A SOCIAL SCIENCE CURRICULUM FOR LATINO STUDENTS USING CRITICAL PEDAGOGY

A Project

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by

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Graduate and Professional Studies in Education
Abstract

of

A SOCIAL SCIENCE CURRICULUM FOR LATINO STUDENTS USING CRITICAL PEDAGOGY

by

Erika Bracamontes

The educational system in the United States is failing students of color (Heubert & Hauser, 1999; Irvine, 1990; Jencks & Phillips, 1998; McNeil, 2000; Miller, 1995; Viadero, 2000). Currently, the capitalist society we live in uses democracy as well as education as one factor to restrain students of color into succeeding socioeconomically (Apple, 1982; Carnoy & Levin, 1985; Dale, Esland, Fergusson, & MacDonald, 1981). Sorting the students who will succeed and the ones who will fail, namely students of color, occurs through different mechanisms such as standardized testing, standardized curriculum and tracking in which systems are used to label students (Apple, 1982; Bowles & Gintis, 1976; Carspecken, 1991; Freire, 1985; Giroux, 1983; Hansen, 2001; McLaren, 1986; Solomon, 1992). This project seeks to counter this notion of banking which often occurs through standardization, in a problem posing education. Thus this project is curriculum developed using a critical pedagogy framework first developed by Alma Flor Ada (2003) in literacy. This project has applied this critical pedagogy framework in a history, social science context by creating a unit on the gilded era in
United States history. A curriculum analysis was conducted on existing lessons on the gilded era using a curriculum analysis tool modified from varied curriculum theorists and used by Lisa William-White. It is these findings that indicate the need for a curriculum that allows students to realize the oppression that still occurs. Thus a 10-lesson unit with two alternative lessons was created to bring students through a process of attaining conscientization, through dialogue and discussion in both small and large group. In these 10 lessons, students also undergo a process of critical analysis and reflection through gallery walks that have students analyze current and historical events in order to find similarities of oppression that still occur today. Finally, transformative action occurs in the end of the lessons as students decide to take action to counter current oppressive forms of disenfranchising. However, this is only one factor that would help students bring about this conscientization and there is still a need for curriculum based on critical pedagogy that would not only support students of color but create engaged citizens who want to make influential changes to counter oppression faced by people of color.

__________________________, Committee Chair
Margarita Berta-Ávila, Ed.D.

__________________________
Date
DEDICATION

Dedicated to my nieces, lost generations, and future xican@s
ACKNOWLEDGMENTS

En agradecimiento a mis padres porque con el esfuerzo y sacrificio que me enseñaron, pude lograr otro éxito.
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Chapter 1
INTRODUCTION

The reality of the education system in the United States is that there are economic inequities, among other factors, perpetuating oppression in schools (Fischer et al., 1996). Schools are institutions with different types of oppression designed to oppress students of color through a variety of mechanisms, among them, economic policies and schooling methods such as standardization and tracking (Apple, 1979; Young, 1971). As Darder, Baltorano, and Torres (2009) stated,

The consequence of such neoliberalism is the intensification of a deeply stratified society, where wealthier students are guaranteed opportunities at the top, while the majority of poor working class public school students are educated to enter the vast pool of low skilled, poorly paid workers, at the bottom. This phenomenon persists despite NCLB rhetoric to the contrary, for it fails’ to address fundamentally the most significant reason why children are left behind namely rampant economic inequalities. (p. 361)

Darder et al. (2009) argued that the consequence of such an education is a socially organized society that does not leave space for poor, working class students to enter the top where opportunities for success are available. Instead, the possibility is greater for the hegemony to succeed. The system leaves children to fail because of economic inequalities, such as standardization and tracking. Standardized education is not beneficial for students of color because of the biases, low levels of critical thinking, focus
on tests instead of actual learning, and its Eurocentricity (Allington & McGill-Franzen, 1992; Koretz, Linn, Dunbar, & Shepard, 1991; Oakes, 1990; Shepard & Dougherty, 1991; Smith, 1991; Winfield, 1990). Furthermore, inequities, such as standardization, are easily delivered through methods such as banking in which “knowledge is unilaterally transferred from the teacher to the student” (Freire as cited in Cho & Lewis, 2005, p. 314). One significant reason behind these educational inequities is economics.

**Background**

**Economics in Education**

The educational system is part of the culture and institution that uphold the capitalistic economic system in America because education, along with other institutions, is shaped by capitalism (Apple, 1982; Carnoy & Levin, 1985; Dale, Esland, Fergusson, & MacDonald, 1981). Shor and Freire (1987) stated, “by criticizing traditional schools, what we have to criticize is the capitalist system that shaped these schools” (p. 35). What Shor and Freire argued is that in critiquing the educational system, we have to find the root, in this case, capitalism. Schools reproduce classes necessary in the capitalistic society (Bourdieu & Passerson, 1977; Bowles & Gintis, 1976) using methods such as tracking that place students in classes based on ability. Brunello and Checchi (2007) stated:

A school system is characterized by tracking when pupils are allocated, at some stage of their career between primary and tertiary school, to different tracks
usually differing in the curriculum offered as well as in the average cognitive talent of enrolled students. (p. 784)

Consequently, when students are grouped by ability and their classes are selected for them, the quality of education they receive differs by group, which could lead to economic stratification, thus impacting their future socioeconomic standing (Anyon, 1981; Carnoy & Levin, 1985; Finn, 1999). This educational system thus fosters a culture of power by a few. Researchers continued to say,

We know that it’s not education which shapes education according to the interest of those who have power. If this is true, we cannot expect education to be the lever for the transformation of those who have power and are in power. It would be tremendously naïve to ask the ruling power class in power to put into practice a kind of education which can work against it. (Shor & Freire, 1987, p. 35)

It is evident education is only a mechanism or means of an organized structure in the United States through which the interests of those in power, namely the dominant power, are reared and maintained. Thus, institutions in the United States, especially education, are designed to maintain the hegemony, which is “the moral and intellectual leadership of a dominant class over a subordinate class” (Darder et al., 2009, p. 67).

**Hegemony and Students of Color**

The problem of having a hegemonic group is that the dominant group will want to only maintain their values. Sallach (1974) stated, “The dominant class uses its privileged access to ideological institutions to propagate values which reinforce its structural
position” (p. 43). When the hegemony’s values and position are maintained, other values are not, namely those of who are poor and or students of color. Furthermore, other problems with this hegemony include “the inculcation of its values and the censorship of heterodox views but also and especially the ability to define the parameters of legitimate discussion and debate over alternative beliefs, values, and world views” (Sallach, 1974, p. 43). Again, this hegemony shows no value or respect for other views or ideas different from those of the hegemony. Since students of color’s, especially Latino student’s, backgrounds, experiences, and or beliefs are not a part of the hegemony in education, they may not even be represented in the schools, much less in the lessons of their classes; schooling is standardized but not for them (Apple, 1979; Young, 1971). Brayboy, Castagno, and Maughan (2007) stated, “Programs or policies of assimilation rarely (if ever) take into account what marginalized groups desire or want and, therefore, deny their right to self-determination” (p. 167). In our schools, students of color, standardized and tracked, are consequently not represented and much less a part of their education, making it inequitable for students of color as they cannot determine their future.

Cultural Norms in U.S. Schools

The inequitable culture to maintain capitalism is a cultural norm in education because, like culture, there are traditions in schooling not questioned but accepted, even praised. Giroux called this the politics of culture, as culture’s role is to secure the interests of the few. He stated, “The politics of culture can be seen not only in the ways symbolic resources and knowledge have replaced traditional skills as the main productive
force, but also in the role that culture now plays as the main pedagogical force to secure the authority and interests of dominant groups” (Giroux, 1999, p. 2). The culture of politics Giroux identified maintains the oppressive power and is found in U.S. schools with programs identifying and labeling students that, in turn, give students academic status. Giroux stated:

Cultural politics matters because it is the pedagogical site on which identities are formed, subject positions are made available, social agency enacted, and cultural forms both reflect and deploy power through their modes of ownership and mode of public pedagogy. (p. 32)

He stated that cultural politics is important because it is the way in which identity and cultural reproduction happens. When programs like GATE (Gifted And Talented Education) identify students with labels, students are given a status that eventually will get replicated in society after their schooling. Hence, they were given their key, or not, to success early on. In U.S. education, standardization, among other practices, is part of the cultural politics.

**Standardization as a Culture in School**

In education, one factor facilitating economic social stratification is standardization, which includes “practices such as mandated, standardized, lockstep curricula; increased testing, especially in the primary grades; tracking by ‘ability;’ and retention and promotion decisions made on the basis of a single test result” (Falk, 2002, p. 612). Schools prescribe the same curriculum to all students, regardless of ability or
assign students courses based on state test scores (Hunter & Bartee, 2003). When this
prescription of curriculum to all students occurs in schools, students of color and others
are negatively affected. For example, Brayboy et al. (2007) stated:

Standardized tests and assessments also are detrimental to many students of color
because they are culturally and linguistically biased (Jimenez, Garcia, & Pearson,
1995), emphasize low-level thinking skills, and often lead teachers to refocus
classroom practice around test-taking at the expense of genuine learning (Foster,
1994; Lomawaima & McCarty, 2006; Lomax et al., 1995; McDermott et al.,
2006; McNeil, 2000). This low-level skill emphasis is not only limiting because
of its level of rigor but also because of its Eurocentric emphasis and lack of
representation of the experiences and realities of students of color both in
materials and content (Banks, 1998; Bernal, 2002; Conti & Kimmel, 1993;
Jimenez et al., 1995). (p. 170)

The practice then becomes inequitable for many students as the level of rigor is
reduced often to allow some student to merely pass an exam. Additionally, not only is
the rigor often reduced, but most curriculum and exams have a western emphasis, often
devoid of the lives and culture of students of color. Such practice puts students at a
disadvantage compared to their white counterparts. Since standardization is prevalent in
U.S. education, tests and assessments have become normative. In this manner, Darder et
al. (2009) suggested schools work against those students who are more vulnerable, such
as students who are not a part of the white culture, to continue to keep such students
oppressed and not active participants of society. “Critical education contends that, contrary to the traditional view, schools actually work against the class interests of those student who are most politically and economically vulnerable within society” (Darder et al., 2009, p. 10). The standardization culture in American education, however, only produces more severe consequences as student voices get silenced. As Darder et al. (2009) informed:

And the role of students as contributors to the classroom discourse, as thinkers, as people who brought their personal stories and life experiences in to the classroom, was silenced or severely circumscribed by the need for the class to ‘cover’ a generic curriculum at a pace established by the district and the state for all the schools. (p. 385)

Another negative consequence of standardization is that students no longer feel they contribute to the classroom discussion and no longer contribute their ideas, opinions, or stories as the standard, or generic, curriculum is dictated to them. Furthermore, when the schooling becomes standardized, not only are all students viewed as the same, but students are not considered valid contributors to the classroom as teachers begin to bank, a form of oppression (Freire, 1973; hooks, 1994; Shor, 1992).

**The Danger of Banking Education**

The notion of banking becomes negative evidence of the American standardized education. Because American schools are standardized, the teacher feeds the students
like containers with information all day, as the curriculum is standard and lifeless. As Freire (1970) stated:

A careful analysis of the teacher-student relationship at any level, inside or outside the school, reveals its fundamentally narrative character. This relationship involves a narrating Subject (the teacher) and the patient, listening objects (the students). The contents whether values, or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness. (p. 71)

Freire stated that in education, a narrative, educators think of students as objects to which teachers need to narrate, but in this process, the knowledge and the student become latent. This is what standardized education in the United States has created, lifeless curriculum and students treated as objects. When people are considered objects, they are easily manipulated and controlled, as they are not thinking or reacting. Further, they are stagnant and incapable of change (Terralingua, 2004). The banking notion is described as:

The teacher talks about reality as if it were motionless, static, compartmentalized, and predictable. Or else he expounds on a topic completely alien to the existential experience of the students. His task is to ‘fill’ the students with the contents of his narration-contents which are detached from reality, disconnected from the totality that engendered them and could give them significance. (Freire, 1970, p. 71)
In this standardized culture in American education, as the teacher talks about or teaches, her discourse is gridlocked. It is the same for all students and mechanized to have students supposedly succeed, but, in most cases for students of color, to fail due to the curriculum being industrialized like a product in a factory. It is this type of education, disconnected from the needs of students, that is dangerous because it fails to promote thinking or knowledge. This is critical because without critical thinking, students accept the inequitable norms that have kept them oppressed and they do not think or consider change (Darder et al., 2009; Freire, 1970).

Importance of Inquiry and Critical Thinking

Paulo Freire (1970) told us inquiry is important as he stated, “Knowledge emerges only through invention and re-invention, though the restless, impatient, continuing, hopeful inquiry human being pursue in the world, with the world, and with each other” (p. 72). Thus, Freire informed us inquiry is important for helping people see themselves with the world in which they live and to ensure knowledge actually occurs but not through a simple deposition of knowledge. Additionally, this kind of knowledge brings awareness. Freire (1970) added, “It epitomizes the special characteristic of consciousness: being conscious of, not only as intent on objects but as turned in upon itself in a Jasperian ‘split’-consciousness as consciousness of consciousness” (p. 79).

Such knowledge as Freire (1970) mentioned comes from problem posing thinking. Problem posing as a way of critical thinking is when
people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they comes to see the world not as a static reality, but as a reality in process, in transformation. (p. 83)

If schools continue to be a place where the learning is deposited into students then, as Freire said, “The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them” (p. 73). When students are deposited with information, as is the case in most public education classes from kindergarten to grade 12, the students are only seeing themselves as objects in the world and lend themselves to be easily victimized as they become merely empty mass in a society (Cho, 2008). They may then never allow themselves to connect with the world and this is a problem because they will see the world as stagnant, as is, without the possibility of change. Consequently, they live with their inequities; in turn, the dominant group or the hegemonic society continues to make decisions for everyone else and its decisions only benefit the hegemony (Apple, 1979; Young, 1971). Therefore, it is vital to create curriculum focused on thought and knowledge, and not banking, to counter oppressive schooling.

**Eurocentric Education**

Another negative effect of standardization in education is a Eurocentric education, “the tendency to look towards Europe as a model to be imitated by the rest of the world but also to question the view that European development and culture are the only desirable future” (Nordenbo, 1995, p. 38). Eurocentric education is not intended for
students of color as this Eurocentric education refers to education centered on Europe and followed as the view and culture desired. Brayboy et al. (2007) supported this inequity in his findings, “Standardized tests and assessments also are detrimental to many students of color because they are culturally and linguistically biased (Jimenez, Garcia, & Pearson, 1995)” (p. 170). While change can be made to fix this inequity of having tests that are biased, this is often not the case. Brayboy et al. (2007) continued:

Recently, some scholars have argued that standards and assessments theoretically can be aligned with multicultural and culturally relevant education but that in practice they often are not (Bohn & Sleeter, 2000; Kornhaber, 2004). Unfortunately, the majority of standards and assessments that have been employed in schools have served to reinscribe and reproduce the status quo. (p. 170)

Because there is not a change to address this inequity, the status quo is reinforced and students, especially of color, are the ones who fail in this system never designed with them in mind. This standardized testing culture of testing and labeling we see in schools manifests a system that strengthens domineering relations by sorting.

**Sorting and Tracking of Students**

Yet another effect of standardization is the sorting of students of color. Darder (1997) continues to identify the power testing has, “In this sense, the test is, in Foucault’s language, ‘a ritual of power.’ It embodies the power of the state to sort and define students and schools, creating and reinforcing oppressive power relations (Carlson, 1997)
of race and class” (Darder et al., 2009, p. 370). Darder et al. showed that while these schools test, they also label. Through their labeling, they create a ritual, a tradition of power where who will succeed and those who will fail becomes visible, as well as those schools that are good and those that are bad. Labeling leads to tracking. As Darder et al. (2009) stated, “These selective programs, employing more constructivists and higher order thinking curricula, as well as advanced course offerings, prepare students to be knowledge producers in the new economy” (p. 367).

While some schools train to send students to low-skilled jobs, Darder et al. (2009) continued, “At the same time, general high schools provide the new basic literacy that correspond to the skills required for the large number of low skill, low wage service jobs” (p. 367). General high schools provide the most basic skills for students to enter low-skilled, low-paying service jobs and it is these kinds of schools Latinos and Blacks are attending. Darder et al. (2009) continued, “African Americans and Latinos/as, who are most likely to attend schools with low test scores and in consequence are most likely to be subject to a model of education as social regulation” (p. 370). Students become labeled in the same way schools do and it is in this method of testing and sorting that the achievement gap between students of color and whites becomes apparent and continues to be fostered today. Therefore, a project with curriculum designed to foster thinking and growth in low-income, students of color, particularly Latinos, is necessary.
Need for Project

Achievement Gap

It is no coincidence that the achievement gap, evident in education, has the white population significantly ahead of bicultural groups (Heubert & Hauser, 1999; Irvine, 1990; Jencks & Phillips, 1998; McNeil, 2000; Miller, 1995; Viadero, 2000). Achievement gap “refers to the disparities in standardized test scores between Black and White, Latina/o and White, and recent immigrant and White students” (Ladson-Billings, 2006, p. 3). The National Center for Educational Statistics (NCES; 2011) stated, “While Hispanic students’ average scores have increased across the assessment years, White students had higher scores, on average, on all assessments” (p. iii). Whites have had higher scores than Hispanics and this has been true for some time now. As Olivos stated:

This achievement gap is an important area of study in that it demonstrates a pattern of generational academic and social underachievement, yet all too often the achievement gap has been studied superficially, with a focus on the obvious rather than on the structural. (p. 15)

The achievement gap shows academic success and failure but often that is only what we see. Olivos argued we study this achievement gap in terms of the structure of education and identify the inequalities embedded. Furthermore, the achievement gap is not only a structural issue; it is also a view imbedded in racist ideology.

Additionally, Delpit (2012) stated, “There is no ‘achievement gap’ at birth—at least not one that favors European American children” (p. 5). Delpit reminded educators that
often, students of color are viewed as inferior automatically. Due to this mindset, sometimes students of color are not taught and when they are, it is significantly reduced to merely a worksheet of copying answers not requiring significant critical thought. This translates in the classroom to students of color thinking they cannot learn. Hence, students of color often do not participate in their education, which sequentially is read by many educators as students who have “checked out,” or are not motivated (Delpit, 2012). This becomes detrimental to students of color and society, especially as legislation such as No Child Left Behind (NCLB) assumes it will close this alleged achievement gap by addressing the students who have been labeled as unmotivated or who have “checked out.” Instead, the issue lies in how students of color are not educated to their maximum. Delpit (2012) stated:

Indeed the achievement gap should not be considered the gap between black children’s performance and white children’s performance—the latter of which can be considered only mediocre on an international scale—but rather between black children’s performance and these same children’s exponentially greater potential. (p. 5)

The argument then rests on how the achievement gap is a not between whites and students of color but between students of color’s performance and their maximum attainment because they are often not taught to their utmost potential due to preconceived notions of inferiority. However, with such historical repetitions of constant student of color failure year after year, it becomes clear it is no accident and education needs
institutional reform. Therefore, this project suggests a curriculum based on critical pedagogy for Latino students.

**Push Out**

The current standardized model of education is for the white students and if students do not fit this model, mold into it, or assimilate, they will get pushed out (Berta-Avila, Revilla, & Figueroa, 2011). The dropout rate of students of color has always been higher than that of White students since before the 1980s (NCES, 2011). One reason students of color drop out at a high rate lies in the fault of the education institution itself because, rather, they are “pushed out” and forced to leave school because of the educational system (Berta-Avila et al., 2011). The educational institution demands we teach in a “one-size-fits-all” manner that is standard to all students.

Furthermore, it is demanded this education be of a culture that is not that of many students of color. Brayboy et al. (2007) affirmed this, “Assimilationist policies are intimately related to calls for equality because equality and sameness are conflated such that history, difference, and differential power are obscured and replaced with one same, Eurocentric structure” (p. 167). Brayboy argued assimilation is often related to equality and consequently, many views are replaced with one view, in this case a Eurocentric view that does not consider the needs of students of color (Hopstock & Stephenson, 2003; Salazar, 2008). With the Eurocentric model, we are not reaching students of color but making them fail as we ask them to participate in an education that does not relate to them, has nothing of their interest and most of the time is not about them.
Additionally, students of color appear to be deficient as Brayboy et al. (2007) noted, “School systems rely on meritocracy, which is presumed to be an equalizing power, but when curriculum and assessment are grounded in Eurocentric knowledge paradigms and skills, students of color appear deficient” (p. 171). Since schools value European knowledge, the students of color are left out and more so seem to be missing or lacking that knowledge. Such a concept is sometimes referred to as a deficit model and facilitates a failing culture (Hull, Rose, Fraser, & Castellano, 1991; Valencia & Solorzano, 1997). It is the aforementioned types of inequities that perpetuate oppression in United States schooling.

**Statement of the Problem**

Students of color are failing in the current educational system (Heubert & Hauser, 1999; Irvine, 1990; Jencks & Phillips, 1998; McNeil, 2000; Miller, 1995; Viadero, 2000). The failure is evident in the achievement gap between students of color and white students (Blanchett, 2006; Delpit, 1988, 1995; Deyhle, 1995; Fordham, 1996; Fordham & Ogbu, 1986; Hedges & Nowell, 1999; Kaomea, 2001; Ladson-Billings, 1995, 1996; Lee, 1996; Ogbu, 1992; Ogbu & Simons, 1998; O’Connor, 1997; Thomas, 2004). One factor for the achievement gap is the current capitalist economic model using education and democracy as an institutionalized mechanism of socially controlling them into failure. Among other consequences, students have been considered as merely objects in this world and not as critical and reactive humans capable of changing the inequities they suffer in education. This pushes students of color out, as they are unable to fit into or
adjust to the hegemonic, one-size-fits-all, educational casing. The educational system in the United States continues to alienate students from their realities, which is oppressive to students of color. Therefore, this project is an attempt to fill the need for History/Social Science curricula based on Paulo Freire’s critical pedagogy framework. The project strives to be curricula to counter the inequities in the education of students of color, specifically Latinos, such as banking that create noncritical thinkers. Thus, the goal of the curriculum is to bring students of color to awareness on the oppression they suffer.

**Purpose of the Project**

Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes “the practice of freedom.” (Freire, 1970, p. 34)

While teaching social science in an 11th-grade classroom, the researcher discovered discussions in the form of Socratic seminars to be difficult. When discussing with Latino students, it was especially difficult for them to participate in discussions. After soliciting responses as to why, among the responses were, “their opinion was not important” and “nobody benefits from their ideas.” It is these statements that exhibit the need to create a project in the form of curriculum designed with students of color, and particularly Latinos, in mind.

The purpose of this project is to use a critical pedagogical framework (naming/reflection/action) in correlation with a problem posing approach to promote
students of color, with an emphasis on Latino students’ consciousness with the world, in order to become more human. Duncan-Andrade and Morrell (2008) also argued:

Freire’s critical literacy is at the heart of his vision for effective pedagogy. It results in an educative process that leads to actions, ideally collective in nature, guided by love and aimed at producing a more just society. (p. 27)

The critical pedagogy framework is important because as Duncan-Andrade and Morrell agreed, it is this form of education that is necessary for social justice. Therefore, this project suggests curricula based on critical pedagogy to use in a social science 11th-grade United States History course. A variety of lesson ideas, such as discussions, dialogue, and Socratic seminars, to promote consciousness as a human with the world will be attempted. Transforming content curriculum into the problem posing method will also be an effort. Problem posing education is necessary because it is through this method that education liberates (Cho, 2008; Salazar, 2008). As Duncan-Andrade and Morell (2008) said:

Problem-posing education is education for freedom and emphasizes that teachers must see themselves in a partnership with their students. As part of this relationship, the teachers must see themselves as teacher-student, ready to accept that their student’s possess knowledge and solutions they can share with the teacher. Such an approach to education emphasizes learning for freedom rather than learning to earn (to enter the economy). (p. 24)
Problem posing education, because of the relationship between the teacher and student in which both share knowledge, is how education becomes liberating. It is through this ideology and methodology that can produce action or change.

At the center of critical pedagogy is praxis and through this method is how transformative education occurs. Duncan-Andrade and Morrell (2008) mentioned:

At the core of Freire’s critical pedagogy is the concept of praxis, the process by which teachers and students commit to education that leads to action and reflection on that action. This process has five stages:

1. Identify a problem.
2. Analyze the problem
3. Create a plan of action to address the problem.
4. Implement the plan of action
5. Analyze and evaluate the action. (p. 25)

In the process of these steps, students become the transformers as they take action in their own learning and reflect. Duncan-Andrade and Morrell (2008) stated, “Students are encouraged to become social agents, developing their capacity to confront real world problems that face them and their community” (p. 25). At the conclusion of the critical pedagogy, it is the hoped students become dedicated to change the world and their community.
Theoretical Frame

Philosophy of Critical Pedagogy

This project is based on the theory of critical pedagogy and the work of Paulo Freire, as well as other critical pedagogues who have emerged based on the ideas of Freire. As Freire fell victim to a United States economic crisis, it ultimately led him into poverty and having to live in communion with the poor. Through the occurrence, he discovered the “culture of silence” of the dispossessed (Freire, 1970). Freire’s ideas of the culture of silence still ring true today, as we have people in the world, particularly in the United States, living what appears to be ignorantly and dominated by economic, social, and political powers. Thus, at the foundation of critical pedagogy is that people, particularly of color, are living in silence and in this manner they are oppressed, as they are not a part of the hegemony making the rules (McLaren, 1995). In education, above all, is where this culture of silence is maintained and upheld. Freire (1970) stated, “And it became clear to him that the whole educational system was one of the major instruments for the maintenance of this culture of silence” (p. 30). Subsequently, in education, people are oppressed and the end goal is for the oppressed to attain liberation or freedom.

Attaining Humanization

Humans’ responsibility and role is humanization on this earth (Cho, 2008; Darder et al., 2003; Freire, 1970). As Freire (1970) stated, “But while both humanization and dehumanization are real alternatives, only the first is the people’s vocation. This
vocation is constantly negated, yet it is affirmed by that very negation” (p. 43). Freire stated that humanization is necessary and sometimes this notion is often rejected by many; but by rejecting this idea, it is realized that humanization and the process of attaining humanization is the only vocation for a person. Furthermore, if you are denying this idea of people becoming humanized, you must ask yourself why; this same ignorance or lack of knowledge or understanding is the same reason we must realize we need to achieve humanization. Furthermore, he added, “It is thwarted by injustice, exploitation, oppression, and the violence of the oppressors; it is affirmed by the yearning of the oppressed for freedom and justice, and by their struggle to recover their lost humanity” (Freire, 1970, p. 44).

The lack of humanization or oppression is due to inequality, unjustness, abuse, extortion, and these social injustices fuel the desire and struggles of so many to achieve humanization and peace. Inequalities in society are born from violence onto the oppressed by oppressor. As Freire (1970) added, “This struggle is possible only because dehumanization, although a concrete historical fact, is not a given destiny but the result of an unjust order that engenders violence in the oppressors, which in turn dehumanizes the oppressed” (p. 44). As the oppressed live in this plight, it is their task to liberate themselves. Friere (1970) stated, “This, then, is the great humanistic and historical task of the oppressed: to liberate themselves and their oppressors as well” (p. 44). This is a large task and may be reason to deny liberation or humanization. The process of
liberation is through a process of recognizing the oppression or reaching critical consciousness also known as conscientizao (Freire, 1970; Luke, 1992).

**How Critical Pedagogy Informs this Project**

Reaching humanization through critical consciousness happens by naming the oppressor, and identifying the ways in which they are oppressed. By recognizing this oppression and inequality, we are taking the first step toward liberation, according to Freire (1970). Freire insisted the first step toward liberation from oppression is being able to identify and name the oppression. Freire (1970) stated, “To exist, humanly, is to name the world, to change it” (p. 88). When students are able to dialogue, it is then they are able to see themselves as part of society and history and it is then they realize they have choices. Glass (2001) also affirmed:

> The praxis that defines human existence is marked by this historicity, this dialectical interplay between the way in which history and culture make people even while people are making that very history and culture. Human history enables the realization of freedom opening up choices among various ways of being within any given situation. (p. 15)

Hence, it is through dialogue that students realize the freedoms of any situation. Dialogue in curriculum is necessary to attain humanization and critical consciousness. Furthermore, Glass (2001) added, “dialogue enables the oppressed to ‘speak true word’ and overcome their ‘silencing’ not simply at the communicative or linguistic levels, but also in regard to their forming culture, history, and to their own identities” (p. 19). Glass
mentioned that through dialogue, we can no longer be silenced, and not just verbally but including our culture, history, and thus our identities. This is important because it is through recognizing our silencing that we realize how we are being oppressed and can then take action (Cho, 2008; Freire, 1970). Along these lines, it is necessary for a student to understand through dialogue where they stand in society so they may then make a transformative society that corrects lived and experienced injustices.

Therefore, a critical pedagogy is necessary for transformative education. Duncan-Andrade and Morell (2008) stated that critical pedagogy leads to action and change, “It results in an educative process that leads to actions, ideally collective in nature, guided by love and aimed at producing a more just society” (p. 27). They stated that because of the elements of critical pedagogy such as discussion and consciousness that fosters ownership of problems, the need for change is created. Darder et al. (2009) maintained, “critical pedagogy is fundamentally committed to the development and enactment of a culture of schooling that supports the empowerment of culturally marginalized and economically disenfranchised students” (p. 9). Again, what Darder et al. stated is the elements of critical pedagogy (naming, reflection, action) lead critical pedagogy to support students of color, and especially Latinos, because it gives them the skills through education to empower them and make change (Zavarzadeh & Morton, 1994).

Furthermore, Darder et al. (2009) added that critical pedagogy allows students to see themselves in the world, “An important emphasis here is that students are encouraged to engage the world within its complexity and fullness, in order to reveal the possibilities of
new ways of constructing thought and action beyond how it currently exists” (p. 11). As students see themselves engaged with the world, they are then able to find the ways of creating a new reality, the way they see it, and not stagnant. Critical pedagogy lends itself as the theory of transformative education. Darder et al. (2009) stated once more that critical pedagogy follows emancipatory education:

Emancipatory knowledge helps us understand how social relationships are distorted and manipulated by relations of power and privilege. It also aims at creating the conditions under which irrationality, domination, and oppression can be overcome and transformed through deliberative collection action. In short, it creates the foundation for social justice, equality, and empowerment. (p. 64)

Not only does critical pedagogy allow knowledge of power relations but shows how to overcome the oppression, thus facilitating equality, social justice, and empowerment of an oppressed people.

**Definition of Terms**

**Banking**

Described by Freire (1970) as a way of filling a student with knowledge. Freire explained, “Narration (with the teacher as the narrator) leads the students to memorize mechanically the narrated content. Worse, yet it turns them into ‘containers,’ into ‘receptacles’ to be ‘filled’ by the teacher” (p. 72). This banking model of education is common in the American education system as teachers must rush to fill their students with knowledge for standardized testing. Freire
criticized this model of education because it is comparative to a glass being filled with water, where the glass is the student’s mind and the water the teacher’s knowledge. This banking model assumes that the student does not already come with knowledge and experiences and the teacher is the one to fill the student with knowledge, not realizing the student’s cup is already filled with many other fluids not just water. Often what the teacher fills the student with is, as Friere said, are “contents which are detached from reality, disconnected from the totality that engendered them and could give them significance” (1970, p. 71). While Freire criticized the banking model, he did promote the problem posing method, as it taps into the cognitive skills of a student which ultimately drive and motivate students to react to the challenge.

Conscientização

“The term conscientização refers to learning to perceive social, political and economic contradictions, and to take action against the oppressive elements of reality” (Freire 1970, p. 35). This term will later be referred to as conscientization as well.

Cultural Capital

The concept of cultural capital, made popular by French sociologist Pierre Bourdieu, refers to the general cultural background, knowledge, disposition, and skills passed on from one generation to another. Cultural capital represents ways
of talking, acting, modes of style, moving, socializing, forms of knowledge, language practices, and values (Darder et al., 2009, p. 80).

**Critical Thinking**

Defined by Freire (1970) as:

thinking which discerns an indivisible solidarity between the world and the people and admits of no dichotomy between them-thinking which perceives reality as process, as transformation, rather than as stagnant entity-thinking which does not separate itself from action, but constantly immerses itself in temporality without fear of the risks involved. (p. 90)

**Dialogue**

“The encounter between men, mediated by the world, in order to name the world” (Freire, 1970, p. 88). Dialogue is also the method through which a human reaches authentication. “If it is in speaking their word that people, by naming the world, transform it, dialogue imposes itself as the way by which they achieve significance as human beings” (Freire, 1970, p. 76).

**Dominant Culture**

Culture can be readily broken down into “dominant” and “subordinate” parent cultures (Darder et al., 2009, p. 65). Dominant culture is the social ways and anything representing it that confirms the values, interest, and concern for the social class in control of a society. Their concern is the wealth, symbolically and materialistically, of the society of which they are at the top (Darder et al., 2009).
Hegemony

Defined as “the way in which ‘a certain way of life and thought is dominant, in which one concept of reality is diffused throughout society in all its institutional and private manifestations’” (Sallach, 1974, p. 38). In other words, there is only one way of life dominating all areas of society, including education. Its ideals or ways of life are evident in institutions and private areas as well. Darder et al. (2009) also added that hegemony is “achieved not through coercion (i.e., threat of imprisonment or torture) or the willful construction of rules and regulations (as in a dictatorship of fascist regime), but rather through the general winning of consent of the subordinate class to the authority of the dominant class” (p. 67).

Problem Posing

A method of teaching usually on the opposite range of banking education. Freire (1970) proposed it is where students are presented with problems relating to themselves and the world. He stated, “Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge” (p. 81). As students are challenged with the problem associated to them, they thus feel more inclined to participate and respond to that challenge. It is important to note that this method is dialogic with the teacher and the students working together, as Darder et al. (2009) stated:
Here teachers and students both become actors in figuring out the world through a process of mutual communication...in Freire model, questions and not answers are the core of the curriculum-open ended questions prod students to critically analyze their social situation and encourage them to ultimately work towards changing it. (p. 306)

This method of education requires a humble relationship between students and teachers as the dialogue takes place.

**Standardization**

Often referred to as one-size-fits-all teaching in the form of curriculum as well as testing, “practices such as mandated, standardized, lockstep curricula; increased testing” (Falk, 2002, p. 612).

**Students of Color**

Students of any non-white ethnic background, such as Latino or African American.

**Summary of What is to Come**

Chapter 2 consists of an outline of the literature surrounding the current status of education in the United States. The first part consists of an outline of schools as places that reproduce classes in society as part of a capitalistic society. Additionally, elements in education perpetuating educational inequalities will make up the second part. To conclude, a critical pedagogy framework is offered to counter educational inequalities. Empirical research supporting the frame of critical pedagogy, including problem posing
education as well as participatory action research, will incorporate elements of naming, reflection, and action. These elements of critical pedagogy are captured in a project designed for students of color, particularly Latinos, in Chapter 4. Chapter 3 illustrates the methodology of how to design a curriculum based on critical pedagogy. Therefore, Chapter 4 is the project itself, which is a United States History curriculum consisting of critical pedagogy elements organized in a unit. The unit consists of smaller lessons on the subject of the progressive era in the United States. Lastly, Chapter 5 is a summary and conclusion of this project.
Chapter 2
A REVIEW OF LITERATURE

Introduction
The purpose of this literature review is to present research expanding on the need for curriculum based on critical pedagogy for Latino Students. This literature review is divided into three categories; the focus of the first section is on the role capitalism plays in education. The second part builds on the latter by shedding light on institutions in education that enforce social inequalities in the name of capitalism such as standardized testing. In the third section shows how educational practices such as banking, eurocentrism, and assimilation cause classroom practices to create economic inequalities. The three sections are an effort to lay a foundation for the need for curriculum focused on critical pedagogy. Hence, the last section covers a critical pedagogy framework such as dialogue, conscientization, reflection, and action supported by a problem posing education and are a critical necessity for Latino students.

To understand the need for critical pedagogy curriculum in a high school social science classroom, it is necessary to look at schooling through an economic lens. There are economic inequalities in education that further separate the academic success of white students from that of Latino students (Apple, 2007; Darder, 1997; Sleeter, Torres, & Laughlin, 2004). Capitalism is one factor that has penetrated into the United States education system so social classes are reproduced in and through schools where it is evident via different methods and techniques of schooling (Apple, 1982; Bowles &
Gintis, 1976; Carspecken, 1991; Freire, 1985; Giroux, 1983; Hansen, 2001; McLaren, 1986; Solomon, 1992). Methods and techniques such as standardization, legislation as No Child Left Behind, and Eurocentric curriculum as well as banking education serve to perpetuate a great divide between White student achievement and Latino student achievement. White students, because of their European decent, often experience white privilege because of their background, which has afforded them more access to resources and consequently allowed them to succeed more than Latino students and low-income whites who do not have access to the same resources (Carnoy 1974; Falk, 2000; Katz 1971; Oaks & Lipton, 2001; Schafer & Olexa 1971). Educational inequalities, such as tracking, standardization, and banking as well as others, force students of color, namely Latinos, to lose their identity as they sometimes are forced to assimilate or drop out of schools. Therefore, a critical education is necessary for Latino students to counter how schools are designed to reproduce the existing class order (Bowles & Gintis, 1976; Borg, Buttigieg, & Mayo, 2002). The theoretical and conceptual framework thus needed for students of color and applied to this curriculum is critical pedagogy. A critical pedagogy-based curriculum is essential to counter the existing schooling system that only replicates existing economic classes. To understand inequities in education, it is important to first recognize how educational institutions replicate existing economic classes.
Part I: Capitalism’s Role in Education

Educational Institutions Replicate Existing Economic Classes

Schools are a structural place where social classes are created and replicated (Anyon 1981; Bowles & Gintis, 1976; Carnoy & Levin, 1985; Duncan-Andrade & Morell, 2008; Finn, 1999; Shor, 1992). Historically, in the United States, social classes were created through jobs and have been imitated through this same vehicle of employment. Capital was never equally distributed in the United States prior to the Civil War in the South because about 20 families controlled the economic movement (Bowles & Gintis, 1976). When you have a concentration of economic power such as in the South, this concentration of power can easily control and manipulate many aspects of society. The hegemony existing in the South prior to the Civil War is similarly evident in education today because education is also an economic controlling mechanism intending to keep hegemony through methods such as tracking, standardization, and by having a one-size-fits-all approach to education (Apple, 1982; Bowles & Gintis, 1976; Carspecken, 1991; Freire, 1985; Giroux, 1983; Hansen, 2001; McLaren, 1986; Solomon, 1992). Standardization, a one-size-fits-all and tracking approach has replicated a socioeconomic division.

An unfair dominance of one group historically occurred in economics and has led to a segmentation of workers into different groups (Bowles & Gintis, 1976; MacLeod, 1987). Bowles and Gintis (1976) stated, “Uneven development of the economy leads rather naturally to the segmentation of workers into distinct groups based on their unique
historical experiences in the process of integration into the capitalist economy” (p. 66). It is this segmentation of workers that converts itself into a class system as they struggle to achieve a higher socioeconomic status (Bowles & Gintis, 1976; Hansen, 2001; Ogbu, 1987, 1990). Bowles and Gintis added:

Classes are important because individuals in U.S. society do not relate to each other as individuals alone, but as groups. That is, class is a social concept, and classes are defined only through how they relate to other classes, additionally schools are one area in society where students can fill the social classes. (p. 67)

In schools this practice is manifested through tracking.

Schools Mold Students Through Tracking

The education system also fabricates distinctive groups by grouping students according to ability. Grouping becomes institutionalized in education as students are assigned their classes and identified by being set apart from their peers; this is known as tracking and sorting in education (Acuna, 2003; Hallinan, 1994; Loewen, 1995; Oakes, 1985; Zinn, 1995). Bowles and Gintis (1976) argued it is through this tracking method in schools that students learn how to develop personalities that will, in turn, prepare them for jobs:

The educational system helps integrate youth into the economic system, we believe, through a structural correspondence between its social relations and those of production...The structure of the social relation in education...develops the
types of personal demeanor, modes of self-presentation, self image, and social-class identifications which are the crucial ingredients of job adequacy. (p. 131)

It is this system of grouping and creating classes or tracking in education where students learn their role, identify, and mold into it, and some Asian students who have been reshaped become known as part of the “model minorities.” As Wong and Halgin (2006) stated, model minorities are successful minorities who have quietly moved to the pinnacle of success in various contexts through hard work and determination...Since then, the media have touted Asian American as the model minority who are viewed as experiencing increasing wealth, upward social mobility, and freedom from crime and mental health problems. (p. 38)

These students of color have been often elevated when compared to other students of color. When whites and some Asians are elevated and other students are not, simply because they have not been deemed as being a part of the model minority, this is inequitable (Ho & Jackson, 2001; Suzuki, 1995; Wong, Lai, Nagasawa, & Lin, 1998; Yee, 1992). This creates a differentiation between those who will follow rules and abide and those who will make the rules for others to abide by. Bowles and Gintis (1976) continued to state:

Different levels of education feed workers into different levels within the occupational structure and, correspondingly, tend toward an internal organization comparable to levels in the hierarchical division of labor. As we have seen the
lowest levels in the hierarchy of the enterprise emphasize rule-following, middle levels, dependability, and the capacity to operate without direct and continuous supervision while the higher levels stress the internalization of the norms of the enterprise. (p. 132)

Bowles and Gintis (1976) argued that placement of roles corresponds to the division of labor, at the same time dividing those who make the rules and those who follow the rules. Similarly, roles that come with the job also develop in education as tracking, when some students are often put on a college track that will be better socioeconomically and others are instead put on a track preparing them for low-skilled jobs that are also low paying. Bowles and Gintis (1976) mentioned that, in capitalism, it is students of color who end up in the lowest levels of hierarchy. “Thus Blacks and other minorities are concentrated in schools whose repressive, arbitrary, generally chaotic internal order, coercive authority structures and minimal possibilities for advancement mirror the characteristics of inferior job situations” (Bowles & Gintis, p. 132). In a study conducted by Hallinan in 1994, students from middle and high schools were surveyed and their academic progress was tracked. The findings indicated that the higher their test scores, the higher the students were placed in the following year. Hallinan stated, “The effects of achieved characteristics on track placement is similar across the schools. The higher a student’s standardized test scores, grades or track placement in eighth grade, the higher the student’s track placement in ninth grade” (p. 807). Furthermore, Hallinan’s study found that the
School differences in track characteristics also are expected to affect the learning opportunities that schools provide to students. In particular, the mean ability level of a track and the homogeneity of the track with respect to ability should influence the content and pace of instruction which in turn should affect learning. (Hallinan, 1986, p. 813)

Certain students are more likely to receive advanced instruction tailored to their abilities, resulting in a better education. Hallinan (1986) stated, “Since higher ability students are likely to receive more advanced instruction, and since more homogeneous groups are likely to receive instruction better tailored to their learning level, school differences in these track characteristics represent differential learning opportunities for students” (p. 813). Tracking becomes an issue for students of color because they are working in an educational system not designed for them and that increasingly does not help students of color (Duncan-Andrade & Morell, 2008). Therefore, students of color are often prevented from escalating to higher tracks in their schools or higher levels in their education (Gumperz, 1972, 1982a, 1982b).

Another economic factor that could contribute to inequalities in education is property taxes, as Bowles and Gintis (1976) stated:

Market and property relationship establish the legal, economic, and political context in which the income distribution process works. The uneven development of the capitalist economy generates merely ‘pockets of poverty’ but extensive
income disparities between the corporate and state sector of the economy on the one hand and the competitive and household sector on the other. (p. 88).

The pockets of poverty become formed through funding for schools through local communities. As Caldwell (2012) stated, in society, education is funded primarily through local property taxes. “When public schools rely on local property taxes, their students are married to the social class from which they originated” (Caldwell, p. 54).

Caldwell mentioned that because schools are based on the funding they get, schools also mirror a society based on the same social classes in societies. Furthermore, as Caldwell stated, “As a result of this financial inequality, the quality of education in school districts of different social classes can vary greatly. Ultimately, this education divide is a form of social reproduction” (p. 56). Caldwell wrote because schools are funded through local property taxes, the schools reproduce a society based on the same source of income they receive. This explains why schools situated in higher income housing will be funded at a better rate than schools located in and around lower income housing. This is a great disparity that deliberately affects the type of education students get. To further perpetuate a divide, often classes or schools that perform higher are rewarded with more resources providing them with an advantage, yet again.

**Unfair Distribution of Resources**

Differences in resource allocation, in which one group is rewarded more than another, further create a divide for students of color because they are often given less. As Hunter and Bartee (2003) stated, “Test scores that do not meet the standard reflect the
school’s quality, and as a result, the school is invariably considered poor and failing and is likely to be closed or to encounter funding shortages” (pp. 152-153). Furthermore, when an unfair distribution of resources occurs, it is a factor that prevents students of color from advancing socioeconomically (Bowles & Gintis, 1976; Carnoy, 1974; Katz 1971; Schafer & Olexa, 1971). Bowles and Gintis (1976) stated:

Differences in the social relationship of schooling are further reinforced by inequalities in financial resources. The paucity of financial support for the education of children from minority groups and low income families leaves more resources to be devoted to the children of those with more commanding roles in the economy. (p. 133)

Consequently, when students attend schools with better resources, not only are they a part of the hegemony that is automatically a way into a higher socioeconomic status, but they are also assured to be more prepared for powerful jobs in the economy. Bowles and Gintis (1976) stated:

The well financed schools attended by the children of the rich can offer much greater opportunities for the development of the capacity for sustained independent work and all the other characteristics required for adequate job performance in the upper levels of the occupational hierarchy. (p. 133)

When the allocation of resources happens for the rich and does not happen for the poor, it is already determined who will succeed and who will fail. As Duncan-Andrade and Morrell (2008) affirmed, “When one set of schools is given the resources necessary to
succeed and another group of schools is not, we have predetermined winners and losers” (p. 1). Therefore, tracking mechanisms are part of the capitalistic agenda overpowering and dominating democracy.

**Capitalism Intruding on Democracy**

If schools were once designed to promise students a way up the socioeconomic ladder, that is no longer the case. Because of several factors, one being capitalism, schools have become a private asset. The teacher’s role is now to prepare for a test and the student’s role is to take the test and become a consumer of this capitalistic system. Consequently, education as a way up the socioeconomic ladder or education to promote civic responsibility has become compromised.

Public schooling is no longer public as Giroux tells us, there is a different agenda, Schools are now predominantly seen as a private asset rather than a public good, teachers are increasingly being eliminated from the language of educational reform (except as test preparers), and students seem to be valued more as consumers and test takers than they do as potential critical citizens. (Giroux, 2009, p. 9)

Schools have slowly transformed into entities like private institutions where a student’s ability to perform on a test has been valued more than his or her ability to become a reactive democratic citizen.

Thus, Giroux (1999) stated democracy’s responsibility in the United States schools is failing because of the structure of capitalism. Giroux added that schools no
longer play a role in the public arena; instead, schools are designed to help the corporate world of global capitalism. Giroux (1999) stated, “Democracy increasingly appears damaged, if not fatally wounded, as those who are young, poor, immigrants, or people of color are excluded from the operation of power, the realm of politics and crucial social provisions” (p. 9). Since democracy’s responsibility in schools to create engaged citizens has crumbled, people of color are excluded in the democratic process. Instead, Giroux (2009) found that youth have been criticized, especially students of color, and have been blamed for society’s problems. While arguments fill political chambers about how to control youth, the real issue is that capitalism has converted children to consumers who are disengaged citizens (Giroux, 2009). When youth are disengaged, they fail to see connections, think critically, or become a part of the society in which they live, which is a democratic responsibility and right. Furthermore, they will not be able to recognize injustices since they do not feel it a responsibility or that it affects them. Therefore, Capitalism replaces democracy in education, thus oppressing overwhelmingly students of color and even low-income white students.

Giroux (2005) explained that neoliberalism becomes the agenda to continue to oppress people and students of color for the purpose of a money or profit at the expense of democracy. Giroux (2005) explained how neoliberalism has affected lives and education:

Neoliberalism is an ideology, a politics, and at times a fanaticism that subordinates the art of democratic politics to the rapacious laws of a market
economy that expands its reach to include all aspects of social life within the dictates and values of a market-driven society. (p. 12)

This neoliberalist approach is a type of politics replacing democracy with a gluttonous market-driven agenda that reaches all areas and people of society and especially impacts education negatively. However, neoliberalism becomes a further problem when it negatively impacts people who have historically been marginalized. Giroux (2005) stated, “Under the aggressive politics and culture of neoliberalism, society is increasingly mobilized for the production of violence against poor, immigrants, dissenters, and others marginalized because of their age, gender, race, ethnicity, and color” (p. 12).

Additionally, Giroux (2005) asserted how capitalism is at the source of neoliberalism. “Under neoliberalism everything either is for sale or is plundered for profit” (p. 2). In education, the teacher, the students, and the schools have all been assigned a value and this value is calibrated through a system of standardized testing. Value in standardization is necessary in a democracy, to systematically secure education inequities.

**Part II: Educational Institutions Enforce Social Inequalities**

**No Child Left Behind and Standardization**

Legislation such as No Child Left Behind (NCLB) calls for educational outcomes such as, “Stronger Accountability for Results,” “Record Flexibility for States and Communities,” “Concentrating Resources on Proven Education Methods, and More Choices for Parents” (Hunter & Bartee, 2003, p. 152). While NCLB legislation sounds democratic as it promises more for students, in reality, NCLB has a hidden agenda.
Hunter and Bartee (2003) commented, “The demands that are being placed on public education and its validation by test scores are tremendous. These principles seek to create a more centralized form of American Education is essentially governed by incentives and sanctions” (pp. 152-153). The sanctions and incentives have now become the currency driving education and a considerable factor making teachers teach test preparation in the classroom. Standardization then becomes a coin for exchange. Parkison (2009) argued that while academic rigor is necessary, the way NCLB defines rigor, namely through test scores, is only a commodity or fetish. The true process of learning gets lost as schooling agencies define success through a numerical value resulting from standardized tests. Parkison (2009) stated:

Test scores represent a fetished commodity or sign that occupies a dominant position within the political economy of public education. Successes, failures, best practices, legitimacy of knowledge, proficiency, and efficacy are all determined by the test score commodity. Test scores have become the objective of education within the NCLB regime. (p. 48)

Parkison argued the test results mandated by NCLB dominate the political economy of education, as every school and its personnel are concerned with those test results despite studies showing standardized testing is inequitable. It is also important to note how the test score has become so valuable. Parkison (2009) stated that in the “political economy of education, goods and services are curriculum and education” (p.
Furthermore, Parkison argued that just like commodities are produced, bought, and sold, as well as consumed, so is education. He (2009) added:

Academic standards present a body of concepts and skills that comprise the raw material of education. It is important to understand that the set of concepts and skills, like all commodities, have value only within the exchange system in which value is being determined. Their value is derived from their utility. (p. 48)

When NCLB uses examination results primarily to determine the success or value of schools and children, the practice becomes inequitable because test scores are determining teaching pedagogies; defining student, teacher, and school success or failure; and consequently oppressing students by classifying and placing them on a track, socioeconomically as well. Standardization also has a negative impact on students of color.

**Impact of Standardization on Students of Color**

While NCLB claims to be more equitable toward students of color by attempting to bridge the achievement gap between racial majority and minority students, NCLB has manifested itself in a uniform, one-for-all approach (Hunter & Bartee, 2003; Madaus, 1991). Among the problems with what NCLB legislation has created in education is that all students are assessed and measured in a linear, one-way-only manner without recognizing that students learn in different ways (Allington & McGill-Franzen, 1992; Koretz, Linn, Dunbar, & Shepard, 1991; Shepard & Dougherty, 1991; Smith, 1991; Winfield, 1990). Therefore, it is crucial that standardized testing, even though it has been
assigned status and power in identifying talented students, should not be treated as the one and only measurement of educational success (Hunter & Bartee, 2003). Testing agencies continue to be used to measure academic achievement and also serve as a mechanism to sort and classify students (Apple, 2007; Hunter & Bartee, 2003; Oakes, 1990).

When NCLB requires primarily the use of examination results to determine the success or value of schools and children, the practice becomes inequitable. This classification is unfair because often test scores are being used to label and classify students. As Hansen (2001) found, “TASP and other standardized tests were intentional barriers erected by White society to prevent African Americans from obtaining a college education, it follows that in their minds remediation is linked with repression” (p. 217). Furthermore, it is in the definition and prescription of learning by a few that students of color have historically not done as well.

Because students of color are traditionally not a part of the hegemony, they are often not included or represented on standardized testing, thus part of the reason why they will not do as well as their White counterparts (Heubert & Hauser, 1999; Irvine, 1990; Jencks & Phillips, 1998; McNeil, 2000; Miller, 1995; Viadero, 2000). Hansen argued another reason why students of color will not do as well in comparison to their white counterparts is because of the lack of opportunities. “One impact of mandated standardized testing on minority students cited by a growing number of researchers is its role in the denial of opportunities to minorities (e.g., Oakes, 1990)” (Lomax, Maxwell
West, Harmon, Viator, & Madaus, 1995, p. 172). Lomax et al. conducted a study to determine the impact of standardized testing on minority students, specifically on the opportunities for and access to quality instruction in math and science. The study was conducted in 1995 with 2,229 public school teachers who taught grades 4-12 in high-minority and low-minority classes, site studies in six urban school districts, as well as analyses of textbook, textbook tests, and standardized tests. The analysis focused on low-level and high-level thinking and conceptual or procedural knowledge.

The results found:

On the standardized mathematics tests, 95% of the items were found to test low-level thinking, while 97% tested low-level conceptual knowledge, 87% tested low-level procedural knowledge. On the standardized science tests, 73% of the items were found to test low-level thinking, compared to 77% that tested low-level conceptual knowledge. (Lomax et al., 1995, p. 175). The research concluded that minority students in these classes were receiving less quality instruction in math and science and instead more instruction on how to prepare for tests. Since the tests are reflective of lower levels of thinking, students thus, were receiving poor instruction, putting them more at risk of failure (Lomax et al., 1995). Standardized testing also has a negative effect on students of color because it facilitates an ideology that students are objects capable of being assigned a number score. In addition, standardization tends to measure knowledge that is often Eurocentric, and because it values Eurocentric norms, puts students of color at a disadvantage. In an ideology where teachers associate a student with numerical values, a
number of teachers attempt to match their teaching pedagogy of reaching standardized testing achievement with banking education. Banking education is dangerous because it views students as objects waiting to be filled with knowledge.

**Part III: Education Methods that House Inequalities**

**Banking as an Ideology, in an Age of Standardization Views Students as Objects**

Since early education, the goal of public education have been to learn to agree and to conform. Howard Zinn (1999) wrote,

> In the meantime, the spread of public school education enabled the learning of writing, reading, and arithmetic for a whole generation of workers, skilled and semiskilled, who would be the literate labor force of the new industrial age. It was important that these people learn obedience to authority. (p. 263)

Historically, schools were designed to only have students obey authority. Zinn described what a reporter noticed of the schools in the 1890s, “The unkindly spirit of the teacher is strikingly apparent; the pupils, being completely subjugated to her will, are silent and motionless, the spiritual atmosphere of the classroom is damp and chilly” (p. 263).

Students who are at the mercy of their teachers and soundless are still apparent today and the method used to keep it that way is known as banking education. According to Freire (1970):

> In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the
ideology of the oppression, negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence…they never discover that they educate the teacher. (p. 72)

In the banking model, Freire (1973) criticized this model of education because it is comparative to a glass being filled with water, where the glass is the student’s mind and the water the teacher’s knowledge (also see hooks, 1994; Shor, 1992). The banking model assumes the student does not already come with knowledge and experiences and the teacher is the one to fill the student with knowledge, not realizing the student’s cup is already filled with a significant amount of knowledge. Luis Moll called the knowledge with which a student comes “funds of knowledge” (González & Moll, 1995, 2002; González, Moll, & Amanti, 2005; Moll, Amanti, Neff, & González, 1992). Often what the teacher fills the student with is as Friere (1970) said are “contents which are detached from reality, disconnected from the totality that engendered them and could give them significance” (p. 71). In other words, teachers often choose to teach that which is not a part of student’s lives. In doing so, teachers fail to teach content relevant to students’ lives. But as Freire said, it is this content that is relevant to students’ lives that could actually give the content meaning and significance to their lives.

More so, the banking model of education controls exactly what is taught and is also an attempt to manipulate in order to keep the hegemony in place and continue to omit students of color in their education and away from being a part of society. Freire
(1970) wrote, “The banking concept of education…attempts to control thinking and action, leads women and men to adjust to the world and inhibits their creative power” (p. 77). What Freire spoke to are the state content standards as a mechanism of control, something students must learn and even be tested on so they are considered “proficient.” Such standards are sometimes used to measure a teacher’s effectiveness and ability as an educator. Additionally, banking as a method of control is designed to only recreate people who do not question oppressive norms (Lazar, 2010). As Freire (1970) stated, “The ‘humanism’ of the banking approach masks the effort to turn women and men into automatons-the very negation of their ontological vocation to be more fully human” (p. 74).

Banking as a method of educating in schools prevents students from becoming more human, students who react, feel, and respond to methods of injustice. Furthermore, in the banking model, what is hidden is the relationship between the person and the world. In banking education, a person is only living in the world but not truly a citizen who is living with the world and its implication of being a part of a society and humanity. Freire (1970) stated, “Implicit in the banking concept is the assumption of a dichotomy between human beings and the world: a person is merely in the world, not with the world or with others; the individual is spectator not re-creator” (Freire, 1970, p. 75). The banking concept only reinforces the idea that schools are designed to reproduce a class system of people merely sitting in the world but failing to take action against the injustices they suffer.
Duncan-Andrade and Morrell (2008) wrote about banking education as a dangerous oppressive mechanism, “It is a weapon used to prepare the oppressed to adapt to their situation as the oppressed rather than to challenge the situation that oppresses them” (p. 24). The problem with banking education is that students accept without questioning and accept the teacher as the only holder of knowledge (Freire, 1970). Most of the time in education, the situation is that schools are not a place to empower students but they can be. Most students are trained to think there is only one correct answer to a question. This is not empowering but instead makes students feel as if they are dumb or not “thinking right.” When students are posed with a question, they respond “but we don’t know that yet, we haven’t studied it, you haven’t even taught us.” Automatically the students’ frame of mind is that they cannot answer or even make an attempt to answer a question because they need to be taught so they can then respond, and for that matter respond correctly. They fail to even think of the questions as a possibility of opinion and response because they are trained to think that there is a right answer.

To have one teacher as the only holder of knowledge is problematic, as sometimes teachers have biased preconceived notions, damaging to students. In education, as banking teaching occurs, assimilation through banking has a negative effect on students of color because often students of color feel they have to lose a part of their identity in order to be successful (Franquiz & Salazar, 2004; Ogbu, 1986). This is especially true as the knowledge they gain in schools is often heavily Eurocentric.
**Eurocentric Education Detrimental to Students of Color**

History was and continues to be written by a select few. Donato and Lazerson (2000) stated, “White educational historians of the 1960s traditionally enjoyed privileged positions in academe that in essence ‘authorized’ them to write, in part, about people of color in U.S. schools” (p. 7). When White educational historians are writing about people of color, not only are their opinions biased, but there is no voice for people of color in their own histories. Since people of color are left out of their education the stories of people of color never change, the view remains dominant from the White historians. When the education students are given is not theirs, is not emancipatory, it does not have them think critically. Education that is not empowering or liberating instead often pushes students out of an education, or forces some students to lose a part of their identity as they feel a need to assimilate.

**Eurocentrism in Education Promotes Assimilation**

Scholars such as D’Souza (1991) and Hirsch (1986, 1987) claimed assimilation is required for educational success. Donato and Lazerson (2000) claimed schools were created to assimilate and Americanize people (also see Greer, 1972; Kaestle, 1973; Karier, Violas, & Spring, 1973; Tyack, 1974). Brayboy et al. (2007) mentioned other methods used to assimilate:

Other assimilationists policies and practices include the early common schools that aimed to create patriotic Americans among the nation’s early immigrants, the boarding schools for Indigenous youth, English-only policies and expectations,
and current efforts to force the singing of the national anthem and the reciting of the Pledge of Allegiance while saluting the American flag that must be hung in some states’ classrooms-just to name a few. (p. 166)

It is through the above methods, then and today, that assimilation has occurred for many early immigrants who now consider themselves White or American. In schools of the United States, these same Americanization efforts are still evidenced in the curriculum. In a study conducted by Salazar (2008), “English or Nothing: The Impact of Rigid Language Policies on the Inclusion of Humanizing Practices in a High School ESL Program,” Salazar sought to find how language policies affect humanizing practices in ESL classrooms. The study examined the academic resiliency in high school Latino students, mainly Mexican, in northern California. Among the data were the district’s mission statement as well as classroom observations of 12 teachers who taught ESL, interviews, and teacher’s actions. After interviewing the district’s Director of Student Services, Salazar found:

While Director of Students Services declared that language was an asset not a liability and that bilingualism should be viewed as a gift. However, she advocated the contrary, “When you are trying to teach them English, then you force them into that, it’s that instructional time versus personal time.” (p. x)

Thus, while the Director of Student Services promotes bilingualism, their bilingualism is suspended for the sake of academic instruction. A view that is malevolent is similar to that of many other educational institutions who also view student’s
background and culture, whether it is language or experiences, as a setback or a
hindrance to their education in the United States and what the hegemony views as a
benefit, in this case the acquisition of the English language.

Furthermore, Salazar (2008) found:

She argued for the strict enforcement of boundaries between the personal and the
academic, in this case, the Spanish and English languages, respectively. She also
promoted the language ideology that students be “forced” into English. Such a
message could inadvertently communicate to ESL teachers in the district that
students must be forced out of their heritage language. (p. 347)

In Salazar’s observation, she was not stating that Spanish is not welcomed but
unintentionally promoting that students must be forced to set aside their first language, in
the name of acquiring English. By quietly promoting English as the language of success,
there is a failure to acknowledge that at the same time they are devaluing the student’s
ethnicity and valuing European traditions instead, causing assimilation (Cummins, 1986;
Gibson, 2003; Macedo & Bartolome, 2000; Valenzuela, 1999). Depreciating native ways
sends the message to students that if they are to succeed it must be at the expenditure of
their heritage. For those who choose to keep their ethnic culture, language, and traditions
they might not acquire their English language and, consequently, may not enter a higher
echelon in education or society. For students of color who do assimilate, it is at the
expense of their identity.
Identity Compromise

At the expense of cultural and academic success is identity. In a study conducted by Hansen (2001), African American college students were interviewed and surveyed to find the role social and ethnic identities play in the learning processes of African Americans. The students interviewed were students who had failed a standardized writing exam in English. Among Hansen’s findings were “African American university students’ continued language-related failures in areas such as standardized testing may result from resistance to negative social identities imposed upon them by the white majority culture” (p. 199). Similar to African American students, Latino students as well might fail to succeed on standardized testing as a form of resistance to identities imposed on them by their White counterparts. Hansen’s study implied a notion that in order to pass this standardized exam, the African American students had to temporarily if not permanently substitute their language for English, again, however, at the price of their distinctiveness. As Hansen stated:

The tacit claim was that African American culture, specifically its language, was at the root of the students’ learning problems and would have to be replaced with the ‘right’ way to write and speak….Developing skill in using majority-standard English, and abandonment, at least temporarily, of the dialect that for some is a marker of their African American ethnic identify, is essential to function on a level necessary to pass the writing section of TASP. (p. 216)
For students who would like to do well on standardized testing, a logical option is to assimilate and lose their identity to achieve success as defined by this standardized examination.

The implication is that African American culture, which embodies ‘incorrect’ methods of speaking and writing, is somehow inferior white culture that does not, leading directly to the assumption that those who use non-standard English are themselves inferior to those who do not. (Hansen, 2001, p. 216)

In schools, when an ideology of assimilation is present, a critical education for students of color is necessary.

**Need for Critical Education**

Education grounded on critical pedagogy is, therefore, necessary to counter structural inequities in education (Giroux, 2004). Critical education requires students to think critically and question the education and the culture from where they come that has a strong influence on them. Furthermore, it requires they become social subjects capable of being responsible citizens (Giroux, 1999). Critical education becomes necessary as people live in the culture imposed on them and they are also a part of it. It is in this process of being critical that people can then become socially responsible for the democratic society in which they live. Giroux (1999) argued that intellectuals have an obligation to look within themselves and criticize themselves and what they do. Giroux (1999) stated:
They must be in constant dialogue with those with whom they deploy their authority as teachers, researchers, theorists, and planners in order to expose and transform those cruelties and oppressive conditions through which individuals and groups are constructed and differentiated. (p. 19)

It is necessary for professionals to live in communion with those they serve to understand and realize the oppression or cruelties the people they serve encounter. It is only in this realization that we can understand the responsibility in correcting injustices and move toward a critical pedagogy framework for Latino students.

**Part IV: Critical Pedagogy Framework**

Giroux (2004) wrote that the challenge facing educators is that of teaching our students skills they can use to recognize injustices and practice living in a democratic nation. Giroux explained:

Central to such a challenge is providing students with what it means to live in a substantive democracy, to recognize anti-democratic forms of power, and to fight deeply rooted injustices in a society and world founded on systematic economic, racial, and gendered inequalities. (p. 35)

To promote critical thinking, “critical pedagogy at its best attempts to provoke students to deliberate, resist, and cultivate a range of capacities that enable them to move beyond the world they already know without insisting on a set of fixed set of meanings” (Giroux, 2004, p. 39). Critical pedagogy urges students to question and think beyond the stagnant world in which they exist and be conscious. Critical educators should be engaged in the
life they also live so they model what it means to be a social agent by critiquing and showing students how to critique (Giroux, 2004). Critical pedagogy can be accomplished through elements like dialogue facilitating the act of naming, reflection, critical thinking, and transformation that can manifest itself in problem posing education.

**Dialogue-power of the Word Validates through Naming**

In education, schools should create critical thinkers who recognize who they are with respect to the community and the global society (Freire, 1970). Once they are taught to think critically, then we have people who are questioning the norm and recognizing the injustices occurring in our lives and everywhere in society. The classroom should be a place where discussion is promoted, allows for the sharing of our views, and places us not only in the world, but most importantly with the world as critical thinkers (Freire, 1970). To accomplish being a part of society, dialogue must be fostered in the curriculum of schools. If we do not promote a dialogue, then people will not question or doubt and will not make connections because they do not see themselves as part of the world (Freire, 1970).

Discussion and dialogue are important but talking is not enough; we must take action. “When a word is deprived of its dimension of action, reflection automatically suffers as well and the word is idle chatter, into verbalism, into an alienated and alienating blah” (Freire, 1970, p. 87). The power of discussion is as empowering as it is dangerous. It is how we decide to use our word that makes a difference. Words and dialogue can manifest themselves into action and fix that which is broken, or we could
simply let words be the muttering that comes out of our mouths. Dialogue and discussion should thus be used to empower students to take action. Lessons must be relevant to their lives so words are no longer “blah.” As Freire (1970) said:

The task of the dialogical teacher in an interdisciplinary team working on the thematic universe revealed by their investigation is to ‘re-present’ that universe to the people from whom she or he first received it and ‘re-present’ it not as a lecture, but as a problem. (p. 85)

In order to do so, however, all participants in a discussion must be open and willing to dialogue, which requires trust and reflection.

In discussion, it is not a one-lane highway where one’s ideas dominate the others, in fact it is as Freire (1970) purported, “Dialogue is the encounter between men, mediated by the world, in order to name the world” (p. 88). The significance in dialogue is the power that comes from students recognizing the world in which they live. In addition, we must want to enter into dialogue as it pertains to us. Freire (1970) stated, “On the other hand, dialogue cannot exist without humility. The naming of the world, through which people constantly re-create that world, cannot be an act of arrogance” (p. 90).

Therefore, educators must have an open mind to the discussion, respecting the differences and recognizing different interpretations, all while reflecting how they see the world.

“Authentic education is not carried out by ‘A’ for ‘B’ or by ‘A’ about ‘B,’ but rather by ‘A’ with ‘B,’ mediated by the world – a world which impresses and challenges both parties, giving rise to view or opinions about it” (Freire, 1970, p. 93). For education to be
liberating and human, the current educational system must not speak for those who are oppressed but speak with those who are oppressed. Freire (1970) wrote, “The revolutionary’s role is to liberate, and be liberated, with the people- not to win them over” (p. 95). Translated in the classroom, this means that not only does the current education model have to recognize society will learn and benefit from students of color but also students of color have to become engaged with their education and realize that their opinion has value. Additionally, the interaction that comes from how students of color see the world may differ from how educators and peers see the world. Conversing with students rather than for them or at them, is not only more engaging, but is also more humanizing.

In qualitative research from the year 2010, data from a previous study of 1996 was reexamined by Kaufman on critical pedagogy. This study was an ethnographic study that looked at dialogue. “These observations and accompanying field notes focusing on pedagogical strategies by the instructor as well as the dialogical interactions that occurred between the instructor and the students and between the students” (Kaufmann, 2010, p. 463). Twenty-six students enrolled in the five-unit course were observed, of which 62% were of color and 38% were white, with ages ranging from 18 through the mid-40s. While this research was conducted in a higher education institution’s ethnic studies course at a University in Northwestern United States, the relevance of dialogue is important to note.
Results from the study found that first, dialogue is necessary because it ends oppression and it depends on how you name action that determines whether action was taken or not. In this case, if action referred to physical movement, there was a lack of action; however, if action was defined as reflection, then it was present. Second, critical consciousness emerged, which referred to an awareness of power structures and who they were. Third, dialogue was not a neutral practice but varied based on personality, and last, the limitations included those of personal stories (Kaufmann, 2010). In a similar study on dialogue conducted by Hones (2002), bilingual students were examined on the value of dialogical process. Hones conducted a narrative inquiry and participatory action research whereby Hones,

Focused on human agency and the ability of individuals to creatively construct their lives within social historical contexts…this research is also participatory in nature. Participatory action research views humans as co-creators of reality and emphasizes experiential knowing, dialogue, and reflective action, with knowledge arising from this action. (p. 1168)

The three angles studied included student stories and contextualization of the students’ lives through identification of emergent themes. While 50 students were first selected for the study, three students were the focus. Hones (2002) used observation and field notes in classrooms and around the school and communities and the homes for one year, dialogue journals, and some videotaping as data. The study was conducted in Wisconsin in a predominately White area, home to immigrants from Laos, Mexico, and
other refugees from wars in Iraq, Bosnia, and Kosovo. The study found that “a dialogic pedagogy, where students’ linguistic and cultural understandings are sources of knowledge creation and bridges to the curriculum, will benefit bilingual students academically and socially” (Hones, 2002, p. 1182). Therefore, dialogue is very important for bilingual students because of the experiences with which they come that help them not only connect socially and academically but because of the access they have to their realities. Hones (2002) continued:

> When engaged in dialogues with classmates and others about critical perspectives on language, culture, history and other subjects, bilingual secondary students become more interested in the academic content of school and more motivated to master the linguistic tools that will allow them a full access to economic, social, cultural, and political participation in society. (p. 1182)

Dialogue is a powerful pedagogical method for students of color because of the critical thinking fostered in dialogue allowing them to make connections to the world in which they exist and the situation in which they find themselves. The process is known as attaining conscientization through naming (Freire, 1970).

**Conscientization**

Freire (1970) argued that conscientization can be attained via engaging in dialogue. Conscientization is “awareness in which immediate circumstances are transversed as material for critical analysis” (Tropiano, 2008, p. 3) (see also Blackburn, 2000; Freire, 1970). Conscientization is a process whereby students emerge from being
traditional objects filled with knowledge to being humans interacting with the work and seeing themselves as part of the world (Freire, 1970). Attainment of conscientization is necessary in order to perceive the inequities in education, society, and other structures that oppress. As Tropiano stated:

Truly conscientized learners, then, come to understand the moral as well as the social, political, and cultural forces that have constructed their thinking. Consequently, they are learning to come to terms with the environmental rubrics responsible for their oppression, enabling them to facilitate their own liberation.

(p. 4)

By gaining a conscious level, the students are rethinking that which they had traditionally accepted due to the banking ideology in their traditional schooling. Students begin to question structural norms in society. Questioning is critical because through gaining consciousness they are able to be aware of that which is oppressive (Delpit, 2012). Recognizing oppression and questioning is important because current educational practices such as standardized testing that drive education in the United States, do not leave space for dialogue among students; however, it is this dialogue that is necessary to achieve consciousness to then counter structural inequitable norms in education and society. Furthermore, in attainment of consciousness, students define their own situations, conditions, and environment. They then connect to their own experiences and identities, after having identified social inequalities, and start to take action to construct the world in which they live (Tropiano, 2008). Tropiano further argued that taking action
allows students to “engage…students’ imagination more substantively-fostering creativity challenges students to think more widely and openly about cultural issues and political subjects, particularly societal notions that are uncritically accepted” (p. 4). Thus, schools and curriculum should turn their attention to promoting an education where students gain consciousness so they use themselves as agents to change inequities in their communities (Duncan-Andrade & Morrell, 2008).

In a report conducted by Sleeter et al. (2004), conscientization was scaffolded for undergraduate college seniors in the process of becoming elementary school teachers of which 40-50% were Latinos or students of color. The process involved finding resources from books, media, and others about people of color. Students returned with findings:

On the one hand, students collected some first-hand evidence about concrete cases of exclusion, misrepresentation (such as invisibility, stereotyping, consistent association with crime and negative or deviant behavior) and sanitization of histories, values and talents in both mainstream media and textbooks. (Sleeter et al., 2004, p. 86)

The data students found were indicative of exclusion, stereotyping, and more about minority groups in society, whether it was people on welfare, people of color or people with disabilities. Findings indicated that for one group their data was an opportunity to shed light on issues affecting society. As Sleeter et al. (2004) stated:

One group of students, mostly but not exclusively students of color, found their inquiry a validation of their own experiences of exclusion and misrepresentation.
They engaged enthusiastically and took advantage of the opportunity to articulate and document their experiences in a systematic way. (p. 86)

Thus as this part of the class was able to show what they experienced, it also validated what many encountered. For others, “the experience was considered an ‘eye opener,’ or an awakening to realities of people that would have passed unseen otherwise” (Sleeter et al., 2004, p. 86). While it was another group’s first encounter in recognizing oppressive realities, it was an opportunity to reexamine that which had gone undetected prior to their experience. Finally, in the third group:

A few (8%) very conservative European Americans, and a mixed-race student, resisted throughout the course an examination of their own beliefs, tried to dismiss their own observations and those of their classmates, and ended up blaming the teacher and some "radical" students for not having learned anything in the course. (Sleeter et al., 2004, p. 86)

With the third group, evidence of how difficult the process of attaining conscientiousness can be was apparent as they responded in a harsh manner. The student responses show how difficult reaching conscientiousness can be when denied the realities in society. One important element necessary for reaching conscientiousness is reflection. One important element necessary in order reach conscientiousness is reflection.

**Reflection & Action Needed for True Consciousness**

For consciousness to be truly attained, action, as well as critical reflection outside oneself must take place (Freire, 1970). If people are to be free from oppressive norms in
their lives without true reflective dialogue, then existence is manipulation and also a form of oppression. As Freire stated:

Attempting to liberate the oppressed without their reflective participation in the act of liberation is to treat them as objects which must be saved from a burning building; it is to lead them into the populist pitfall and transform them into masses which can be manipulated. (Freire, 1970, p. 65)

Hence, it is essential students engage in true reflective dialogue to gain consciousness of the oppressive conditions in which they find themselves. Freire (1970) reminds educators that to become more human, reflection is critical because it leads to action. Additionally, Freire stated:

To achieve this praxis, however, it is necessary to trust in the oppressed and in their ability to reason. Whoever lacks this trust will fail to initiate (or will abandon) dialogue, reflection, and communication and will fall into using slogans, communiqués, monologues, and instructions. Superficial conversions to the cause of liberation carry this danger. (Freire, 1970, p. 66)

Freire warned that educators must believe in students and their abilities to reason. Otherwise, educators pretend to be rescuers who do not foster dialogue and reflection, critical for true consciousness. When there is a lack of reflection and dialogue, people are merely treated as objects the “savior” begins to manipulate and, thus oppress as well. Reflection is a process that can be achieved as long as one is dialoging with students and not for or at them and as long as the educator is not thinking for them. Finally, Freire
(1970) stated, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge” (p. 69). Educators must have a mentality believing they are not above students but people like them. Being an educator requires a belief that they are not the only possessors of knowledge but students also have a wealth of knowledge. Freire thus calls for a problem posing education that is more humanizing and can achieve dialogue, reflection, and praxis.

**Problem Posing Education**

While Freire criticized the banking model, he did promote the problem posing method, as it taps into the cognitive skills of students, which ultimately drive and motivate students to react and engage in challenges they face (Rodríguez, 2004; Solórzano, 1989). Additionally, problem posing education is a teaching and learning method in which students engage a problem without preparatory study and with knowledge insufficient to solve the problem, requiring that they extend existing knowledge and understanding and apply this enhanced understanding to generating a solution. Problems are “‘ill-structured’” ones that do not have a single, clear-cut or formulaic solution, motivating students to ask questions and to seek additional information. (Wirkala & Kuhn, 2011, p. 1157)

In problem posing education, students are not taught the solutions or told what to do. Instead, it is a method whereby students themselves find solutions that are often not clear, motivating students to seek information and ask questions to find solutions. The problem
posing method of education is important because it counters the traditional banking method of teaching and learning. Duncan-Andrade and Morrell (2008) stated problem posing education is the opposite of banking and is instead emancipatory. Duncan-Andrade and Morrell stated:

Problem posing education is education for freedom and emphasizes that teachers must see themselves in a partnership with their students. As part of this relationship, the teacher must see themselves as teacher-student, ready to accept that their students possess knowledge and solutions they can share with the teacher. (Duncan-Andrade & Morrell, 2008, p. 24)

The notion of problem posing education not only counters the banking ideal that the teacher is the only possessor of knowledge and must fill the student with it, but it also promotes critical thinking, necessary for students of color in their education. In the problem posing method of educating, the student is an active participant in his or her education. As Freire (1970) said, “The student-no longer docile listeners-are now critical co-investigators in dialogue with the teacher” (p. 81). Through a process of reflection and consideration, dialogue and discussion, both the teacher and student learn together. Freire (1970) stated, “The teacher’s thinking is authenticated only by the authenticity of the student’s thinking” (p. 77). Thus, the learning must involve a relationship with the teacher and student whereby they both learn from each other and value what they both possess as knowledge. When students are presented with problems that affect them and their world, that is when they will feel the urge to react. “Students, as they are
increasingly posed with problems relating to themselves in the world and with the worlds, will feel increasingly challenged and obliged to respond to that challenge” (Freire, 1970, p. 81). If students feel connected to the world, they will feel it directly relates to them and thus will feel an internal urge to act on an issue. Action requires students to gain consciousness and compare themselves to others while placing themselves in the world.

In Problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation. (Freire, 1970, p. 83)

Thus, as long as there is dialogue and a respect for what others possess as knowledge, there is a possibility of a liberating and humanist revolution.

In a study conducted by Gregson (1994), the problem posing framework for which critical pedagogy calls was used to raise student consciousness in an employability skills classroom. While Gregson (1994) employed the problem posing strategy in an employment classroom, the strategy is the same and can be employed in any academic content course. Gregson’s goal was to exist in a more equitable classroom; he stated “such democratic practices as posing problems, integrating student experiences in the learning process, using cooperative learning, and question hegemonic work practices were used to provide an impetus for vocational students to reflect on values, attitudes, and practices concerning work” (Gregson, 1994, p. 15). The results of the study found that because of the reflection that took place on work values and attitudes rather than
having students memorize meaningless phrases, students were more prepared for a changing work place (Gregson, 1994).

In another study conducted on problem posing education, students at the sixth-grade level with varying academic levels and of Hispanic, African American, and White backgrounds were participants. Both groups were taught for about two hours spread out across one and a half weeks, one instructed in problem-based learning and the other in a lecture-directed manner. Assessment was conducted over a long period due to the interest in finding which approach yielded long-term results (Wirkala & Kuhn, 2011). The problem-based learning required cognitive diversity, conformity, social cohesion, diffusion of responsibility, obedience, and group size (Wirkala & Kuhn, 2011). The second group, led by lecture, would require memorization skills such as “survey questions, recitation, review, reduce inference, spaced learning, and associative links (Higbee, 2001; Lahey, 2008; Lorayne & Lucas, 1974)” (Wirkala & Kuhn, 2011, p. 1161).

For the group led by lecture, often questions being asked during instruction were clarification as well as content questions, and students were allowed to discuss during lecture. For the group led by problem-based learning, questions students asked were about procedures, and any questions based on content were answered by relaying it back to students and making them find an answer. Different aspects, such as application and comprehension were measured, but in the end, results showed, “Students show better long-term retention and ability to apply new material if the instructional method is one that actively engages them and enables them to put new ideas to use” (Wirkala & Kuhn
Thus, while the lecture delivery method also has its virtues, the process and skills used in the problem-based learning showed far greater results because of the structure of problem-based learning, which is more collaborative. While most studies presented did not focus on Latino and Latina students, one possibility in achieving a critical pedagogy framework for Latinos and Latinas is participatory action research, (PAR).

**A Framework for Latino/Latina Students**

One method used to improve critical consciousness for Latino youth is participatory action research (PAR) (Irizarry, 2011). Proponents and utilizers of participatory action research (PAR) make an effort to seek democratic participation (Cammarota & Romero, 2011; Irizarry, 2011). This approach incorporates the critical pedagogy framework because action participatory research requires a problem be addressed by researching and it makes change toward social justice (Cammarota & Fine, 2008; Irizarry, 2011; Selener, 1997; Wyte, 1991). Furthermore, PAR strives to promote students’ critical consciousness and their engagement in social justice activities and is a form of problem posing education (Cammarota, 2007).

In a study conducted by Camarota and Romero (2011), state-mandated readings were replaced with readings from Chicana/o studies to improve their critical consciousness and analyze their critical context; the curriculum used was called the Social Justice Education Project (SJEP) (Camarota & Romero, 2011). While the study was based on PAR, the elements of critical pedagogy are found throughout. This
curriculum gave Latino and Latina students academic content in United States History, United States government, Chicano studies, critical race theory and critical pedagogy in a program designed to be socially and culturally relevant (Cammarota & Romero, 2011). Observations, surveys, interviews, as well as other evaluations were used as data to measure high school grade 11 and 12 students’ levels of commitment to and influence on social justice, critical awareness, academic preparedness, and college preparation.

On another level of evaluation, student poems, photographs, research, and notes were used to measure the level of engagement of the students, as well as their critical understanding of systems that oppress and hinder academic achievement. The cases on which the study focused were Elena, Yolo, and Arnulfo. Other elements, such as writing, were found to be positive experiences. Cammarota and Romero (2011) stated, “grounding curricula and pedagogical activities in the students’ sociocultural context—through their own research—produces positive results” (p. 493). In PAR, the students, because it is their own research, begin to name the world through their own research.

“As young people learn to validate their knowledge, they in turn name the practices that counter and address the oppressive social and economic forces impeding the development of a healthy identity, neighborhood, and world” (Cammarota & Romero, 2011, p. 494). This is a critical element in critical pedagogy and was experienced with students in the research, as PAR required

SJEP students [to be] assigned the research task of observing some injustice in their own social context, either at home, school, work, or neighborhood. The
students then document their observations in field notes. We then ask the students to report on their documentation through poetry. (Cammarota & Romero, 2011, pp. 496-497)

In completing the task, students had to incorporate elements of critical pedagogy such as dialogue and reflection to identify and name the injustices with which they struggled. We saw the example developed in a poem written by Arnulfo and how it demonstrated critical pedagogical examples of identity and struggles:

I see people rockin’ their American flags without a problem. But when I rock my Mexican flag, they look at me like there’s something wrong…Arnulfo not only expresses a strong identity but also articulates how his social environment presents challenges to self determination. (Cammarota & Romero, 2011, p. 59)

The process Arnulfo underwent was possible through PAR and allowed him to interpret the world in which he lived in his own manner and take action as he read his entire poem to administration and teachers. Cammarota and Romero (2011) stated:

PAR in the curriculum therefore allows young people an opportunity to influence policies, as in Arnulfo’s case, and gain personal insights about their location in the social world. PAR serves as a mediating pedagogical structure between lived context and learning through which students accurately identify and interpret the social influences shaping their experiences. (p. 498)

Curriculum with PAR elements is necessary to create change, both personally and on a larger scale. “These redefinitions are necessary for young people to feel capable and
competent as agents of change, whether the change is initiated at individual, institutional, or societal levels” (Cammarota & Romero, 2011, p. 503). Therefore, the experiences of students participating in PAR are critically necessary.

Summary

Latino students in the United States deserve a curriculum that is empowering and based on critical pedagogy. The critical pedagogy elements, such as dialogue, are not only more humanizing but also foster a space for Latino students to name their realities as the students see them, in opposition to the banking method of education, which often thinks and speaks for students. Critical pedagogy, as a framework for curricula, not only fosters reflection and allows students to reach consientization in recognizing educational inequities, but also counters traditional methods of teaching such as banking, which often utilizes talking at the students and failing to recognize the students as intelligent beings with knowledge. Instead, educators using banking prefer to control and manipulate by filling students’ minds with knowledge because they are assumed to know nothing. This banking ideology is dangerous to students of color; thus, a problem posing education is critical to counter these as well as other methods in the United States that are damaging to students of color, namely Latinos.

Practices such as tracking, which separates students based on performance and standardization, come from capitalism, as the agenda in education continues to keep traditionally disengaged people of color in lower ranks of society where they cannot realize how institutions, legislation, and education continues to oppress them. In turn, the
situation is one in which students of color lose their identities and cultural ties and become assimilated into the mainstream or are pushed out of education, often without a high school diploma. Consequently, such students are often employed in positions in society that continue this cycle. Therefore, a curriculum to counter inequities in education is crucial for Latino and Latina students of color to stop the cycle of oppression and for students to react to inequities. Methods such as problem posing and participatory action research foster elements necessary for Latinos and Latinas, such as dialogue, naming, reflection, and consciousness. Curricula based on the above methods become the foundation for Latinos and Latinas to take action on injustices oppressing them.
Chapter 3

METHODS

Introduction and Overview

This chapter is intended to specify the process used to create a curriculum based on a critical pedagogy framework incorporating elements such as naming through dialogue, reflection, and action through a problem-posing education. The purpose of this curriculum is to create a unit that can humanize students by engaging them in a problem-posing education that has them dialogue, name, reflect, and take action against inequities affecting them. The process used to create this curriculum consists of five phases. In phase one, existing curriculum is presented, and in phases two and three, this same curriculum is examined. In phase four, the critical pedagogy framework is presented and, finally, phase five details of how phases one through four informed me to create the curriculum in Chapter 4. In addition, suggestions aside from the critical pedagogy framework are found. The following is a brief outline of Chapter 3.

The first phase is a summary of an existing unit on the gilded era found online and summarized briefly for later (phases two and three) analysis.

In phases two and three, the traditionally taught unit of the gilded era is examined using a curriculum analysis tool modified from varied curriculum theorists and used by William-White (2011). The tool has four facets: Lesson Organization, Lesson Construction/Values, Lesson Implementation, and Lesson Criticism. This phase will take the unit summarized from phase one and dissect how it is structured and how that will
influence how it is being taught. While part of the curriculum analysis tool includes lesson criticism, the criticism in phase two will not be offered with a critical pedagogy perspective. Instead, phase three will also offer criticism from a critical pedagogy framework. Thus, what follows is my analysis of this unit using this curriculum analysis as my tool (William-White, 2011).

The Curriculum Analysis tool (see Appendix A) was necessary because it allows the teacher to see from a critical lens what exists within the lesson, what its strengths and weakness are, or what the hidden curriculum is. What follows is the analysis of the traditionally taught unit on the Gilded Era from Digital History using this tool.

The third phase outlines the elements of the critical pedagogy framework (ADA, 2011) are explained to reveal how they are implemented in the critical pedagogy unit (see Appendix B).

The fourth phase is a suggestive critique on the lesson summarized in phase one and critiqued with the curriculum analysis. This critique is based on what was or was not found in the previous section using a critical pedagogy framework.

Lastly, the fifth phase is composed of two parts: the considerations I took as well as a lesson-by-lesson explanation. The explanation details the unit on the gilded era based on my findings from phases one, two, and three and using the critical pedagogy framework explained in phase four. The unit is intended to pose students with the question, “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” Through 10 lessons using the critical pedagogy framework of
naming though dialogue, reflection, critical analysis, and transformative action (ADA, 2011), students will begin answering this problem-posed question. An alternative to lesson nine is also presented and explained in the end.

**Curriculum Analysis**

**Phase 1: A look at Existing Curricula**

This phase includes a summary of existing curricula on the gilded era. Therefore, a lesson from digital history on the gilded era is presented and used. A summary on this unit provides an explanation of how it is formatted and what is incorporated in the unit. This explanation of the unit is necessary in order to look at a curriculum as it stands alone and see how it would be taught. The reason I started with an existing lesson taught on the gilded era is to show what is presently being used to teach about the topic as well as how it is being taught. This is necessary to later show how distinctly the lesson differs when compared to a critical pedagogy framework. Appendix C has a copy of the segment on African Americans after Slavery from Digital History.

**Summary on the lesson.** The summarized lesson on the gilded age is a teacher’s module offering a lesson teachers could use in the classroom. This lesson was found from Digital History (2013). The learning module has a brief summary of the era and then further divides into lessons by covering different groups of people in society during the gilded era of the late 1800s and early 1900s. There is a brief introduction, background, recommended documents, as well as learning tools that include a timeline and fact sheets with added lesson plans. Additionally, the site offers books, films, and
websites with recommended readings, films, and other recommended websites including an additional link to learn more. Lesson plans are under “Learning Tools,” which has “Fact Sheets,” where African Americans after Slavery, Indian Policy, Changing Status of Women, Farmers’ Revolt, and Responses to Industrialization are options to click on (see Appendix D). In the example of African Americans After Slavery, primary sources can be interpreted. There are “Questions To Think About” as well as a “Study Aid” that can easily be used by teachers for students to use. Timelines are also offered in which teachers could format to make a lesson. However, there is a section lacking that is identified as a “lesson” for the teacher to use and teach. Therefore, a section of this learning module is used and treated as a lesson for the purpose of a summary as well as later (phases two and three) as a critique.

To continue summarizing, I selected a section from the learning module to detail what is found. Appendix C has a copy of the segment on African Americans after Slavery and can be referenced as I explain this segment. The section on African Americans after Slavery has a list of several different primary sources from 10 different sources, ranging from W.E.B. DuBois to William Henry Lewis and Mississippi Black Codes. After the segment of these reading excerpts, there is also a section called “Questions to Think About” in which there are six follow-up questions, such as Why did Washington’s opponents criticize his “Atlanta Compromise?” Are their criticisms valid? After that section, there is a Study Aid with a table of the Supreme Court and Civil Rights data. Another section follows the Study Aid called “Interpreting Statistics” with another table
Phase one described what the lesson on the gilded era from Digital History is about and what it consists of. Phase two critiques this unit using the curriculum analysis tool. Phase three also consists of a critique but will be interjected with elements of the critical pedagogy framework.

**Phase 2: Curriculum Analysis**

In phases two and three, the traditionally taught unit of the gilded era is examined using a curriculum analysis tool. This tool has four facets: Lesson Organization, Lesson Construction/Values, Lesson Implementation, and Lesson Criticism. This phase takes the summarized unit from phase one and dissects its structure and how that will influence the way it is being taught. While part of the curriculum analysis tool by William-White includes lesson criticism, the criticism in phase two is not offered with a critical pedagogy perspective. Instead, phase three offers criticism from a critical pedagogy framework. Thus, what follows is my analysis of this unit using this curriculum analysis as my tool. The Curriculum Analysis (William-White, 2011) tool was necessary because it allows you to see from a critical lens what exists within the lesson, what its strengths and weaknesses are, or what the hidden curriculum is. What follows is my analysis using this tool of the traditionally taught unit on the gilded era from Digital History.
Facet 1: Lesson organization. It is difficult for a teacher and student to see the sequence of learning of the lesson on the gilded age, which serves as learning module rather than as a unit. Instead, small summaries, supplemental resources, and steps of the lesson are in different sections of the website making it difficult to see sequence. There is a small summary that would provide background on the era, but little information is provided to guide critical thinking. While there are supplemental primary source resources, little information is provided to guide the teacher on how to present the subject matter, much less does it mention the themes common in American history. There is little opportunity for the teacher to tap into prior knowledge, assuming the student does not know anything. While the lesson unit does offer lessons in the form of reading, with questions on Chinese Americans, none is presented on Mexicans or Mexican Americans. Other perspectives offered are on Indian policy, women’s rights, as well as farmers, all taking the form of primary sources.

The primary sources come from multiple perspectives because they are written from the points of view of varying African Americans to congressmen about African Americans. For example the readings on African Americans are on post-slavery and, among the perspectives, three were from African Americans and the remaining seven were from the following other perspectives: whites or other institutions dominated by the hegemony, such as principles of the Ku Klux Klan, Mississippi Black Codes, a senator speaking about the Ku Klux Klan, as well as the Supreme Court’s decision to uphold segregation in *Plessy v. Ferguson*. Given the topic of African Americans, they failed to
capture most perspectives from other African Americans. However, the lesson does provide guiding questions after the variety of 10 readings, which do point out some social inequities.

Questions like “Describe the obstacles that stood in the way of economic and political equality for Southern blacks in the late 19th century,” directly ask students to find what was unfair economically and politically for Blacks. However, other questions guide students in their thinking in a similar manner; but they are mostly questions asking for students to repeat or rephrase information from the readings. Questions include “How did the Supreme Court respond to the growth of racial segregation? Describe the conflicting strategies pursued by black leaders to achieve full racial equality. What advice did Booker T. Washington offer to black Southerners?” Other questions are higher-order thinking in that they require answers not directly found in the text. They are questions such as “Why did Washington's opponents criticize his ‘Atlanta Compromise?’ Are their criticisms valid? Which in your view was the most effective strategy for late 19th century black Southerners to pursue--accommodation to racial prejudice and efforts for economic self-development or a commitment to full political and social equality?” These higher-order thinking questions are excellent questions to ask students in that they promote critical thinking; however, it seems they fail to directly point out the social, political, or educational inequities. All in all, the questions guiding the reading are helpful in that they do attempt to respond to political issues but not explicitly because they simply allude to inequities but do not directly ask about it.
Facet 2: Lesson construction/values. The purpose of the lesson is to teach about the gilded age and issues such as post-slavery African Americans during the gilded era. The skills being taught are limited in that students are only reading and responding to questions varying from low-level thinking to higher-order thinking. The lesson is designed to merely describe the era but not point out the issues involved in the gilded era or how and why the era was called the gilded era when there were issues of inequality and segregation apparent. The unit lacks language objectives and multicultural objectives even though there are issues of race and class that could be discussed. The unit has lessons implying gilded is a common term and known to students, but the unit does not provide an opportunity for discussion of this term. The unit assumes issues of inequity and inequality will be discussed, but at no point in the unit is there discussion on why the era was referred to as the gilded age when it was not golden in any way for African Americans after slavery, or for women, Natives, or Mexican Americans.

Furthermore, while the lesson on African Americans provides opportunities for analysis of primary sources, it fails to discuss perspective and there is a lack of discussion on the primary sources themselves. When reading brief excerpts on the beliefs of the Ku Klux Klan, it is not apparent in any part of the lesson that they are discussing the beliefs as a problem for the African American community and mankind. It would then be easy for a teacher to read these beliefs and use them as a way to promote the ideals of the Ku Klux Klan, further promoting white supremacist views.
The unit covers most parts of society but only in a segmented manner. In other words, Native Americans, women, and African Americans are segmented in separate links but not examined or analyzed holistically. The lesson does not cover a comparison across different groups of people either. Because the unit fails to address concerns of Mexican Americans as well as has limited primary sources from perspectives of African Americans, the perspectives are from traditional hegemonic sources, such as the reading on African Americans including a statement of the Black codes, the Principles of the Ku Klux Klan, Justice John Harlan, and James K. Vardaman, all speaking about African Americans. Because most of the perspectives are from a white standpoint, it is easy to keep this hegemonic view in mind and influence others by their thinking.

**Facet 3: Lesson implementation.** The website hosting the unit on Digital History was created in collaboration with the University of Houston and the College of Education at the University of Houston. They also have a variety of other lessons but materials come from U.S. History textbooks, more than 400 annotated documents, and supplemental sources on a variety of subjects including slavery, Mexican Americans, and Asians. The website claims to have created inquiry-based integrative modules to “do history.” The website also provides other ways to engage students, including multiple choice and fact checks. However, these methods of assessing are limited in that they only provide opportunities to check facts but they fail to assess in other ways, such as via dialogue, or provide ideas for assessing in other ways. The publisher’s views are very
traditional and do not seem to encourage discussion or reflection but instead make it easier for educators to only check standardized facts.

Furthermore, after researching the University of Houston’s mission, they claim to “meet the challenges of educating a dynamic mix of nontraditional and traditional students” (University of Houston, 2013), but they fail to make that a goal or explain how they will meet this need. When an educational institution’s mission does not address the needs of diverse students, it is unlikely to be follow-through by which other departments at the school will promote these needs. It appears they do not value the diverse population or want to address this issue. This is evident in the selection of readings of primary sources on African Americans after the Civil War.

The unit lacks assessments, the only form of assessments come from the individual lessons, in particular the one on African Americans. As students read the primary sources, they are to respond to the questions following the series of readings. While the assessment questions do move from lower-level thinking to higher-level thinking, assessment is limited to that. In addition, because this type of assessment is limited to only reading and responding to questions, the lesson seems to value students who have a strong background in literature and does not consider other students’ ways of learning. Students better at cooperative learning might be omitted from this lesson. Students whose first language is not English might find this lesson also challenging because of the type of reading and the vocabulary, as the lesson does not provide for vocabulary support.
The curriculum is limited because the only type of assessment is within the lessons; it does not have summative assessment. However, the unit itself did not have a clear objective as far as what the unit was trying to accomplish; hence, it would be difficult to have a summative assessment. The unit does offer ways to modify the lessons and make them accessible to different learning styles.

Facet 4: Lesson criticism. The lesson’s strength comes from the use of primary sources. In each category offered, different primary sources allow students to interpret on their own. These primary sources offer students the opportunity to find bias and perspective. The strength in the lesson is the higher-order thinking questions offered from these primary sources. Higher-level thinking questions make students think at a deeper level than they would just by repeating facts. These are also the same limitations the lesson had in that the primary sources seemed to offer only one perspective or lens. It would be better to have a discussion about this lens and why these might be the only perspectives or lenses offered. It would also be good for students to discuss what limitations they encounter in this lesson because there is only the perspective from one group of people.

Conclusion. Based on this critique we were able to identify key pieces of what is present and what is not in the lesson. Discussions of socially unjust conditions are missing, and themes such as inequality and disenfranchising are omitted from the lessons. Looking at the people of the gilded era as a whole, in order to find common experiences, is missing as well. There is a lack of dialogue and limited opportunity to unpack the
issues of inequality and disenfranchising. It is a missed opportunity for students to reflect or connect to today’s world in which they live in. This four-facet critique and the lesson’s limitations now guides me and gives me ideas on how to incorporate the critical pedagogy framework (CP framework). First, the critical pedagogy framework is explained.

**Phase 3: The Critical Pedagogy Framework**

Phase 3 incorporates the elements from the critical pedagogy framework into the unit on the gilded era to continue the lesson’s analysis and critique. The elements are: naming, analysis, reflection, and action. The critical pedagogy framework is explained using concepts by Alma Flor Ada (2003). The CP framework is explained with questions to consider for each phase. It is important to note that this framework is not to be considered as stagnant or linear, but the elements occur throughout, concurrently and recurrently, but not cyclical. This framework supports a problem-posing context because it allows for an opportunity to name, analyze, reflect, and act. This process supports a problem-posing education because it is through this process students are able to analyze the question at hand (see appendix B for a copy of the framework).

The first phase of critical pedagogy is naming. In this phase, students describe what they learned but with regard to their own worlds and what their experiences are. How do students understand what they learned, and does it connect to their lives; and if so, how? The hope is that through naming, students are seeing how they view the world and the issue being discussed, oftentimes redefining it by their own means. This phase is
ongoing and can be accomplished through actual discussion with the educator as well as
dialogue among students. This phase can also work in conjunction with other phases
such as reflection or critical analysis.

The second phase is reflection in which students connect on a personal level.
This phase also has students interpret affectively. In this phase’s dialogue, we consider
how this affects humans or what it means. Students should consider questions such as
“how do they relate to my previous knowledge or experiences? What feelings or
emotions do they provoke? What understanding do they bring to my own personal quest
or an adventure as a human being” (ADA, 2003)? The purpose of this phase is to make
connections to their lives, and with other phases such as naming, they begin to see
similarities or commonalities. In this phase, reflections should occur throughout. There
is no particular order in which reflection should occur. Students should, in a sense,
always be reflective.

Phase three will incorporate the elements from the critical pedagogy framework in
the unit on the gilded era to continue the lesson’s analysis and critique. The elements are:
naming, analysis, reflection, and action. In this section, an explanation will be offered
using the critical pedagogy framework by ADA (2003). The critical pedagogy
framework will be explained with questions to consider for each phase. It is important to
note that this framework is not to be considered as stagnant or linear but they are
elements occurring throughout concurrently and recurrently but not cyclical. This
framework supports a problem-posing context because it allows for an opportunity for
naming, analysis, reflection, and action. This process supports a problem-posing education because it is through this process that students are able to analyze the question at hand (see Appendix B).

Phase four, transformations, is the culmination of the previous elements. Once students have been exposed to the issues or matters, the students should feel the need to take action and possibly correct issues they critically analyzed. Usually this phase generates in students a desire to counter issues they previously named, reflected upon, and analyzed. The purpose of this phase is to counter what may be negatively affecting the way they live.

Now that we know what the critical pedagogy framework is, it is used and applied to the unit first introduced in this chapter in order to transform the existing unit on the gilded era from Digital History.

**Phase 4: A Reexamination with Critical Pedagogy**

The gilded era lesson from Digital History is critiqued in this section using the critical pedagogy framework. Additionally, recommendations are made to convert this sample unit into a critical pedagogy lesson using only the segment on African Americans as an example. Elements of the framework such as naming, reflecting, analysis, and action are incorporated into the lesson. The last piece of phase four is a graphic organizer to show a comparison of the traditionally taught unit on the gilded era and the one utilizing a critical pedagogy framework from a problem-posing method of education.
To convert this lesson using a critical pedagogy framework, opportunities for discussion, reflection, critically analyzing, as well as action need to be provided through a problem-posing education. These are necessary to have students gain a critical consciousness. Since the lesson is segmented into different groups, it will be necessary to look at the different groups offered in the lesson and find commonalities the people faced, such as inequality, discrimination, or disenfranchisement. A good place for the teacher to start scaffolding is with the segmented pieces of primary sources and have students find commonalities among them. This is the reflective piece of critical pedagogy.

On the readings of African Americans, the follow-up questions could be modified to make students more critically conscious and analyze critically. Perhaps worded differently or to further prompt student thinking, the latter question could be restated to ask, how is each response to prejudice equitable for African Americans? Perhaps separating the questions and asking each independently such as what are some implications with black Southerners pursuing economic self-development? How did economic systems prevent African Americans from pursuing economic self-development? What social, political, and economic factors may have made a commitment to full political and social equality difficult? These types of questions ask students to be direct and recognize the inequality; it is one way that could lead to naming.

An important element of critical pedagogy is dialogue among students. Students need to say for themselves what they see occurring as they analyze primary sources and
read about historical events. One way in which we can take the primary sources and analyze them critically as well is to group students either in small groups of four or five or in partners and have them read the primary sources, each group reading from a different source. As they are reading the primary sources, students can be thinking about the following:

- Whose perspective is being read?
- What are problems associated with what they are saying or implying?
- For whom is this a problem? How is this a problem?
- List all the people affected by the problem in any small or large way and how they could be changed?
- Are there any short-term consequences? How?
- Are there any long-term consequences? How?
- How is the whole United States affected? Could the whole world be impacted/changed? How?
- How does this make me feel?

After reading the primary sources in small groups, students should also discuss the previous questions to elicit critical thought. Opportunities for student to respond and interact with each other’s comments should be provided in a structured format. Students should not find answers directly from readings; these are questions requiring students to engage in critical analysis. As an example of possible discussion expectations regarding
the reading of the primary source, the perspective of Senator John Sherman on the Ku Klux Klan is offered, which states,

These men are not only armed, disciplined, oath-bound members of the Confederate army, but they work in disguise; and their instruments are terror and crime....They pretended, I believe, in the outset to be representative ghosts of the Confederate dead...and they terrified men, women and children, white and black....They are secret, oath-bound; they murder, rob, plunder, whip, and scourge; and they commit these crimes, not upon the high and lofty, but upon the lowly, upon the poor, upon feeble men and women who are utterly defenseless.

(Digital History, 2012)

Possible answers to the above questions could be:

• Whose perspective is being read, describe with regard to race, age – A Senator, presumably white man, middle-aged.

• What are problems associated with what they are saying or implying. There are no problems being stated by John Sherman only implications that the Senator thinks there are dangerous men who commit terror and crime and terrorize people regardless of color and mainly the people who are poor.

• For whom is this a problem? How is this a problem? This would be a problem directly for those the KKK chooses to terrorize but also the nation as a whole who might see and think this terror is acceptable if not stopped. Additionally, family members or future generations could think such acts are acceptable.
• List all the people affected by the problem in any small or large way and how they could be changed? Blacks – views on them as a people who deserve this treatment.

• Are there any short-term consequences? How? Short-term – direct terror

• Are there any long-term consequences? How? Long-term – there is a way of thinking that is promoted.

• How is the whole United States affected? Could the whole world be impacted/changed? How? With such ideology, this way of thinking could be replicated across future generations.

• How does this make me feel? Makes me think there may be people who still think in this manner.

Responses similar to the ones above are only sample responses, but getting students to start discussing these questions is critical. These questions not only go beyond the level of one simpler question, but ask students to question the hegemony. For example, which perspective being presented makes students think about the traditional perspectives oftentimes texts and other traditional curriculum uses, which promotes a hegemony. The second question, asking how there is a problem, requires students to find a problem in the statement found from the perspective of the traditional hegemony. Further, asking how this is a problem forces students to reflect and think about a the existence of a problem given the perspective of traditional hegemonic views. Students not only have to reflect and think about for whom there may be a problem imbedded, but
also how that may affect them either directly or indirectly and how globally they may also share some similarity to others in the world or other situations.

The questions then prompt students to think about long- and short-term consequences to these problems. By asking about the problems, the researcher found students are also asked to reflect on how that makes them feel in an attempt to gain empathy for others who may be in that similar problem. These questions are necessary to get students to reflect and gain consciousness. Furthermore, the discussion among the students is necessary to raise their critical awareness. After this activity, students could discuss as a whole class, using Socratic Seminar format, to give students a voice among others, to begin the naming process, and ultimately gain a critical consciousness.

A Socratic seminar would be a great way to have students begin the naming process. Students can start saying their thoughts and have them validated by others in the class who might also share their same thoughts. However, students might need to ease into a discussion and a whole class Socratic seminar might not be the best format. Therefore, a discussion with small groups of five might be more appropriate to get students to a whole class discussion. However it is important to note that it is in discussion where students are also reflecting and naming, so it would be necessary to provide multiple opportunities for this to happen. The next piece in critical pedagogy is praxis.

Another element and way for students to take action in critical pedagogy praxis is to continuously reflect back and think critically. For example students could be posed
with the question to see if there are other groups in society both historically as well as presently in which this is still happening. It would be useful to have students either research independently or think about other historical people in which problematic views are also similar. For example, are there people today who have a similar view associated with them, are there other people in society for which such violence and ideas are acceptable to have? What questions have we developed when we apply this?
Table 1

*Graphic Organizer*

<table>
<thead>
<tr>
<th>Digital History lesson on the Gilded Era Findings</th>
<th>Gilded Era lesson with Critical Pedagogy Critique with Modifications suggested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Segmented by categories of people such as African Americans, women, Chinese</td>
<td>Commonalities and questions to consider in order to find a theme:</td>
</tr>
<tr>
<td></td>
<td>• How does this situation support or deny or go against justice? equality? inclusion? and/or peace?</td>
</tr>
<tr>
<td></td>
<td>• Who benefits and who suffers from the conditions created?</td>
</tr>
<tr>
<td>Critical Analysis: vague indirect to the theme found questions</td>
<td>Critical analysis: questions that probe on the theme found that have students think about the injustice/injustice, equality or theme found in common.</td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>• Describe the obstacles that stood in the way of economic and political equality for Southern blacks in the late 19th century.</td>
<td>• How is each response to prejudice equitable for African Americans?</td>
</tr>
<tr>
<td>• How did the Supreme Court respond to the growth of racial segregation?</td>
<td>• What are some implications with black Southerners pursing an economic self-development?</td>
</tr>
<tr>
<td>• Describe the conflicting strategies pursued by black leaders to achieve full racial equality.</td>
<td>• How did economic systems prevent African Americans from pursuing economic self-development?</td>
</tr>
<tr>
<td>• What advice did Booker T. Washington offer to black Southerners?</td>
<td>• What social, political, and economic factors may have made a commitment to full political and social equality difficult?</td>
</tr>
<tr>
<td>• Why did Washington's opponents criticize his &quot;Atlanta Compromise&quot;? Are their criticisms valid?</td>
<td>Dialogue/reflection: having students discuss the primary sources and discuss</td>
</tr>
<tr>
<td>• Which in your view was the most effective strategy for late 19th century black Southerners to pursue--accommodation to racial prejudice and efforts for economic self-development or a commitment to full political and social equality?</td>
<td>• Who’s perspective is being read</td>
</tr>
<tr>
<td></td>
<td>• What are problems associated with what they are saying or implying.</td>
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<td></td>
<td>• For whom is this a problem? How is this a problem?</td>
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<td></td>
<td>• List all the people affected by the problem in any small or large way and how they could be changed?</td>
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<td></td>
<td>• Are there any long-term consequences? How?</td>
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<tr>
<td></td>
<td>• How is the whole United States affected? Could the whole world be impacted/changed? How?</td>
</tr>
<tr>
<td></td>
<td>• How does this make me feel?</td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Digital History lesson on the Gilded Era Findings</th>
<th>Gilded Era lesson with Critical Pedagogy Critique with Modifications suggested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformation: Missing from lesson.</td>
<td>Transformation: • Where do we see this happening today? • What do we as a class now that we see this happening today? • What can we do about this? • What action can we take as a class to remedy this situation?</td>
</tr>
<tr>
<td>Dialogue is missing</td>
<td></td>
</tr>
<tr>
<td>Reflection and analysis is missing.</td>
<td></td>
</tr>
<tr>
<td>Theme: missing</td>
<td>Theme: disenfranchising.</td>
</tr>
</tbody>
</table>

**Conclusion.** Completing my critique in phases two and three allowed me to brainstorm lessons within a unit using a problem-posing approach to create my own critical pedagogy unit on the gilded era, separate from the one critiqued from Digital History. What emerged from the critique of phases two and three was used to create my own lessons using a critical pedagogy framework and problem-posing approach, which is outlined in the following phase.

**Phase 5: Lesson Development Utilizing Critical Pedagogy Framework**

In this phase, the details of how the lessons were constructed, as well as how they counter the traditionally taught previous lessons, explained. In this phase, the first part consists of elements within the critical pedagogy framework I considered separately from the critical pedagogy framework. The elements include tapping into students’
background knowledge using primary source readings, questioning, dialogue, and collaboration. The second part details the process used to create my unit in lessons 1 through 10 with an alternative to lesson 9 detailed in the end. Thus, this unit consists of 10 lessons with a running theme of disenfranchisement and a problem-posed question: how has disenfranchising been a mechanism of oppression throughout history and how does it continue? In lesson 1, the concept of disenfranchising is examined. In lessons 2-4, background historical knowledge is used to contextualize the unit question. In lessons 5-7, connections to present day will be made for students to critically analyze the theme and question in today’s society. Finally in lesson 8, students will discuss in a Socratic seminar, and in lessons 9 and 10, students begin the transformation process. I also offer an alternative method of ending lessons 1-8 with a supplementary to nine.

**Part 1: Critical Pedagogy in Lessons – What to Consider**

**Tap into students’ prior knowledge.** The elements used in the critical pedagogy framework – naming, reflection, critical analysis, and transformation – are supported by a problem-posing education. It is these elements that must be kept in mind during lesson planning to successfully achieve lessons that are more humanizing. It is important to note that these elements are not in any chronological order but are embedded throughout the unit. Thus, the style of teaching should also be in this manner. The unit was compiled keeping in mind the problems found in current educational trends, such as banking. Banking assumes students do not come with any knowledge that would be valuable to the classroom; hence, tapping into students’ prior knowledge is critical to
every lesson. Questions that would jog their memory or experiences are crucial to lessons, and they can manifest in the forms of discussion or quick writes. Additionally, the students’ ideas need to be shared out loud and valued by other students to validate their ideas. Students not used to speaking in a class may resist because they are not used to participating or feeling like they are a part of class. Students’ contributions to the class are necessary and valuable to critical pedagogy.

**Use primary sources.** Primary sources are a great way for students to interpret history. Primary sources counter hegemonic ideas that may often be found in textbooks. To counter hegemonic ideas, students should be able to interpret history for themselves. By interpreting primary sources, students are able to build their own history rather than have history read to them, especially since texts often seem to demean the nonwhite people’s experiences.

**Questioning.** A big part of the problem-posing education is questioning and probing. By questioning, students are forced to reinterpret history using their own words and not rephrase what is already in history textbooks. One of the first things a teacher must do is check for understanding. By checking for understanding one is assuring students are able to form their own judgments and opinions.

The second form of questioning should be directed toward inequalities. We cannot assume students will automatically know what is not right and right. Students cannot see when there is an inequity in history; thus asking questions about it is necessary to name and thus attain consciousness. The questions also need to bring out the
empathetic feelings in students, which can be done by asking them how they would feel if they were in that situation or asking if they have felt that way or experienced a similar scenario. Another form of questioning is stating which part is the problem.

Another form of questioning is problem posing, that is, posing history as a problem and looking for a way to find a solution. The following questions draw out the problem in history:

- How is the historical event viewed a problem?
- Where in society is this a problem?
- For whom is this a problem and how? List all people and places affected in any small/large way and how they would be changed?
- Are there any short-term consequences? How?
- Are there any long-term consequences? How?
- How is the whole United States affected? Is the whole world impacted/changed? How?

By asking these questions as a reflection after an activity, students are then able to use their responses in a discussion. Thus, the writing becomes more than a reflection but also a scaffold to a Socratic Seminar. The journal used in the lessons will help develop the unit question.

**Discussion.** The banking ideology in teaching often has ideals embedded that students are not intelligent and capable of participating in their education. Therefore, students might resist participating in discussions and dialogues, so scaffolds could be put
into to ensure participation by all students. Having students respond to a set of questions such as those above that point to inequities and posing the situation as a problem after a class activity can help students be prepared for a discussion the following day. Additionally, starting in small groups is a great way to prepare students for a larger discussion.

**Collaboration.** As part of critical pedagogy, collaboration and dialogue are key pieces; therefore, the first step in applying the critical pedagogy framework in the class is establishing a relationship among students and between students and teacher. Critical pedagogy claims we view the relationship between teachers and students as a two-lane highway where not only do students learn from their teacher but also teachers can learn from their students. One way this type of relationship can be accomplished is by establishing groups in the classroom. These groups are not only building collaboration among students but also setting and organizing a class in such a way as to promote autonomy from the students.

Students need to be grouped in small groups of four so students can further be divided into pairs in case they need to know how to discuss thoughts. Paring students gives students an opportunity to feel safe; additionally, this scaffolds the discussion that will eventually happen in the whole class. Students should be ideally grouped heterogeneously if there is a diverse class. By having mixed groups, different perspectives can be elicited and knowledge can be applied in different students’ minds, facilitating further discussion. Students should also be partnered within groups by
gender, or boy and girl. This is also to support further discussion especially since issues being discussed will be of gender. Groups should not only be mixed by gender but also by different ethnicities. Physically moving desks to form groups where all students can visually see themselves is also critical.

If groups have not been a norm in the class, then building a relationship of trust and communication that rewards different opinions needs to be established, which can happen before the lesson in a number of ways. See Appendix E for a list of teambuilding activities, such as the tower and other puzzles that teach students the value of different perspectives. By having students in groups, they are able to then discuss challenging questions because they have built trust in their groups and respect in valuing different opinions. This counters traditional norms that the hegemony or view of one in the group or class (sometimes the teacher or a student who always participates) is the only opinion of value. Therefore, questions such as “why is voting important in society” becomes a questions easier to discuss if students have established trust within their groups. Additionally, this is a scaffold, preparing students for whole-class discussions in the form of Socratic seminars.

**Part 2: An Overview**

Critical pedagogy calls for a look at the facts historical or present, about the realities of society. Critical pedagogy requires a reflection, conscious examination, and naming of the hegemony and how it has impacted society or a student. In other words, how the hegemony has oppressed different people in society to maintain the power base
is a major concept in critical pedagogy. In United States history and in the lesson on the gilded era, the people of the era – African Americans, Chinese, women, Native Americans, and Mexicans – have been examined. Nonetheless, they have not been studied thematically or how the role of government played a role and still does in their lives. Therefore, one aspect of the gilded era is that the hegemony or government has oppressed women, Mexican Americans, Chinese, African Americans, and Native Americans. The hegemony, in the form of a government, that did not consider the rights of these people, instead disenfranchised them in a variety of forms whether they were new immigrants from Europe, Asia, or Native American to the land.

Therefore, the first lesson conducted is for students to know key vocabulary, such as disenfranchisement. This method of introducing students to new vocabulary is frontloading. By giving students vocabulary, they are able to see how in the coming lessons disenfranchisement is a key term and the role it played. Additionally, since the unit question includes the term “disenfranchising,” it is essential students know what this term is, and in lesson 1, they will learn about it. In the lessons that follow, specifically lesson 2, the term will be developed by providing students opportunity to further practice and put this term in a historical context of the 1870s. Lesson 3 is critical because it is here that students begin to name the inequalities they saw in the previous lessons and more importantly practice dialogue in small groups. Lesson 4 continues to set the term in a historical context by having students critically read an excerpt from the book, Crucible of Struggle (Vargas, 2011), which tells of the Mexican landowners who were
disenfranchised by Anglos who were disenfranchising Tejanos after the Mexican American war.

In lessons 5 and 6, the problem-posed question of disenfranchisement is also contextualized in present day by showing students how disenfranchisement happens today to immigrants via a gallery walk and dialogue among small groups. Similarly, lesson 7 also contextualizes disenfranchising in present day with an article about veterans, to be critically read using the marking the text method (see Appendix F explaining the marking-the-text strategy) (Advancement Via Individual Determination [AVID], 2009). Lesson 8 culminates in a discussion in the format of Socratic seminar. At the end, in lessons 9 and 10, students begin the praxis and transformation of critical pedagogy by researching and offering a solution to a problem-posed question on disenfranchising happening today. The last part is a supplement or substitute offering an alternative to the existing lesson 9 and the action part.

The problem-posing education posits students with a question that is difficult to understand and sometimes does not have an answer. In these lessons, the question with which students are posed is “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” This question is a running question connected to the theme of disenfranchisement. Possible answers to this question will be developed, unrolled, and revealed through the elements of critical pedagogy using naming, reflection, critical analysis, and action. Students’ responses to this question, because it is a complex question, will be visited at the end of lessons 1, 3, 4, 6, and 7 and
documented in journals to keep a log of thoughts and reactions to their learning. Thus, the journal is critical to their learning as it documents connections students make before, during, and after their learning. The question posed to students counters traditional education in many ways because it asks students to think and reflect critically about the situation and world they are in. This is not like most traditional units, which only ask students to answer questions relevant to the day’s lesson or the reading piece. This kind of education is critical to students gaining consciousness. The following is a detailed outline of how I constructed lessons 1-9 using a problem-posing education and the critical pedagogy framework. Each lesson in the following section refers one or more handouts located in the actual curriculum in Chapter 4.

**Lessons One through Nine**

**Lesson 1**

In lesson 1, the students will analyze the term disenfranchise by breaking down the term using a word map. The teacher will tap into background knowledge by asking students why voting is important. In critical pedagogy, asking students why voting is important values and uses students’ knowledge in the lesson. By doing so, the traditional banking tradition (the teacher is the main possessor or knowledge and students cannot contribute) is countered. Most lessons do not start with tapping into students’ background knowledge, but assuming students do not know anything. It is important to note that students’ responses may vary, but the teacher needs to point out and connect students’ responses to the fact that voting is necessary because voting permits a person to
have a say in government. Teacher needs to point out that voting can have a status associated with language privilege and American rights. The teacher may ask students to make them realize that people who vote often have statuses associated with them, such as being part of their country, speaking the language required to vote, and having rights permitting them to vote.

In the next part of the lesson, the term disenfranchised is not only introduced to students by frontloading but it will also be analyzed in the critical pedagogy framework. By analyzing the term, students will deconstruct hegemony. When being introduced to new vocabulary, especially as loaded a term as disenfranchise, students are not only learning a new term but need to deconstruct the term and the hegemony imbedded in it. Students need to understand the term by describing it in a number of ways. Thus, a word study map will be used to analyze “disenfranchise.” A word study map is attached as handout A where teacher can use this hand out for other terms as well that may need analysis. When students have a copy of this word study map, teacher will guide students in what this term is by giving students the answers to various questions such as the definition, etymology, related words, part of speech, how the word is used in a sentence as well as other examples on the word study map. The reason for this is because students need the vocabulary in order to use it in further lessons. By giving students the “answers,” the teacher is giving students the tools they will later need as they continue with the lesson. Therefore, teachers will be provided with handout B in Chapter 4. The teacher can tell students the answer by reading off of the form and share with the
students. When student are introduced to new terms, they should not only know the term academically but also verbally; therefore, students should practice saying this term two to three times.

After the term has been analyzed, the teacher should lead a small discussion by asking students what developments of the 1400s might have made the term disenfranchise necessary? Teachers can probe further discussion by asking, “What happened in the world or the United States around this time?” While it is important to value students’ responses, the teacher needs to use this opportunity to have students think about what in the world was occurring, such as exploration and the conquering of indigenous people in Africa and South and North America that might have segued into the initial use of this term. If the people of Africa and South and North America were conquered around the 1400s, then perhaps the people were losing their rights to self-government. Furthermore, they were not allowed to participate in their government. Students may also be asked to discuss, “When does disenfranchising happen?” The teacher should also point out to students that disenfranchising may happen when people do not want certain people to participate in government, perhaps for fear of change or fear of dominating. In the previous question, we discussed in the context of Africa and South and North America perhaps disenfranchisement occurred because someone did not want Africans, Natives, or indigenous people to have a say in a newly created government.
Who disenfranchises? Teachers should make connections with the context of the first question, to perhaps England in the United States or Spain in South America. How could this affect me? Teacher should make connections to people who may experience disenfranchising today such as undocumented immigrants (labeled as undocumented, but were legally here prior to 1848 because of the Mexican American Way and the Treaty of Guadalupe Hidalgo and because this was considered their native land). These questions are designed to break down the hegemony imbedded in situations where there is disenfranchisement and begin to have students not only think critically as well but begin to think consciously about themselves and the hegemony. Furthermore, the teacher needs to make these connections to help students unpack the essential question. As a teacher, one has to ask oneself how the hegemony can be broken down further and scaffolded for students so they think critically. Also, in lesson 1, there is an order and structure in having student share out.

In critical pedagogy, the framework promotes students gaining consciousness through dialogue and discussion; this can be accomplished simultaneously by breaking down the hegemony. Therefore, when the discussion occurs, it has to be structured by asking students to respond, making sure they all have a turn to speak, and affirming their comments by calling on others to speak. Oftentimes, this could be established by assigning students roles or numbers allowing them to be identified or numbering tables where students sit is a fair approach when pre-arranged groups are in place, as the teacher can call out which number to respond. Thus, perhaps the teacher can then ask the ones
who have the number one labeled on their desk to share out for their table or for themselves. Other groups need to be called on as well to make sure students’ opinions and comments are not only being heard and valued but respected enough by peers to restate responses either word-by-word or in their own words. This is critical because by having this sharing of answers and having other students such as the twos repeat what the ones said, it is respecting different opinions, along with validating and breaking down hegemonies that may exist in the classroom.

When students are done sharing out, it is also very crucial that the teacher write down all responses from students on the board for students to see their answers, as this is part of the naming process in critical pedagogy. After responses are written, students can then see patterns and events that could direct higher-level synthesized responses such as the ones listed above. However, without the documentation of students’ responses, students cannot see patterns or situations to later synthesize or see the naming that has occurred.

Once this step has been finalized, they can share out what, how, and when they think disenfranchising happens. This time, the students will go back to the unit essential question of: How has disenfranchising been a mechanism of oppression throughout history and how does it continue? Have students partner up within groups either by number or by male/female combinations. After students have had time to share with partners, teacher can expect them to exchange answers with their small groups, again either having the exact number share out to their other partnership at their table first or by
male/female responder. This prepares students to share out to their whole table and to the whole class. After this has been done, check and make sure student responses are documented on poster paper to keep posted in the class for future discussion of the questions and answers.

In summary, traditional lessons may begin with vocabulary terms but may not consider concepts associated with them. Additionally, giving students the opportunity to think about their lives and how they may be affected by such terms and concepts is critical to their learning. This scaffolding of students’ critical analysis has students think about big issues such as inequality, justice, and relationships among people. Lesson 2 is a gallery walk of people who have experienced disenfranchisement historically.

**Lesson 2**

In lesson 2, students engage in a gallery walk during which they will work in small groups of four and list the inequalities they see in the pictures. The collaboration occurring in groups is essential, as dialogue will also be prominent in lesson 2. Groups should also be organized in the same manner, mixed by gender and ethnicity. The purpose of lesson 2 is to show how disenfranchising occurred in the 1800s and begin to contextualize the unit question, how has disenfranchising been a mechanism of oppression and how does it continue?

Also, tapping into prior knowledge occurs in lesson 2. In critical pedagogy, the assumption is students are full of knowledge, which is often not valued, appreciated, or even used in traditional American education. The hegemony hardly acknowledges the
knowledge with which students come; therefore, in lesson 2, in order to appreciate and value what students know, the teacher must access is. In lesson 2, the students are asked to recall a time when they were treated unfairly. Not only is this acknowledging the evidence of how they were treated unfairly, but it is recognizing they might have had an experience similar to what the lesson is about: finding inequalities people like them might have experienced.

Once students have been introduced to the term of disenfranchise, they will be able to see ways in which this has historically happened to people. Not only do students need to see how this happened historically, but they also need to be able to call it out; in critical pedagogy, this step is known as naming. In lesson 2, naming is occurring as they are saying and writing what the inherent inequality is in each of the visuals and excerpts. The process used to name is a verbal think-aloud in small groups of four. When students are sharing their opinions in their small groups, they are also engaged in dialogue. This think-aloud can assist students in finding the inequality and to later find the problem in the picture or excerpt. Similarly, reflection will take place in their lesson as they participate in a think-aloud for the pictures and excerpts as they name the inequality in the pictures. Once they are able to identify the problems by writing, they are consciously beginning to recognize the problem by naming it or writing it on the poster paper, also reflection in the critical pedagogy framework.

During the access to prior knowledge time at the beginning of the lesson, students are thinking about the experience they had with inequalities. Hence, they have been able
to reflect on a time in their lives when they experienced it. Reflection takes place at the end of their day’s lesson when they are asked to reflect on the unit essential question of, how has disenfranchising been a mechanism of oppression throughout history and how does it continue? Since students have been able to contextualize disenfranchisement, journal responses should reflect this change. Reflection will also take place in the homework. After the lesson has taken place, students are asked to think about how the pictures they saw were bad, problematic, or something needing to be addressed or taken care of (see handout C in Chapter 4, which is the homework assignment asking students these exact questions in a table). Furthermore, the reflection in the homework takes place because not only do they reflect on their in-class homework assignment but also if and how any of the pictures related to them, as well as do any of the situations observed still happen today? Where? To whom? Does this make an impact on, change, or affect me in the way I live? These questions also illustrate critical analysis asking students to analyze and reflect on a deeper level and think critically about what the pictures revealed. The debriefing of the gallery walk occurs in lesson three where more elements of critical pedagogy are extended.

Lesson 3

In lesson 3, the activity is a discussion of observations made during the gallery walk using the homework, all through a scaffolded dialogue method. Lesson 3 is a debrief of the gallery walk’s pictures and excerpts of various women, immigrants, children, native Americans, and African Americans in the late 1800s including how they
experienced disenfranchisement. Additionally, lesson 3 is an opportunity for students to unload their thoughts and questions with regard to the unit question of how has disenfranchising been a mechanism of oppression throughout history and how does it continue?

In lesson 3, elements of critical pedagogy that will be apparent are dialogue and naming. In lesson 3, groups of four to five will discuss the inequalities that existed in the United States during the 1800s and why they happened. In lesson 2, students were talking about the inequalities they observed in small groups of four; this as well as the homework was a scaffold for the discussion. However, since there will be a Socratic Seminar in lesson 8, the discussion will serve as a scaffold by beginning in small groups from the homework. After the discussion has taken place, then the students can move on to discuss the essential unit question of: How has disenfranchising been a mechanism of oppression throughout history and how does it continue?

To get students to participate in the Socratic seminar in lesson 8 and answering the question of: “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” students first need to dialogue about what inequalities existed in the United States during the late 1800s. This comes from lesson 2, as well, as it is referred to in handout C, the homework incorporating naming. In the naming process, students are being conscious of the inequalities in a historical manner. This discussion is scaffolded to allow students to share out their thoughts after students in groups take turns sharing out what problems they found.
By soliciting students’ responses or commentary, the naming process and making their ideas realities continues. Teachers need to make connections to students’ comments and state that they if the students saw requirements to vote, maybe in reality it was more like barriers to vote for women and African Americans. Teachers need to tell students to dig deeper and see what else is happening. Teachers may refer to this as under the surface of reality by asking what other verbs or ideas are being assumed or not stated. As they are calling out what was happening in a historical manner, teachers are probing to show students there is more than just child labor or unsafe and unsanitary conditions occurring; oppression, disenfranchising, or racism are also present. It is critical teachers point these concepts out because students may stay at this apparent level of analysis. But as the teacher is showing students what is happening to these people, it is important to note these issues stem from larger issues still occurring today. Doing this level of critical analysis is part of the naming process, as students begin to rename the historical and current realities.

When students are asked how the pictures relate to them, again, teachers need to ask students to say what else is happening to them. Students may relate more easily to child labor because they are working for low wages, but teachers can ask what else is happening besides the child labor. Teachers can ask and point to the poverty level associated with this kind of work. Can you move up from this level of work? Today, are there jobs preventing you from moving up socioeconomically? It is such questions that
probe students to think deeper and begin to make connections to their lives while naming in the critical pedagogy reflection.

Students are also asked if any of this still happens today. By asking about the larger ideas or concepts from questions one and two, this step should be easier for students to realize there is oppression occurring today as well. It is important to have students consider their high school, neighborhood, community, city, state, nation, or world they live in. This step is critical because students are realizing what they are surrounded with and it may be eye opening for students.

In the last question, students are asked how this has an impact on or affects them in the way they live. When the students are sharing out their answers to their groups, they are naming and no longer looking at historical events but reexamining issues in the realities of today’s society. Having students realize they are not only analyzing the evidence of child labor in the pictures but also talking about issues of being taken advantage of, racism, disenfranchising, or bullying is naming. As students engage in this process, oftentimes they experience a change in the way they see the world.

Additionally, providing students a sentence starter to show students how to share out, as well as an order of sharing, allows all students to participate and not always the same students who might dominate the discussion. Thus, structured dialogue within small groups is also an element in breaking down possible hegemonies in class.

Finally, students continue to revisit the unit question of: how has disenfranchising been a mechanism of oppression throughout history and how does it continue? Students
can talk about this in small groups and then students should write a response to this question again in their journal. Since the students have been exposed to instances of disenfranchising, revisiting this question is a form of reflection in the critical pedagogy framework.

**Lesson 4**

In this lesson, students will critically read (see Appendix F) an excerpt about Mexican Americans in a historical setting about Mexicans and whites in the 1870s. The purpose of this lesson is to offer students another opportunity to directly see how disenfranchising occurred to other people in history, namely Tejanos. The excerpt is from a book about the history of Mexican American History from colonial times to the present era titled, *Crucible of Struggle* (Vargas, 2011). This book offers a unique perspective, as its writer is a scholar in Mexican American history. It counters traditional textbook companies hardly offering a perspective of Mexican Americans. Thus, the reading will discuss the attempts of disenfranchisement by Anglo Texan Democrats and the Supreme Court ruling in the case of Ricardo Rodriguez.

The first step in lesson 4 is to tap into students’ background knowledge by having students do a KW. A KW is a way to access the knowledge students already have. K stands for what students know and W stands for what students want to know. At this point, students know about disenfranchising and have seen it in lesson 2 with the gallery walk. This is not only is an opportunity for the teacher to value students’ opinions but also to find out what students are not sure about or still have a question about. Sharing
out their thoughts is also crucial for students to see and hear, and it is important the teachers write their thoughts as this is also part of the naming process. After teachers introduce the setting of the reading, teachers should also frontload vocabulary. Because of the level of difficulty in reading this college-level excerpt, vocabulary should be read and posted for students to see as they read to make the text accessible.

After the reading has been completed, the questions following the reading are designed to have students reflect and name in a critical analysis. For example, questions like, what methods were used by Anglo Texan Democrats as described in paragraph one to disenfranchise Tejanos? Ask students to name exactly what was occurring to Tejanos. In the previous lessons, students were able to get an idea of what disenfranchising was as well as its implication. In this lesson, this question allows students to continue the naming process as they recognize the disenfranchising in a historical context. Other questions like What is Ricardo Rodriguez suing for? and Why is he suing? are mainly just for checking for understanding. However, other questions will continue to press students to critically analyze other oppressive situations and compare to other groups previously reviewed.

Questions like what methods were used to sway voters, draw on the similarities between African Americans and Mexican Americans allow students to continue the critical analysis and reflection, as students find similarities and are then naming larger concepts that are occurring. Another question, Who did the federal statute allow to become full citizens? Why wasn’t Rodriguez allowed? continue to have students
critically analyze because the expected discussion is that Rodriguez was excluded because he was not “red, yellow, white or black.” Not only are students talking about the rooted racism but also the embedded message this sent to states to continue racial discrimination. Other questions are, “What did the defense respond?” “What did they cite?” “What was the final decision?” and “What else did the decision allow?” Have students discuss the social implications with identity. Rodriguez had to choose to be American in order to vote and could not consider himself Mexican. This question is critical because it has students think about whether they might have to choose between one or the other today, in the case of their identity, as well and what that means for them. This is a critical analysis necessary for continuing with action in the critical pedagogy framework.

The last piece offers students an opportunity to reflect on the unit question as they are to write about the unit question. Students need to continue to share out, as this allows students to continuously name what is occurring around them as they reflect on their own lives. Journal responses are critical for the culmination of this unit in the action section of critical pedagogy.

Lesson 5

In lesson 4, students were posed with a lesson in which they saw disenfranchising occurring in today’s society. The lesson called for students to make observations in another gallery walk where the images are of undocumented immigrants today. This connection is a critical analysis because it makes students connect to present day and see
how disenfranchising occurs today. Students need to make connections between history and today for conscientiousness to occur. Freire (1970) stated, “Authentic reflection considers neither abstract man nor the world without people, but people in their relations with the world. In these relations consciousness and world are simultaneous: consciousness neither precedes the world nor follows it” (p. 81). Therefore, in lesson 5, students will begin to see themselves with the world and themselves in it.

Students will be partnered up to verbally share ideas and also engage in dialogue as they complete the handout that goes with the gallery walk. As students are observing what is happening today with immigrants, they are expected to see how disenfranchising happens today. This is also part of the critical pedagogy process of naming because students are pointing out and stating as well as writing the disenfranchising. The questions that follow the gallery walk are more reflective and have students critically analyze which are other elements of critical pedagogy. Ask them to name questions like these again because it directly asks students to name the problems with the undocumented workers pictures. It asks them to reflect and think about for whom this is a problem and how it is a problem; this is necessary for consciousness to begin to occur. Other questions that are reflective are listing the people affected in a small or large way such as themselves or the United States as a whole. These questions are critical for reflection to occur and for the process of consciousness to continue. Students also have an opportunity to reflect again as part of the critical pedagogy framework after the lesson when they write in their journal to the unit question of: how has disenfranchising been a
mechanism of oppression throughout history and how does it continue? The next lesson supports lesson 5 because it offers another opportunity for students to see how disenfranchising occurs today. Students need multiple opportunities to see how disenfranchising happens; therefore lessons 5 and 6 help students to see this.

**Lesson 6**

In lesson 6, students will debrief lesson 5 on the undocumented workers in present day. This process is necessary, as students will be reflecting, naming, and critically analyzing what they saw and thought about the pictures of present day living and the working conditions of undocumented workers. Furthermore, the students will continue to unpack the unit question. Thus, the debriefing begins in lesson 6 with students having their work out from the day’s lesson in which they reflected and will continue to reflect and analyze in a collaborative setting of small groups.

Students will be in groups in a dialogue setting as part of critical pedagogy. The first necessary questions for students to respond to is to name the problems they saw in the in the gallery walk. This lesson is scaffolded so small group dialogue can occur first, then whole-class discussion by providing opportunities for students to share out. Among the problems important for students to name are unsanitary work and living conditions, lack of housing. In this initial round of questions, it is appropriate for students to name the surface-level problems they saw in the pictures. Once students have shared out these problems, the teacher allows students to comment and add questions they may have. By
doing so, this facilitates the naming problem. In the second round of questioning, students will build off of responses and elaborate on their thinking.

In the next questioning round, the same format for discussion is provided but discussion on legal status is an example of disenfranchising. With this question, student responses may take some prodding and scaffolding, but the teacher must have students think about how legal status has been used as a way to prohibit people. The teacher asks students how legal status is being used or for what purpose. Legal status is used as a way or mechanism to limit people from participating in society and sometimes hinder them socioeconomically, politically, and socially. Teachers should solicit examples scaffolding terms like socioeconomic, political, and economic and having students provide examples. For example, how prohibiting undocumented immigrants from driving because they are not legal citizens limits them from participating in the United States socially and may affect them socioeconomically, as they are limited in the kinds of work they can do; thus they are kept at the lower economic level. Other examples of activities in which undocumented workers cannot participate are owning property, travelling and consequently touring, and growing socioeconomically by getting better jobs. Because oftentimes these immigrants are occupying low-paying jobs, attaining an education is financially an obstacle, therefore, hindering them socioeconomically. The third question is similar in discussion and critical analysis.

In the third question, students discuss how legal status been an example of oppression throughout history and how it continues. This question offers students an
opportunity to build off the previous question and provide other examples. In this question, students name as part of the critical pedagogy framework in a different manner, as they are forced to consider their school, community, neighborhood, state, nation, or world. It is critical students begin to think about their surroundings and where they live; it is the process in which they are renaming these issues of oppression and looking at them through a different lens. Connections may vary and students may begin to discuss what is occurring at their school, community, and neighborhood. Some national and state examples students may begin to name are Proposition 8 in California, which bans gay marriage, the incident in Florida in which a young African American boy was shot and killed by a neighborhood watch man acting like a vigilante, or the current economic crisis in the housing sector in which corporate banks got a pardon for essentially breaking the law but people lost their homes. The examples students will come up with are numerous but constantly asking students to explain and provide examples is a great opportunity to develop their critical analysis.

Lastly, in the fourth question, students dialogue about how it all makes them feel. Students will be affected in a variety of ways. Teachers need to ask students why they feel the way they do and explain their thoughts so others can listen and see if they share any feelings, as this will facilitate the praxis part of critical pedagogy. Students will feel as if they have gained more knowledge but do not know a lot of things yet. It is appropriate for students to feel this way as long as they are discussing. The format is the
same as the previous one, in which one group shares their comment then two students
must add a comment or question, and allows students to join in on the discussion as well.

In the concluding part of lesson 6, students will be revisiting the unit question.
By having students reflect on this question, they are documenting their learning and
continuing to reflect. It is very important the teacher allows students to write in their
journal because this will facilitate the praxis portion of the lessons and this is also part of
the naming process in the critical pedagogy framework.

Lesson 7

In this lesson, students will continue to contextualize the disenfranchising
occurring in today’s society. This contextualizing is another opportunity for critical
analysis. By reading the article titled, “Immigrant Veterans Face Deportation,” students
begin to read how disenfranchising is occurring today and it was not a mechanism of
oppression only in history. This step is critical because it gives students an opportunity to
see how people who have fought in wars for the United States have lost citizenship rights
for a petty act, which has only served as a reason or excuse to deport many people. The
article tells us several soldiers have been deported back to their home country after
fighting in numerous wars and holding ranks in the military.

Furthermore the critical analysis questions further unpack the inequality as the
question asks what problems were found in the article. Questions like, for whom is this a
problem and how? makes students consider how people are being deported to another
country after they have served in the military. Teachers are asking students to name the
problems and how it is a problem. In other questions, such as “list all the people affected in any small way,” “how they can be changed,” “how the U.S. or the whole work is affected,” students are reflecting. Students are thinking about how this event is changing them or the world. These questions make students consider how this could impact them. Example responses include families being separated and the breakdown of family dynamics. Questions like “what are the consequences to the deportation occurring?” make students think critically about what else is occurring besides the deportation of veterans. It makes students think about what else is occurring besides the obvious deportation but expected responses could be displacement of people by force to continue making connections to other people in history such as slavery. This critical analysis is also facilitating the naming process in critical pedagogy. Lastly, questions like “how does this make me feel” draws on the empathy of families in this situation and will allow students to reflect on their lives and see if there are similar experiences they are living.

In the lesson when students are asked to share out their responses from the critical analysis questions, they are also participating in the naming process. Having multiple opportunities for the naming to occur is necessary, as students are gaining a critical consciousness of themselves and the world. Also in this lesson, the reflection on the unit question, which is visited at the end of the lesson to document and assess students’ naming process, is unveiled. Since the in-class assignments ask students to see how disenfranchising occurs today, the next step is for students to begin to research on their own and find ways in which they think disenfranchising occurs today.
For homework, students are to find pieces of data, articles, or pictures of disenfranchising today. Students are to think critically about disenfranchising today and how it happens. As they are thinking about how it occurs today, they are also reflecting and applying the new concept of disenfranchising. They are also beginning the process of praxis because they are seeing the theory and theme of disenfranchising and putting it into action by finding their own piece of data. This is referred to as the unveiling process; students realize and gain a critical understanding of consciousness. By students finding their own article, they are also unpacking the theme of disenfranchising. They will use this article in their discussion for lesson eight.

**Lesson 8**

In lessons 1-7, students had an opportunity to read and see how disenfranchising still happens. The next step is for students to dialogue about disenfranchising. In this lesson, the main component of the lesson is dialogue because the objective is to get students to participate in a discussion using a Socratic Seminar format. Not only is the Socratic Seminar important for the students, but creating the norms for the Seminar is just as important. Traditionally, the teacher is the leader of the class and typically the main participant sharing opinions, whether it be in a direct lecture or interacting with students; however, in critical pedagogy, it is important for the teacher to facilitate more than it is to tell students what norms they should make for their Socratic seminar. Students need to feel like this is their space and since they are participants in the class, the norms for their discussion need to come from the students. Additionally, breaking hegemonies is
occurring as the teacher is taking a secondary and facilitative role in this example because it is the students who will discuss and set the rules and norms.

Secondly, once norms and rules for discussions have been established, students need to move to form a circle. Ideally, the teacher should create a seating chart so students are sitting male and female and mixed by ethnicity. Additionally, students who are common participants in the class should be spread out among the quieter ones. The teacher can read questions students can use in their discussion using the handout. Students are used to waiting for the teacher to give the students permission to speak, but in a Socratic seminar, students should be reminded by the teacher that as soon as the question is revealed, they may start and do not need permission to speak. This may be uncommon for students and it might be silent for some time before a student speaks; it is important the teacher does not break the silence and speak. In a non-critical pedagogy classroom, this may be typical, but given the role of the teacher is to counter the traditional; the teacher must only listen.

To ensure students are participating, students should be given a sentence to use first as they try to verbally make connections from the Socratic seminar question and their homework. Thus, since students are making connections, this is also naming in critical pedagogy framework. The question to be discussed has been the question surrounding the theme and there is no right or wrong answer. At the same time students are deconstructing how disenfranchising is present today. Students may ask clarifying questions and the teacher should answer them quickly.
After the dialogue has occurred, students are asked to reflect on how the discussion went by not only trying to answer the unit question but also by seeing how effective they think the discussion was. One of the most important questions in the reflection following the discussion is what rules or norms should be added or changed to have a more effective discussion. It is crucial the teacher read and listen to the students because students may be pointing to possible hegemonic tendencies by students who may dominate the discussion with their comments or ideas. In a Socratic seminar, students may feel as if their comments are not important or are not valued by their peers; therefore, Socratic seminars should be a continuous and ongoing process in the classroom.

Lesson 9

In lesson 9, the students will decide as a class which action they would like to take regarding the unit question by participating in an affinity diagram. In critical pedagogy, this is transformation because students decide as a class which action they would like to take to counter the disenfranchising that is occurring. In the first segment of lessons, I posed a question for the students to discuss, analyze, and reflect upon: How has disenfranchising been a mechanism of oppression throughout history and how it does continue? In this lesson, students now have to be posed with the question of “where do we go from here?” as well as other questions that ask what happens next. It means, now that students have discussed ways in which they see this disenfranchising occurring, what do students do? It is up to the students to decide on their own but also as a class what
action they would like to try to counter the disenfranchising. To accomplish this in an equitable manner, an affinity diagram is used to synthesize and categorize ideas students have after they complete a brainstorming tool to help them decide.

Teachers will use the Action brainstorming tool, handout A in Chapter 4, to help students decide as a class which type of action they may take. On the handout, ideas have been presented such as creating a website, pamphlet, or a presentation. On the left column, guiding questions are also asked such as what tools, resources, teacher’s help, and outside help are necessary for that action. Other questions ask where, who, when, and why this action should take place. Students should complete this tool with their groups. Additionally, students are asked to think of their own way in which they can take action, specifically three new ideas; they also complete the brainstorm questions on the left column. By giving students an opportunity to see what is needed to take action, the decision they take as a class will be facilitated. Furthermore, by having students in groups and sharing ideas, clarifying, and find solutions to the problem, they continue the naming process in critical pedagogy.

Once students have action ideas, students are given the opportunity to pick one action they would personally like to take to counter the disenfranchising they see happening and write it down on Post-it notes. The solutions or actions students make will vary in depth and ideas but they should be actions to counter the disenfranchising. The process students undergo to decide which action to take is a process of synthesizing because as groups stick their Post-its up, they are also reading ideas and grouping similar
responses. It is an organizational method of ideas. After this has been done, students cast their votes by placing a red sticker on the action of their choice. The action that has the most votes will be taken. The transformation is also taking place as students decide which action they would like to take. They are also being autonomous by deciding which action to take instead of having the teacher do it, which is more in line with traditional methods of education.

The actions students take will influence the rest of the unit because every class will decide differently how they take action. Teachers should therefore help students and guide their think by using the action brainstorming tool to begin to facilitate the action students want to take. In the next lesson, a hypothetical situation is presented to completely fulfill the explanation of how the action will be carried out.

**Lesson 10**

In lesson 10, students decide as a class which action they want to take to counter the disenfranchising they saw. Actions will vary from class-to-class, but in this lesson, the assumption will be that students decided to create a pamphlet to be distributed to the community. This is only a hypothetical situation in an effort to show how the lesson would have continued and see praxis in a lesson.

In critical pedagogy, praxis is theory as well as action, thus creation of a pamphlet and distribution would be a great way for students to take action. Assuming the students took action with this pamphlet, a tool such as handout A in Chapter 4, or the initial brainstorm tool, can be used to expound details of their action. Questions on this handout
help students find a starting place for their action. Questions are similar to the Action brainstorming tool handout from lesson 8 and, thus the questions can be used as a starting place for any action students decide to take. In lesson 9, reporting out from each group was critical so students hear tasks that will be required of them. After this brainstorm has been completed, tasks may become apparent to carry out the action; in this example, research was necessary to find available resources for undocumented people. The students will organize themselves in committees to handle tasks. A timeline should be created by the teacher to ensure the completion of the task.

**Alternative to Lesson 9**

The following lesson is an alternative to lesson 9 because it offers a different approach to praxis. Rather than having the teacher offer a unit question that threads through lessons 1-10, in this lesson students create the question to take action upon. This alternative explained below would require the unit question to be omitted from lessons 1-9 or alternatively requires students to create another question to be explored and researched by students.

In this alternative to lesson 9, the students will do an affinity diagram to decide as a class what question they want to answer next. In the first segment of lessons, I posed a question for the students to discuss, analyze, and reflect upon: How has disenfranchising been a mechanism of oppression throughout history and how does it continue? In this lesson, students now have to be posed with the question of “where do we go from here?” meaning now that students have discussed ways in which they, too, see this
disenfranchising occurring, it is up to the students to decide on their own but also as a class what question they would like to tackle and take action upon based on what they saw was a problem in lessons 1-8. To accomplish this in an equitable manner, an affinity diagram will be used to synthesize and categorize ideas students have.

Teachers will use student responses to poster questions from lessons 1, 3, 6, 7, and the unit question responses visited in most lessons. By students reading the responses from the lessons, students are reorganizing their thoughts and synthesizing. Students need to use the responses because these come from their critical analysis, thus their answers are a large part their reflection. By having students in groups, they are able to decide as a group and share ideas or clarify and continue this naming process of critical pedagogy.

Once students selected their themes after their thoughts are organized, they report out what they found is happening and also create the theme they will research. Students have brainstormed ways in which people today experience disenfranchising with their research articles they found and through discussion. In this way, students are going to be proposing to one another what themes they would like to take action upon, thus continuing the naming process to their class. By having students vote upon the top themes of their choice, they are still synthesizing the naming process but organizing it to further their thinking. After students selected a theme, or the theme that has the most votes, students will create a question based on that theme and will be conducting their own research or praxis. The transformation is also taking place as students decide which
theme they would like to take action upon. The questions students create will vary in depth and topic, but they should be around the same theme they selected. For example, is the theme students selected to research oppression? Then possible questions students might pose are “how does oppression affect people’s lives?”, “how is oppression illegal?”, “how is oppression a way to exclude people from society?” Thus, students should be creating questions they think fit the theme they selected.

Once students have written the question, they would engage in another synthesizing and organizing process as students read their question and stick their question next to it, on it, or around other questions that may be similar if not the same. For example, if there are exactly the same questions, it might be indicative they will be researching that question. As this is occurring, the naming process is continuing and they are organizing as a whole class. In this final step, students vote on the final question to be researched. By using stickers and casting their votes, students engage in the transformation process because they are being autonomously decisive about which question to research. The next step would be deciding the action to take upon their newly created question.

**Conclusion**

In the above lesson 9, students take action upon the problem or research question they found occurring. Students should thus decide what kind of action to take. Students participate in an affinity diagram in which they decide as a class the action they would like to take. Alternatively, the action brainstorming tool in the original lesson 9 can give
students an idea on how to approach action. Using the tool from the original lesson nine is a great way for students to decide how to take action by giving them ideas such as creating a pamphlet to share with others, giving a presentation, or creating a website for the students to then create their own way of taking action. Finally, the last handout in this alternative to lesson 9 offers a way for students, once they have decided on the action, to organize their thoughts and think of what they will need to take action. In conclusion, both approaches offer a critical pedagogy framework and it is the decision of the teacher to choose what is best for the teacher and students.
Chapter 4

FREIRE IN THE GILDED ERA: A CRITICAL REFLECTION

Unit Overview

This unit was designed for Latinos students as well as for students of color in 11th-grade Social Science classrooms learning United States History. The curriculum is a unit designed to critically engage students and incorporate elements of critical pedagogy (naming, reflection, critical analysis, and action) through a problem-posing education. The unit is approximately two and a half weeks in length with an alternate option to conclude the lesson and will have a running theme of disenfranchisement. The problem-posed question to students is “How has disenfranchisement been a mechanism of oppression and how does it continue?” The curriculum was created to counter common methods of teaching known as banking in which teachers often think their role is to fill students with knowledge and, in an age of standardization, prepare students to take exams, a method turned to by many educators because of standardized testing. The curriculum was also designed to address the need for students of color, particularly Latinos, who are often taught to merely recite facts. Thus, the unit on the gilded age was created.

The unit covers the era in the United States post-Civil War era and include political, social, and economic trends describing the era. The unit will have conscious integrated opportunities for dialogue in order to name opportunities for reflection that would ultimately lead students to take action in an approach known as problem posing,
based on a question from the concepts the teacher creates. In this unit, the question posed in the form of a problem is “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” Students will be able to dissect the unit question and the time period by analyzing the experiences of different people after the Civil War through viewing and reading different sources and then contextualizing this unit question in today’s society. The critical pedagogy framework will be the frame used to drive students through this process because of the opportunities to analyze, reflect, and dialogue. The goal of these lessons will be to reach a critical consciousness to recognize oppressive institutions. By recognizing the oppression it is the hoped students of color will take action.

Students will be engaged in a variety of activities including gallery walks, think-pair shares, Socratic seminar discussions, analyses of numerous primary source documents and secondary source documents in the form of pictures, as well as readings. Critical reading will also be a skill practiced and utilized through the reading of an article and an excerpt from the book *Crucible of Struggle* by Zaragoza Vargas (2011). See Appendix E for a handout explaining how to teach critical reading (Gibbs, 1995). Graphic organizers will also be included in part of this unit to differentiate and scaffold for mixed-ability students.

**Rationale**

In today’s capitalistic society, a variety of institutions are vehicles for oppression to uphold the hegemony’s rules in society; one of those is education. In the process of
maintaining hegemonic order, oftentimes students of color’s interests are not considered. This is a problem because Latinos are often pushed out of education and often fill positions in society that are low paying. Furthermore, without education, they feel they are not a part of society and, thus feel as if inequalities do not affect them or fail to see inequities all together. To create a more conscious and humanizing curriculum, students will be engaged in discussion and activities that foster critical thinking. Students will realize how historically they have lived in an oppressed society and draw connections between their experiences and those of historically oppressed people. The curriculum will be created for 11th-grade students in United States History classes, and each lesson is designed for 55-minute classes. The unit has 10 lessons with an alternative lesson for lesson 9 offered in the end.

**Historical Context**

After the Civil War in the United States, while African Americans appeared to gain civil rights and seemed to be freed from slavery, other people in society still were not free. The era, while commonly referred to as gilded by many historians because of outwardly prosperous financial gains by industrialists, was actually plagued by disenfranchisement in many forms such as suspension of legal land ownership, enforcement of voting discrimination, and negation of women’s right to vote. African Americans, Mexican Americans, Native Americans, immigrants, and women were still struggling to achieve an equal position in the United States; however, through different mechanism that served as factors of oppression, they shared a common reality. The
reality women, immigrants, Native Americans, African Americans, and Mexican Americans shared is that they were living in a society that disenfranchised them and, thus had social, political, and economic implications still alive and present.

**Standards and Objectives**

The unit is aligned with the California History Social Science Standards for grade 11 as well as the reading standards for literacy in History/Social Studies 6-12 (common core).

**Reading standards for literacy in History/Social Studies 6-12 (common core)**

- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
California History Social Science Standards

- US11.1.4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.

- US11.2. Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.

- US11.2.1. Know the effect of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s *The Jungle*.

- US11.2.2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.

- US11.2.3. Trace the effect of the Americanization movement.

- US11.2.4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.

The objectives of the unit include the following:

- Students will be able to analyze their critical consciousness of historically and presently disenfranchised people by participating in lessons that will engage students in dialogue, reflection, and praxis.
• Students will be able to conclude how disenfranchising has been a mechanism of oppression throughout history and how it continues by developing an action plan.

**Strategies**

Students will explore and examine the significance of primary documents in the form of pictures and various writings. The unit will take from a variety of sources to gain perspective of different points of view. Among the strategies to achieve this are:

- Critical reading
- Analyzing primary source documents
- Analyzing secondary source documents
- Vocabulary analysis-disenfranchise
- Reflection
- Socratic Seminars
- Think-pair shares
- Graphic organizers
- Comparing and Contrasting
- KWL’s
- Journaling

**Classroom Activities**

**Lesson one (one 55-minute period) deconstructing the term disenfranchise**

**Lesson goals:** Students will be able to analyze the term disenfranchising by defining it, finding the etymology, and provide examples on a word map.

Students will also be analyzing the concept of disenfranchising by deconstructing the term in discussions of small groups of four.
**Materials:** Handout A for students, poster paper, handout B for teacher, handout C, journal.

**Background:** Teacher should make copies of handout A, the word map. Teacher should also have copies of the handout C, which has the unit question of: How has disenfranchising been a mechanism of oppression throughout history and how does it continue? Additionally, teacher should have groups of four prearrangedly mixed by ethnicity and gender. Teacher should also have posters ready with the questions:

Table 2

*Poster Demonstration*

<table>
<thead>
<tr>
<th>(ongoing) How has disenfranchising been a mechanism of oppression throughout history and how does it continue?</th>
<th>What developments of the 1400’s might have made the term disenfranchise necessary?</th>
<th>When does disenfranchising happen?</th>
<th>Who disenfranchises?</th>
<th>How could this affect me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space for student’s responses and additional as this will be revisited throughout the lessons.</td>
<td>Space for student’s response</td>
<td>Space for student’s response</td>
<td>Space for student’s response</td>
<td>Space for student’s response</td>
</tr>
</tbody>
</table>

**Procedure summary:** Teacher will pass out copy of word map (handout A). Teacher will guide students in analyzing the term disenfranchise. Teacher will guide students in what this term is by giving students the answers to various questions such as the
definition, etymology, related words, part of speech, how the word is used in a sentence as well as other examples on the word study map (See teacher handout B).

**Purpose and Procedure step-by-step:** By students analyzing the term “disenfranchise,” they will begin to respond to the unit question of “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” The teacher will tap into students’ background knowledge by asking why voting is important. The teacher can write this question on the board or on a PowerPoint for students to see: “Why is voting important?” Students can respond in a written response in their journal and share out at their tables. The teacher can instruct the 1s at their tables to share first then the 2s, 3s, and 4s. After sharing, the teacher should write student responses on the board for students to see. The teacher can call on 4s to share for their table and should have students begin to think about connecting their responses to the status that comes with voting, the embedded right with citizenship, as well as requirements needed to vote. For example, status that comes with voting is privileged, educated, being a citizen of that country, and maybe pride.

The teacher passes out the word map (handout A) and has students write down the term disenfranchise in the box labeled word. Students should not only know the term academically but also verbally, so have students verbally state this two to three times aloud.

Next, the teacher explains the definition: to deprive (a person) of the right to vote or other rights of citizenship (disenfranchise, n.d.). Have students copy the definition in
the box labeled definition on the word map. The teacher continues this process for the etymology of the term, which is, “deprive of civil electoral privileges, 1640, from dis+enfranchise. Earlier form was disfranchise (mid-15c.)” (disenfranchise, 2012) The teacher should continue this process for related words, part of speech, how the word is used in a sentence as well as other examples on the word study map. The teacher can use teacher handout B to tell students the related words, part of speech, how the word is used in a sentence, and other examples.

After this analysis has been completed, the teacher should arrange students in groups, if this has not been previously established, to prepare for a discussion. Groups should be of four, mixed by gender as well as ethnicity. If roles have not been assigned, then within groups of four, students need to have roles such as recorder, speaker, materials, and facilitator or they should be numbered as a 1, 2, 3, or 4. This is necessary for taking turns sharing out after small group discussion.

The teacher can then ask students what developments of the 1400s might have made the term disenfranchise necessary? Students should be given time to share out in their small groups of four. Perhaps the students who have been labeled as 1s can share out first at their table then 2s, 3s, and 4s. After about two minutes of sharing in their groups, the teacher should call on students to speak for their group. The teacher can call out on 2s to report out from each table or some tables; 3s need to repeat what the previous person before them (a 2) said. The teacher needs to make sure student responses match the previous person’s; if not, call on a different student to assure the comments are true to
the original speaker. As this sharing out is happening, teacher needs to note what the students are saying on whiteboard or poster paper.

**Discussion Expectations:** On this question, it is important the teacher connects main points from the students’ comments, such as exploration, creation of new governments in the “new world,” as well as possibly enslavement. Student comments will vary but teacher should connect some way to point out that perhaps exploration that occurred in the years between 1400-1500s led to the creation of new governments in these newly discovered lands. Because of exploration and new governments created by the conquerers, perhaps people who were conquered such as Africans, South Americans, etc. might have not been allowed to participate in their “new” government.

The next question to be discussed is “When does disenfranchising happen?” The teacher will again give students about two minutes to take turns sharing out at their groups, this time giving a different student an opportunity to share out. Perhaps this time the 2s can share out first for their group. Then the 3s can repeat what the previous 2s said. The teacher should also note students’ responses on poster paper for students to see.

**Discussion Expectations:** The teacher should make a connection from what the students say by pointing toward disenfranchising occurring with the context of exploration, as discussed in the first question and creation of new governments in order to oppress, limit, keep indigenous and Africans out of government so they do not have rights.

The next question to be discussed is “Who disenfranchises?” The teacher should give students about two minutes to share out at their groups, this time giving a different
student the opportunity to share out. Perhaps this time the 3s get an opportunity to share first at their table. After two minutes, the teacher should call out on 4s to reveal what their group said and perhaps call on different students to make sure the comments of the 3s were heard. The teacher should note student responses and when possible connect and have students think in context to the first question.

**Expected Discussion:** The teacher should state or have students connect comments with regard to the context of previous questions one and two, usually the country or ruler who conquered native people such as the English in what would become the United States or Spanish in South America.

Finally, the next question to be discussed is “How could this affect me?” The teacher should give students about two minutes to share out at their groups, this time giving the 4s an opportunity to share at their table first. After two minutes of discussion at their tables, the teacher should call out on the 1s to report out for their table and perhaps call on different students to make sure what the 4s said was heard. Again, the teacher should note student responses and begin to have students consider if there are people who currently do not get to vote, such as undocumented immigrants, or if people’s decision to not vote affects them.
Table 3

*Structure for Discussion*

<table>
<thead>
<tr>
<th>Question</th>
<th>1s can share at their table first then the 2s, 3s, and 4s</th>
<th>2s can repeat what the one’s said</th>
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<tbody>
<tr>
<td>What developments of the 1400’s might have made the term disenfranchise necessary?</td>
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<tr>
<td>When does disenfranchising happen?</td>
<td>2s can share at their table first then the 3s, 4s, and 1s</td>
<td>3s can repeat what the two’s said</td>
</tr>
<tr>
<td>Who disenfranchises?</td>
<td>3s can share at their table first then the 4s, 1s, and 2s</td>
<td>4s can repeat what the 3s said</td>
</tr>
<tr>
<td>How could this affect me?</td>
<td>4s can share at their table first then the 1s, 2s, and the 3s</td>
<td>1s can repeat what the four’s said</td>
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Possible student responses to these questions can vary but the teacher can connect students’ thinking.

**Conclusion**: Once this step has been finalized, students can share out going back to the unit essential question of: “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” Students should write down their responses in a journal they will revisit later (handout C). Students should be given think time as they have just learned a new term and need time to think about how this term applies to any context they can think of.

Afterward, have students partner up within groups either by number or by male/female combinations; examples include the 1s and 2s pair up and 3s and 4s pair up. After students have had time to share with partners, the teacher can now expect them to exchange answers with their small groups, again either having the exact number share out to their other partnership at their table first (example: 1s and 3s share first) or by male/female responder. This prepares students to share out for their whole table and to
the whole class. After small-group share out has been done, check and make sure student responses are documented in their journals. Teacher should have groups report out while the teacher writes down what students say in response to the unit question of: “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” Teacher can write responses on poster previously made, which is kept posted in the class and kept for future discussion of the question and answers. (Teacher can allow students to ask questions that they still may have.)
Figure 1. Word study map.
Lesson 1 Handout B – Teacher

Figure 2. Completed word study map.
Lesson 1 Handout C – Journal

How has disenfranchising been a mechanism of oppression throughout history and how does it continue?

**Directions:** respond to the following question, be sure to write in complete sentences and provide examples. Also date every entry.

<table>
<thead>
<tr>
<th>Journal date:</th>
<th>My thoughts:</th>
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*Figure 3. Journal page.*
How has disenfranchising been a mechanism of oppression throughout history and how does it continue?

**Directions:** respond to the following question, be sure to write in complete sentences and provide examples. Also date every entry.

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<tr>
<th>Journal date:</th>
<th>My thoughts:</th>
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Figure 3 (continued)
Lesson two (one 55-minute period) gallery walk observation

Lesson goals: Students in small groups of four or five will be able to interpret visuals and excerpts of early eastern Europe immigrants, women, African Americans, and Native Americans in various settings by listing inequalities on chart paper of anything they see as unjust in the pictures.

Materials: Handout A: series of pictures and excerpts
Handout B: gallery walk table of observations.
Handout C: Homework, a reflection
Poster with unit question from lesson one
Poster paper with unit question of “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” Can and should be used from lesson 1.

Background set up: The teacher should print and post pictures from handout A, around the class with poster paper below them for note taking to happen. The teacher should make copies of the gallery walk handout B for students’ gallery walk. The teacher should also make copies of their homework reflection handout C for students. The teacher should remind students they will be writing another journal entry at the end of the lesson, so prepare an extra copy of handout C from lesson 1 for students who may need extra space. The teacher should have prearranged groups of four mixed by gender and ethnicity. The teacher should have also assigned students a role or number so they know their order of participation.
Note: debriefing of the gallery walk will occur in lesson three.

**Purpose and Procedure Summary:** Students will participate in a gallery walk of different people from the 1870s and write on their handout what problems or examples of disenfranchising they see either directly or indirectly in order to develop their thoughts on the unit question. Students will be asked if they have had a similar experience of inequality before the lesson. Students will close with the unit question and a journal entry. Homework will also be necessary in this lesson, as it is a reflection of the day’s lesson and is a critical analysis.

**Procedure step-by-step:**

**Introduction (5-10 minutes):** The teacher can access prior knowledge by having students work in pairs to think of a time they felt they were treated unfairly. Once students have 1 or 2 minutes of think time, they are to share with their partners what they come up with. They will orally state to the teacher what they thought. After about one minute of sharing, tell students the next part of class will be to examine and analyze different pictures and excerpts of European immigrants, women, and African Americans in the United States during the late 1800s. The pictures are from mining companies, factories, and other sources and include various disenfranchised people with apparent inequalities. The teacher should pass out handout B, which is a table students will use as they visit pictures during the gallery walk. The teacher should read directions on the handout B aloud with students.
The teacher should model what expected activities are. For example, while looking at hand out A with the picture of employees in a factory. The teacher should say: “there seems to be a group of men working in a factory. I also see a young child so I’m not sure why he is there if it looks unsafe with glass laying around, this makes me thinks that it’s a glass factory of some sort. Children are working not learning, working with men children are being robbed of their youth. This is child labor and because of their age they must be working for low wages, maybe if they asked for higher wages they would not be granted higher wages because they are only kids, who will listen to kids, they really do not have rights.”

Show students that this is what is expected and direct them to their handout B, which shows this think-aloud.

After, students should group up in 4s or 5s and visit as many pictures making sure they list inequalities they see, taking turns within groups observing and noting what they see. Sentence starters can be used, such as I see… There is… This says…. These sentence starters have been printed on student’s handout for students to use within their groups and to help them say what they see. The following starters – this makes me think that… perhaps this means…. It is not fair that…. I would not want to…. – help students note what examples of inequality or disenfranchising they see. This procedure should take about 35 minutes. Note students may not see all pictures.

Closure: Students should be allowed five minutes to write about the unit question, “How has disenfranchising been a mechanism of oppression throughout history and how does it
continue?” The teacher should allow students to share out by calling out on two or three students. As students respond to the unit question teacher should add student’s responses to the ongoing poster from previous lesson with same unit question.

**Homework:** Students are to fill out the table on the back of their in class handout by recalling the problems of inequality, injustice, and disenfranchising they saw in the pictures, additionally they have to write why it is bad, problematic, or an issue that needs to be addressed.

Note: In the next lesson, after students did homework, even if they did not do their homework, students will be expected to discuss the handout’s questions in small groups.
Lesson 2 Handout A: various pictures from immigrants and their jobs, children, women as well as African Americans.

Figure 4. Late at night.

Sewing tapes on gloves. The boy helps. Family of five sleeps in the room where the work is done. Location: New York, New York (State)

Digital ID: (color digital file from b&w original print) nclc 04075 http://hdl.loc.gov/loc.pnp/nclc.04075
Reproduction Number: LC-DIG-nclc-04075 (color digital file from b&w original print) LC-USZ62-26026 (b&w film copy negative)
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
http://hdl.loc.gov/loc.pnp/pp.print
Figure 5. Glass works.

Location: Indiana.

Digital ID: (color digital file from b&w original print) ncle 01152 http://hdl.loc.gov/loc.pnp/ncle.01152
Reproduction Number: LC-DIG-ncle-01152 (color digital file from b&w original print)
Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
http://hdl.loc.gov/loc.pnp/pp.print
Figure 6. Boy working at double circular saws.

N.Y. Dimension Supply Co. Location: Evansville, Indiana.

**Digital ID:** (color digital file from b&w original print) nclc 04469 http://hdl.loc.gov/loc.pnp/nclc.04469  
**Reproduction Number:** LC-DIG-nclc-04469 (color digital file from b&w original print) LC-USZ62-19576 (b&w film copy negative)  
**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print
Attention Workingmen!

MASS MEETING TO-NIGHT, at 7.30 o’clock,

HAYMARKET, Randolph St., Bet. Desplaines and Halsted.

Good Speakers will be present to denounce the latest atrocious act of the police, the shooting of our fellow-workmen yesterday afternoon.

THE EXECUTIVE COMMITTEE.

Achtung Arbeiter!

Große Massen-Versammlung

Heute Abend, halb 8 Uhr, auf dem Heumarkt, Randolph-Strasse, zwischen Desplaines u. Halsted-Str.

Das Executive-Comitee.

Source: Library of Congress (n.d.a)

Figure 7. Labor poster I.
Source: Library of Congress (n.d.a)

*Figure 8.* Labor poster II.
Source: Library of Congress (n.d.a)

Figure 9. Labor picture.
THE HUSBAND'S COMMANDMENTS.

Thou shalt love no other man but me.
Thou shalt not have a daguerreotype or any other likeness of any man, but thy husband.
Thou shalt not keep it in secret, and worship it; for, I, thy husband, am a jealous husband.
Thou shalt not speak thy husband's name with levity.
Remember thy husband's commandments to keep them sacred.
Honour thy husband and obey him, that thou may'st be long in the home he has given thee.
Thou shalt not find fault when thy husband chews and smokes. Thou shalt not scold.
Thou shalt not permit thy husband to wear a button-less shirt; but shall keep his clothing in good repair.
Thou shalt not continually gad about, neglecting thy husband and family.
Thou shalt not strive to live in the style of thy neighbor, unless thy husband is able to support it.
Thou shalt not covet thy neighbor's fine house, nor his fine furniture, nor his wife's thousand dollar shawl, nor her fifty dollar handkerchief, nor any thing that is thy neighbor's.
Thou shalt not go to Women's Rights meetings, neither to speak thyself or to hear others speak.
Thou shalt not scold if thy husband stays out till after ten o'clock at night.
Thou shalt not sum up large bills, at the stores, which thy husband is unable to foot: for, verily, he knoweth his means.

Source: Library of Congress (n.d.c)

*Figure 10. Women’s suffrage poster I.*
ADVICE TO
Young Ladies.

Air—John Dean,
By G. L. of the F. D. S.

When married you are you must learn to submit
To the whims of a husband, and if he sees fit
To go alone of an evening to a concert or play
And of course at home by yourself you must stay;
You must never be ill-tempered, look sulky or frown,
Or what people commonly call “upside down.”
Be kind and submissive, yet cheerful and gay,
Or you’ll break the old promise, love, honor and obey.
Sing, tu ri la la, &c.

And when he comes home on a cold winter’s night,
Have the hearth cleanly swept, and the fire burning bright,
His arm-chair placed ready, his slippers well aired,
The cloth neatly laid, and the supper prepared.
Attend to these rules, and you will surely find
Your husband affectionate, tender and kind,
But let this be your motto: should he be the reverse,
He’s your husband, you’ve got him for better or worse?
Sing, tu ri la la, &c.

OH, SAY NOT
WOMAN’S HEART
IS BOUGHT.

Oh, say not woman’s heart is bought with vain and empty treasure,
Oh, say not woman’s heart is caught by every idle pleasure,
When first her gentle bosom knew love’s flame it wavers never:
Deep in her heart the passion glows she loves, and loves for ever.

Oh, say not woman’s false as fair that like the bee she ranges:
Still seeking flowers more sweet and rare as fickle fancy changes,
Ah no: the love that first can warm will leave her bosom never!
No second passion e’er can charm, she loves, and loves for ever.

Andrews, Printer, 32 Chatham Street, N. Y.

Source: Library of Congress (n.d.c)

Figure 11. Women’s suffrage poster II.
The Things that Qualify a Colored Man to Vote in the Southern States

In order that you may know what will be demanded of you to vote under the Constitutions and laws of the several Southern States, we give below the substantial requirements of each, to wit:

In Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee

YOU MUST PAY YOUR POLL TAX.
YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION.
If you can read and write you can register.

In Alabama, Louisiana and South Carolina
If you cannot read and write you can register if you own $300 worth of property.

In Arkansas and Georgia
YOU MUST PAY YOUR POLL TAX.

In Florida, Kentucky, Texas and West Virginia
You must reside in the State.

A man convicted of almost any crime may be barred from voting.

Source: Library of Congress (n.d.b)

Figure 12. Black restriction poster I.
Texas

Must reside in the State one year, and in the County six months.

An annual poll tax of one dollar and fifty cents is required of persons under sixty years of age, but this is not a prerequisite to the exercise of the right to vote.

Virginia

Must reside in the State two years, in the County one year, and in the precinct thirty days.

Must pay all State poll taxes, for three preceding years, at least six months before election.

Must be registered, and in order to do so, shall be able to make application for the same in writing, and must answer on oath any and all questions put by the registrars affecting qualifications.

Any person convicted of felony, bribery, petit larceny or obtaining money or property under false pretenses is forever barred from voting.

West Virginia

Must reside in the State one year, and in the County sixty days. The right to vote shall never be denied because not registered.

General Advice

You are urged to pay all of your taxes at the required time, and especially your poll tax which is by the Constitution of every Southern State made a special fund for the support of the free public schools.

You are also admonished against the commission of any crime, great or small, as the conviction of almost any crime will deprive you of your right to vote, and put upon you lasting shame and disgrace.

It is especially urged that as voters you should seek to be on friendly terms with your white neighbors in the communities in which you live, so that you may consult with them about your common interests; and that you should ally yourselves with the best people in your community for the general good. It is of the utmost importance to the race, and it cannot be urged too strongly upon your attention that nothing should influence your vote except a desire to serve the best interests of the country, and of your State.

Source: Library of Congress (n.d.b)

*Figure 13.* Black restriction poster II.
One [infantry] battalion...left Fort Lyon [Colorado] on the night of the 28th of November, 1864; about daybreak on the morning of the 29th of November we came in sight of the camp of friendly [Cheyenne and Arapaho] Indians...and were ordered by Colonel [J.M.] Chivington to attack the same, which was accordingly done....Going over the battle ground the next day I did not see a body of man, woman, or child but was scalped, and in many instances their bodies were mutilated in the most horrible manner--men, women, and children's privates cut out etc.; I heard one man say that he had cut out a woman's private parts and had them for exhibition on a stick; I heard another man say that he had cut fingers off an Indian to get the rings on the hand....

Sand Creek massacre, 1864

Source: Digital History (2013)

Figure 14. Sand Creek massacre.
It was natural, at a time when the national territory seemed almost illimitable and contained many millions of acres far outside the bounds of civilized settlements, that a policy should have been initiated which more than aught else has been the fruitful source of our Indian complications. I refer, of course, to the policy of dealing with the various Indian tribes as separate nationalities, of relegating them by treaty stipulations to the occupancy of immense reservations in the West, and of encouraging them to live a savage life, undisturbed by any earnest and well directed efforts to bring them under the influences of civilization.

The unsatisfactory results which have sprung from this policy are becoming apparent to all. As the white settlements have crowded the borders of the reservations, the Indians, sometimes contentedly and sometimes against their will, have been transferred to other hunting grounds, from which they have again been dislodged whenever their new-found homes have been desired by the adventurous settlers. These removals and the frontier collisions by which they have often been preceded have led to frequent and disastrous conflicts between the races....

The government has of late been cautiously but steadily feeling its way to the adoption of a policy...to introduce among the Indians the customs and pursuits of civilized life and gradually to absorb them into the mass of our citizens, sharing their rights and holden to their responsibilities....

President Chester Arthur defending the Dawes Plan, 1881

Source: Digital History (2013)

Figure 15. Chester Arthur.
The President of the United States be...authorized...to allot; the lands in said reservation in severalty to any Indian located thereon in quantities as follows:
To each head of a family, one-quarter of a section;
To each single person over eighteen years of age, one-eighth of a section;
To each orphan child under eighteen years of age, one-eighth of a section....

Sec. 6. That upon the completion of said allotments and the patenting of the lands to said allottees, each and every member of the respective band or tribes of Indians...shall...be subject to the laws, both civil and criminal, of the State or Territory in which they may reside.

Dawes Severalty Act of 1887

Source: Digital History (2013)

Figure 16. Dawes Severalty Act.
All freedmen...over the age of eighteen years, found on the second Monday in January, 1866, or thereafter, with no lawful employment or business, or found unlawfully assembling themselves together, either in the day or night time, and all white persons so assembling with freedmen...shall be deemed vagrants, and on conviction thereof shall be fined in the sum of not exceeding in the crease of a freedman...fifty dollars, and a white man two hundred dollars, and imprisoned at the discretion of the court....

And in case of any freedman...shall fail for five days after the imposition of any fine...for violation of this act...it shall be ...the duty of the sheriff...to hire out said freedman...to any person who will, for the shortest period of service, pay said fines....

Mississippi Black Code, 1865

Source: Digital History (2013)

Figure 17. Mississippi Black Code.
Interpreting Primary Sources

It is assumed that the power of Congress [includes the] authority for declaring by law that all persons shall have equal accommodations and privileges in all inns, public conveyances, and places of public amusement; the argument being that the denial of such equal accommodations and privileges is in itself a subjection to a species of servitude within the meaning of the [Thirteenth] amendment....

Can the act of a mere individual, the owner of the train, the public conveyance, or place of amusement, refusing the accommodation, be justly regarded as imposing any badge of slavery.... We are forced to the conclusion that such an act if refusal has nothing to do with slavery or involuntary servitude. Mere discriminations on account of race [is] not regarded as badges of slavery.

Supreme Court invalidates the postwar Civil Rights Act in the Civil Rights Cases, 1883

Source: Digital History (2013)

*Figure 18. Supreme Court 1883.*
**Handout B: Gallery Walk**

**Directions:** visit different pictures and excerpts that are posted around the class. Take turns thinking aloud what you see. Use the following starters: I see…there is… This says… to help you think out loud what you see. Note this and what your group says in the first column below. Next note what inequality or disenfranchising you see. Use the following starts: this makes me think that… perhaps this means… It is not fair that… I would not want to… Note this and what your group says in the second column.

**Table 4**

*Gallery Walk Notes*

<table>
<thead>
<tr>
<th>What I see…</th>
<th>What I see is unfair, unjust or examples of disenfranchising…</th>
</tr>
</thead>
<tbody>
<tr>
<td>(picture of employees in a factory) There seems to be a group of men working in a factory. I also see a young child so I’m not sure why he is there if it looks unsafe with glass laying around, this makes me think that it’s a glass factory of some sort.</td>
<td>Children are working not learning, working with men children are being robbed of their youth. This is child labor and because of their age they must be working for low wages. Maybe if they asked for higher wages they would not be granted higher wages because they are only kids. Are there other people who also might experience this today?</td>
</tr>
</tbody>
</table>
Lesson 2 Handout C: Reflection Homework

Homework: Use the table to guide your thinking. What were some problems that immigrants, women, African Americans, Native Americans encountered in the 1800s? Why were these problems?

Part 1:

Table 5

_**Homework Worksheet**_

<table>
<thead>
<tr>
<th>Problems I saw in the pictures or excerpts</th>
<th>Why it is bad/problematic/ or needs to be taken care of?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do any of the pictures relate to me? In what ways?

How does any of this still happen today? Where? To whom? In what ways?

How does this make an impact or affect me in the way that I live?
Lesson 3 (one 55-minute period): Discussion of observations made during gallery walk on women, immigrants, African Americans, and Native Americans

**Lesson goals:** Students will be able to explain observations from the previous day’s lesson on immigrants, women, African Americans, and Native Americans by engaging in a discussion about the observations they thought were unfair by first discussing in small groups of four or five then as a whole class.

**Materials:**
- Post-its
- Homework from previous night.
- Handout A: notes and questions from small group discussion

**Background:** The teacher should make sure students have notes and questions out from their gallery walk in lesson 2. The teacher should also have copies made of handout A for students to make questions and take notes during their discussion. The teacher should also have groups of four mixed by ethnicity as well as gender. The teacher should also have assigned them a role or number so students know when to speak. Additionally, the teacher needs to have questions from the homework (see below) written on poster paper ready for students to post their responses using Post-its. The teacher should, thus prepare four Post-its per group for students’ responses. The teacher should post these around the room for students to observe.
Posters should have the following questions:

- Problems people encountered:
  - How do any of the pictures relate to me? In what ways?
  - How does any of this still happen today? Where? To whom?
  - How does this make an impact or affect me in the way that I live?

Space for student responses

**Purpose and Procedure summary:** In this lesson students will be engaged in dialogue in small groups of 4, about their previous day’s observation on women, Native Americans, African Americans and immigrants who experienced disenfranchising. Students should also have homework on the critical analysis (lesson two, handout C). The purpose of this dialogue is to continue to unpack the unit question of How has disenfranchising been a mechanism of oppression throughout history and how does it continue?

**Procedure step by step:**

Introduction (5-10 minutes):

The teacher can access prior knowledge by asking students to point out some inequalities they noticed from the pictures and excerpts.
Lesson:
In small groups of four or five, have students discuss the following question: “What problems existed to women, immigrants, African Americans and Native Americans in the United States during the late 1800s?” This can be accomplished by assigning a number 1 to go first and share out for their group then proceed to allow the 2s, 3s and 4s share. Providing a sentence starter such as “In my homework and from my observations I noticed that ____ was a problem. I said this was a problem for ____, because ____,” allows for students to have a way to share out from their homework within their groups.

The teacher should tell students they are expected to write down one of their group’s responses on a Post-it. This Post-it should represent their whole group’s discussion, thus synthesis may be required. After students write down their group’s answer, the teacher will call on all groups (teacher can pick the 2s to report out) to read their Post-it, which is their group’s answer to the problems they saw. After each group reports out, they are to post the notes on the poster asking the question.

After the reporting, the teacher must have two to three students add a comment, question, or idea they have after their group’s Post-it was read. Tell students that as each group reports out, they should be actively taking notes on their handout A. If students are not volunteering, the teacher should call out two students to say what they are thinking after their group responded.

Discussion Expectations: Students should name the different inequalities they saw such as the poor working, unsafe, unsanitary, or child labor conditions, requirements to vote, expectations for women and others, as well as draw their own conclusions as to why
those things happened. If students are not discussing or naming these, the teacher needs to redirect students to have students say the inequalities they saw.

Next, the teacher should ask the students what else is there besides what we saw or read about. What else is occurring underneath this level, underneath the apparent requirements to vote that are, in reality, barriers to vote or disenfranchisement. For example maybe they said poor working, unsafe, unsanitary, or child labor conditions, requirements to vote, women being treated less than, and Native Americans killing their families. Perhaps what we really see is a cycle of poverty by keeping people working at low wages or in poor working conditions, oppressing children, and putting up barriers to vote; therefore racism, superiority of men oppressing women, and racism by the way natives were treated, respectively.

The teacher can have these questions posted on the board for reference during this discussion. The teacher can probe for questions or comments from students by asking them questions in Table 6.
Table 6

**In-depth Questions to Ask**

<table>
<thead>
<tr>
<th>Questions that should be talked about</th>
<th>Topics students say Ex. Possible problems students would mention…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrading</td>
<td>Disenfranchising</td>
</tr>
<tr>
<td>Disenfranchising</td>
<td>oppression</td>
</tr>
<tr>
<td>Racism</td>
<td></td>
</tr>
<tr>
<td>Whom is this fair for?</td>
<td>White, males,</td>
</tr>
<tr>
<td>For whom is this not fair to?</td>
<td>Women, natives, African Americans</td>
</tr>
<tr>
<td>In what ways?</td>
<td>They have to prove themselves even when they are viewed as less.</td>
</tr>
<tr>
<td>Who is responsible for this?</td>
<td>Everyone because we are all affected</td>
</tr>
<tr>
<td>Who is not?</td>
<td></td>
</tr>
<tr>
<td>Who has a voice?</td>
<td>If you vote, sometimes</td>
</tr>
<tr>
<td>Who does not?</td>
<td>Women, African Americans, native Americans in this ex.</td>
</tr>
</tbody>
</table>
pictures relate to me? In what ways?” The teacher should assign the two to share out this time first, then the three, four, and one. Providing a sentence starter such as “In my homework and from my observations, I wrote that the picture could relate to me because…,” allows students to have a way to share out from their homework within their groups. After students write down their group’s answer, the teacher will call on all groups (the teacher can pick the 2s to report out) to read their Post-it, which is their group’s answer to the ways in which this could relate to them. After each group reports out, they are to post the note on the poster asking this question.

After the reporting, the teacher must have two to three students add a comment, question, or idea that they have after their group’s Post-it was read. Tell students that as each group reports out they should be actively taking notes on their handout A. If students are not volunteering, the teacher should call out two students to say what they are thinking after their group responded.

**Discussion Expectations**: Students should say perhaps the pictures of children relate to them because in a way they are young, too (child labor). Perhaps they may have experienced someone in their family dying in a brutal way (Native American excerpts), being treated differently or viewed as less than others (women’s role in society as submissive), or having to prove oneself to get approval (African American property and literacy tests before voting). If students are not discussing or naming these topics, the teacher needs to redirect students to have them see these pictures are saying more that might apply to them directly or indirectly. You can ask regarding the pictures of child
labor. We see child labor happening but what else is there as well? “What else is
happening like a verb or action besides the child labor?” “Who is not pictured here that
is also taking part in what is happening?” Prompt students to say a large corporation is
making money off of children and that this is abuse or getting taken advantage of. Ask
them if they have been taken advantage of. Now do they relate to themselves? With
excerpts of the state’s requirements to vote ask them, “What else is happening besides the
restrictions to vote?” “What is the message being sent?” “Who is sending this
message?” Prompt students to say it is a legal way to keep people from participating in
government. The states are saying that only certain people should vote. Only people
who own property have rights to vote, or matter. “Are there legal things in their lives that
keep them (the students) from participating in government or important decisions?”
“Now do they relate the pictures and excerpts to themselves?” Draw on students’
empathy and sympathy. This could get emotional but remind students to write down
their thoughts.

Remind students to think about the main questions on the board this time for
whether the pictures relate to themselves (see Table 7).
### Table 7

*Students Relating Questions to Themselves*

<table>
<thead>
<tr>
<th>Questions that should be talked about</th>
<th>Topics students say Ex. Possible ways student may relate…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting taken advantage of</td>
<td>Barriers to vote</td>
</tr>
<tr>
<td>Whom is this fair for?</td>
<td>Those who benefit</td>
</tr>
<tr>
<td>For whom is this not fair to?</td>
<td>Those who are taken advantage of</td>
</tr>
<tr>
<td>In what ways?</td>
<td>They may be defenseless or not know any better, they may not even be aware of how</td>
</tr>
<tr>
<td>Who is responsible for this?</td>
<td>Society because it may affect where we live.</td>
</tr>
<tr>
<td>Who is not?</td>
<td></td>
</tr>
<tr>
<td>Who has a voice?</td>
<td>Usually someone with authority</td>
</tr>
<tr>
<td>Who does not?</td>
<td>Those getting taken advantage of</td>
</tr>
</tbody>
</table>

Next, after the small groups have shared out and two students have commented, have students continue to share out their answers to the following questions from the homework by writing their responses as a group on a Post-it paper.

“How does any of this still happen today.” “Where?” “To whom?” “In what ways?” The teacher should assign the 3s to share out this time first, then the 4s, 1s, 2s, and 3s. Providing a sentence starter such as “In my homework and from my observations I wrote that ______ could still happen today because…,” allows students to have a way to
share out from their homework within their groups. They may have clarified their thoughts after the first two discussions so allow students extra time and remind them it is okay to change their thoughts. After students write down their group’s answer on a Post-it, the teacher will call on all groups (teacher can pick the 2s to report out) to read their Post-it, which is their group’s answer to the ways in which this could relate to them. After each group reports out, they are to post the note on the poster that asks this question.

After the reporting, the teacher must have two to three students add a comment, question, or idea that they have after their group’s Post-it. Tell students that as each group reports out, they should be actively taking notes on their handout A. If students are not volunteering, the teacher should call out on two students to say what they are thinking after their group responded.

**Discussion Expectations**: Students should say that perhaps there are people in society who still get taken advantage of in their jobs, especially if they are low skilled. They may say that while they may not die in a brutal way like Natives did, there are still times when people treat other people differently because of their race, gender, sexual orientation, or way of thinking. Students may mention bullying. If students are not discussing or naming these, the teacher needs to redirect and remind students we are not talking directly about what pictures but the themes or below the surface ideas and about the problems we mentioned beforehand. The teacher should push students’ thinking and have them think directly or indirectly to whom this may happen and where, doing what?
Depending on the themes and problems mentioned in questions one and two above, ask students if they can think of examples where the same problems occur. Have them think about their school, community, neighborhood, city, state, and nation or in the world. If need be, share out again now that thoughts may have been triggered and remind students to think about the main questions on the board but this time for in what ways they see this happening.

Table 8

*Where Could This Happen?*

<table>
<thead>
<tr>
<th>Questions that should be talked about</th>
<th>Undocumented immigrants in low paid agricultural work</th>
<th>Language and voting requirements such as must be a U.S. citizen,</th>
<th>Bullying to gays or other people around them for being different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whom is this fair for?</td>
<td>Farm owner who profits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For whom is this not fair to?</td>
<td>Farm workers, undocumented person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In what ways?</td>
<td>They work under terrible conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is responsible for this?</td>
<td>Government, farm owner, society since we benefit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is not?</td>
<td>-nobody</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who has a voice?</td>
<td>Farm owner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who does not?</td>
<td>Undocumented worker because they are considered illegally living in the U.S.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Next, after the small groups have shared out and two students have commented, have students continue to share out their answers to the following questions from the homework by writing their responses as a group on a Post-it paper.

“How does this make an impact or affect me in the way that I live?” The teacher should assign the 4s to share out this time first, then the 1s, 2s, and 3s. Providing a sentence starter such as “In my homework and from my observations I wrote that _____ impacted or affected me because…,” allows students to have a way to share out from their homework within their groups. They may have clarified their thoughts after the first three discussions, so allow students extra time and remind them that it is okay to change their thoughts. After students write down their group’s answer on a Post-it, the teacher will call on all groups (teacher can pick the 4s to report out) to read their Post-it, which is their group’s answer to the ways in which this could relate to them. After each group reports out, they are to post the note on the poster that asks this question.

After the reporting, the teacher must have two to three students add a comment, question, or idea that they have after their group’s Post-it. Tell students that as each group reports out, they should be actively taking notes on their handout A. If students are not volunteering, the teacher should call out on two students to say what they are thinking after their group responded.

**Discussion Expectations:** Students should say that, even though they may not experience racism directly or bullying, what if they were the next target for someone who did not like the way they dressed or acted? They may say that they are not sure if they are
currently getting taken advantage of by someone or something. If students are not discussing or naming these, the teacher needs to redirect and remind students they are not talking directly about what pictures and excerpts were said but instead they are discussing the themes and the problems mentioned beforehand. The teacher should push students’ thinking and have them think directly or indirectly in what ways this changes them or impacts them? Depending on the themes and problems mentioned in questions one, two and three above, ask students if they can think of how they could be changed negatively or positively by oppression or racism in society. Have them think about their school, community, their neighborhood, city, state, and nation or the world. If need be, share out again now that thoughts may have been triggered. Remind students to think about the main questions on the board but this time for in what ways they are affected.
Table 9

Ways Students are Affected

<table>
<thead>
<tr>
<th>Questions that should be talked about</th>
<th>Topics students say Ex. Possible ways students would mention they may be impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whom is this fair for?</td>
<td>Nobody</td>
</tr>
<tr>
<td>For whom is this not fair to?</td>
<td>The bullied</td>
</tr>
<tr>
<td>In what ways?</td>
<td>They’re being abused for no reason</td>
</tr>
<tr>
<td>Who is responsible for this?</td>
<td>Society because of the way they think</td>
</tr>
<tr>
<td>Who is not?</td>
<td>Nobody; we all take part because we’re a part of society.</td>
</tr>
<tr>
<td>Who has a voice?</td>
<td>Everyone</td>
</tr>
<tr>
<td>Who does not?</td>
<td>Not the bullied if you’re the victim</td>
</tr>
</tbody>
</table>

**Other Historical Points:** Women did not attain the right to vote until the 19th amendment in the year 1919. Native Americans continue to live on reservations after the Dawes Act was passed; additional legislation was passed in the mid 1900s to further hinder the autonomy of Native Americans as part of the Indian New Deal. African Americans continued to live in a segregated America despite the Civil Rights Act of 1866 and ruling in *Plessy v. Ferguson* by the Supreme Court allowing a separate but equal America.
Closure: Have students as a small group discuss the unit question: “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” After students discuss in small groups, students are to also write a response in their journal and remember to date it.
Lesson 3 Handout A

Notes from the class discussion, questions, comments or ideas that came up.
Lesson 4 (one 55-minute period) Mexican Americans in the Southwest 1870s

Lesson Goals: Students will be able to relate disenfranchising to Mexican Americans in the Southwest in the 1870s by critically reading, which includes numbering paragraphs, circling key terms and underlining main ideas, from an excerpt on the way Mexican Americans were treated in the United States.

Materials:
Post-its
Handout A: Excerpt from book

Background: The teacher should run copies of handout A, an excerpt of the book:

Crucible of Struggle (Vargas, 2011), Chapter 5: Mexican Americans in the Southwest 1870 to the Early Twentieth Century for students. Group students by ethnicity and gender mixed. The teacher should give students two Post-its per student for their KW. The teacher also needs to make a poster for students to see the question.

Table 10

KW Chart

<table>
<thead>
<tr>
<th>K (know)</th>
<th>W (want)</th>
<th>Ongoing: How has disenfranchising been a mechanism of oppression throughout history and how does it continue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student response:</td>
<td>Student response:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student response</td>
</tr>
</tbody>
</table>

Student response:
**Purpose and Procedure Summary:** The purpose of this lesson is to offer students historical examples of disenfranchisement. The teacher will tap into students’ background knowledge by having them do a KWL. Afterward, the teacher will pass out copies of an excerpt of Chapter 5 from the book *Crucible of Struggle* (Vargas, 2011) and critically read. Students will discuss the reading with partners.

**Procedure step-by-step:**

Introduction (5-10 minutes): The teacher can access prior knowledge by having students do a KW chart. The teacher should give students two Post-its per student. On one Post-it, have students write what they know already about disenfranchising; the teacher should give students one minute to write and think of what they already know and then stick the Post-its under the K on a poster. The teacher should read out five Post-its to students, then have students take the second poster and write what they want to know. The teacher should also give students one minute to think of what they would like to know; this time, the teacher should call on students to read their Post-its out loud to their partners.

The teacher should announce that within their groups the 1s and 2s could partner up and 3s and 4s also partner to share with each other. The teacher can assign the 1s and 3s to start and then the 2s and 4s. After one minute, the teacher can ask students to post their new Post-it notes on the poster under the W, representing what they want to know. The teacher can read five to seven notes out loud for students to hear. Tell students the next part of class will be to critically read about Mexican Americans in the United States during the 1870s and the disenfranchising and inequalities they suffered.
Next the teacher should read with the students the first paragraph, which sets the introduction of the reading; it is a time of racial tension between Anglos and Tejanos (people from the region of the state of Texas who, after the Mexican-American war, were considered Tejanos as they felt that they were a part of Texas) after the Mexican-American War because of the clash in cultures, values, and people due to political changes. This is also a time when the democratic party politically dominated, as they had been traditionally considered the white man’s party; they were also considered racist. They lived in a time when separate but equal was legal after the Supreme Court’s ruling in *Plessey v. Ferguson*.

The teacher should have the following vocabulary written on the board for students in order to front load vocabulary and make the text accessible.

**Disenfranchise:** to deprive (a person) of the right to vote or other rights of citizenship

**Tejanos:** people of the region of what is now considered Texas, who were Mexican prior to the independence of Texas. They consider themselves neither Mexican or American but from Texas because of a time when Texas was considered its own republic. Tejanos were often in strife with Anglo Texan Democrats

**Anglo Texan Democrats—White Americans** who consider themselves from Texas as they were settlers and colonizers of Texas. Often plantation owners who brought slaves at a time when slavery in the United States was outlawed clashed with Mexico’s laws on this and many issues with Tejanos as well.

**Political bosses:** a party led by one individual who is in control because of tactics which forcefully keep the leader in office.

**Naturalized, naturalization:** to confer upon (an alien) the rights and privileges of a citizen.

**Precincts:** a district, as of a city, marked out for governmental or administrative purposes, or for police protection.

**Legislation:** a law or a body of laws enacted.

**Populist:** people of the populist party

**Gerrymandering:** the dividing of a state, county, etc., into election districts so as to give one political party a majority in many districts while concentrating the voting strength of the other party into as few districts as possible.
**Citizenship**: the state of being vested with the rights, privileges, and duties of a citizen.

**Conferred**: to bestow upon as a gift, favor, honor, etc.: *to confer a degree on a graduate*.

After vocabulary has been shared with students, the teacher should tell students they will read critically and the teacher will show them how in paragraph one. The teacher should read the first paragraph to them. Then the teacher should model numbering paragraphs for students from the reading excerpt of Chapter 5 titled, Mexican Americans in the Southwest, handout A. See handout B as an example of what this reading should look like at the end of their reading with paragraphs numbered, circling key terms, claims or main ideas underlined. Tell students that after they have numbered paragraphs, they will be circling key terms that repeat words they do not know or dates, names, and locations. They should also underline main ideas or important events in the reading.

After critically reading the first paragraph, the teacher should go back and review key terms that were circled and explain why they were circled (see handout B). The teacher should also state the main idea in paragraph one and remind students that not all paragraphs have main ideas (see excerpt B). Next, have students continue the reading on their own in silence without marking it up. When they finish reading it once, proceed to mark it up. Give students 15 minutes to read and mark up the reading.

Next, the teacher should discuss reading paragraph-by-paragraph soliciting students’ answers and checking to make sure they understood their reading while clarifying when needed. For this discussion, there are five questions, the teacher should
have students pair up within groups, for example the 1s and 2s together and the 3s and 4s together. For the following six questions, students should be asked to share with their partner as the question is asked. They should be allowed one minute to think and share out to each other. After one minute, the teacher should hear from two to three groups and one partnership per table. The teacher should mix up the order in which they respond allowing all partnerships to share out at least one time. Note that not all students will get to share out these six questions.

For paragraph one, the teacher should ask: “What methods were used by Anglo Texan Democrats as described in paragraph one to disenfranchise Tejanos? How would Anglo Texan Democrats acquire votes?”

**Expected discussion:** Solely on paragraph one, voter fraud and election law trickery and racism. The political machines would recruit people from Mexico only to have them vote for them. Then a law requiring residency to vote was passed. The teacher should also talk about the unfairness, as well as the way the government tried to “fix” this recruitment of votes, but only made it more difficult for Tejanos to vote as they had to become residents for six months to vote. While this law was directly targeted to the people from Mexico, they were still talking about the same families but were considered “foreigners” or not of the United States. Discussion may lead to the differences between Tejanos and Mexicans, which is appropriate: to discuss the social, economic and political differences.

For paragraph two the teacher should ask: “What methods were used to sway voters?”
Expected discussion: Jim Crow techniques like poll taxes: $1.75 fee to vote which served as a barrier for Tejanos and the direct prohibition of Tejanos from joining the democratic party or participating in primary elections. The teacher should ask students to ask if there are people historically who also experienced something similar and, if so, who and in what ways. Students should respond and say it was African Americans and the similarity is the obstacle to vote, disenfranchisement, and oppression.

For paragraph three, “What is Ricardo Rodriguez suing for? Why is he suing?”

Expected discussion: He applied for citizenship in order to vote because of the growing actions by white Texans to prevent them from voting. This question checks for understanding from the text but the teacher may ask how the white Texans felt when Ricardo Rodriguez sued and why. Students should discuss that perhaps the white Texan felt threatened.

For paragraph four, the teacher should ask: “Who did the federal statute allow to become full citizens? Why wasn’t Rodriguez allowed?”

Expected discussion: The federal statute only allowed for African Americans, Whites, Native Americans, and Asians to become citizens. Rodriguez was not allowed because he was not considered any of those listed. This questions checks for understanding but students should also discuss what it means when the federal government called Native Americans, African Americans, and Asians, red, black, and yellow respectively. What does that tell us about what the government thought of these people? How would we characterize not only the U.S. government as a whole but also the tone they were setting
in allowing this on a legal document? This discussion should have students talking about the disregard and lack of respect they had for people who were not white and that if it is on a legal document, it allows people to be racist and follow the example of their government. It makes it easier for further laws that continue to oppress and segregate people to be passed.

For paragraph five the teacher should ask how the state court responded to his claim?

**Expected discussion:** Rodriguez could not attain citizenship because he was not a descendent of Mexico (Native American), Spanish (white) or of African descent. The teacher should ask students what Rodriguez considered himself, to which students should respond he considered himself Mexican. The teacher should ask students what makes a Mexican ethnically. The teacher may need to clarify that it is a combination of Indian, a Native to the land, and Spanish. The teacher should then ask students if this would have qualified him to attain citizenship. The teacher should point out how this is one example of trying to oppress Rodriguez and people like him.

For paragraph six, the teacher should ask: “What did the defense respond? What did they cite? What was the final decision? What else did the decision allow?”

**Discussion expectations:** The defense responded Rodriguez had the right to attain citizenship because of various laws in which the Republic of Texas and the United States had made naturalization possible; the defense cited the Treaty of Guadalupe-Hidalgo to support this. This automatically gave Mexicans citizenship if they had not left the land or
said they wanted to be considered Mexican. The final decision allowed Rodriguez to attain his citizenship and clarified that the fourteenth amendment allowed all people (through naturalization or birth) the right to become citizens regardless of color or race. The final decision included the right to vote and blocked prevention of Tejanos to vote.

The teacher should talk about how the Mexican-American War created problems about identity for the people living in this territory. The teacher should also bring to students’ attention that Rodriguez had to forgo any desire to be considered Mexican if he wanted American citizenship. Legally, Rodriguez was not allowed to consider himself Mexican-American; he had to pick one identity, maybe a way of life and tradition, language, etc. The teacher should ask students to think about how they would feel if they were not allowed to label or identify themselves or had to pick only one like Rodriguez. The teacher can have students think and then share with their partner for one minute. The teacher should select some students to share out.

**Closure:** After the lesson, the teacher should give students five minutes to revisit the W portion from the KW from the start of the lesson and answer questions they had, to see if they were able to answer them. Students should also write in their journals a response to the unit question. After five minutes go by, the teacher should have students partner up (same way as earlier 1s and 2s and then the 3s and 4s together) and share “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” The teacher should give one minute for this sharing to happen. After this sharing for one minute, the teacher should call on five to seven different students to state
How disenfranchising has been a mechanism of oppression throughout history and how it continues. The teacher needs to write responses on the poster for students to see. Every attempt should be made to call on students who have not participated in class form the earlier discussion the reading.
Lesson 4 Handout A: Excerpt of Chapter 5 Mexican Americans in the Southwest

Directions: Mark the reading by numbering the paragraphs, circling key terms, and underlining main ideas.

The Democratic Party, the self-described “party of the white man,” dominated Texas politics after Reconstruction. Political disenfranchisement of Tejanos set in as Anglo-Texan Democrats used voter fraud and election-law trickery and racism to retain power over them, just as they did with blacks and poor whites. Voter fraud was rampant in the Rio Grande Valley counties and in those precincts with large Spanish-speaking populations. Entrenched South Texas political bosses such as James B. Wells, the products of Democratic political machines appearing throughout the Texas border region, had large numbers of aliens from Mexico brought in just before elections, naturalized, and declared legal residents; the new residents were then expected to vote for the bosses. Certain precincts voted more than the entire population combined. In a failed attempt to stop this political boss-ism, the State of Texas passed a law in 1895 requiring six months’ residency before a person could vote. Some Tejano Democrats had access to public office. Unreconstructed Confederate Army veteran and banker-merchant Thomas Rodríguez of Brownsville served three terms in the Texas state legislature representing parts of Atascosa, Karnes, and San Patricio counties. Confederate Army veteran and Laredo businessman Santos Benavides held the most terms in the Texas House of Representatives, serving from 1879 to 1884. However, owing to increased disenfranchisement, Thomas A. Rodríguez was the sole Tejano in the Texas House of Representatives by the end of the nineteenth century.

Relying on Jim Crow techniques, Anglos-Texans retained full control of the Tejano vote via the poll tax. Between 1879 and 1899 six attempts were made to pass poll-tax legislation in Texas. All failed because of opposition from blacks and Tejanos, labor groups, and Populists. In 1901, the Texas Legislature finally passed the poll tax, which state voters approved the following year by a two-to-one margin. Requiring Texas residents to pay $1.75 to vote, the poll tax effectively created a barrier to keep Tejanos from voting. Because of greatly restricted district electorates, Texas Democrats dominated political leadership. In addition to the poll tax, gerrymandering weakened voter strength. Finally, the white primaries undercut manipulation of the Tejano vote by prohibiting Tejanos from joining the Democratic Party or participating in primary elections.

The efforts of Anglos-Texans to further consolidate their political power took a strange turn in 1906. In the same year in which the U.S. Supreme Court upheld racial segregation in public accommodations in Plessy v. Ferguson, Ricardo Rodríguez appeared in federal district court in San Antonio, Texas. The Tejano, a five-year resident of San Antonio employed as a street cleaner, made an application for United States citizenship that would grant him the right to vote. His actions initiated concerted legal maneuvers by Anglos to disallow Tejanos the right to vote in the state of Texas.

The Rodríguez case involved the right of naturalization. It focused attention on the fact that Tejanos born in Mexico could not vote unless they applied for naturalization. At the center of the debate was an 1872 federal statute that ruled that only Caucasians and Africans could become U.S. citizens. Under this law and
reflecting nineteenth-century color designations of black, white, red (American Indian), and yellow (Asian), Ricardo Rodríguez did not qualify for American citizenship because the state of Texas considered him neither "a white person, nor an African, nor of African descent." At issue was the question of racial and educational qualification for achieving U.S. citizenship. Interest in the Rodríguez case was high among Tejanos who were facing desperate times in Texas during which what remained of their political rights were being threatened. They rallied to condemn the "effort being made in Federal Court to prevent Mexicans from becoming voting citizens of the United States." In his court testimony, Rodríguez claimed his cultural heritage to be "pure-blooded Mexican," but the Tejano stated to the court he was not a descendant of any of the aboriginal peoples of Mexico (American Indian), nor was he of Spanish (white) or African descent (black).

Defense lawyers for Ricardo Rodríguez and witnesses who testified on his behalf asserted that he had the right to become an American citizen. They argued that since 1836 both "the Republic of Texas and the United States had by various collective acts of naturalization conferred upon Mexicans the rights and privileges of American citizenship." The defense further observed that the U.S. Congress in 1845 had extended citizenship to Mexicans after Texas annexation. The defense noted that Article VIII of the Treaty of Guadalupe Hidalgo automatically conferred American citizenship on Mexicans who did not leave the territory after one year as long as they did not declare their desire to become Mexican citizens. On May 3, 1897, the federal court ruled in favor of Rodríguez. Re Rodríguez declared that the Fourteenth Amendment granted citizenship to all people born or naturalized in the United States regardless of color or race. What more, the Rodríguez decision, not of Afro-American Mexicans as "white," legally affirmed the rights of Tejanos to vote, and prevented further attempts by Anglo-Texans to use the courts to deprive them of their voting rights.
DISENFRANCHISING TEJANO VOTERS
AS POLITICAL STRATEGY

The Democratic Party, the self-described "party of the white men," dominated Texas politics after Reconstruction. Political disenfranchisement of Tejanos set in as Anglo-Texans used voter fraud and election law to retain power over them, just as they did with blacks and poor white voter fraud was rampant in the Rio Grande Valley counties and in those precincts with large Spanish-speaking populations. Enfranchised South Texas political bosses such as James B. Wells, the products of Democratic political machines appearing throughout the Texas border region, had large numbers of aliens from Mexico brought in just before elections, naturalized, and declared legal residents. The new residents were then expected to vote for the bosses. Certain precincts voted more than twice the entire population combined. In a failed attempt to stop this political bossism, the state of Texas passed a law in 1883 requiring six months' residence before a person could vote. Some Tejano Democrats had access to public office. Unreconstructed Confederate Army veteran and banker-merchant Thomas A. Rodríguez of Brownsville served three terms in the Texas state legislature representing parts of Aransas, Karnes, and San Patricio counties. Confederate Army veteran and Laredo businessman Antonio Benavides held the most terms in the Texas House of Representatives serving from 1879 to 1884. However, owing to increased disenfranchisement, Thomas A. Rodríguez was the last Tejano to serve in the Texas House of Representatives by the end of the nineteenth century.

Relying on Jim Crow techniques, Anglo-Texans retained full control of the Tejano vote via the poll tax. Between 1879 and 1899 six attempts were made to pass poll tax legislation in Texas. All failed because of opposition from blacks and Tejanos, labor groups, and populists. In 1903, the Texas Legislature finally passed the poll tax, which state courts upheld the following year by a two-to-one margin. The law required all residents to pay $1.25 to vote. The poll tax effectively created a barrier to keep Tejanos from voting. Because of great restrictions district elections, Texas Democrats dominated political leadership. In addition to the poll tax, gerrymandering weakened voter strength. Finally, the white primaries undercut manipulation of the Tejano vote by prohibiting Tejanos from joining the Democratic Party or participating in primary elections.

The efforts of Anglo-Texans to further deny them their political power took a new turn in 1905. In the same year in which the U.S. Supreme Court upheld racial segregation in public accommodations in Plessy v. Ferguson, Ricardo Rodríguez appeared in federal district court in San Antonio, Texas. The Tejano, a five-year old San Antonio resident of San Antonio, was employed as a street cleaner, made an application for United States citizenship that would grant him the right to vote. His petition initiated concerted legal maneuvers by Anglo to disallow Tejanos the right to vote in the state of Texas.

The Rodríguez case involved the right of naturalization. It focused attention on the fact that Tejanos born in Mexico could not vote unless they applied for naturalization. At the center of the debate was an 1875 federal statute that ruled that only Caucasians and Africans could become U.S. citizens. Under this law and

Figure 20. Marked text.
reflecting nineteenth-century color designations of black, white, red (American Indian), and yellow (Asian). Ricardo Rodriguez did not qualify for American citizenship because the state of Texas considered him neither a white person, nor an African, nor of African descent. At issue was the question of race and educational qualification for achieving U.S. citizenship. Interest in the Rodriguez case was high among Tejanos who were facing desperate times in Texas during which what remained of their political rights were being threatened. They failed to condemn the effort being made in Federal Court to prevent Mexicans from becoming voting citizens of the United States. In his court testimony, Rodriguez claimed his cultural heritage to be "pure-blooded Mexican," but the judge stated to the jury he was not a decedent of any of the aboriginal peoples of Mexico (American Indian), nor was he of Spanish (white) or African descent (black). Defense lawyers for Ricardo Rodriguez and witnesses who testified on his behalf asserted that he had the right to become an American citizen. They argued that since 1836 both "the Republic of Texas and the United States had by various collective acts of naturalization conferred upon Mexicans the rights and privileges of American citizenship. The defense further observed that the U.S. Congress in 1845 had extended citizenship to Mexicans after Texas annexation. The defense noted that Article VIII of the Treaty of Guadalupe Hidalgo automatically conferred American citizenship on Mexicans who did not leave the territory before one year as long as they did not declare their desire to become Mexican citizens. On May 3, 1897, the federal court ruled in favor of Rodriguez. Rodriguez declared that the Fourteenth Amendment granted citizenship to all people born or naturalized in the United States regardless of color or race. What was more, the continuing decision upholds the dignity of Mexico as "a whole legally attached to the nation of the United States and prevented further attempts by Anglo-Texans to deprive them of their voting rights."

Figure 20 (continued)
Lesson 5: Gallery walk of undocumented workers today

Lesson Goals: Students will be able to analyze how disenfranchising occurs today by making observations in a gallery walk where the images this time are of undocumented immigrants today and note what they see on their handout.

Materials: Handout A, Handout B, Handout C, journal copies from lesson 1

Background: The teacher should print handout A, which are poster visuals of the undocumented immigrants at home and at work in present day. The teacher should also print handout B, which is the handout assisting students in the gallery walk. The teacher should also prepare partners, ideally male and female and mixed by ethnicity. Note, the next lesson will debrief this gallery walk.

Purpose and Procedure Summary: In the gallery walk, students will also observe unsanitary, unsafe, and unsuitable working conditions of undocumented immigrants working in agriculture in California. They are to partner up and also verbally name inequalities they see by completing handout B asking them to provide a brief summary/note of what they see as well as noting inequalities. When they finish visiting enough pictures to complete their handout, they are to return to their seats. As students finish, the teacher should provide them with handout C, which asks:

- What were the problems with the pictures from the gallery walk of undocumented immigrants?
- For whom is this a problem? How is this a problem?
- List all the people affected in any small or large way and how they could be changed?
- How does this affect me?
- Are there any short-term consequences? How?
• Are there any long-term consequences? How?
• How is the whole United States affected? Could the whole world be impacted/changed? How?
• How does this make me feel?

After they have reflected on these questions, students will complete the day’s lesson by writing a reflection in their journal to the unit question, “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?”

**Procedure step-by-step:** The teacher should pass out handout B for the gallery walk and tell students they will be participating in a gallery walk in which they will visit different photos of undocumented immigrants in various settings. The teacher should tell students they need to view the pictures and take notes on their handout about what they see in the box that states “what is happening.” They should go to read the caption and identify any inequalities they see and also write them down in the box asking them to state the inequalities they see.

The teacher should inform students they need to visit pictures to fill each box (about eight different ones) and when they finish, answer the two questions at the bottom of their handout:

• How has legal status been a factor in disenfranchising?
• How has legal status been used as way of oppression throughout history and how does it continue?

Finally in the last part of this lesson students will be critically analyzing the day’s lesson on present day undocumented immigrants and write about:
• What were the problems with the pictures from the gallery walk of undocumented immigrants?
• For whom is this a problem? How is this a problem?
• List all the people affected in any small or large way and how they could be changed?
• How does this affect me?
• Are there any short-term consequences? How?
• Are there any long-term consequences? How?
• How is the whole United States affected? Could the whole world be impacted/changed? How?
• How does this make me feel?

Students are to respond to the questions on handout C. If students do not finish, they can finish it for homework.
Lesson 5: Handout A Gallery posters of pictures and captions

Figure 21. Images of undocumented workers today for gallery walk. (Bacon, 1999)
05 Graton
A sleeping tent in a camp set up by migrant indigenous workers from the Mexican state of Oaxaca, who live under tarps next to a field of wine grapes. The workers are Chatinos, and use their cultural practices and family ties to support each other while looking for farm work in Sonoma County, one of the wealthiest wine-producing areas of the US.

Figure 21 (continued).
An indigenous Oaxacan woman sweeps the area in front of her home in a settlement under the trees near San Diego.
Figure 21 (continued).
Figure 21 (continued).

Cutting lettuce Lompoc

A young worker cuts lettuce in a field near Lompoc. Lettuce workers are paid piece rates, bending over constantly and practically running through the fields. After years of this kind of work, they often have to have operations to fuse the vertebrae in their lower backs. The median age for farmworkers in California has been falling for many years, and the average age is now around 20.
Figure 21 (continued).
Frequently, however, workers are not given appropriate breaks. For instance, sometimes foremen, called mayordomos, insist that farm workers finish harvesting long rows before taking breaks or meals, or employees paid according to how much they pick are under so much pressure to work fast that they do not have time to take breaks. When this happens, farm workers are at risk for injury and heat illness.
Bent over all day
Watsonville
Strawberry pickers work bent over double all day. It is painful work, and after a few years, can cause permanent damage to a worker’s back. Pay systems use a bonus for each box of strawberries to ensure that workers pick as fast as possible.
An Onion Field near Taft

Savina Alcala and her son Edgar, immigrants from Mexico, tap onions early in the morning. Onion harvesters work in the morning and evening, and don't work during the early afternoon when the heat is unbearable.

Figure 21 (continued).
Frequently, however, workers are not given appropriate breaks. For instance, sometimes foremen, called mayordamos, insist that farm workers finish harvesting long rows before taking breaks or meals, or employees paid according to how much they pick are under so much pressure to work fast that they do not have time to take breaks. When this happens, farm workers are at risk for injury and heat illness.

Figure 21 (continued).
Figure 21 (continued).
Figure 21 (continued).

A cherry tomato field outside Fairfield.

Victoriano Martínez, an indigenous Triqui farm worker from San Juan Copala, Oaxaca, who picks cherry tomatoes on a farm just outside of Fairfield.
Oxnard Strawberry Workers
Guillermina Diaz, a Mixtec immigrant from Oaxaca, picks strawberries. She and her sister support three other family members, all of whom sleep and live in a single room in a house in Oxnard, where other migrant families also live.

Figure 21 (continued).
Figure 21 (continued).

Bent over all day Watsonville

Strawberry pickers work bent over double all day. It is painful work, and after a few years, can cause permanent damage to a worker’s back. Pay systems use a bonus for each box of strawberries to ensure that workers pick as fast as possible.
Figure 21 (continued).

16 An Onion Field near Taft

Savino Alcala and his son Edgar, immigrants from Michoacan, top onions early in the morning. Onion harvesters work in the morning and evening, and don't work during the early afternoon when the heat is unbearable.
Figure 21 (continued).

An Onion Field near Taft

A farm worker tops onions late at night. Onion harvesters sometimes work at night, in order to get as many hours of work as possible, and also because in the early afternoon the heat is unbearable. Workers are not paid overtime wages for this night work.
Some live in spaces which were not meant as living spaces, such as garages, closets and tents. Others are forced to live in housing which is unsafe or unhealthy because of plumbing problems, roof leaks, overcrowding, electrical hazards, mold, broken windows, locking doors, lack of heat, lack of weatherproofing, insect and other vermin infestation, septic problems and other hazards.
San Diego
Inside a home built by indigenous Mixtec and Zapotec farm workers from Oaxaca, on a hillside outside Oceanside.
In housing, it means that families live in cramped trailers, or packed like sardines in apartments and garages, with many people sleeping in a single room. Indigenous workers have worse conditions than most, along with workers who travel with the crops. Migrants often live in cars, sometimes even sleeping in the fields or under the trees. Income is too low to rent anything better.
23 An Onion Field near Taft

Jose Sanchez, a farm worker from San Luis, Arizona, sleeps in an onion field. Sanchez was working in a crew topping onions late at night, and had no place in any nearby town to stay.
In housing, it means that families live in cramped trailers, or packed like sardines in apartments and garages, with many people sleeping in a single room. Indigenous workers have worse conditions than most, along with workers who travel with the crops. Migrants often live in cars, sometimes even sleeping in the fields or under the trees. Income is too low to rent anything better.
Some live in spaces which were not meant as living spaces, such as garages, closets and tents. Others are forced to live in housing which is unsafe or unhealthy because of plumbing problems, roof leaks, overcrowding, electrical hazards, mold, broken windows, locking doors, lack of heat, lack of weatherproofing, insect and other vermin infestation, septic problems and other hazards.
Figure 21 (continued).
Washington state cherry pickers came to Shafter, California after being told by company representatives to come to California for a job in the cherries. Consequently workers and their families traveled from Washington State to work at the Kyle Mathison Orchards-market sweet cherries in the world. While in Washington, some of the workers were informed that housing would be available to them when they got to California. However, when they got here there was no housing. They had no choice but to sleep in the fields. Some stayed in tents, others in cars and still others slept on cardboard or simply the dirt.
Figure 21 (continued).
### Lesson 5: Handout B Gallery Walk

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<thead>
<tr>
<th>Photo number</th>
<th>What do you see in the picture? Actions? Objects?</th>
<th>Read the caption for the picture and state what is happening that is unfair or unequal.</th>
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<th>Photo number</th>
<th>What do you see in the picture? Actions? Objects?</th>
<th>Read the caption for the picture and state what is happening that is unfair or unequal.</th>
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How has legal status been a factor in disenfranchising?

How has legal status been a factor of oppression throughout history and how does it continue?
Lesson 5: Handout C Gallery Walk

1. What were the problems with the pictures from the gallery walk of undocumented immigrants?
2. For whom is this a problem? How is this a problem?
3. List all the people affected in any small or large way and how they could be changed?
4. How does this affect me?
5. Are there any short-term consequences? How?
6. Are there any long-term consequences? How?
7. How is the whole United States affected? Could the whole world be impacted/changed? How?
8. How does this make me feel?
Lesson 6: Discussing disenfranchising today with undocumented workers today

Lesson goals: Students will be able to apply and show how disenfranchising occurs today by participating in a small-group discussion then again as a class about the previous lesson’s gallery walk on undocumented immigrants today.

Materials: Handout B from lesson six and Handout C from lesson six.

Background: The teacher should have handout B from the previous day’s lesson, which is the handout assisting students in the gallery walk. The teacher should also prepare groups, ideally male and female and mixed by ethnicity. Prepare posters with premade questions for share out to occur with the following questions:

- What were the problems with the pictures from the gallery walk of undocumented immigrants? For whom is this a problem? How is this a problem?
- How does this affect me? How does this make me feel?
- List all the people affected in any small or large way and how they could be changed by what is happening? Think about how the whole United States is affected. Could the whole world be impacted/changed? In what ways? How?
- Unit question.

Purpose and Procedure Summary: In the previous lesson on the gallery walk, students also observe unsanitary, unsafe, and unsuitable working conditions of undocumented immigrants working in agriculture in California today. The students previously noted inequalities and will attempt to unpack the unit question. The students will thus discuss some of the handout C questions:

- What were the problems with the pictures from the gallery walk of undocumented immigrants? For whom is this a problem? How is this a problem?
- How does this affect me? How does this make me feel?
- List all the people affected in any small or large way and how they could be changed by what is happening? Think about how the whole United States is affected. Could the whole world be impacted/changed? In what ways? How?

**Procedure step-by-step:** Students will be in groups with homework out in front of them.

The teacher will tell students they will be reviewing the previous day’s lesson. Thus, the teacher should ask students to write down their group’s responses on Post-its.

How has legal status been a factor of disenfranchising? How has legal status been an example of oppression throughout history and how does it continue?

First, students will discuss what problems they found from the pictures of the gallery walk of undocumented immigrants. Structure this discussion so students who are 1s can share out first for their table. After 1s share first, 2s, 3s, and 4s share. Then the teacher will have the 1s write down on the Post-it what their group said. The teacher will next call on the 1s to read their Post-it, which is their group’s response. The teacher should ask students to add, comment, or respond to that group who shared their response. Meanwhile, a student from that group is posting their note on that question’s poster. This process should continue until all groups have shared out for this question. Students should respond to each group’s response.

A connection the teacher should make is the unsanitary conditions in which they work, the unsuitable and unsafe conditions in which they live, and the lack of housing.
Second, students will discuss how legal status has been a factor of disenfranchising. Structure this discussion so students who are 2s can share out first for their table. After the 2s share then the 3s, 4s, 1s, and then the 2s share. Then the teacher will have the 2s write down on the Post-it what their group said. The teacher will call out the 2s to read their Post-it, which is their group’s response. The teacher should ask students to add, comment, or respond to the group who shared out’s response. Meanwhile, a student from that group is posting their note on that question’s poster. This process should continue until all groups have shared out for this question. Students should respond to each group’s response.

A connection the teacher should make is that legal status has been used as a label or means by which to take rights away from people in order to prevent them from voting like the previous examples of African Americans and women. Other examples where legal status inhibited undocumented workers is driving, owning property, and, therefore, interacting in the social and culture dynamics of a country that used to be legally theirs since many undocumented workers are of Mexican decent. The teacher should also add that because of this, it is not just being able to vote, own property, or drive but, consequently, similar to being trapped in their socioeconomic status because the jobs they employ keep them at a lower socioeconomic level.

Third, students will discuss how legal status has been a factor in oppression throughout history and how it continues. Structure this discussion so students who are 3s can share out first for their table. After the 4s share, the 1s, 2s, and then the 1s. Then the
teacher will have the 3s write down on their Post-it what their group said. The teacher will next call on the 3s to read their Post-it which is their group’s response. The teacher should ask students to add, comment, and respond to that group who shared out. Meanwhile a student from that group is posting their note on that question’s poster. This process should continue until all groups have shared out for this question. Students should respond to each group’s response.

A connection the teacher should make is to build off of question two in which we look at how legal status is a means through which people are prohibited from the social, cultural dynamics of a country and build on this. The teacher should point out that we last spoke of how with undocumented workers, legal status inhibits climbing or moving up the socioeconomic ladder. So ask students if there are other ways or people in which legal status today is used to oppress? Have them think of their school, community, neighborhood, state, nation, or world. Other examples students could think of is the housing crisis.

Fourth, students will discuss how this affects students or it makes them feel or the second question. Structure this discussion so students who are 4s can share out first for their table. After the 4s share, the 1s can share then the 2s, and 3s. Then the teacher will have the 4s write down on the Post-it what their group said. The teacher will next call on the 4s to read their Post-it, which is their group’s response. The teacher should ask students to add, comment, and respond to the group who shared out. Meanwhile, a student from that group is posting their note on that question’s poster. This process
should continue until all groups have shared out for this question. Students should respond to each group’s response.

A connection the teacher should offer is how one would feel working in these conditions. In what ways is what occurring to undocumented immigrants affecting me? Think about how their status is affecting the way they live. If your rights are taken away, then does that mean you are not entitled to living or working in healthy and safe conditions? The teacher should point out that this is also a large workforce in agriculture today and just because it does not affect us directly does that mean we are not or should not get involved?

**Conclusion:** In the last piece, the teacher must also assign students to enter a response in their journals on the unit question of how has disenfranchising been a mechanism of oppression throughout history and how does it continue? The teacher should have students share out what they may have written and the teacher should add to the poster which has this unit question posted.
Lesson 7: Contextualizing disenfranchising today with veterans

**Lesson goals:** Students will be able to analyze how disenfranchising occurs today by critically reading an article and answering questions.

**Materials:** Poster paper, Handout A, journal copies from lesson 1, Handout C

**Background:** The teacher should run copies of handout A, the article titled: “Veteran Deportation Continues Under Strict Immigration Laws” as well as journal copies for student’s entry. The teacher should also run copies of handout C.

Perhaps also re-teach about critically reading. The teacher should have students critically read the article which means they will be numbering paragraphs, circling key terms as well as underlining main ideas. This is similar to marking the text as well as annotations. The teacher should also prepare posters with the following question written largely so students can see and should leave space for students’ responses.

Table 12

*Poster for Lesson Seven*

<table>
<thead>
<tr>
<th>What were the problems found in the article? For whom is this a problem? How is this a problem?</th>
<th>List all the people affected in any small or large way and how they could be changed? How does this affect me? How is the whole United States affected? Could the whole world be impacted/changed? How?</th>
<th>Are there any short-term consequences? How? Are there any long-term consequences? How?</th>
<th>How does this make me feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space for student’s responses</td>
<td>Space for student’s responses</td>
<td>Space for student’s responses</td>
<td>Space for student’s responses</td>
</tr>
</tbody>
</table>
**Purpose and Procedure Summary:** In this lesson, students will be seeing disenfranchising alive and present today in order to continue contextualizing the unit question. The teacher should pass out the article, handout A, titled “Veteran Deportation Continues Under Strict Immigration Laws” and remind students they will be critically reading this present-day issue. Students will reflect in their journal to answer the unit question. Students will also begin the transformation process as they are asked to research in their homework.

**Purpose and Procedure step-by-step:** In the previous lesson, disenfranchisement was contextualized and debriefed after the gallery walk in the lesson on undocumented workers today. This lesson will provide another context in which disenfranchisement occurs today as well but with a different example. The teacher should pass handout A of the article. The teacher should remind students that to critically read means to number the paragraphs, circle key terms as well as underline main ideas. The teacher should give them five minutes to read this article in silence, reminding students that when they are done they should stay silent and wait for others to finish. The teacher should instruct students to begin reading and time students for five minutes.

After five minutes have passed, the teacher should pass out the critical analysis questions (handout B) that ask:

- What were the problems found in the article? For whom is this a problem? How is this a problem?
- List all the people affected in any small or large way and how they could be changed. How is the whole United States affected? Could the whole world be impacted/changed? How? How does this affect me?
• Are there any short-term consequences? How? Are there any long-term consequences? How?
• How does this make me feel?

Once students have this handout, the teacher should tell students to begin to answer these questions on their handout. The teacher should allow 10-15 minutes for students to write their responses; the teacher is monitoring that students are working and answering questions students may have.

After 10-15 minutes have passed, the teacher should elicit student responses from students to see what their thoughts were. The teacher should write down the responses on poster paper in order for students to see their responses. Responses will vary and the teacher should use the group numbering system to make sure students have all shared out in an equitable manner. The following order can be used:
Table 13

**Student Order for Answering Questions**

<table>
<thead>
<tr>
<th>Questions to discuss</th>
<th>Who responds</th>
<th>Who checks answers</th>
<th>Expected Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What were the problems found in the article? For whom is this a problem? How is this a problem?</td>
<td>1s can share at their table first</td>
<td>2s can repeat what the one’s said</td>
<td>That immigrants are being deported to their home country. Government looks for reason to remove people from this country after they have served their country.</td>
</tr>
<tr>
<td>2. List all the people affected in any small or large way and how they could be changed? How is the whole United States affected? Could the whole world be impacted/changed? How? How does this affect me?</td>
<td>2s can share at their table first</td>
<td>3s can repeat what the two’s said</td>
<td>Veterans are directly impacted, families as well as they are separated, when families are separated this is detrimental to the family dynamics as a parent is missing. U.S. is affected… The world is affected… I’m affected because…</td>
</tr>
<tr>
<td>3. Are there any short-term consequences? How? Are there any long-term consequences? How?</td>
<td>3s can share at their table first</td>
<td>4s can repeat what the one’s said</td>
<td>Short term: people being displaced forcefully moved out of their home. Like Slavery. Long Term: if families are torn apart will this cycle of an absent parent continue?</td>
</tr>
<tr>
<td>4. How does this make me feel?</td>
<td>4s can share at their table first</td>
<td>1s can repeat what the four’s said</td>
<td>Does it make people question if they are being used for something too?</td>
</tr>
</tbody>
</table>

When the sharing out has been completed, students need to respond to the unit question in their journal making sure to date the entry. As homework, students should
find their own article in which they see disenfranchising occurring. The article can be from the local newspaper, community happening, a nationwide issue, or a world issue. Students should also read the article and answer the critical analysis questions (see handout C).
Hundreds and perhaps even thousands of veterans who served our nation have been deported in the last five years. Immigration remains a hot-button issue, especially in an election year. But one facet of this complex topic probably isn’t getting as much attention as it should: Veteran deportation. Federal authorities estimate anywhere from several hundred to as many as 3,000 men and women who served in the U.S. Armed Forces have been deported since 2007.

All veterans are eligible to become citizens with help from a fast-track program introduced in 2009. This program can turn green card holders into citizens in about two months, according to U.S. Citizenship and Immigration Services. This is a boon to those seeking citizenship, since the old program often took significantly longer.
Despite the move toward efficiency, it’s clear veterans are falling through the cracks.

**A Family’s Fight**

Manuel Valenzuel and his brother Valente are no exception. The brothers, now in their 60s, are waging a battle to stop their own deportation to Mexico. Manuel, a former Marine, carried out rescue missions in Vietnam, while his brother Valente, an Army soldier, was wounded and received a Bronze Star in the same conflict.

These cases represent a growing trend in America as U.S. immigration authorities step up their efforts to deport illegal immigrants. Immigration authorities say veterans who come under scrutiny are treated more leniently than civilians, and that service is a positive factor in deciding deportation proceedings.

Critics of immigration services say few veterans are being spared the scrutiny of deportation enforcement programs. These programs have recently expanded the category of crimes that make people eligible for deportation, ranging from murder and weapons charges to drunk driving and shoplifting.

The Valenzuelas’ criminal records happen to include some misdemeanors: Manuel for disorderly conduct and resisting arrest; Valente for domestic violence. According to their legal representation, the offenses were committed more than 10 years ago, and the brothers have been model citizens ever since.

**Inaccessible Benefits**

Both men, who currently live in Colorado, argue that citizenship should have been granted to them when they took their oath of induction before heading off to
war, and that post-traumatic stress disorder from service in Vietnam contributed to their brushes with the law. They now fight not only for their own citizenship, but also for future generations of volunteer service men and women.

For deported veterans, irony still abounds. Deported veterans are still eligible for the same medical benefits as other veterans, but they can’t visit U.S. hospitals for treatment. They also have the right to be buried in a national cemetery, a trip many hope isn’t their last chance to come home.

*Photo courtesy of danishdynamite*

(Neuman, 2012)
Lesson 7: Handout B

- What were the problems with the veterans? For whom is this a problem?
  How is this a problem?

- List all the people affected in any small or large way and how they could be changed. How does this affect me? How is the whole United States affected?
  Could the whole world be impacted/changed? How?


- How does this make me feel?
Lesson 7: Handout C: Homework

Homework: Students are to find an article where they see disenfranchising occurring, the article can be from the local newspaper, community happening, nationwide issue, or world issue. Students should also read the article and answer the following questions:

- What were the problems found in the article? For whom is this a problem?
  How is this a problem?
- List all the people affected in any small or large way and how they could be changed. How does this affect me? How is the whole United States affected?
  Could the whole world be impacted/changed? How?
- How does this make me feel?
Lesson 8: Discuss in Socratic seminar

Lesson goals: Students will be able to create norms for their Socratic seminar by thinking of polite conversation traditions and suggesting them to their group and class. Students will be able to analyze how disenfranchising occurs in today’s society by participating in a Socratic Seminar where students will discuss “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” Using their readings on an excerpt of *Crucible of Struggle* (Vargas, 2011), as well as their article on veterans: “Veteran Deportation Continues Under Strict Immigration Laws,” and their data from lesson eight’s homework.

Materials:
- Homework hand out with article found and answers to questions (homework lesson seven).
- Article: “Veteran Deportation Continues Under Strict Immigration Laws”
- Excerpt from *Crucible of Struggle* (Vargas, 2011), Chapter 5
- Socratic Seminar handout A with questions
- Possible seating chart handout B

Background: The teacher should create norms or rules with students for a Socratic Seminar. The teacher should tell students Socratic Seminars are class discussions in which students are the only speakers and they discuss a question. Student should discuss by asking questions, rather than by answering them in this discussion. To make norms, teacher can have groups of four make rules they think would be appropriate for a whole-class discussion. Rules will vary and change but most students create norms that are appropriate such as “one person speaks at a time,” as well as “no interruptions.” These are some of the norms most common when students volunteer rules.
The teacher can have one rule also and that rule should be said by the teacher, “teacher does not participate.” Once students have about three to five minutes to create three norms they would like to have for their discussions, the teacher should call on a student to share out. Since groups have been organized and students are numbered, the teacher can call on the “3” to share out for their table. Students should be given whiteboards to write down rules they think are appropriate. After the teacher calls on a group to share out their rules, the teacher needs to write them on the board for all students to see. As the students tell their class which rules they think are appropriate, the teacher should have the 1 check their group’s answers and if it is the same rule, they should eliminate this rule. This makes it easier and faster to find the rules on which students agree. The teacher should visit with each group taking turns one at a time to make sure all norms have been written on the board for everyone to see. Finally, students should vote on the norms and agree to them. The teacher can do this by reading each one, one at a time and make sure students agree to them by asking students to clarify what that means so students are clear on the expectations during a Socratic Seminar. Once norms have been finalized the teacher can proceed to arrange groups into a large circle. If classes are too large, perhaps a fishbowl is an alternative, with two circles, an inner and outer. The inner circle would be the group discussing and the outer would be listening and taking notes or assisting the inner group.

**Purpose & Procedure Summary:** In this lesson, students are given an opportunity to discuss the unit question as a class after previous small-group discussions and apply new
examples of disenfranchising. The teacher will have to arrange groups to form a circle for discussion as well as participate in a discussion.

**Procedure Step-by-Step:** The teacher should instruct students to make a circle with desks so they can see everyone in the circle. The teacher should also tell students to bring their homework with them as well as the article they found. Once in this circle, the teacher can pass out the prompts for asking questions. The prompts should be used by students when they are engaged in the dialogue to elicit more discussion. The teacher should read a few out loud as examples.

The teacher should remind them that once the question is revealed, the teacher does not engage in the dialogue and anyone may start the discussion. The teacher should show students the question perhaps by writing it on the board or projecting this on a PowerPoint and tell them their homework article is to be used as part of the discussion as well as any knowledge they have from previous lessons or personal experiences. The teacher should also write on the board, visible for students, the following sentence starter: “the article I found was about ___________ and I think it is an example of disenfranchising because _____.“ The teacher should select a student to read this aloud and tell them they can use this to start their discussion. The teacher should reveal the question to be discussed among them and write it on the board so students can see: How has disenfranchising been a mechanism of oppression throughout history and how does it continue?
There may be silence at first, during and at the end, but the teacher should not intervene. When students have spoken for 30-40 minutes, the teacher can signal at five minutes so students who may not have had an opportunity to speak may try in the end. After the discussion, the teacher can tell them they will reflect on the discussion and how it went. They may answer the following questions on their paper in complete sentences:

- How has disenfranchising been a mechanism of oppression throughout history and how does it continue?
- How do you think the discussion went?
- How did you participate? What did you say? What do you wish you would have said?
- Did you dominate the discussion? If you did not, who did?
- What rules and norms should be added or changed in order to have a more effective discussion?

After students have responded to the reflection questions, the teacher should take into consideration students’ thoughts and propose to the students any new rules/norms or changes to them that might have been offered to the students from their writing.
Lesson 8: Handout A

3.14: Inquiry Activities

**Questions for Socratic Dialogue**

*Directions:* Tutorial participants should utilize these critical thinking questions to seek clarification and probe for purpose, assumptions, information, perspectives, implications, questions, concepts and inferences during the tutorial process.

**Questions for Clarification**

- What do you mean by...?
- What is your main point?
- How does ______ relate to _________?
- Could you put that another way?
- What do you think is the main issue here?
- Is your basic point ______ or ______?
- Could you give me an example?
- Could you explain that further?
- Would you say more about that?
- Why do you say that?
- How does this relate to our discussion/problem/issue?
- What do you think John meant by his remark? What did you take John to mean?
- Jane, would you summarize in your own words what Richard has said? Richard, is that what you meant?

**Questions That Probe Purpose**

- What is the purpose of ______?
- What was your purpose when you said ______?
- How do the purposes of these two people vary?
- How do the purposes of these two groups vary?
- What is the purpose of the main character in this story?
- How did the purpose of this character change during the story?
- Was this purpose justifiable?
- What is the purpose of addressing this question at this time?

**Questions That Probe Assumptions**

- What are you assuming?
- What is Karen assuming?
- What could we assume instead?
- You seem to be assuming _________. Do I understand you correctly?
- All of your reasoning depends on the idea that _________. Why have you based your reasoning on _______ rather than ________?
- You seem to be assuming _________. How would you justify taking this for granted?
- Is it always the case? Why do you think the assumption holds here?

*Figure 22. Handout A, Lesson 8.*
Questions That Probe Information, Reasons, Evidence and Causes

- What would be an example?
- How do you know?
- What are your reasons for saying that?
- Why did you say that?
- What other information do we need to know before we can address this question?
- Why do you think that is true?
- Could you explain your reasons to us?
- What led you to that belief?
- Is this good evidence for believing that?
- Do you have any evidence to support your assertion?
- Are those reasons adequate?
- How does that information apply to this?
- Is there reason to doubt that evidence?
- What difference does that make?
- Who is in a position to know if that is the case?
- What would convince you otherwise?
- What would you say to someone who said ________?
- What accounts for ________?
- What do you think is the cause?
- How did this come about?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?
- Can someone else give evidence to support that response?

Questions About Viewpoints or Perspectives

- You seem to be approaching this issue from _________ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that _________ would make?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Ken’s and Maria’s ideas alike? Different?

Questions That Probe Implications and Consequences

- What are you implying by that?
- When you say _________, are you implying _________?
- But if that happened, what else would also happen as a result? Why?
- What effect would that have?
Questions About the Question

- How can we find out?
- Is this the same issue as ________?
- How could someone settle this question?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- Is this question easy or difficult to answer? Why?
- What does this question assume?
- Would ______ put the question differently?
- Why is this question important?
- Does this question ask us to evaluate something?
- Do we need facts to answer this?
- Do we all agree that this is the question?
- To answer this question, what other questions would we have to answer first?

Questions That Probe Concepts

- What is the main idea we are dealing with?
- Why/how is this idea important?
- Do these two ideas conflict? If so, how?
- What was the main idea guiding the thinking of the character in this story?
- How is this idea guiding our thinking as we try to reason through this issue? Is this idea causing us problems?
- What main theories do we need to consider in figuring out ______?
- What main distinctions should we draw in reasoning through this problem?
- What idea is this author using in her or his thinking? Is there a problem with it?

Questions That Probe Inferences and Interpretations

- What conclusions are we coming to about ________?
- On what information are we basing this conclusion?
- Is there a more logical inference we might make in this situation?
- How are you interpreting her behavior? Is there another possible interpretation?
- What do you think of ________?
- How did you reach that conclusion?
- Given all the facts, what is the best possible conclusion?
- How shall we interpret these data?

Reprinted from The Thinker's Guide to The Art of Socratic Questioning by Dr. Richard Paul and Dr. Linda Elder (2007), with permission from The Foundation for Critical Thinking (www.criticalthinking.org).
Lesson 8: Handout B: Seating Charts

Figure 23. Handout B, Lesson 8.
Lesson 9: Students decide the action – What do we do now?

Lesson goals: Students will be able to defend the best method of action to take upon the unit question to counter disenfranchising.

Materials: Handout A, action brainstorming tool, Post-its, a plain wall, red dot stickers.

Background: The teacher should make sure to run copies of lesson handout A and action tool for students. Students should also be grouped in fours by the teacher by ethnicity and gender.

Procedure & Procedure Summary: Students will decide which action to take upon the unit question by brainstorming possible solutions. As a class, students will then decide which action they would like to take to counter the disenfranchising issues in today’s society by participating in an affinity diagram.

Procedure Step-by-Step: The teacher should read the unit question to the students and remind them of this unit question. How has disenfranchising been a mechanism of oppression throughout history and how does it continue? The teacher should next ask students to respond to the following questions in the ongoing journal originally from lesson one:

- How has disenfranchising been a mechanism of oppression throughout history and how does it continue?
- Should we do nothing about this problem? Why yes or why not?
- What happens next with regard to disenfranchising?
- What do we do now that we realize what is happening?
• What can we do about this problem?

• Where can we start as a class?

The teacher should give students five minutes to respond to these questions. The teacher should inform students they will take action on their research question. However, what kind of action they take is up to them. The teacher will pass out handout A, the action brainstorming tool, and explain to students this is only a tool that gives them questions to think about for whatever action they may want to take. For example, questions vary and ask students to find what kind of help they may need, what resources are needed, the timing, as well as why it is important. Students may be confused as to what kind of action to take and the teacher should inform students samples are provided but students must think of their own within small groups. The teacher should explain sample actions are creating a website or pamphlet or giving a presentation. The teacher will review the website creation example with students as an example. The teacher should tell students to continue their handout brainstorming and answering the question on the left column for the pamphlet idea or presentation, as well as three other ideas they can come up with on their own.

After this activity has been completed in class, students should think about which way they would like to take action. The teacher tells students to think of the action they would like to see happen to answer their unit question, so they should write down their ideas on Post-its the teacher has provided. The teacher should remind students that suggestions should have their names on them. Once students have been given one minute
to write their ideas, students should prepare to stick their idea for everyone to see so a
decision can be made by the class. Various actions will range, some students may like
the ideas presented, such as a presentation, but they may elaborate and should while
stating to whom they will present. Others may be new, such as help a local community
group or post flyers to offer help in any way.

After have all students stick their Post-its on a plain wall, have groups come up
and stick them one-by-one. When the second group sticks their Post-its, they should read
the existing Post-its and put their Post-it where there is a similar answer, either on it
directly or near the idea. This same process should continue with all groups so synthesis
is occurring as each round of groups is presenting their idea. Next, the teacher should tell
the class they will be voting on the action they would like to take. The teacher should say
the theme with the most red stickers will we used to formulate a research question. The
teacher should give one colored sticker to each student. The teacher should tell students
to put a red sticker on the action they would most like to research. Teacher should give
students about five minutes to vote with stickers. The teacher should announce the action
with the most red stickers.
Table 14

*Handout A: Action Brainstorming Tool*

<table>
<thead>
<tr>
<th>Action</th>
<th>Website</th>
<th>Pamphlet</th>
<th>presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What tools are needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What outside help will be needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What teacher's help will be needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What resources are necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How will this be done?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who will need to do what?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When should this be done?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where should this be done</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why should this be done?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 10: Back up idea/example-pamphlet

Lesson goals: Students will be able to formulate a pamphlet by creating a pamphlet of information, to be distributed to the community, explaining and summarizing how disenfranchising is occurring today.

Materials: cardstock paper, initial action brainstorm Handout A, posters with questions from the initial action brainstorm and space for students’ responses.

Table 15

Initial Action Brainstorming Table

<table>
<thead>
<tr>
<th>Question</th>
<th>Space for student responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who, what, should be included in this:</td>
<td></td>
</tr>
<tr>
<td>2. What tools are needed</td>
<td></td>
</tr>
<tr>
<td>3. What outside help will be needed?</td>
<td></td>
</tr>
<tr>
<td>4. What teacher’s help will be needed?</td>
<td></td>
</tr>
<tr>
<td>5. What resources are necessary?</td>
<td></td>
</tr>
<tr>
<td>6. How will this be done?</td>
<td></td>
</tr>
<tr>
<td>7. Who will need to do what?</td>
<td></td>
</tr>
<tr>
<td>8. When should this be done?</td>
<td></td>
</tr>
<tr>
<td>9. Where should this be done</td>
<td></td>
</tr>
<tr>
<td>10. Why should this be done</td>
<td></td>
</tr>
<tr>
<td>11. What problems could we encounter</td>
<td></td>
</tr>
</tbody>
</table>
**Background:**

**Purpose & Procedure Summary:** The teacher will be asking students to discuss within small groups as to how they will carry out their plan to create the pamphlet for community members and counter the issues of disenfranchising.

**Procedure:** The teacher should have students create a plan for a pamphlet by detailing what is necessary to carry this out. Therefore, all students should complete the initial action brainstorming tool questions for their new idea; in this case it is the pamphlet. This is necessary to flesh out details from as many perspectives and detail exactly what is needed. The teacher can give students 10 minutes to complete this. After 10 minutes, the teacher should hear answers from all groups to those questions by asking different students to report out for each question. The order in Table 16 can be used.
Table 16

*Order of Question Answering*

<table>
<thead>
<tr>
<th>Question</th>
<th>Who should report out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who, what, should be included in this:</td>
<td>1</td>
</tr>
<tr>
<td>2. What tools are needed</td>
<td>2</td>
</tr>
<tr>
<td>3. What outside help will be needed?</td>
<td>3</td>
</tr>
<tr>
<td>4. What teacher’s help will be needed?</td>
<td>4</td>
</tr>
<tr>
<td>5. What resources are necessary?</td>
<td>1</td>
</tr>
<tr>
<td>6. How will this be done?</td>
<td>2</td>
</tr>
<tr>
<td>7. Who will need to do what?</td>
<td>3</td>
</tr>
<tr>
<td>8. When should this be done?</td>
<td>4</td>
</tr>
<tr>
<td>9. Where should this be done</td>
<td>1</td>
</tr>
<tr>
<td>10. Why should this be done?</td>
<td>2</td>
</tr>
<tr>
<td>11. What problems could we encounter</td>
<td>3</td>
</tr>
</tbody>
</table>

As the reporting is occurring, students should be listening and thinking of other
details. Furthermore, the teacher should be noting students’ responses. Sample
responses have been provided for this unit for the purpose of this lesson and for seeing
how this would develop.
Table 17

Possible Responses for Reporting

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who, what, should be included in this:</td>
<td>Our audience is the community who may have undocumented workers in agriculture.</td>
</tr>
<tr>
<td>2. What tools are needed</td>
<td>Languages- translators, printing, a title</td>
</tr>
<tr>
<td>3. What outside help will be needed?</td>
<td>None?</td>
</tr>
<tr>
<td>4. What teacher's help will be needed?</td>
<td>Teacher should help us synthesize group’s answers to make pamphlet as complete as possible</td>
</tr>
<tr>
<td>5. What resources are necessary?</td>
<td>A place to distribute this information, a lawyer, agencies that can help</td>
</tr>
<tr>
<td>6. How will this be done?</td>
<td>We need patience responsibility and diligence</td>
</tr>
<tr>
<td>7. Who will need to do what?</td>
<td>Groups can tackle different tasks such as design, information, typing, translating</td>
</tr>
<tr>
<td>8. When should this be done?</td>
<td>Due date of 1 month out.</td>
</tr>
<tr>
<td>9. Where should this be done</td>
<td>In class</td>
</tr>
<tr>
<td>10. Why should this be done?</td>
<td>It is necessary to help people realize how they are being treated unfairly and so that they see there is help available.</td>
</tr>
<tr>
<td>11. What problems could we encounter</td>
<td>Copy problems, finding resources, people not letting us present or share information, discrimination</td>
</tr>
</tbody>
</table>

Next the teacher could have student’s research resources that are available for undocumented people.
Next, the teacher should tell students they should come up with a list of committees or groups in charge of different things in order to complete this pamphlet. Examples from students can be:

A group that will: help find local agencies that help people who may be undocumented

a group to research where and when we can present this pamphlet

a group to help make calls

a group to design and type this pamphlet

a group that will organize and make sure this is occurring.

The teacher can also guide students by creating a timeline of due dates to ensure completion of this action.
Table 18

Lesson 10 Handout A: Detailing the Plan

<table>
<thead>
<tr>
<th>Initial Action Brainstorm:</th>
<th>pamphlet:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who, what, should be included in this:</td>
<td></td>
</tr>
<tr>
<td>2. What tools are needed?</td>
<td></td>
</tr>
<tr>
<td>3. What outside help will be needed?</td>
<td></td>
</tr>
<tr>
<td>4. What teacher's help will be needed?</td>
<td></td>
</tr>
<tr>
<td>5. What resources are necessary?</td>
<td></td>
</tr>
<tr>
<td>6. How will this be done?</td>
<td></td>
</tr>
<tr>
<td>7. Who will need to do what?</td>
<td></td>
</tr>
<tr>
<td>8. When should this be done?</td>
<td></td>
</tr>
<tr>
<td>9. Where should this be done</td>
<td></td>
</tr>
<tr>
<td>10. Why should this be done?</td>
<td></td>
</tr>
<tr>
<td>11. What problems could we encounter?</td>
<td></td>
</tr>
</tbody>
</table>
Alternative Lesson 9: Affinity diagram for what to do next

**Lesson Goals:** Students will be able to synthesize which current issue they would like to research by suggesting a question they would like to research and writing it on a Post-it.

**Materials:**
- Highlighter or marker
- Post its
- Round colorful stickers, red, green, yellow
- Handout A, Alternative lesson 9 handout

**Purpose & Background:** In this lesson, students decide for themselves which research question they would like to make based on their naming, critical analysis, and reflections over the course of lessons 1-8 by participating in an affinity diagram. The teacher should make sure students receive two Post-it notes for their ideas. Students should also be grouped in fours by the teacher by ethnicity and gender. The teacher needs to have student responses from lessons 1, 3, 6, 7, as well as responses to the unit question and arrange all responses from lesson 1 in a group. The teacher should also have all student responses from lesson 3 in another group. This process should continue so there are stations of student responses from lessons 1, 3, 6, 7 and the unit question responses.

**Procedure:** Introduction (5-10 minutes):

The teacher should remind students that for the first lessons, the unit question of “How has disenfranchising been a mechanism of oppression throughout history and how does it continue?” was used throughout the first lessons, but now it is up to the students to decide how they want to take action. Therefore, the teacher should have students’ responses from lesson one, three, six, and seven.
Recall the poster from lesson 1 asked:

- What developments of the 1400s might have made the term disenfranchise necessary?
- When does disenfranchising happen?
- Who disenfranchises?
- How could this affect me.

Students will find themes.

Student responses from lesson 3 discussion to questions from the gallery walk of historical setting including immigrants, women, native Americans, African Americans:

- Problems people encountered
- How do any of the pictures relate to me? In what ways?
- How does any of this still happen today? Where? To whom?
- How does this make an impact or affect me in the way that I live?

Students will pick themes.

Student responses from lesson 6, the debrief of the gallery walk of undocumented workers.

- What were the problems with the pictures from the gallery walk of undocumented immigrants? For whom is this a problem? How is this a problem?
- How does this affect me? How does this make me feel?
• List all the people affected in any small or large way and how they could be changed by what is happening? Think about how the whole United States is affected. Could the whole world be impacted/changed? In what ways? How?
• Are there any short-term consequences? How? Are there any long-term consequences? How?

Students will pick themes.

Student responses after lesson 7, the reading on the veterans.
• What were the problems found in the article? For whom is this a problem? How is this a problem?
• List all the people affected in any small or large way and how they could be changed? How does this affect me? How is the whole United States affected? Could the whole world be impacted/changed? How?
• Are there any short term consequences? How? Are there any long-term consequences? How?
• How does this make me feel?

Students will pick themes.

Unit question poster responses from lessons 1, 3, 6, and 7 of how has disenfranchising been a mechanism of oppression throughout history and how does it continue?

The teacher should assign groups to different stations. There are five stations of student responses. The teacher should arrange groups so there are a similar amount of
students in each group. The teacher needs to tell students they will be reading the student responses for their assigned stations or lessons and find themes. Students will be able to find themes by selecting words, ideas, or topics that seemed to repeat. Students will be able to do this by giving students stickers or Post-its of the same color that they can put by an idea, word, or topic they see repeating itself in the student responses. The teacher should make a judgment on whether students get a Post-it or sticker based on the size of the student response. Once students have identified which seemed to repeat or are prominent in the student responses, the groups should have one student, such as the number 4, write down the top themes on paper for their group. They can do this on handout A. The number of themes can vary so the teacher should provide extra copies of the themes handout A in case students need them. In addition to the themes, they can provide a brief explanation as to what it means. The teacher can assign the 1s, 2s, or 3s to speak first for their group and see what it means to them. This should be done for each theme.

After about 15-20 minutes of reading and selecting themes, the teacher should start collecting their themes paper and post them either with tape or a tack where everyone can see them. Now that they are visible to all, each group will report out for the class to see. The group who synthesized for lesson 1 can share out for the class to hear the themes they reported as well as explain the theme. Then, the group who synthesized for lesson 2 can share out the themes they found, this process should repeat for all the lessons.
After all groups have reported out the themes they found, the teacher should tell the class they will be voting on the themes they would like to use to create a question for further discussion. The teacher should give students two different colored stickers to each student. The teacher should tell students to put a red sticker on the theme they would like the most to research, a green sticker on the second most important to them. The teacher should give students about five minutes to vote with stickers. The teacher should say the theme with the most red stickers will be used to formulate a research question.

In the final part of the lesson, students will be able to make a question around the theme they selected. For the purpose of an example, suppose students selected the theme of oppression. The teacher can provide an example: How does oppression affect people’s lives?

The teacher should have students create questions. About five minutes should be given to create questions they would like to research. There is no limit, restraint, or other factors they should consider. The teacher should pass out a Post-it for students to write down their question or questions. In the next part, students will post their question on a poster or whiteboard after they read it aloud. This process should take about 20 minutes because all students have to read their questions. However, at the same time students are reading their question, they should begin to group similar questions together. Questions can be grouped by similar topics, exact terminology, or other such characteristics. For example, if questions are exact, then students should stick the questions on the Post-it on
top of the exact one. At the end of this process, students will be given another sticker in which they will cast their final vote on the final question to be researched. Students should be given a sticker to vote one time only on the Post-it question they would like to research; the Post-it question with the most votes will be the question the class will research. After question has been selected, the teacher should re-write this on a large poster for students to see.
Table 19

*Alternative Lesson 9 Handout*

<table>
<thead>
<tr>
<th>Themes we found as a group for our lesson</th>
<th>Brief explanation if necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
Alternative Lesson 10: Students decide the action

Lesson goals: Students will be able to generate a list of actions to take up the current issue they would like to research by suggesting an action they would like to take.

Materials:
Alternative handout A, action brainstorming tool
Post-its

Background: The teacher should make sure to run copies of lesson handout A. Students should also be grouped in fours by the teacher by ethnicity and gender.

Procedure: The teacher should inform students they will now take action on their research question. After students have created their question, they should be reminded of it again, so the teacher should read it. The teacher should inform students they have to take action upon their research or problem they found happening. However, what kind of action they take is up to them. Thus, students will also participate in an affinity diagram, similar to that in lesson nine, which allows students to decide which action to take.

The teacher should tell students to think of a way in which they can take action upon the current issue they want to research. Have students write down their idea on their Post-it. The teacher should instruct students after one minute to bring their Post-its to a flat surface where students can stick and move the Post-its. Students should move and stick Post-its near similar responses. Students may discuss their option or proceed with voting to decide as a class which action they would like to take. The teacher should give students two dot stickers, for voting on the top, two ways they would like to take action on their question of their choice, decided in the previous lesson.
After students vote, the Post-it with the most dot stickers is the action students will take. Handout A, action brainstorm, can help students begin to organize their thoughts and break up into groups to complete the action the students decided.
Table 20

*Alternative Lesson 10 Handout A*

<table>
<thead>
<tr>
<th>Action Brainstorm:</th>
<th>Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who, what, should be included in this:</td>
<td></td>
</tr>
<tr>
<td>2. What tools are needed?</td>
<td></td>
</tr>
<tr>
<td>3. What outside help will be needed?</td>
<td></td>
</tr>
<tr>
<td>5. What resources are necessary?</td>
<td></td>
</tr>
<tr>
<td>6. How will this be done?</td>
<td></td>
</tr>
<tr>
<td>7. Who will need to do what?</td>
<td></td>
</tr>
<tr>
<td>8. When should this be done?</td>
<td></td>
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<tr>
<td>9. Where should this be done</td>
<td></td>
</tr>
<tr>
<td>10. Why should this be done?</td>
<td></td>
</tr>
<tr>
<td>11. What problems could we encounter?</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 5

REFLECTIVE ANALYSIS

Introduction

In an age of standardization where the education system in the United States tries to shape students to become nameless test scores, considers them inferior, teachers are often forced to think the only teaching strategy is via a banking ideology. Thus, Freirian ideology tries to counter the isolation that comes with standardization, “Freirian methods may reduce student alienation by addressing one of its major causes, student subordination in the classroom” (Martin, 2012, p. 32). Freire’s ideas of critical pedagogy try to undo standardization by posing students with a problem-posing education and attempt to bring students to an awareness of oppression still faced by many. Freire in the Gilded Era: A Critical Reflection attempts to undo standardization by bringing students into conscientization by analyzing current and historical forms of oppression. The project uses the critical pedagogy framework elements of dialogue, reflection, critical analysis, and transformative action. In critical pedagogy, these elements are crucial as they help students counter the alienation happening in standardized education. Freire in the Gilded Era: A Critical Reflection is a project offering an example of how to contextualize critical pedagogy.

Critical pedagogy calls for constant reflection and analysis; thus, this chapter highlights the effectiveness, values, and impact of this project. It also discusses limitations, things the researcher would have done differently, as well as next steps and
recommendations. What the researcher would have done differently, next steps and recommendations are not to take away from the effectiveness of the project, but rather illustrate how reflection should remain constant in this critical pedagogy framework.

**Impact, Values, and Effectiveness**

This project is an attempt to counter the traditional education system often treating students as if they come without knowledge. This unit counters traditional banking education (Freire, 1970). The reason why this project is powerful is because it offers an alternative to teaching history by valuing student knowledge when testing agencies label students as failures. Not only is the student knowledge being appreciated in this unit, but students are being empowered because the unit offers opportunities for students to take initiative on issues they consider important in the world in which they live. The critical pedagogy framework elements are interwoven in the series of 10 lessons.

The components of critical pedagogy such as naming, reflection, and critical analysis are designed to prepare students to counter the oppression in the praxis piece. In lesson 1, students are introduced to the unit but later, in lessons 2-4, students are critically analyzing instances of historical disenfranchising and given time to dialogue as they reflect about their learning in a journal. It is this same process of critical analysis, naming and reflection, that occurs in lessons 6 and 7 with current events so students see how disenfranchising still occurs today with undocumented immigrants and military veterans. An opportunity for students to collaborate and dialogue occurs in a Socratic
Seminar lesson 8. Finally, in lessons 9 and 10, the unit proposes an opportunity for students to transform the world in which they live. As Freire stated, “Liberation is a praxis: the action and reflection of men and women upon their world in order to transform it” (Freire, 1970, p. 79).

This project offers opportunities for students to be held accountable to the ideas and new knowledge gained in lessons one through eight by taking action and helping the community around them. What is more is this project, through a problem-posing education, fosters leadership in students and makes them feel they are a part of a community and the world in which they live. Also, because of the critical analysis and reflection they experience in lessons two through eight, the students realize it is their responsibilities to transform the world in which they live in an attempt to counter oppression. As Freire (1970) stated

In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation. (p. 83)

It is crucial a perspective in the world in which we live is incited through this project because it is students’ points of view of the world that they will help counter the oppression they face. This project raises awareness of the world, offers them an opportunity to feel they belong in a society, and a sense of responsibility as a citizen of the world, when separation and isolationism are embedded in standardization.
Critical pedagogy is a theory difficult to contextualize in practice. This project offers an example of what critical pedagogy looks like daily in an academic setting and how one can foster critical pedagogy in one’s curriculum. Problem-posing education supports the elements of the critical pedagogy framework like dialogue through the act of naming, reflection, critical analysis, and praxis. In addition, the project promotes critical thinking and fosters collaboration and community. The readings in the project support literacy in an age of common core standards and when curriculum is needed to support the goals of common core, which emphasize literacy.

**Limitations**

Incorporating elements from the critical pedagogy framework is a challenging task. One thing that was not noted in the lessons was an analysis of the term, “gilded.” The term was explained in the historical context of Chapter 4 but not in lessons one through nine. There is an opportunity for the teacher to make the connection that the era was not gilded for everyone at this time in lesson eight when students use the Socratic seminar format. Explanation of the term “gilded” could have also been explained as an introduction to the era as well as a pre lesson to the unit and before lesson one. The teacher could explain the term for students as it may be a new term to students and then again pose students with the same question at the end of the unit.

Industrialism was a major factor in the era after the Civil War because it made the era prosperous economically but not for all people. This piece is critical to the era; however, it was omitted from the project. While more time would have allowed for the
crucial pieces of history, there were time limitations to developing this piece and connect to this critical pedagogy framework. Further analysis and discussion would have been necessary.

Finally, another way in which this unit is limited is there lacks an introduction to students on what critical pedagogy and problem-posing education is. Students are not introduced to this different approach to teaching. It is necessary students know a teacher is attempting something different because it counters so much of the traditional banking education. Students need to understand the pieces of critical pedagogy and why they are doing it, as this could facilitate the transformation part of critical pedagogy. Students should also know this framework is often used by local community agencies as they also attempt to better their community. Showing students its purpose and reason is empowering students, as it gives them an opportunity for leadership. This should also be the goal teachers have for students.

**Recommendations**

Reflecting now on the project and its entirety as well as its limitations, the lesson should have started with a pre lesson to critical pedagogy and its elements in a handout of some sort for students to reference as they move through this project. This introduction to critical pedagogy and its elements should be explained in an organized manner for students before lesson 1 when the term “disenfranchise” was introduced. However, the elements of critical pedagogy could also be introduced in lessons 9 and 10 in the alternative ending of Chapter 4. Lessons 1-10 are outlined for the teacher and students
for the term disenfranchise. Conversely, there is an alternative ending where the teacher omits the theme from the beginning (in this case disenfranchising) and moves students through the lessons with an opportunity in the alternative lessons 9 and 10 to find their own problem from what they learned and create their own problem-based question to research. Thus, the opportunity for explaining the critical pedagogy framework would come before students take action so they know why they are taking action.

Since the unit lacks a discussion on the term gilded, what I could have done differently is have this question be a sub question of the main question. It could read, “The era after the Civil War is commonly referred to by many historians as the gilded Era. Analyze, conclude and synthesize why this is so,” with the main unit question “How has disenfranchising been a mechanism of oppression and how does it continue?” However, posing students with this question may have required the teacher to explain the growth of industrialism at this time. Thus, what I would have also done differently is include a lesson on the growth of industrialism after the Civil War.

In lesson 2, students completed the gallery walk learning of immigrants who are employed in factories, African Americans who are being disenfranchised, women being oppressed, and natives getting their land taken. Either before or after this lesson, students could be introduced to the rise of industrialism. Students could be introduced to the rise in big businesses in a PowerPoint direct instruction lesson with partner discussions in between main points to ask directly who is profiting, who is not, in what ways are African Americans, women, children, and immigrants a part of the gilded era and why
this is a problem. Questions like these could solicit responses from students that point to
the oppression often still occurring today.

Finally, in the project outlined in Chapter 4, there should be more practice for
students to discuss as a whole class. While there are scaffolds in place to facilitate the
Socratic Seminar throughout the lessons, students may require more time to discuss it as
a whole class. Alternatives to the Socratic Seminar are really not offered in lesson 8 but
certainly the discussion could take place in small groups where students may feel
comfortable. The fishbowl alternative for large classes could be a scaffold for students
because this structure does offer an opportunity for students to use the students in the
outer circle. Students in the inner circle can seek the people behind them to help them
with ideas during the discussion, and they are commonly referred to as wingmen and
wingwomen. However with time, students should be in a setting where they are
encouraged to begin to share out as a whole class.

When creating this lesson, one of the biggest challenges found was thinking
thematically to then present it to students and scaffold accordingly. Thus, one of the
recommendations the researcher has to think thematically is to synthesize. This process
is what students will also undergo especially in the alternative lesson 9 in the affinity
diagram where they find repeated terms from the lessons. However, the teacher needs to
also do so to find the theme and present it to students, if the alternative lesson is not
selected. In critical pedagogy, there can be many themes and there can also be more than
one.
Next Steps

The critical pedagogy framework can be applied to other subject matters as well. The critical pedagogy elements such as naming can be accomplished in all subject matters by providing students with the time to think, discuss, and dialogue about what occurs in their learning and how that is relevant to them. Reflection and critical analysis are also easily implemented when prompted and structured to connect to their lives. It is also important to remember the way the elements of critical pedagogy were structured through small-group discussion, partner pair shares, gallery walks, and the use of the journal, is what seemed to worked in history. This does not mean this format is exclusive to history nor is it the only way to implement it. It is, however, one way to achieve the fundamentals of critical pedagogy. It would be great to see the critical pedagogy framework implemented in content areas such as in math and science and see how they were approached differently.

Another unit the researcher would like to develop is on the civil rights era of the 1970s. In history, textbooks make it seem that after the Civil Rights Act of 1964, there was not any more segregation and discrimination but the reality is different. Residuals of racism still exist and while it may not be overt racism as it was with Jim Crow laws, racism is still hidden in the practices of education today. Thus, there is still a unit to be developed on the Civil Rights Era and how racism continues today.
Closing

Ultimately, the goal of this project was to create a way for students to begin to realize the problems occurring in society today and for students to recognize inequalities in society today through history. It is important to remember that this project was one approach to engage students in a more humanizing education where students feel compelled to take action and better the community and world in which they live. If the teacher can provide the opportunity for the praxis to occur, it is then that students will begin to feel a part of their community and world. As Freire (1970) stated, “Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge” (p. 81). This project was an attempt to challenge students to counter issues that are not yet known to them.
APPENDICES
APPENDIX A

Curriculum Analysis Tool

Directions: Read the texts to get the gist of the curriculum foci; then analyze the pedagogical perspectives espoused within the curricular content. Using the guidelines below, holistically respond to the following components of analyzing a lesson (approximately 3-4 pages, double-spaced, typed using 12 pt. font size):

Lesson Organization

- How are the lessons arranged (materials, supplemental resources, steps in the learning sequence)?
- What limitations do you find (what’s missing)?
- What perspectives, if any, does the lesson represent?
- To what social, economic, political, or educational issue was the lesson attempting to respond?

Lesson Construction/Values

- What are the purposes and the content of the lesson (knowledge, skills, and dispositions emphasized; salient features/ideas within the readings and material)?
- What types of objectives are embedded (including Content, Language and Multicultural emphases)?
- What educational goals and educational aims are emphasized?
- What are the primary ways in which the lesson represents the subject matter to students (what is the teacher doing in the lesson; what are students suppose to do)?
- What assumptions underlie the lesson’s approach to purpose or content?
- What aspects of a “hidden curriculum” are present in this lesson?
- To what extent is the lesson likely to play a hegemonic role in its purposes or content?
- What sources of media are employed to deliver the lesson
- What learning styles, if any, underlie the lessons’ organization?
- What psychological assumptions, if any, underlie the lesson organization?
Lesson Implementation

- How is the lesson implemented? What can be learned from an evaluation of the lesson?
- What values/perspectives are embedded in the lesson?
- How does the lesson integrate (student, family, home, community, cultural knowledge)?
- What Standards are being addressed? Key concepts and vocabulary being taught?
- What types of activities are used to scaffold learning, the quality of resources, graphic organizers, etc?
- To what extent does the lesson reveal the teachers’ or the publisher’s attitudes, beliefs, and competencies?
- What values does the lesson implicitly represent through its subject, selection of content and reading material, or instructional approach?
- On what basis might some community groups disagree with the lesson’s content or find the lesson offensive?
- How would the lesson have to change in order to accommodate the various cultural and language groups?
- What instruments or suggestions for collecting data (artifacts for assessment) does the lesson provide?
- What form of assessment is used within the lesson (formative and summative)? Are the assessments appropriate? Are there things that are missing?
- What type of assessment is being used? Is the assessment appropriate for this lesson, e.g., congruent with the lesson’s initial objective(s)? Are there objectives stated in the lesson that are not being assessed or are overlooked?
- Are there opportunities for growth/stretch in this lesson (ways to differentiate instruction and challenge students at their individualized levels and learning needs)? Are the forms of assessment focused primarily on cognitive learning or is there an emphasis also on affective and/or psychomotor learning?
- Does the assessment move through various levels of educational objectives/outcomes e.g., Bloom’s Taxonomy -- knowledge, comprehension, application, analysis, synthesis and evaluation)? Are the more challenging outcomes absent from the activities and assessment criteria?
• Does the assessment differentiate instruction to reflect different learning styles? Multiple Intelligences?

**Lesson Criticism**

• What are the lesson’s strengths and limitations?
• How would you adapt it to maximize its benefits and strengths for culturally and linguistically diverse students?

APPENDIX B

Critical Pedagogy Framework

Creative Reflection
(Alma Flor Ada, 2003)

Phase I. Descriptive/Naming

The questions in this phase address how an individual describes/views their world and the issue to be addressed. This is the initial phase that allows us to describe what we hear and read. To define the issue or item. It’s the what, when, where, by whom and why questions. What does what has been said or written contribute to the understanding of the issues?

- Name the problem
- Put the problem in context = history/origin/causes
- Continue to Problematize = identify elements
- Consequences

Phase II. Personal/Interpretive/Reflection

This is the personal cognitive and affective interpretive phase. Here we dialogue about what we think and how we are feeling about the content of the information i.e. what does culture mean to human beings? How do these ideas related to my professional life/activities? How do they relate to (contradict, complement, validate, enhance) my previous knowledge and/or experiences? What feelings or emotions do they provoke? What understanding (inspiration, strength, challenge) do they bring to my own personal quest or adventure as a human being?

- How does this information contradict, expand, differ from or support personal previous experiences?
- What feelings and emotions are brought up by this reflection?
- How can we express our caring for others, create a more nurturing situation?

Phase III Critical/Multicultural - analysis

In this phase we reflect on the information - we dialogue with information - ask what benefits will this bring, who's involved, what's the hidden agenda etc. Do the
premises presented here make sense to me? Why? What would be the consequences of following these ideas? Who do they benefit? How? What is acceptable, valuable? How do they relate to other positions? Are there any biases, limitations, on these ideas? Would they be equally acceptable for all human beings? Why? What other alternatives are there? What further questions do they suggest? What additional information do I now need?

- Ethical Issues? Concerns?

- How does this situation support or deny or go against justice? equality? inclusion? and/or peace?

- Who benefits and who suffers from the conditions created?

- What structures support the conditions of the existing paradigm and/or stand in the way of effecting change?

- What is the paradigm?

- How would different people view this reality depending on their culture, ethnicity, socioeconomic conditions, gender, age, sexual orientation and/or religion?

Phase IV = Creative / Transformative (Action that leads toward transformation)

*During this phase we move to changing the world - it is an action question - like how can culture be validated and transmitted in a liberating way?* What can I integrate into my teaching/professional practice based on these presentations, writings, and reflections? How do these ideas help to empower me to struggle for the transformation of reality from the “what is” to the “what ought to be?”

- What actions can I/we generate based on the previous reflections to bring about a more just reality?
APPENDIX C
Digital History Segment on African Americans

Interpreting Primary Sources

All freedmen...over the age of eighteen years, found on the second Monday in January, 1866, or thereafter, with no lawful employment or business, or found unlawfully assembling themselves together, either in the day or night time, and all white persons so assembling with freedmen...shall be deemed vagrants, and on conviction thereof shall be fined in the sum of not exceeding in the crease of a freedman...fifty dollars, and a white man two hundred dollars, and imprisoned at the discretion of the court....

And in case of any freedman...shall fall for five days after the imposition of any fine...for violation of this act...it shall be ...the duty of the sheriff...to hire out said freedman...to any person who will, for the shortest period of service, pay said fines....

Mississippi Black Code, 1865

This is an institution of Chivalry, Humanity, Mercy, and Patriotism...its peculiar objects being...to protect the weak, the innocent, and the defenseless, from the indignities, wrongs, and outrages of the lawless, the violent and the brutal; to relieve the injured and oppressed; to succor the suffering and unfortunate, and especially the widows and orphans of Confederate soldiers....

Interrogations to Be Asked

5th. Are you opposed to Negro equality, both social and political?
6th. Are you in favor of a white man's government in this country?

Principles of the Ku Klux Klan

These men are not only armed, disciplined, oath-bound members of the Confederate army, but they work in disguise; and their instruments are terror and crime....They pretended, I believe, in the outset to be representative ghosts of the Confederate dead...and they terrified men, women and children, white and black....They are secret, oath-bound; they murder, rob, plunder, whip, and scourge; and they commit these crimes, not upon the high and lofty, but upon the lowly, upon the poor, upon feeble men and women who are utterly defenseless.

Senator John Sherman on the Ku Klux Klan, 1871

It is assumed that the power of Congress [includes the] authority for declaring by law that all persons shall have equal accommodations and privileges in all inns, public conveyances, and places of public amusement; the argument being that the denial of such equal accommodations and privileges is in itself a subjection to a species of servitude within the meaning of the [Thirteenth] amendment....
Can the act of a mere individual, the owner of the train, the public conveyance, or place of amusement, refusing the accommodation, be justly regarded as imposing any badge of slavery.... We are forced to the conclusion that such an act if refusal has nothing to do with slavery or involuntary servitude. Mere discriminations on account of race [is] not regarded as badges of slavery.

Supreme Court invalidates the postwar Civil Rights Act in the Civil Rights Cases, 1883

We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority.... The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the Negro except by an enforced commingling of the two races....

Legislation is powerless to eradicate racial instincts or to abolish distinctions based upon physical differences, and the attempt to do so can only result in accentuating the difficulties of the present situation. If the civil and political rights of both races be equal one cannot be inferior to the other civilly or politically. If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.

Supreme Court upholds segregation in Plessy v. Ferguson, 1896

The white race deems itself to be the dominant race in this country.... But in view of the Constitution...there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respects of civil rights, all citizens are equal before the law.

Justice John Harlan's dissent, 1896

I do not think it was ever intended by the Creator that the two races should live together upon equal terms... One or the other must rule. The people of the South tried to share with the Negro the government of the country after the war, but the Negro declined to share with the white man. Black heels rested cruelly upon white necks for many years after the close of the war. The white man endured the Negro's misrule, his insolence, impudence, and infamy. He suffered his criminal incapacity to govern until the public domain had been well-nigh squandered and the public treasury looted.... We invoked the law of self-preservation; we arose in the might of an outraged race and... the southern white man drove from power the scalawag, the carpetbagger, and the incompetent Negro.

James K. Vardaman, 1914

Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour and put brains and skill into the common occupations of life....

You [white Southerners] can be sure in the future, as in the past, that you and your families will be surrounded by the most patient, faithful, law-abiding, and unresentful people that the world has seen.... In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.

Booker T. Washington, 1895
As a result of this tender of the palm-branch, what has been the return? In these years that have occurred:

1. The disenfranchisement of the Negro.
2. The legal creation of a distinct status of civil inferiority for the Negro.
3. The steady withdrawal of aid from institutions for the higher training of the Negro.

These movements are not, to be sure, direct results of Mr. Washington's teachings; but his propagandas, without a shadow of doubt, helped their speedier accomplishment.

W.E.B. DuBois, 1903

I believe Booker T. Washington's heart is right, but that in fawning, cringing and groveling before the white man he has cost his race their rights, and that twenty years hence, as he looks back and sees the harm his course has done his race, he will be brokenhearted over it.

Charles Satchel Morris, 1906

While most of us were agonizing over the Negro's relation to the State and his political fortunes, Booker Washington saw that there was a great economic empire that needed to be conquered. He saw an emancipated race chained to the soil by the Mortgage Crop System, and other devices, and he said, "You must own your own farms"--and forthwith there was a second emancipation. He saw the industrial trades and skilled labor pass from our race into other hands. he said, "The hands as well as the head must be educated."

William Henry Lewis, 1915

Questions To Think About

1. Describe the obstacles that stood in the way of economic and political equality for Southern blacks in the late 19th century.
2. How did the Supreme Court respond to the growth of racial segregation?
3. Describe the conflicting strategies pursued by black leaders to achieve full racial equality.
4. What advice did Booker T. Washington offer to black Southerners?
5. Why did Washington's opponents criticize his "Atlanta Compromise"? Are their criticisms valid?
6. Which in your view was the most effective strategy for late 19th century black Southerners to pursue--accommodation to racial prejudice and efforts for economic self-development or a commitment to full political and social equality?

Study Aid

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<th>The Supreme Court and Civil Rights</th>
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www.digitahistory.vh.edu/digah_textbook_print?ref=614&sid=3813
African Americans - from Slavery to Freedom

Interpreting Statistics

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Questions To Think About

1. Where did most blacks live after the Civil War— in the South or outside the South?

2. In what conditions did most Southern blacks live after the Civil War?

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Questions To Think About

1. When was lynching most common?

2. What factors may have contributed to a decline in lynching?
APPENDIX D

Gilded Age Information

Overview of the Gilded Age

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Mark Twain called the late 19th century the “Gilded Age.” By this, he meant that the period was glittering on the surface but corrupt underneath. In the popular view, the late 19th century was a period of greed and guile: of rapacious Robber Barons, unscrupulous speculators, and corporate buccaneers, of shady business practices, scandal-plagued politics, and vulgar display.

It is easy to caricature the Gilded Age as an era of corruption, conspicuous consumption, and unfettered capitalism. But it is more useful to think of this as modern America’s formative period, when an agrarian society of small producers were transformed into an urban society dominated by industrial corporations.

The late 19th century saw the creation of a modern industrial economy. A national transportation and communication network was created; the corporation became the dominant form of business organization, and a managerial revolution transformed business operations.

An era of intense partisanship, the Gilded Age was also an era of reform. The Civil Service Act sought to curb government corruption by requiring applicants for certain governmental jobs to take a competitive examination. The Interstate Commerce Act sought to end discrimination by railroads against small shippers and the Sherman Antitrust Act outlawed business monopolies.

These were turbulent years that saw labor violence, rising racial tension, militancy among farmers, and discontent among the unemployed. Burdened by heavy debts and falling farm prices, many farmers joined the Populist Party, which called for an increase in the amount of money in circulation, government assistance to help farmers repay loans, tariff reductions, and a graduated income tax.

Closing the Western Frontier

In 1860, most Americans considered the Great Plains the “Great American Desert.” Settlement west of Minnesota, Iowa, Missouri, Arkansas, and Louisiana averaged just 1 person per square mile. The only parts of the Far West that were highly settled were California and Texas. Between 1865 and the 1890s, however, Americans settled 430 million acres in the Far West--more land than during the preceding 250 years of American history. By 1893, the Census Bureau was able to claim that the entire western frontier was now occupied.

The discovery of gold, silver, and other precious minerals in California in 1849, in Nevada and Colorado in the 1850s, in Idaho and Montana in 1860s, and South Dakota in the 1870s sparked an influx of prospectors and miners. The expansion of railroads and the invention of barbed wire and improvements in windmills and pumps attracted ranchers and farmers to the Great Plains in the 1860s and 1870s. This chapter examines the forces that drove Americans westward; the kinds of lives they established in the Far West; and the rise of the “West of the imagination,” the popular myths that continue to exert a powerful hold on mass culture.

The Tragedy of the Plains Indians

The 250,000 Native Americans who lived on the Great Plains were confined onto reservations.

The remaining information for this is found at

www.digitalhistory.uh.edu/disp_textbook_print.cfm?smrid=1&psid=2916
APPENDIX E

Teambuilding Activities

Objectives
1. To involve students in defining class agreements
2. To alter the climate from negative to positive
3. To transfer responsibility to students
4. To experience influence

Instructions
1. Draw a large circle on the board and label it "The Ideal Classroom."
2. Ask the students to think about the following question: How would people act and interact in an ideal classroom?
3. Have students divide up into pairs.
4. Ask the partners to discuss and make a list of what an ideal classroom would be like. After ten minutes, have them share their ideas with their tribe.
5. Have the tribes save the lists. Ask everyone to think about the question until the next day.
6. On the following day, use the strategy "One, Two, Three" or "Group Problem-Solving" to have the community select one to three ideas that they consider most important for their classroom.
7. Post the ideas in a prominent place.
8. Ask, "How many of you want to make these agreements that the whole community respects for the next [week, month, year]?
   Invite students to stand and say, "That's me!"
9. Ask, "Who will help to remind others to respect our agreements?"

Suggested Reflection Questions:

  Content/Thinking
  • What is the ideal classroom like?
  • What would have to change to make this classroom an ideal classroom?

  Social
  • What social skills would be needed in your ideal classroom?
  • Why is working together in pairs a good idea?

  Personal
  • How can you make our classroom better?
  • How can these rules apply to other areas of your life?

Appreciation

Invite statements of appreciation:
• "It felt good when..."
• "One thing I liked about what you said was..."
Objectives
1. To build inclusion
2. To form or assign membership in tribes

Instructions
1. Pre-prepare one puzzle for each group or tribe. Cut each puzzle so that the number of pieces matches the number of people in each group or tribe.
2. To build random groups, put all the pieces of all the puzzles in a box and have each person take a piece. To assign tribes put the name of one person on each piece of puzzle.
3. Before having the students form their tribes, have a discussion about what possible put-downs could occur and how to avoid them.
4. Ask the students to circulate and find the puzzle pieces that match the ones they are carrying. Tell them they are not to talk while doing this. Tell them they may talk when their group’s puzzle has been completed.
5. Once all of the puzzles have been completed, you may choose to have each tribe make up a story relating to the picture its puzzle has formed. Have each tribe select one member to be a storyteller and tell the tribe’s story to the community.

Suggested Reflection Questions
Content/Thinking
• What made this task difficult/easy?
• Was this a fun way to find students who would be in your tribe?
Social
• How did you react to students whose puzzle pieces didn’t fit yours?
• What did you talk about when your puzzle was completed?
• How did you help each other during this activity?
Personal
• How did you feel when you first started this activity?
• How did you feel at the end?

Appreciation
Invite statements of appreciation:
• “I liked it when...”
• “I’m a lot like you when...”
• “I admire you for...”
Objectives
1. To energize a tribe
2. To promote inclusion and influence
3. To experience the fun and creative power of brainstorming as a decision-making or problem-solving technique

Instructions
1. Ask each tribe to appoint a recorder to jot down all the ideas on paper, chalkboard, or newsprint as fast as ideas are called out. (With very young students use an aide or older student.)
2. Instruct the tribes on the "DOVE" rules that they need to follow in order to "brainstorm."
   - D: defer judgment
   - O: off beat, original
   - V: vast number
   - E: expand, elaborate
3. Have the community meet in tribes. Explain that each tribe will have five minutes to call out and write down as many ideas as possible on a subject.
   Examples:
   - "How could we design a better bathtub—one for more enjoyment, efficiency, and comfort than ordinary tubs?"
   - Other possible subjects: better bicycle, bedroom, car, school cafeteria, school
4. Stop the brainstorming after five minutes. Ask each recorder to read his or her tribe's list. Lead applause after each tribe's creativity.
5. If time allows, have the tribes draw their creations. Find a way to include everyone in the tribe.

Suggested Reflection Questions
Content/Thinking
- Why is brainstorming fun?
- How do the "DOVE" rules help you to brainstorm?
Social
- What would have happened if we had judged, commented, or discussed ideas as they were offered?
- How could you tell that your tribe members were enjoying themselves?
- How well did your tribe members follow the "DOVE" rules?
Personal
- How much did you participate?

Appreciation
Invite statements of appreciation:
- "I liked it when you said..."
- "I felt good when..."
- "Your suggestions helped me to..."
Objectives
1. To encourage cooperation
2. To help students become aware of their own behaviors that may help or hinder community effort
3. To build inclusion and influence

Instructions
1. Begin the strategy with a community circle discussion of the meaning of cooperation. List on the chalkboard the requirements for cooperation as generated by the community. Example: Everyone has to understand the problem. Everyone needs to believe that he or she can help.
2. Ask the community to meet in tribes. Describe the activity as a puzzle that only can be solved through cooperation.
3. Hand out one puzzle set (see next page for instructions) to each tribe.
4. Read or state the following instructions aloud:
   “Each tribe should have an envelope containing pieces for forming five squares of equal size. Each square contains three puzzle pieces. Each tribe needs to select five students who each get three puzzle pieces; the other tribe members can be observers. The strategy is complete when each of the five tribe members has formed a perfect square. While doing this, the five tribe members may not speak or signal for puzzle pieces, but they may give puzzle parts to others in the tribe if they think they might help them complete their squares.”
5. Now ask each tribe to distribute the puzzle pieces equally among its five chosen members.
6. Have the observers share their observations after the puzzles are completed.

Suggested Reflection Questions
Content/Thinking
• What did you learn about nonverbal cooperation?
• Why did you do this strategy without talking?
Social
• What social skills did you need to make this activity successful?
• Why is “giving” a social skill?
Personal
• How did you feel when someone finished his or her square and then sat back without helping others solve their puzzles?
• How did you feel when someone held a puzzle piece and did not know you needed it or did not see the solution?

Appreciation
Invite statements of appreciation:
• “I liked it when...”
• “I felt good when...”

Cooperation
Squares

Grades: 4-adult
Time: 30 minutes
Grouping: tribes
Materials: puzzle sets (see next page for directions)
Directions For Making A Puzzle Set

A puzzle set consists of one envelope containing fifteen cardboard pieces that are cut in the design below. When properly arranged they form five separate squares of equal size. Each square contains three pieces. Prepare one puzzle set for each group of five persons.

To prepare a puzzle set:
1. Cut out five six by six-inch cardboard squares.
2. Line them up in a row and mark them as illustrated below, penciling the letters a, b, c, etc. lightly, so that they can be easily erased later.
3. Cut each square as marked.

4. Mark 5 envelopes A, B, C, D and E.
5. Place the 15 cardboard pieces, a-j, on top of the five envelopes as follows:
   A: pieces i, h, e
   B: pieces a, a, a, c
   C: pieces a, j
   D: pieces d, f
   E: pieces g, b, f, c

6. Before inserting the pieces into the envelopes, erase the penciled letters and write the appropriate envelope letter on each piece. This will make it easy to return the pieces to the envelopes so that the activity may be used again.
Tower-Building

Objectives
1. To promote an awareness of influence issues
2. To explore nonverbal communication
3. To build tribe cohesiveness

Instructions
1. Have the community meet in tribes. Pass out fifteen to twenty pieces of paper and one roll of masking tape to each tribe.
2. Tell the tribes that they are to nonverbally construct a tower or castle using only the given supplies, and that they will have ten minutes to complete the task.
3. At the end of the ten minutes, stop the action.
4. Have all the tribes view each others’ buildings.
5. Ask tribe members to return to their tribes for discussion and reflection.

Suggested Reflection Questions

Content/Thinking
- What was the purpose of this activity beyond building a tower?
- Why might nonverbal communication be as important as verbal communication?

Social
- What social skills did you need to successfully build your tower?
- How did leadership in your group develop while you were building your castle? Did all your tribe members participate?
- What were the feelings among tribe members?

Personal
- What did you learn about yourself?
- Is this your usual style of working with others?
- How would you change the way you work in a group?

Appreciation
Invite statements of appreciation:
- “I appreciated it when...”
- “I thought that [name] was very...”
- “Our tribe is...”

Options
- Give the tribe three to five minutes to plan their towers before they start building.
- Stop the action after five minutes and let the tribes talk for thirty seconds. Then have them continue nonverbally for the last five minutes.
Objectives
1. To give students an opportunity to introduce themselves
2. To give students an opportunity to work in pairs and find commonalities
3. To build inclusion

Instructions
1. State that we are a unique group about to start an exciting journey together, and that, like any people coming together, we need to learn about each other.
2. Have each student find a partner he or she does not know at all or does not know very well. Say "In the next five minutes find out all the things that you have in common with your partner (likes, dislikes, qualities, skills, goals or whatever)."
3. Have the community sit in a circle. Have each partner introduce himself or herself and tell what he or she discovered.

Suggested Reflection Questions:
Content/Thinking
- What are things many of you have in common?

Social
- Why is finding out what you have in common a good way to get to know somebody?
- Why is attentive listening so important for this strategy?

Personal
- How did you feel about finding out all that you and your partner had in common?
- How did you feel about sharing what you and your partner have in common?

Appreciation
Invite statements of appreciation:
- "I really liked..."
- "It was great when..."
Energizers For Pairs

Mirrors
Partners face one another. One student begins the activity by moving his or her arm slowly enough so that the partner can "mirror" the action. The objective for the leader is not to trick the follower, but to enable his or her partner to follow successfully. The partners then change roles and repeat the activity. Once the students get the idea, let them move their knees, feet, legs, heads, etc., as well. Follow with reflection questions on being a leader and a follower.

Stand Off
Stand facing each other, one arm’s length from your partner. Place open hands up and out a little from your shoulders. The object is to make your partner lose footing by pushing or hitting his or her hands only.

Stand Up
Sit on the ground back to back with your partner with knees bent and elbows linked. Now stand up together. Try it in threes and fours.

Trust Walk
Have everyone find a partner. One person of the pair volunteers to be led with his or her eyes closed or blindfolded. The other member of the pair leads the person for five minutes, taking very good care of the blind partner. After five minutes switch roles.

Changes
For directions, see "Energizers For Large Groups" section.

Energizers For Small Groups

Knots
Stand in a circle shoulder to shoulder. Ask everyone to reach out and grab two other hands. (You cannot have both hands of one person, and you cannot have the hand of persons on each side of you.) If possible, try not to criss-cross. Now untangle so that all are standing in a round circle again.

Trust Circle
Make a circle with your tribe or small group. Have one person stand in the middle with his or her eyes closed and feet planted firmly. Have the rest of the tribe members gently push on the shoulders of the person in the middle, making sure he or she does not fall but does keep moving. The group supports the person as he or she rotates.

Wink
Have the students stand in a circle with their eyes closed. One person walks around the circle and quietly taps the back of one person who will be the "winker." Everyone opens their eyes and begins to mill
around the room. If a person has been winkled at, she or he must count to ten silently and then make a scene to let others know she or he is out of the game. The object is to catch the winker before everyone loses. If a person suspects the winker’s identity, she says "I have an accusation!" However, there must be two accusers to stop the game. When someone else becomes suspicious, she or he shouts "I have an accusation!" Then both accusers count to three and point to the player they think is the perpetrator (no discussion is allowed). If they both point to someone who is innocent or to different people, they are automatically out of the game. If, however, they both point to the true winker, the game is over.

**Bubble Gum**

Each group has a pair of mittens and a pack of bubble gum. From the pack, each member must open a piece of gum with the mittens on and then pass the gum and mittens to the next member to do the same. To incorporate curriculum, discuss how bubble gum often has pictures of famous people in it, (sports figures, musicians, etc.). Each group should choose a famous person from the unit being studied and prepare a report or project to present to the class.

**Alligators**

As many students as possible stand on a bench or in a marked area. They are told they are in a lifeboat and there are alligators in the water. If any of them fall in, the alligators will know they are there and they will all die. Their job: line themselves up in order of height, by birthdates, etc.

**Alligator Attack**

Each tribe or team is given a piece of cardboard just big enough for all group members to stand on. All teams are at one end of the field or gym. All members must have a hand in carrying the cardboard (their "boat"). The leader will have a choice of two commands: "Go" means the teams may advance forward, holding their boat, at any speed; "Attack!" means that the team must place their boat on the ground and all members must get aboard and stay there. If one member should fall off the boat, the whole team is a goner. The last team on their boat is eliminated or must take a chunk out of their boat before the next "Go" command. See how many teams make it to the end of the field or gym!

**People Patterns**

Discuss types of patterns (A B A B, A B C A B C, A B A B A B). Have the members of a tribe or small group establish themselves in a pattern and stand in front of the class in that order. For example, an A B A B pattern might be "stripes on shirt, no stripes on shirt" or "earrings, no earrings." The people pattern should tell the audience what type of pattern they are demonstrating (A B A B, etc.) Members of the class...
must try to guess who can go next in the pattern; they may not guess the pattern until they have named a person to stand next in the people pattern. The person to correctly identify the pattern will join his or her tribe or small group to establish the next pattern. Pattern criteria should be clearly visible to all.

Energizers For Large Groups

**Zoom, Zoom, Brake!**

Have everyone stand in a community circle, facing in, shoulder to shoulder. Introduce the sound “zoom” and say that the sound goes zooming around the circle whenever you say it. When you say it, look to your right. That person immediately says “zoom” while looking to their right and this continues quickly around the circle. After going around the circle once, say that the car was only in first gear. Shift up into second and then third gear, the “zoom” going faster each time with more power. Now introduce the “brake” by demonstrating a screeching noise along with a hand signal of pulling back the brake. Have everyone try it with their own screeching brake sound. Now the group is ready to play. The rules are that you only get to brake once. When someone “brakes” the zoom reverses direction and goes the opposite way around the circle. Eventually everyone will get a chance to “brake” or the facilitator can call an end to the noise. It’s a lot of fun, especially for younger kids.

**Three Ball Pass**

This is a mini “group juggle.” Using something that is easy to catch, establish a pattern around the room as follows: Leader says someone’s name and tosses them the ball; they choose another person, say that person’s name, and toss them the ball; continue in this manner until each person has caught and tossed the ball once. The ball will end the pattern in the hands of the leader. Repeat the pattern until it can be done quickly. Begin again, and after several people have caught and tossed the ball, throw in the second ball, using the same pattern sequence; then throw in the third ball. This is a great energizer for learning names. After the group has mastered “Three Ball Pass,” have them reverse the pattern! For a real challenge, have your group try it silently (after the pattern is established).

**Two Truths and a Lie**

This energizer is great for building inclusion and re-entry after a school vacation. Have each person write down three things about themselves, what they did over vacation, etc. Of these three statements, two must be true and one must be a lie. Suggest that the lie should not be very obvious; it can even be a small detail. The rest of the class (or small group) must guess which one is the lie.
APPENDIX F

Marking Text

How should students Mark the Text?

The key to this strategy (and all other strategies in this book) is support. Help your students learn by modeling how to mark texts. Take it slowly. Teach them how to number paragraphs before moving into circling and underlining. Create opportunities for students to learn this strategy and allow time for rehearsal. Students will benefit from lots of practice. When introducing the strategy, have students first number the paragraphs and then read the text with their pencils down. Then, have them reread all or parts of the text, marking essential information as they reread. As students gain a deeper understanding of this skill, they will be able to mark essential information while reading a text for the first time.

Young readers will need a purpose for marking. In the beginning, they will need to be shown how to mark the text. As they mature into capable readers, they will be able to mark texts with less guidance. Mastery of this skill is achieved through consistency and repetition.

When should students Mark the Text?

Since marking the text is a fundamental skill, it ought to be used whenever students are asked to read. When students are reading copies of articles, newspapers, or other consumables, they should be given a reading purpose and encouraged (if not expected) to mark the text. Textbooks, novels, and other non-consumables are harder to mark. Sometimes it is valuable to photocopy sections of a textbook or novel, especially those passages that students must understand for tests, papers, or another assessment. Sticky notes work as a nice substitute for directly marking on the text. Whether working with consumables or non-consumables, it is necessary to find ways for students to actively mark the texts they read.

Why should students Mark the Text?

Students need to focus on the texts they read, and they need tools that will help them understand the complex ideas on the page. Marking the text gives students a way to isolate essential information that can be referenced quickly during writing tasks or class discussions. Students might also use their markings to assist in summary writing; to connect sections of the text; to investigate claims or evidence; or to engage in other types of analysis. Numbering paragraphs is also essential for class discussions. Once paragraphs are numbered, students can easily direct others to those places where they have found relevant information. Marking the text is a fundamental strategy that students must learn to do well.

(Advancement Via Individual Determination [AVID], 2009)
Marking the Text

The following provides some effective ways teachers can introduce marking the text as a critical reading strategy.

**Introducing Marking the Text**

- Define the “Marking the Text” strategy and explain why it is important for readers to learn this skill. You will want to make copies of the Quick Reference you select or make the ideas on the handout available to students in some other way.
- Explicitly teach how to identify and number paragraphs. Try to have fun with this activity. You might ask students to call out paragraph numbers as you number them as a class. Or you can have students check each other’s numbers to ensure they are numbering each paragraph accurately.
- Explicitly teach students how to identify essential information in the text. Students will need support as they learn how to identify claims, evidence, and other relevant information.
- Model for students how to mark the text using a document camera or overhead projector. Mark a section of the text and verbally explain what you are doing and why you are doing it. Your decisions should be transparent and your explanations clear. Ask questions as you model this skill. Students should have a copy of the text so that they can imitate your markings.
- Select specific paragraphs or sections of text for students to analyze and evaluate in order to reduce the amount of text they have to read at one time.
- Ask students to read the text once without marking it. Then, have them reread the text, marking information relevant to the reading purpose.
- Engage students in various cognitive exercises. Ask questions such as, “How did this strategy improve your comprehension?” and “Why would readers want to use this strategy?” Other useful questions include “How should we, for instance, mark or chart this text?” and “How could you use this strategy in English or Biology?”
- Create opportunities for students to learn this strategy in small groups. Students can mark texts together or they can discuss how and why they marked a particular section of a text.

Use the lines below to record successful strategies that you or your colleagues have developed and implemented.
Marking the Text: Social Science

This Strategy has three distinct marks:

1. **Number the paragraphs.**
   
   1. Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
   
   2. As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. **Circle** key terms, cited authors, and other essential words or numbers.
   
   You might circle...
   
   - key concepts
   - lesson-based content
   - vocabulary
   - concept-based vocabulary
   - words that signal relationships (i.e., This led to... or As a result...)
   - names of people
   - names of historical events
   - dates
   - numbers

3. **Underline** the author’s claims and other information relevant to the reading purpose.
   
   While reading informational texts (i.e. textbooks, reference books, articles, or journals), read carefully to identify information that is relevant to the reading task. Relevant information might include:
   
   - central claims
   - evidence
   - details relating to a theology, philosophy, or ideology
   - facts about a person, place, thing, or idea
   - descriptions of a person, place, thing, or idea
   - cause and effect relationships

Here are some strategies to help students identify essential information in the reading:

- Read the introduction to the primary or secondary source.
- Scan the text for visuals, vocabulary, comprehension questions, or other reading aids.
- Review your notes for key concepts.
- Preview chapter or unit reviews.

Note: If you are not working with consumables, consider photocopying sections of a text that are essential to writing assignments, course content, exams, or other class activities.
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