
Cultural and Linguistic Competence through Social Justice

L. J. Randolph Jr. (University of North Carolina, Wilmington)

Online workshop presented for the Center for Educational Resources in Culture,
Language and Literacy (CERCLL)
September 12, 2020

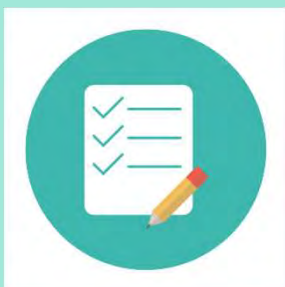
Goals of this Workshop



Participants can...

Explain the how social justice builds on existing theory, research, and practice in language education.

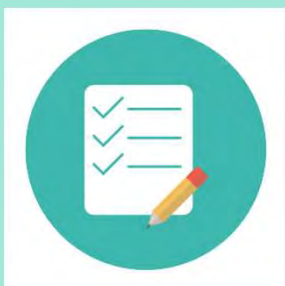
Goals of this Workshop



Participants can...

Explore how social justice approaches can seamlessly be implemented into their current language teaching practices.

Goals of this Workshop



Participants can...

Discuss and share ideas on the implementation of social justice in the language classroom.

Goals of this Workshop



Participants can...

Identify and implement appropriate technological tools for resource selection and student engagement.

Goals of this Workshop



Participants can...

Imagine how they can work with others to move social justice work forward in their own contexts.

Outline



1. Foundations
2. Examples
3. Discussion

My Professional Journey



My Language Teaching Philosophy



Dr LJ Randolph Jr
@ProfeRandolph

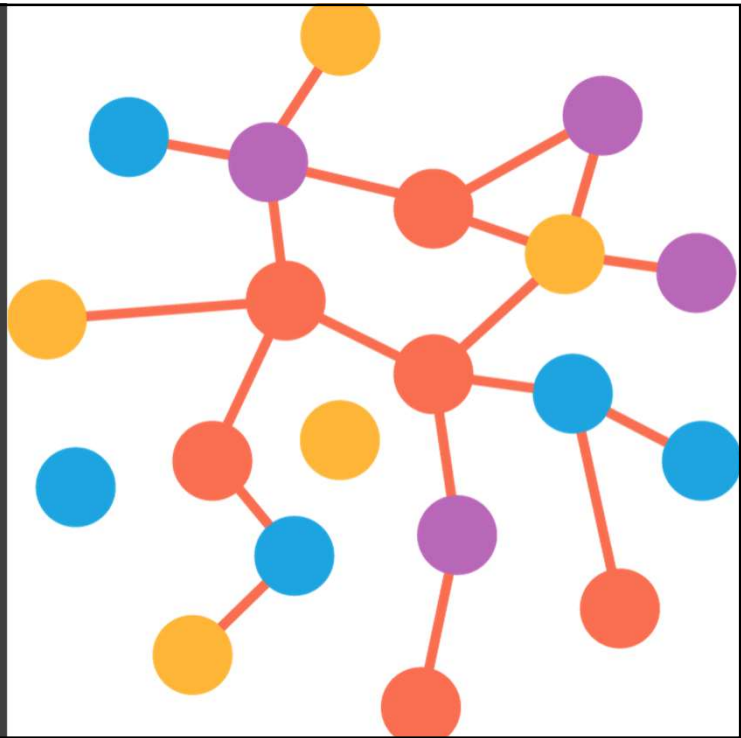


This snarky response to one of my tweets is actually a pretty good description of my approach to teaching. I gladly accept this characterization.

What can you expect from a man whose job is to teach languages But thinks his job is teaching social justice while teaching languages.

Social Justice Is ...

What words or phrases do you associate with the term “social justice”?



Tashia 🏳️‍🌈
@MsAbeja

Replying to @ClicIllinois @staceymargarita and 2 others

Social Justice is the lens through which all pedagogy should be viewed. It should inform the way we see our students and our instruction, and it should be embedded throughout our lessons.



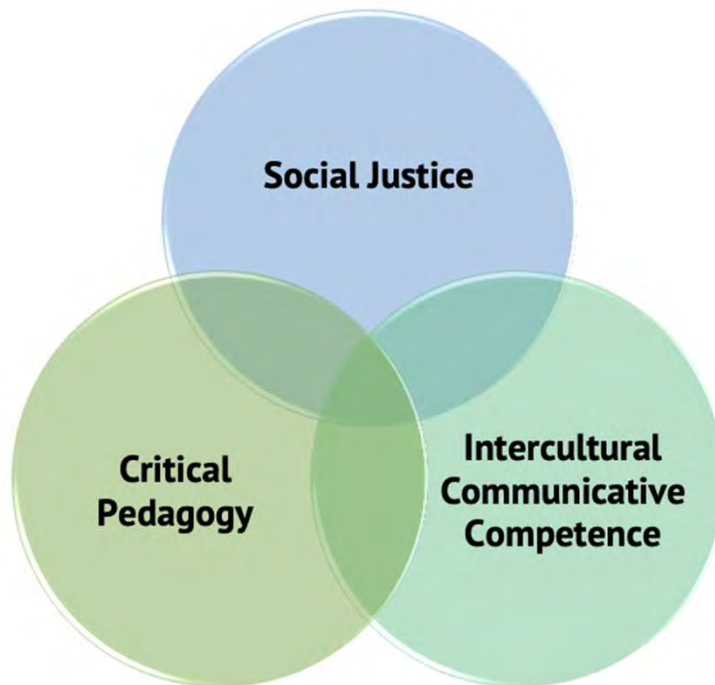
Marta Silva Serrano
@MsilvaONHS

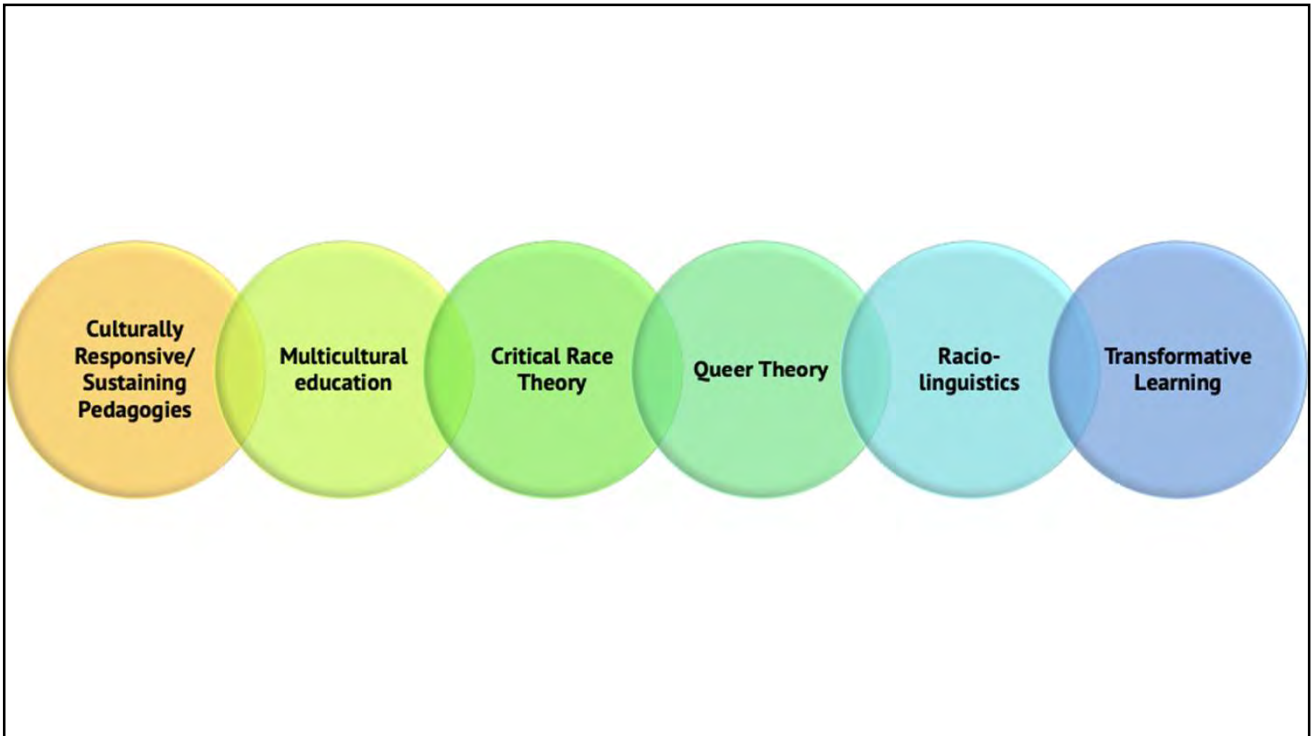


Replying to @ClicIllinois @staceymargarita and 2 others

Not mine, by @Tolerance_org but oh so good! "Teaching 'social justice' must occur not simply because it's relevant, but so my students can explore how their stories fit into the larger tapestry of a national and global story."

@biblio_phile #SocialJustice 🦊❤️ @OlatheNEA





Social Justice Is Not...



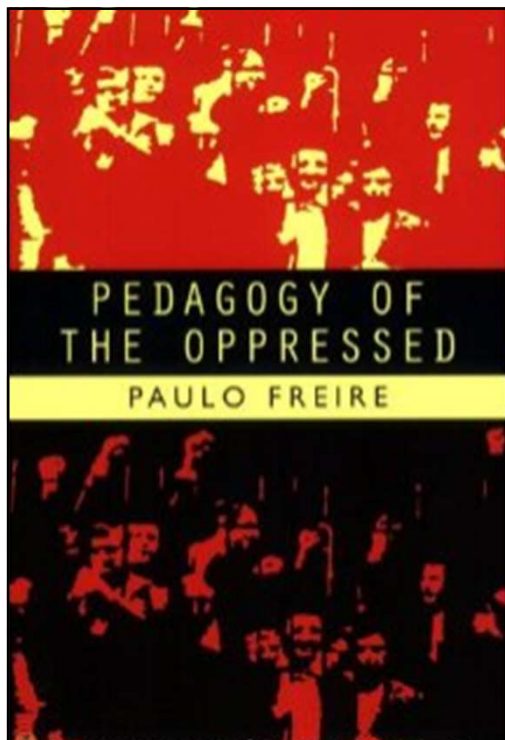
LJ Randolph @ProfeRandolph · Jan 2

I guess it depends on what your goals are. I incorporate SJ bc I want my Ss to learn the language & also be critical, compassionate, & reflective global citizens. Btw, don't fool yourself into thinking that avoiding SJ is a more neutral/objective/apolitical stance. It's not.

Steve Kaufmann @lingosteve

Replying to @profnoury @judylidubois

Language teachers should help students learn languages and not take advantage of having captive listeners upon whom to impose the teacher's ideas of "social justice".



“There is no such thing as a *neutral educational process*. 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,” the means by which men and women **deal critically and creatively with reality** and discover how to participate in the **transformation of their world”** (Shaul, 2007, p. 34, emphasis in original).



Christine Montecillo Leider

@cmleider



Being culturally responsive is NOT a set of strategies, pre-determined curriculum, watering down the curriculum, "feel-good" approach, or only for students of some backgrounds. Being culturally responsive is a MINDSET, it's a stance, it's dispositions. - Dr. Sonia Nieto
[#WIDA2019](#)



Nelly نياو

@profnoury



Dear [#langchat](#) teachers, if your resolution is to create a culturally responsive classroom and advocate for social justice, please do not portray marginalized communities as victims in need of being rescued. Introduce instead the work of grassroots movements



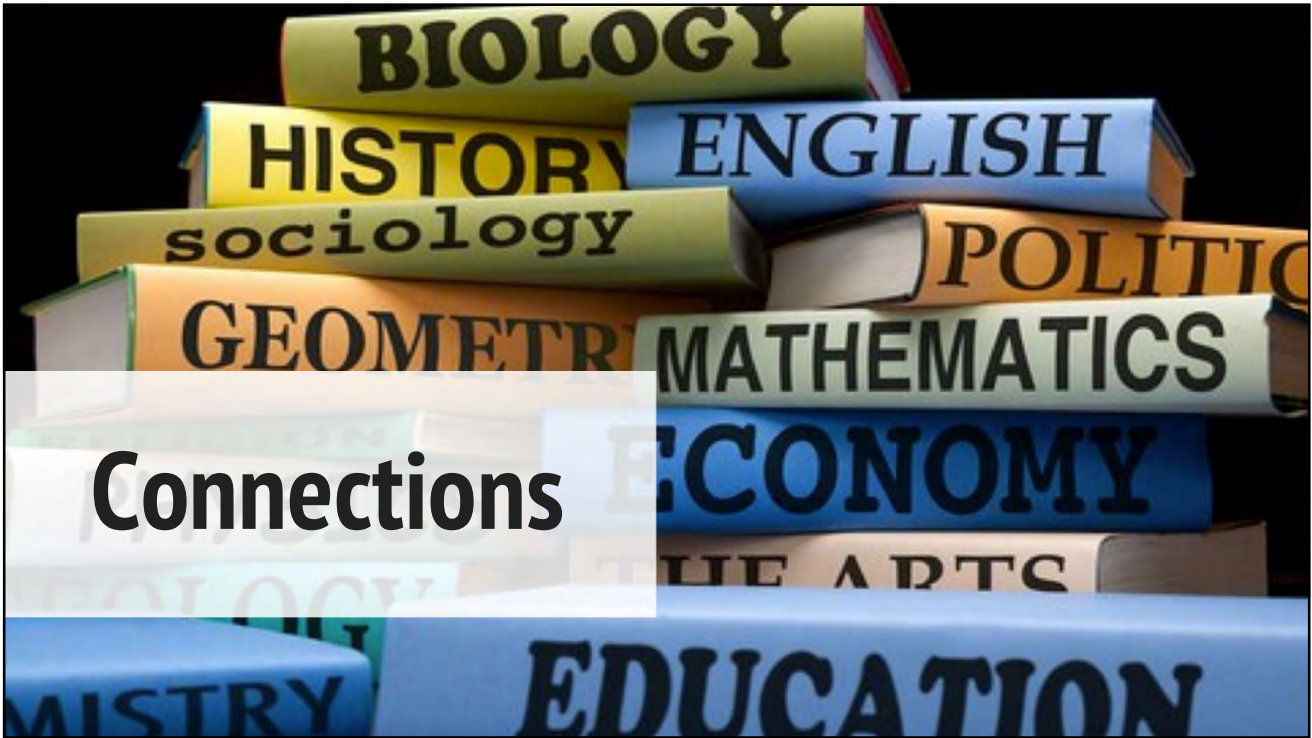
Standards



Communication



Cultures



Connections



Comparisons



Communities



Jaime Jiménez Kerns, 🇨🇺 🇺🇸
@LaSraJaime

Replying to @weteachlang @DiegoOjeda66 and 3 others

Social justice is the fiber of how I teach/celebrate cultures through lang & it's shared history/experiences which are left out of the current (traditional approach) education & national dialogue. I intentionally create time for history & current events connected to Latinx people



Dorie CP
@doriecp

Teachers: my curriculum is so packed I don't have time for [#BlackHistoryMonth](#) 🍪🍪.

Same Teachers: Look at these 653 cute Valentines activities I found for my class!

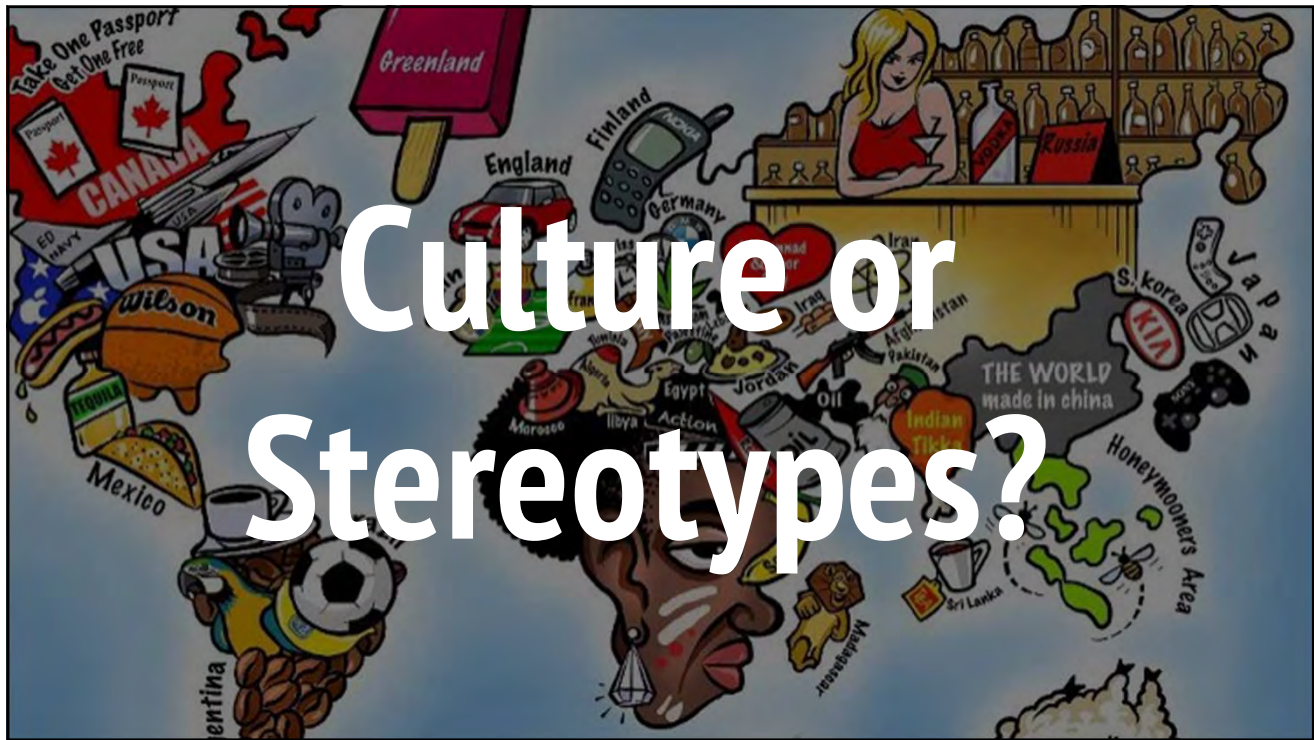


Traditional Approaches to the Study of Cultures

(Galloway, 1985; Omaggio Hadley, 2001)







Think about a time when you implemented (or considered implementing) culture in a critical and meaningful way in your classroom. What are the challenges of engaging students critically with the study of culture?



Comparisons, Cultures, & Communities

World-Readiness Standards

Comparisons: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Cultures: Interact with cultural competence and understanding.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.


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“Most multicultural materials deal wholly with the **cultural distinctiveness** of various groups and little more. Almost never is there any sustained attention to the **ugly realities of systematic discrimination** against the same group that also happens to utilize the quaint clothing, fascinating toys, delightful fairy tales, and delicious food. **Responding to racist attacks and defamation is also part of the culture** of the group under study” (Weinberg, 1982, p. 7).



“It is **easier to deal with Oktoberfest** in the German classroom **than to explore the emergence of xenophobia** among youth in Germany and to contrast and compare their emergence to **parallel patterns in the United States**” (Tedick & Walker, 1994, p. 308).



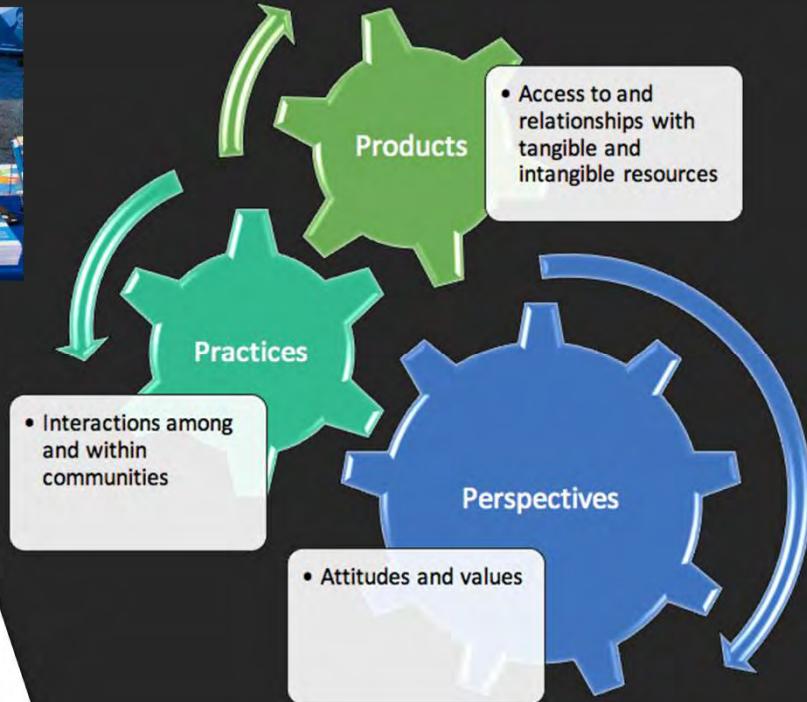
“Yet **we don’t get our hands too dirty**...We don’t usually listen to **stories of escaping war and finding refuge and racism in a new land**, despite the fact that these events occur in settings where so many of the languages taught in classrooms around the world are spoken” (Enns-Kananen, 2016, p.557).



Critical Approaches to the Study of Cultures



(Glynn, Wesely, & Wassell, 2018)



4 Ds of Culture
(Kubota, 2007)

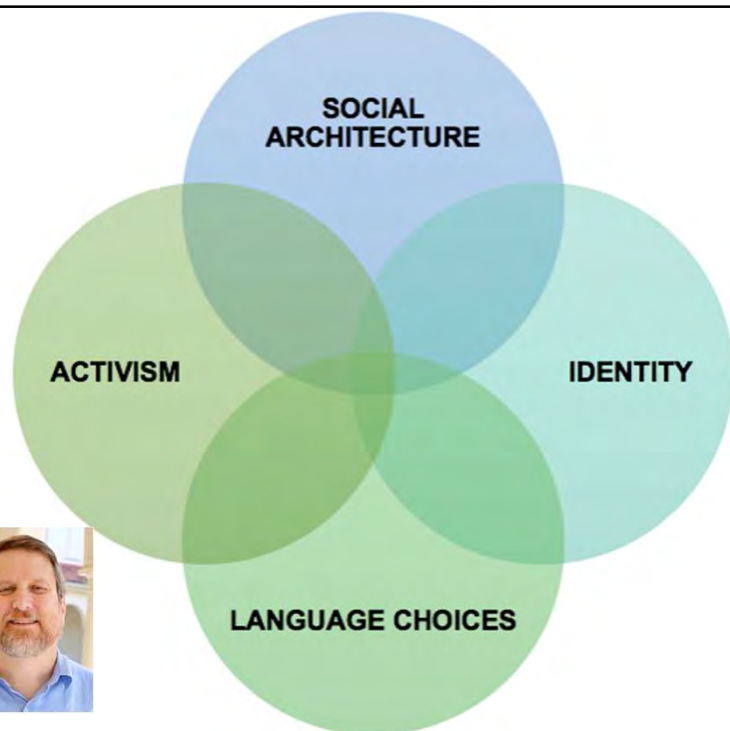


“Points of Entry”

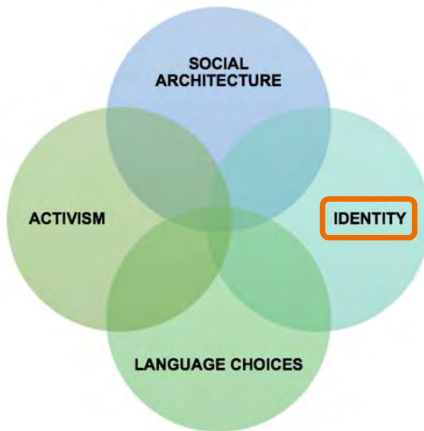
(Glynn, Wesely, Wassell, 2018)

Linguistic Contexts and Functions

(Osborn, 2006)

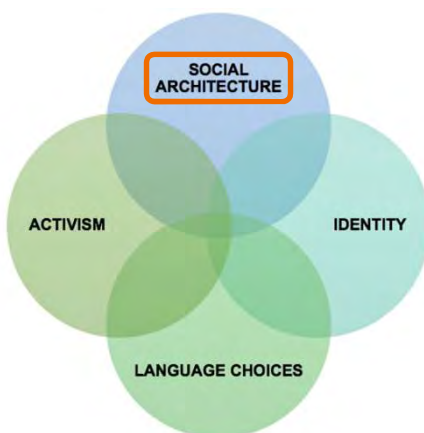


Linguistic Contexts and Functions: Identity



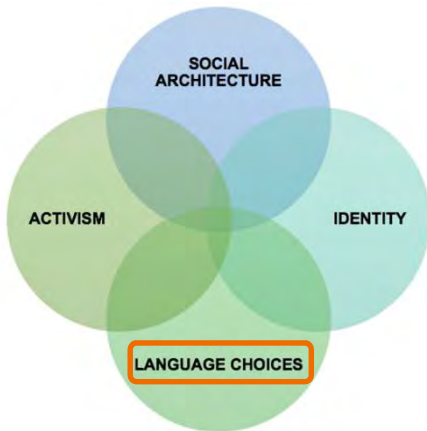
- identity (Who am I?)
- affiliation (Who are we?)
- conflict
- opinions
- struggle
- discrimination
- present tense
- direct & direct object pronouns

Linguistic Contexts and Functions: Social Architecture



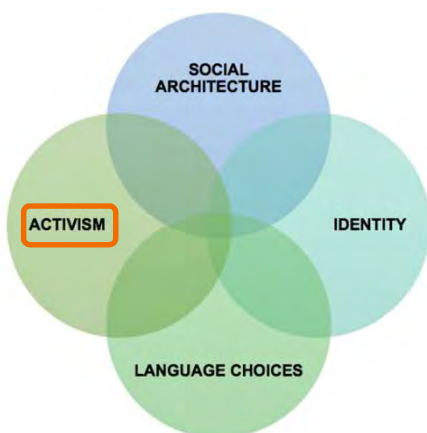
- ideology (What do we believe?)
- historical perspectives
- schools
- languages
- hidden curriculum
- media
- entertainment
- past tense
- auxiliary verbs
- passive voice
- formal and informal contexts

Linguistic Contexts and Functions: Language Choices



- politics
- power (Who is in control?)
- cultural products and practices
- hybridity
- media
- journalism
- hegemony
- register
- politeness and etiquette
- subjunctive
- direct and indirect discourse

Linguistic Contexts and Functions: Activism



- law
- rights
- resistance
- unity
- social change
- marginalization
- written compositions
- extended discourse
- imperatives
- persuasion
- arguments
- debates

Cultural Themes for Social Justice

Immigration	Employment	Environment	Linguicism	Racism
Xenophobia	Violence & weapons	Stereotypes	Homophobia	Sexism
Poverty	Identity	Education	Institutions	Diversity

The Connection between Social Justice and Critical Pedagogy



Johnson, S. M., & Randolph, L. J., Jr. (2015, Aug/Sep). Critical pedagogy for intercultural language learning: Getting started. *The Language Educator*. ACTFL.

<http://www.actfl.org/publications/the-language-educator/augustseptember-2015>

FOCUS TOPIC

Gaining Intercultural Communicative Competence

Critical Pedagogy for Intercultural Communicative Competence

BY STACEY MARGARITA JOHNSON AND LINWOOD J. RANDOLPH JR.

Meaningful cross-cultural communication requires the ability to validate and empathize with others' lived experiences. Although the three Ps (products, practices, and perspectives) have remained at the core of cultural competence, recent work, including publications by ACTFL, have begun to emphasize the intercultural and transformative nature of cultural study. For example, the World-Readiness Standards for Learning Languages use the phrase "interact with cultural competence" in both the Cultures and Comparisons goal areas. The ACTFL position statement on Global Competence acknowledges that a key element in building cultural competence involves the ability to "interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others." In addition, ACTFL's recent publication *Words and Actions: Teaching Languages Through the Lens of Social Justice*, by Cassandra Glynn, Pamela Wesely, and Beth Wassell, highlights the need to "challenge, confront, and disrupt" traditional understandings of culture.

So how do we effectively teach this kind of intercultural awareness in order to challenge traditional instructional practices? In his work, Paulo Freire asserted that the educational process was never neutral. The choices we make can either serve to reinforce the status quo, or

Getting Started

**Critical
Pedagogy &
Social Justice:
Guiding
Questions**

**Who is the
source of
knowledge?**



What are your students already creating?



No le tengo miedo a las aguas

No Le Tengo Miedo A Las Aguas
Juliana S.

Las nueve millas de mar que me separan de una vida nueva es como una rosa.
Una rosa porque cuando uno la mira- es una belleza sin palabras.
Igual como esa rosa, el mar tiene una belleza sin palabras
una belleza que tiene una melodía que puede arrullar a un bebe cuando quiere dormir.

una rosa tiene sus espinas que no deja uno tocarla y lo deja a uno sangrando si no tiene cuidado, y
como la rosa, el mar tiene sus peligros,

Las nueve millas de mar que me separan son las nueve millas más peligrosas que yo conozco.
Como las espinas de una rosa, El mar tiene sus olas y sus piedras que nos pueden tragar y hacer
desaparecer en un instante.

Pero no le tengo miedo a las aguas.

Esas nueve millas es lo único que me separa a una nueva vida en un futuro desconocido.

No le tengo miedo a las aguas

Nappy Headed

Nappy Headed

My legs stick to the red shiny plastic of this salon chair I'm sitting in, my skin feeling like it's ripping away little by little with every movement I make. The hair dresser pulls at my curls, her long lacquered nails looking like claws when they flash in my peripheral. She tuts under her breath.

"Your mama never put a relaxer in your hair?" I can hear the disdain in her voice as she starts sectioning off and combing. I cringe internally; I liked my hair how it was, my wild, cotton candy afro with stray curls all over.

"Once, when I was younger." I say. "My hair fell out." She tugs sharply on a particularly thick spot.

"She must not have done it right." she says. "Don't worry, when I'm done with you, all the boys will be falling at your feet."

I cringe outwardly this time, mutter some incoherent agreement, and look back at my legs pressed against the candy red chair. I wasn't

Father Tongue

Father Tongue

Poetry by Victoria Gonzalez

In my head, Spanish is a language round and smooth, of rolling and gliding like a stone over frozen lake. Pero, en mi boca, las palabras son jagged and flat, como vidrio roto on my teeth, on my tongue. I was raised by these words extraños, by these words que no puedo hablar.

Spanish has been teasing me like sand between my fingers; a few grains stick in my palm, words I catch in kitchens: plátanos, frijoles negros, but most of the conversation slips through cracks, so fast, y mi padre lo habla y mi tío lo habla— but for me it is a fence I must squeeze through or climb over just to say, "Ojalá que puedas entenderme, abuelito."

Porque Spanish is un leyenda my father did not pass down, but it haunts me, un fantasma that colors my skin, curls my hair, picks me out of the crowd, so people can question my americana pero yo so americana, born and raised in the south, where teachers say my name like broken glass.

Where my Spanish hid its face when the other Latinas would conversar, and reappeared for the white kids who asked for my tarea, for me to roll my "r's." My Spanish has whispered: "Estas limitada," that I must write my thoughts in English, that I must pick a side of these walls, fronteras, barreras. It is the language in which I ask, "¿Quién soy yo?" It is the language in which I cannot answer.

But I will have patience— because sometimes, español is on the tip of my tongue, like the marcando de los "erres," and sometimes my thoughts sing the song of espanglish, and sometimes when I've been studying, reading the same sentences over and over, las palabras become the waves, y las olas se vuelven a sea, that I can sink into, caressing the sound con mis dientes, con mi lengua saboreando las plátanos y las frijoles de Guatemala, de Carolina, de los padres de mi padre.

Critical Pedagogy & Social Justice: Guiding Questions

What resources do we use in the classroom?



Resource Selection

- Counterpoint/Counternarratives
- Open resources that don't "oversimplify diversity or gloss over controversy and inequality" (Johnson & Randolph, 2015, p. 37)
- Where are you looking?
 - Blogs
 - Twitter
 - Specialized Community Groups (e.g., ACTFL SIGs, Facebook)
 - Podcasts
 - Your own students
 - Your own research (Are you consuming the perspectives of marginalized groups?)

“When I became an actress I quickly realized that 'the world' liked their Latinas to look Italian, and not like me.”

Gina Torres

HUFF POST



“I couldn't get an audition as a Latina. People didn't know what that was, they just said, 'Well our vision of a Latina looks more Mexican, or Central American, or Spanish.' And that was an interesting journey to take and something that I had to struggle with initially.”

Lauren Vélez

HUFF POST



Son of Baldwin (Robert Jones, Jr.)

@SonofBaldwin

We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.

Critical Pedagogy & Social Justice: Guiding Questions

How do we promote language proficiency within a critical framework?




Essential Questions


Language Functions	Essential Questions	Themes
<ul style="list-style-type: none">• describing myself and others• talking about the present	How do we construct and “perform” our individual and social identities?	<ul style="list-style-type: none">• intersectionality• racial justice• daily activism/allyship
<ul style="list-style-type: none">• narrating in the past• discussing travel	What are the motivations and outcomes of our life trajectories across geography and time?	<ul style="list-style-type: none">• immigrant rights• family/cultural histories

Interpretive Communication with Authentic Resources (Novice Learners)

- Write a title for each paragraph or section
- Express your reaction with 140 characters or less (Tweet)
- Identify the three most important sentences
- True/False or multiple-choice questions on key points


 **Meredith White** @PRHSspanish

Love playing 1 word answer! Giving ss a maximum of 1 is a nice break from "complete sentence please" yada yada, jeopardy style w paper or white boards. "1, 2, 3, reveal!" & they show their one word answer. This one was Spanish 1, Day 5, w today's @nytimeses headlines. #langchat




De las favelas al Real Madrid, el camino de Vinicius Júnior

Cuando el adolescente brasileño Vinicius Júnior fue contratado por el club español, quiso mantener cercanas sus raíces; vive en Madrid acompañado por amistades y familiares.



'Amor eterno' se escucha en los velorios de El Paso

La canción de 1984 de Juan Gabriel, el Divo de Juárez, ha dado consuelo a los familiares y amigos de las personas asesinadas en el atentado del Walmart de El Paso, Texas.



La crisis por el agua pronto afectará a un cuarto de la población mundial

Diecisiete países ya viven en estrés hídrico; tienen una demanda de agua que sobrepasa por mucho la disponibilidad de esta. El cambio climático solamente agravará el problema.

ONE WORD ANSWER:

1. ¿De dónde es Vinicius Júnior originalmente?
2. ¿Cómo se dice "killed"?
3. What's the world crisis that's getting worse?



MULTIPLE CHOICE QUESTION

¿Qué representa el nombre del grupo (ChocQuibTown)?

- Es una combinación de los nombres de todos los miembros.
- Es una combinación de varios elementos de su región nativa.

MULTIPLE CHOICE QUESTION

¿Qué representa el nombre del grupo (ChocQuibTown)?

- Es una combinación de los nombres de todos los miembros.
- Es una combinación de varios elementos de su región nativa.
Choco = el nombre de un distrito pacífico de Colombia
Quibdó = la capital de la región de Choco
Town = pueblo
Choco+Quibdó+Town = ChocQuibTown

Use Google Docs to...

- Collaboratively gloss and annotate texts
- Complete an embedded reading activity
 - Find out more here:
<http://www.ceauthres.com/2013/08/> (Kara Jacobs)

El Niágara en bicicleta

caí
me llevaron a un hospital
en la Emergencia,
una enfermera me dijo:
“Tranquilo, Bobby, tranquilo”

El Niágara en bicicleta

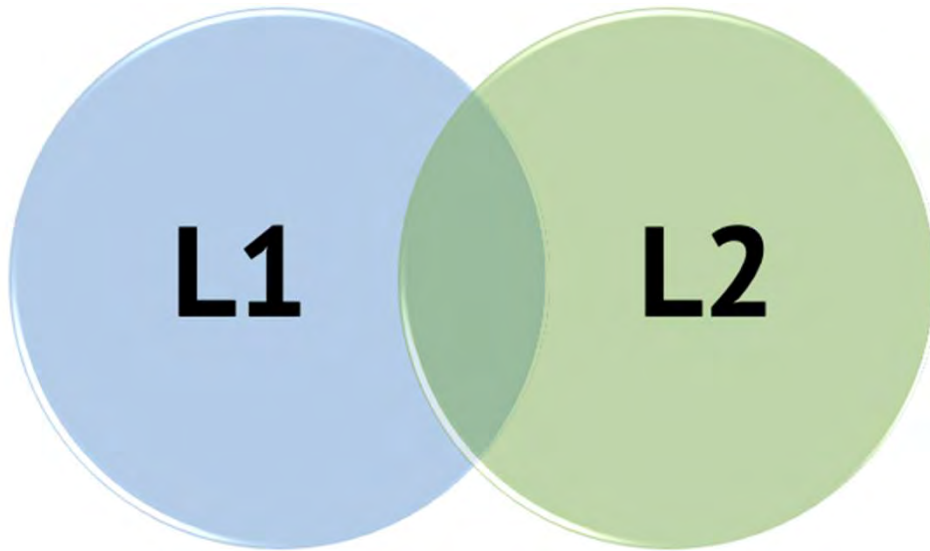
un domingo en la mañana
caí
la calentura
me llevaron a un hospital
en la Emergencia, el recepcionista escuchaba la lotería
grité
y una enfermera me dijo:
“Tranquilo, Bobby, tranquilo”

El Niágara en bicicleta

un domingo en la mañana
cuando menos lo pensaba
caí redondo, como una guanábana,
será la presión
Y me entró la calentura
y me fui poniendo blanco
me llevaron a un hospital de gente
en la Emergencia, el recepcionista escuchaba la lotería
(¡treinta mil pesos!)
“¡Alguien se apiade de mi!”
grité perdiendo el sentido
y una enfermera se acercó y me dijo:
“Tranquilo, Bobby, tranquilo”

El Niágara en bicicleta

Me dio una sirimba un domingo en la mañana
cuando menos lo pensaba
caí redondo, como una guanábana, sobre la alcantarilla
será la presión o me ha subido la bilirrubina
Y me entró la calentura
y me fui poniendo blanco como bola de naftalina
me llevaron a un hospital de gente (supuestamente)
en la Emergencia, el recepcionista escuchaba la lotería
(¡treinta mil pesos!)
“¡Alguien se apiade de mi!”
grité perdiendo el sentido
y una enfermera se acercó a mi oreja y me dijo:
“Tranquilo, Bobby, tranquilo”



El brutal asesinato de una mujer transgénero conmociona a Puerto Rico y renueva una conversación sobre la transfobia

Fecha: 2 de marzo, 2020
 Autores: Harmeet Kaur y Rafy Rivera
 Fuente: [CNN](#)

"Mataron a Alexa, no a un hombre con falda".



Esas fueron las palabras estampadas en español en una camiseta usada por Bad Bunny el jueves durante su actuación en el programa de televisión "The Tonight Show Starring Jimmy Fallon". La estrella del trap también se puso una falda negra, en un claro esfuerzo por llamar la atención sobre un asesinato que conmocionó a su Puerto Rico natal la semana pasada.

La Alexa en cuestión es Alexa Negrón Luciano, también conocida como Neulisa Luciano Ruiz, una mujer transgénero **sin techo** que fue brutalmente asesinada en la ciudad de Toa Baja el lunes pasado.



Profe Randolph
 2:54 PM Jul 16
 asesinato = "murder"

Comments above copied from original document

Profe Randolph
 2:55 PM Jul 16
 conmociona = afecta de una manera emocionalmente profunda

Comments above copied from original document

Profe Randolph
 4:16 PM Jul 16
 sin techo = sin casa

Comments above copied from original document

En español...

1. ¿Por qué Bad Bunny se puso una falda negra durante su aparición (*appearance*) en "The Tonight Show Starring Jimmy Fallon"?
2. ¿Dónde fue asesinada Alexa?
3. ¿Qué hizo Alexa en el restaurante que provocó una queja (*complaint*) y eventualmente la llegada de la policía?
4. ¿Dónde encontraron el cuerpo de Alexa? ¿Cómo murió?
5. ¿Por qué están investigando el asesinato de Alexa como un crimen de odio?
6. Además de (*in addition to*) la violencia, ¿qué otros problemas enfrenta la comunidad transgénero según (*according to*) el artículo?

In English...

1. What are your thoughts about the phrase on Bad Bunny's shirt during his performance on Jimmy Fallon ("Mataron a Alexa, no a un hombre con falda")? What does the phrase mean? What are the implications? What message is it trying to convey?
2. What do you think of Bad Bunny's advocacy for Alexa? Do you think it was effective? What do you think is the best approach to being an effective advocate or ally? More specifically, what have you found to be the most effective ways to be an ally for a marginalized group to which you do not belong?
3. Go to Twitter or Instagram and do a search using the hashtag #SeLlamabaAlexa. Choose a tweet or Instagram post that stands out to you and explain why. Include the link to the Twitter/Instagram post so that your classmates can also view it.

What other strategies have you found to be successful for understanding and engaging with authentic texts?

**Critical
Pedagogy &
Social Justice:
Guiding
Questions**

**How do we
respond to
controversy?**



What to Expect

Spanish, like many European languages (including English), has a history characterized by centuries of colonization and imperialistic domination. This history has often diminished, devalued, or erased the language varieties, cultures, and experiences of people who do not reflect Eurocentric identities. We still see those effects today. For example, certain dialects of Spanish spoken in Spain often enjoy more prestige than dialects spoken in, say, Puerto Rico or Mexico. And the literature, culture, and history of Spain are usually taught as their own separate courses, while the literatures, cultures, and histories of all Latin American countries are usually combined into the same course (check out UNCW's Spanish course offerings as an example). In my attempt to flip the narrative and diversify the curriculum, this course will take an intentionally anti-colonial, anti-racist approach. That means that I will often supplement activities from the textbook with readings and other resources that more authentically reflect the racial, linguistic, and cultural diversity of Spanish-speaking people from around the world, with a special emphasis on people from historically underrepresented, minoritized groups. We will use these resources to reinforce linguistic elements like grammar and vocabulary. However, we will also critically examine the perspectives presented in the resources. At times, this will require the use of English, since you have not yet developed the skills in Spanish to engage in this level of dialogue. Also, this will often require us to push ourselves a little beyond our comfort zones in order to grapple with societal problems that matter deeply to us all but that are also highly complex and nuanced with no easy solutions. It is my goal for us to empathize with and celebrate a multitude of diverse lived experiences (including our own) and to learn some Spanish along the way. I hope that you will join me on this transformative journey!

“Courageous” Conversations

Stay engaged

Speak your truth

Experience discomfort

Expect and accept non-closure



(Singleton, 2014)

What is a particularly controversial topic in your target culture? What strategies and personal connections could you use to engage students in meaningful, “courageous” discussions about this topic?

Example

- ▶ In collaboration with:
 - ▶ Ashley Compton (UNCW)
 - ▶ Christi Lea (Hoggard High School, Wilmington, NC)

Identity

▶ Spanish Level 2 Class

▶ Descriptive adjectives,
nationalities

¡INTÉNTALO!

Provide the appropriate forms of the adjectives.

simpático

1. Mi hermano es simpático.
2. La profesora Martínez es _____.
3. Rosa y Teresa son _____.
4. Nosotros somos _____.

difícil

1. La química es difícil.
2. El curso es _____.
3. Las pruebas son _____.
4. Los libros son _____.

alemán

1. Hans es alemán.
2. Mis primas son _____.
3. Marcus y yo somos _____.
4. Mi tía es _____.

guapo

1. Su esposo es guapo.
2. Mis sobrinas son _____.
3. Los padres de ella son _____.
4. Marta es _____.

2

Completar Indicate the nationalities of these people by selecting the correct adjectives and changing their forms when necessary.

NOTA CULTURAL

Alfonso Cuarón (1961–) became the first Mexican winner of the Best Director Academy Award for his film *Gravity* (2013).

1. Penélope Cruz es _____.
- ▶ 2. Alfonso Cuarón es un gran director de cine de México; es _____.
3. Ellen Page y Avril Lavigne son _____.
4. Giorgio Armani es un diseñador de modas (*fashion designer*) _____.
5. Daisy Fuentes es de La Habana, Cuba; ella es _____.
6. Emma Watson y Daniel Radcliffe son actores _____.
7. Heidi Klum y Michael Fassbender son _____.
8. Serena Williams y Michael Phelps son _____.

Busco novio Read Cecilia's personal ad. Then indicate whether these conclusions are **lógico** or **ilógico**, based on what you read.

1. Cecilia es profesora.
2. Cecilia desea ser artista.
3. Cecilia dibuja.
4. Cecilia tiene novio.
5. El novio ideal de Cecilia es ingeniero.

Lógico Ilógico

- | | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
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Intersection of Identities



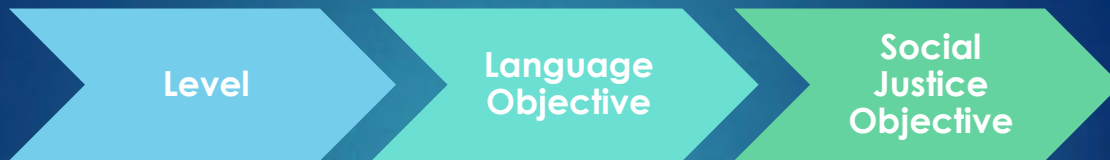
- Novice High

Intersection of Identities



- Novice High
- Describe basic the elements of your identity and the identity of others
 - advanced adjectives
 - nationalities

Intersection of Identities



- Novice High

- Describe basic the elements of your identity and the identity of others
 - advanced adjectives
 - nationalities

- Discuss and reflect upon the complexities of racial identity

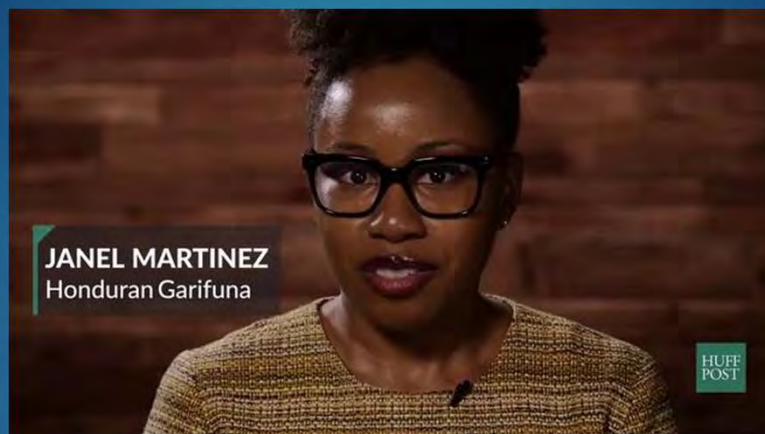
Collaborative Activity

- ▶ Do you think that you have a racial identity? Why or why not?
- ▶ How does your racial identity affect your daily life? (scale of 1 to 10)
- ▶ Do you think that a person's identity can be used to combat social injustice?

Maintaining a Double Identity

- ▶ What are the most important aspects of your identity?
- ▶ In your life, when/where is it necessary to maintain a “double identity”?
- ▶ Is this systemic (power+oppression)?

Black and Latinx



http://www.huffingtonpost.com/entry/6-atro-latinos-open-up-about-what-it-means-to-be-black-and-latino_us_56f18477e4b03a640a6be47c?ir=Chicago§ion=us_chicago&utm_hp_ref=chicago

Vocabulary

cultura (*culture*)
dos mundos (*two worlds*)
negro (*black*)
latino
racismo (*racism*)
cocolo (*non-Latinx Black person*)
borrar (*to erase*)
celebrar (*to celebrate*)
orgullo/orgullosa (*pride/proud*)
curvas (*curves*)
rizos (*curls*)
piel (*skin*)



http://www.huffingtonpost.com/entry/6-afro-latinos-open-up-about-what-it-means-to-be-black-and-latino_us_56f18477e4b03a640a6be47c?ir=Chicago§ion=us_chicago&utm_hp_ref=chicago

Blaxicans, los negros mexicanos que buscan su lugar en California



A Larissa le gusta definirse como Blaxican porque cree que "es importante" que se reconozca su doble identidad.



Rommel explica que, por su color de piel, ha tenido que vivir las mismas problemáticas que muchos jóvenes afroestadounidenses.



Amber creció en un barrio mixto, en el que habla tanto hispanos como afroestadounidenses.



Waller no entró en contacto con la comunidad negra hasta que fue mayor.

Task:

Prepare a mini-presentation

**Blaxican
busca**



Walter Thompson Hernández

A Larissa le gusta definirse como Blaxican porque cree que "es importante" que se reconozca su doble identidad.



Amber creció

ni-

**Blaxican
busca**



Walter Thompson Hernández

Rommel explica que, por su color de piel, ha tenido que vivir las mismas problemáticas que muchos jóvenes afroestadounidenses.



A Larissa le gusta
doble identidad.



Amber creció

ni-

Blax
bus

Pin it



Share Image

Walter

Amber creció en un barrio mixto, en el que había tanto hispanos como afroestadounidenses.

Blax
bus



Walter Thompson Hernandez

Walter no entró en contacto con la comunidad negra hasta que fue mayor.

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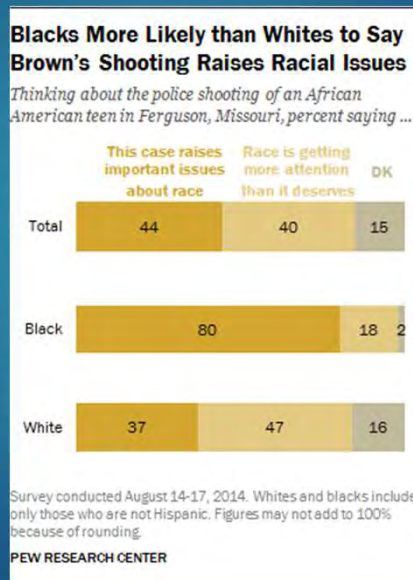
Critical Reflection in English

- ▶ Throughout this unit, we have examined several elements relating specifically to racial identity. What are your thoughts on this topic? Why do you think I chose to incorporate it into our class?

Critical Reflection in English

- ▶ Examine the following poll about people's recognition of the importance of race in the wake of the Michael Brown shooting. Where would you fall on this survey? Do the results of the survey surprise you? Why or why not?

Critical Reflection in English



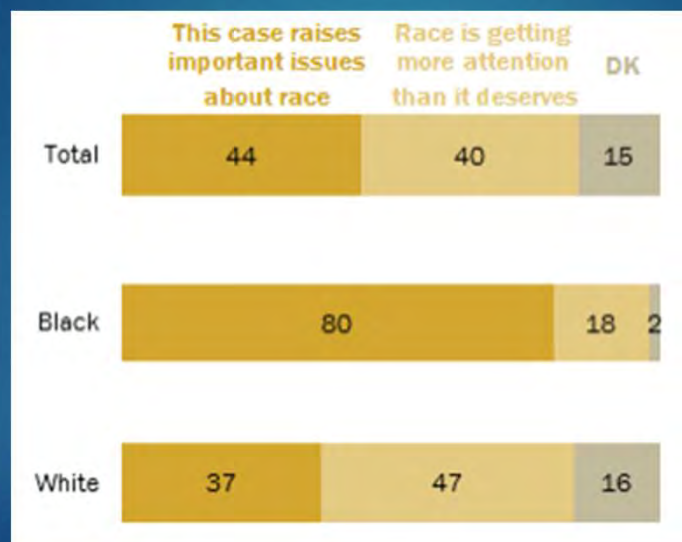
Critical Reflection in English

Blacks More Likely than Whites to Say Brown's Shooting Raises Racial Issues

Thinking about the police shooting of an African American teen in Ferguson, Missouri, percent saying ...

This case raises important issues about race Race is getting more attention than it deserves DK

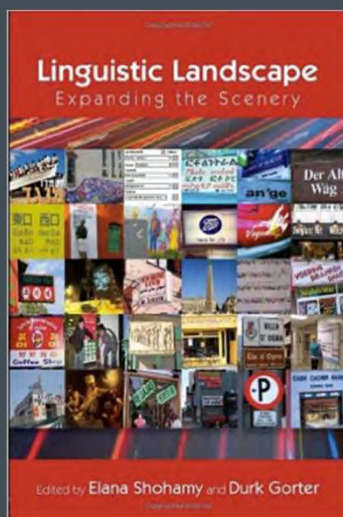
Critical Reflection in English



Critical Reflection in English

▶ In what specific ways can you be an ally in your daily life for issues that may not explicitly relate to your own identity (race, gender, sexual orientation, etc.)?

What's going on in our communities?



Sonya AmenRa shared a link.
February 21 at 3:32pm

Black Lives Matter of Wilmington, NC will not support any event at Hugh MacRae Park . Legally the name cannot be changed. The park is named after a white supremacist who help write the " White Declaration of Independence " in 1898. In 1898 Hugh MacRae was one of the organizers of the only government takeover in American history making a mark in history referred to as the 1898 Massacre killing unarmed black men, women, and children. Machine guns were used that could shoot 100 to 400 rounds per minute . The population of blacks went from 68 percent to 20 percent. Still today no reparations to the descendants of this horrific event. Wounds that have in no way begun to heal . Although the number of deaths have not been recorded . There are still many hidden facts of this tragedy . After the massacre there was an increase of lynching in the south and numerous massacres across the country , many hidden in the history books. In addition there were laws of voter suppression past . If we forget history it will repeat itself. Under no conditions can we support any event in this park it would be a disregard to the struggle of black people and the lives that were lost.



Is Hugh MacRae's legacy too tainted for park's name?
He was a racist co-conspirator in what's been described as the only successful coup d'etat in American history
STARNEWSONLINE.COM



Fuentes:

- <https://charlotte.quepasanoticias.com/noticias/ciudad/local/piden-retirar-estatua-ofensiva-para-comunidad-latina>
- <http://www.starnewsonline.com/article/NC/20150711/News/605044282/WMI/>

Next Steps

Take small thoughtful steps to promote social justice in your classroom.



Next Steps

Bring students, community members, and colleagues along as partners in your work.



Next Steps

Report back to the
community of
language teachers.



**“Our lives begin to end
the day we become silent
about things that matter.”
— Martin Luther King, Jr.**



Thank you!

