LA: Huntington House Publishers, 1998) p. 28.
- 11 “Global Competency for an Inclusive World,” Organisation for Economic Co-operation and Development (December 2016). Available at <http://globalcitizen.nctu.edu.tw/wp-content/uploads/2016/12/2.-Global-competency-for-an-inclusive-world.pdf>
- 12 Jeffrey J. Pyle, “Race, Equality and the Rule of Law: Critical Race Theory's Attack on the Promises of Liberalism,” *Boston College Law Review*, 40 (May 1, 1999), available at <https://lawdigitalcommons.bc.edu/cgi/viewcontent.cgi?article=2124&context=bclr>
- 13 Helen Pluckrose & James Lindsay, *Cynical Theories* (Durham, NC: Pitchstone Publishing, 2020)
- 14 Özlem Sensoy & Robin DiAngelo, *Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education*, Teacher College Press, 2012) p. 5
- 15 *Ibid*
- 16 See *supra* note 1
- 17 David Randall, Jennifer Helms, & James Nations, *Climbing Down: How the Next Generation Science Standards Diminish Scientific Literacy* (National Association of Scholars (April 4, 2021), available at <https://www.nas.org/reports/climbing-down/full-report>
- 18 *Ibid*
- 19 *Ibid*
- 20 See *supra* note 1