

Hamline University

DigitalCommons@Hamline

School of Education and Leadership Student
Capstone Projects

School of Education and Leadership

Spring 2018

Text Sets For Social Justice

Jessica Buck
Hamline University

Follow this and additional works at: https://digitalcommons.hamline.edu/hse_cp



Part of the [Education Commons](#)

Recommended Citation

Buck, Jessica, "Text Sets For Social Justice" (2018). *School of Education and Leadership Student Capstone Projects*. 169.

https://digitalcommons.hamline.edu/hse_cp/169

This Capstone Project is brought to you for free and open access by the School of Education and Leadership at DigitalCommons@Hamline. It has been accepted for inclusion in School of Education and Leadership Student Capstone Projects by an authorized administrator of DigitalCommons@Hamline. For more information, please contact digitalcommons@hamline.edu.

USING TEXT SETS TO INCREASE LITERACY

SKILLS AND ENGAGE IN SOCIAL JUSTICE

By

Jessica H. Buck

A capstone submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Literacy Education

Hamline University

Saint Paul, Minnesota

July 2017

Primary Advisor: Jennifer Carlson

Secondary Advisor: Kathy Carl

Peer Reviewer: Aaron Lawrence

DEDICATIONS

To Patricia and Daryl ~

Thank you for teaching me that education is valuable and supporting my every endeavor to be a lifelong learner. Thank you for believing in me, even before I did.

To Matthew and Michael ~

You were my first students in life and I am forever grateful for that.

To Kaylie and Emily ~

You girls have given me the drive to complete this capstone. May you two grow up to know women have the power to move mountains.

To Donna and Dale ~

Thank you for all the love and for checking in with my progress this summer.

To Kathy ~

The advice you guided me with was priceless. Thank you for the phone calls, feedback, and support. You are a true leader in education.

To Aaron ~

Thank you for going through my writing with a fine tooth comb, asking questions, and giving suggestions.

To Matt ~

My dear husband, this would not have been possible without your support. Thank you for giving me the space to write, the confidence that I can, and all your love.

To Jon ~

Thank you for the assistance with formatting and technology in the eleventh hour.

To my teachers ~

The content I learned at Hamline University will impact my teaching of literacy for the remainder of my career. Special thanks to Jennifer, for reading every draft.

To my students ~

You are the force that fueled this work. Each of you have guided my thinking, caused me to question current practice, and research in hopes of finding better ways to teach you. My lifelong work will always be for you.

TABLE OF CONTENTS

Chapter One: Introduction	1
Early Reading Experiences	3
EBD Challenges in Reading	4
A Personal Interest in Social Justice	6
An Understanding of Critical Literacy	7
Chapter Two: Literature Review	10
Introduction.....	10
Definition of Critical Literacy	11
Definition of Social Justice	11
The Link between Critical Literacy and Social Justice	11
Why Critical Literacy and Social Justice are necessary in EBD classrooms	12
Reading Failure	13
Removal from General Education	13
Teacher Dominance	14
Students with Behavioral and Reading Difficulties	14
Social Justice Matters to EBD Students.....	15

How to Bring Critical Literacy and Social Justice to EBD Students.....	18
Writing Strategies	19
Reading Strategies	20
Summary.....	27
Chapter Three: Project Description	29
Introduction.....	29
Framework	30
Text Set Selection	33
Setting and Audience	35
Project and Timeline	36
Student Choice and Assessment	37
Summary.....	39
Chapter Four: Conclusions	41
Introduction.....	41
Learnings/Findings	42
Influence of the Review of Literature.....	44
Implications.....	45

Limitations46

Results.....47

Summary.....48

LIST OF TABLES

Figure One	20
Figure Two	21
Figure Three	25
Figure Four	38

CHAPTER ONE

Introduction

My classroom is a diverse place, but students share some elements in common: they are in middle school, they are most often boys, they have been diagnosed with Emotional and Behavioral Disorders (EBD), they are typically African American, and they have most certainly been disengaged in the learning process. We are a federal setting level IV classroom. This means, to the layperson, that we operate in a self-contained environment, with no contact with ‘non-disabled’ peers. The students enter my classroom with a variety of stories and an almost certain background of trauma, but they all share a common story regarding school. They have been moved around, from classroom to classroom at first, and eventually from school to school. They have been trained to complete the worksheet in order to earn free time. They have been handed laptops, used as an electronic pacifier, to quiet them from disrupting those around them. They have been thoroughly disinterested in learning, as they have not experienced learning authentically.

When I inherited my classroom from the teacher before me, I was equally blessed and burdened. She left every piece of material in the classroom. So did every single teacher, it appeared, that had worked in room 211 since 1968. I was overwhelmed. As I began the massive undertaking of sorting through the material, I realized some choices were easy. I could throw away the sexist workbooks, full of dust, from an era when women were expected to complete chores in the kitchen and fold the laundry of the household. Other things caused me to pause. I was not sure if I should keep the

“Babysitters Club” series, in perfectly fine shape (in fact, there was no evidence these books had ever been read), but printed in the 1990s. The dated covers of white girls made me wonder: Why would my African American boys ever choose *this* book? In what way does *this* book act as a mirror into the lives of my students? As I began to ponder these questions, I ended up keeping much of the dated material. It sat, unused on my shelf, and continued to gather dust as another decade began to pass in my classroom.

When I began taking literacy courses at Hamline University, I was quickly liberated. Last fall, I went on a spree of removing outdated books from my classroom. The timing was perfect. Administration in my building was acknowledging the fact that I taught in a book desert. They were willing and ready to allocate appropriate funding, which meant my teaching team could buy new books for students. As I begin to toss like a madwoman, I was met with some skeptical looks from one of my education assistants. She offered to box them up for me, suggested I offer them for free in the staff lounge, and even suggested we (gasp) put them in our ‘library’, or book room, as it should be called. “No!” I gleefully replied. I knew the time had come. My students were not reading these books; they were yellowing, they had no pages with dog ears, and the covers were outdated. As quickly as I could make toss piles, she cleaned up after me and ended up placing them in a dark, unused locker room in the basement of the building. I am certain they remain buried in that space.

Shortly after, I was able to work with three other language arts teachers and we personally placed a book order, spending the several thousands of dollars we were allocated by the administration in the district. I freely stocked my library with Walter Dean Myer, books that had recently won awards, books that actually operated like

windows and mirrors into the lives of my students. Books that they could relate to. Books that they were interested in reading to learn about the lives of others. I lost many books last year due to straight “wear and tear”. That was one of the many blessings I discovered. When kids had book selections in front of them that appealed to them, the odds of them reading skyrocketed. I was proud and I was also keenly aware of how far I had to go. My school has no library. One book order would not sufficiently supply the necessary water my book desert needed. Currently, I am awaiting the results of a grant request to double the size of my classroom library. The students that have embarked in the great pleasure of reading novels have gone through the ones they are interested in. Often times, a student could be assigned to my classroom for language arts for four years. Therefore, I knew I needed to continue to find material to engage them.

This led me to a path filled with questions: How can I supplement my novels? How can I build text sets? What web resources can I use? The answers all lay in the fact that my students will read when they are interested. I decided I wanted to take a closer look at the possibility of linking critical literacy skills with acts of social justice. I had developed a driving question: *How can EBD middle school students use social justice themes to develop critical literacy skills?* For example, my students complain about the current political climate, but have no means to take action. The exploration of the potential links I can build between critical literacy and social justice became a driving force in my thinking, planning, reflection, and acts as a teacher.

Early Reading Experiences

I have warm memories of reading with my mother when young. Snuggled up to her, somewhere between the skills of learning to read and fully mastering the art of

enveloping myself in silent independent reading, we would read together. Each evening, before bed, my mother gifted me with one chapter, read aloud. I anticipated and cherished the time. The story was devoured. Bit by bit, as the plot unfolded, I was transported to a world of a spider and a pig. It was pure love to listen to the story unfold through the actions of the characters. Through these experiences, it became clear that books offered up other worlds for the reader to explore and offered the experience of participating in pure joy.

When I started college right after high school, I began to read the Shopaholic series as a way to read something light and fun. It was a nice contrast to textbook reading. Somewhere in the middle of the series, I began to change as a human and no longer related to the main character. I literally found her shallow, predictable, and flat. I stopped reading for pleasure for a few years. I didn't surround myself with people to inspire me to read during that period of my life.

Luckily, because I had my love for reading previously instilled deep in my heart and brain, I was able to pick the habit up again after a friend gave me a copy of *I Know This Much is True* (2008) by Wally Lamb. I was forever changed. Due to the fact that I have built up a deep love to include reading into my own life, personally and professionally, I have a strong desire to bring that as one of the gifts I give students. That has not been an easy task, as I am usually met with comments like "I don't read for joy" or "reading is not fun".

EBD Challenges in Reading

The need to read is an essential skill in today's world. In order to navigate the ever changing world of technology, post-secondary education options, careers, and develop reading as a hobby, one must be well equipped with many academic tasks. That starts and ends with reading. If a student can successfully read, they have the power to contribute their strengths to the world. Information is cheap today, but one must be able to read in order to access much of it. Unfortunately, schools are not sufficiently preparing all students to read. Frequently, students diagnosed with Emotional/Behavioral Disorders are at an increased risk to be unable to read, or they are one to several grades below their actual grade level. This begs the question of the chicken or the egg: do these students react to an inability to read and perform classroom tasks by engaging in negative behaviors that cause a removal from the general education setting or does the behavior organically arise and result in a loss of academic instruction? Either way, these students have missed much quality instruction and need interventions to help them reach the goal of reading.

In a Def Jam Poetry session, Lamont Carey paints a clear picture, through spoken word, about what it feels like to be unable to read in a classroom setting:

I'm eleven years old in the sixth grade and I can't read. The class is so full that the teacher doesn't notice me, but I can't read. And when she finally asks me to come to the head of the class, I do everything in my power to make the class laugh. What would you do, if you knew that they all would laugh at you? But I can't read and I can't write and I can't spell and most of the time, I don't know my left from my right, but they keep on passing me ... The teacher's aide says it's the teacher's fault and the teacher says it's the board of education and the board of

education says it's my parents fault and y'all my parents blame me. But I still can't read. (retrieved from https://www.youtube.com/watch?v=eh1EIT_cgb4)

An additional challenge placed upon my students is the simple fact that some are functioning well below grade level. As I grapple with how to teach a sixth grader to develop decoding skills in the same classroom as an eighth grader who needs to practice using his vocabulary strategies, the need to find engaging text is at the core. I do not have a chance to build their skills until I have text in front of them they are motivated to read. In the book *RTI for Reading at the Secondary Level*, Reed, Wexler, and Vaughn note that in order to increase motivation around reading, students need to be offered many opportunities for the topics of text, give rationale for the lesson, include a time to engage in social activities centered around text, and connect to areas outside of the classroom—other classes, personal lives, past experiences, and previous lessons.

A Personal Interest in Social Justice

Shortly after becoming a teacher, I began to see the world with lenses that were “other” to me. I have witnessed the personal hurt caused and fear embedded in students worried their families would possibly be deported back to Mexico. I have had a difficult time faulting a student for running through the hallways with his hands up yelling “don't shoot.” I have watched tears pour out of a gang member because I stepped into a fight and got a swift punch to the face, telling me how sorry he was, but “now they are going to lock me up for sure, I hit a white woman.”

As I began to reflect and mentally unpack their stories, I started to understand that these students do not even understand their own lives. The gang member does not have

any conception of the idea that he is in gangs because he grew up in the wrong neighborhood and needed to find role models somewhere. The Mexican student does not even know her rights as a United States citizen. My brown boy yelling “don’t shoot” does not have the means to protest in a positive, meaningful way.

I have a strong desire to build up the internal belief in my students that they are indeed efficacious and their voices are worthy of being heard. I want to build their toolboxes up so full that when they leave my school, they are not set up to enter the prison pipeline straight from school. I want them to feel power, value, and be contributing members of our society. As a result, I think the bridge to meet this goal is by building it between literacy and social justice.

An Understanding of Critical Literacy

While taking a course titled “Critical Literacy” at Hamline University, I was stuck with two ideas that I wanted to explore more deeply. The first idea that mattered to me was that of critical literacy as a thought process. The second, also important take-away from this particular course, was the fact that students need to be explicitly taught these strategies and allowed time to practice them to become efficient critical readers.

Critically literacy as a concept appears to overarch many other areas of reading, and I think the general idea of it is so necessary. I am not convinced it is sufficiently taught in the language arts classes at my school. I was on the curriculum writing committee the past two summers and this concept was neither on my radar nor brought to my attention by a teammate. Rather, we focused much more on traditional literature and concepts such as theme, plot, and characterization. It was most definitely professional,

life changing moment while reading a text called *Critical literacy: Enhancing students' comprehension of text* (2004) by McLaughlin and DeVogd. It seems so obvious when reflecting on the material. As I engaged in a deeply personal reflection regarding my own reading experiences around critical literacy, I simply cannot recall being directly instructed on how to read critically, rather, I (perhaps through a liberal arts education?) developed these skills intuitively. When I did develop these skills, I am certain I was post-college or nearing the end. This highlights the importance of the urgent need to directly instruct students on critical reading. They need explicit instruction, guidance, and practice to develop and strengthen these skills.

Another point that struck me was that the marginalized reader is the one that would most benefit from understanding how to read critically and apply it to the real world. My students are marginalized! As a result, I immediately went through my curriculum map and made notes all over where critical literacy components can be added to supplement my current teaching plans. As this task was underway, it was also noted how it was likely that adding in the critical thinking parts to the curriculum map might actually be more engaging for my students. Right now, they are very fired up and literally worried about the current political climate in the United States. I explored the idea of using various viewpoints in newspaper print to engage them in deepening their critical thinking skills so they understand that not everything they read (on either side) can always be taken as fact. A possible extension would be taking action on the matter; the mere thought of students taking actions to feel socially empowered is actually much better than the general area of propaganda the map leads us to teach.

The other big idea gleaned from my learning is around the fact that the students will need direct instruction to learn each and every strategy. These probably will not come naturally to a middle school behavior-based class. As a teacher and learner, I appreciated how the methods McLaughlin and DeVogd (2004) shared about how to best teach critical literacy skills. They explained that critical literacy can be broken down into the following five steps: explain, demonstrate, guide, practice, and reflect. These steps follow the planning and teaching that effective teachers already do; thus, it makes the carryover simple and practical. The text gave specific examples of how each strategy was used with a class and included details of the text that was used. This was also helpful, because a teacher trying these techniques out for the first time may be inclined to use the same texts.

As students practice these strategies and become better critical readers, those students may become stronger; activating voices in their classrooms, schools, and hopefully in homes and communities. Additionally, I can clearly see how this might make students feel more powerful as they better understand the world around them through analyzing text, photos, videos, and other images. To really think critically about something means you are intrinsically motivated by that thinking. Lastly, for my students, I am certain it would raise their self-esteem.

Chapter two will include a review of the research to determine what action should be taken in order to address the needs EBD students have regarding critical literacy and social justice. It will also specifically define social justice and critical literacy. Lastly, the second chapter will explore the research regarding middle school students. Last of all, chapter two offers a glimpse of chapter three.

CHAPTER TWO

Literature Review

Introduction

Two areas of research that are currently popular in the field of Literacy include the specific strategies students need to know how to use in order to build literacy skills and the topic of social justice. That is logical because the skills students need, as readers, in the twenty-first century are far greater than they were in previous centuries.

Additionally, our world continues to experience social unrest. As information becomes more and more readily available, students need the skills to successfully navigate the copious information around them, make sense of the information and evaluate it with skill. Then, they must decide what, if any, action to take based on the information. Critical literacy and social justice are closely related topics that lend themselves to increasing motivation in middle school classrooms which are composed of students diagnosed with Emotional/Behavioral Disorders (EBD).

Reviewing the literature with a lens on EBD students in particular, sheds light on several themes regarding the literacy patterns of students labeled with an Emotional or Behavioral Disorder. The main theme that emerged from this research is that a failure to thrive at reading may indicate a failure to succeed in school. When students are removed from general education curriculum, they are likely to “experience difficulties in the area of literacy” (Griffith, Trout, Hagaman, & Harper, 2008, p.124). Research indicates that students diagnosed with Emotional and Behavioral Disorders rely too much on the teacher and do not independently employ reading strategies. Secondly, students with

disabilities are not receiving instruction that provides adequate reading gains (Solis, Miciak, Vaughn, Fletcher, 2014).

A review of literature in these areas will glean information about current research to appropriately respond to the question: *How can EBD middle school students use social justice themes to develop critical literacy skills?*

Definition of Critical Literacy

Critical Literacy, for the purpose of this capstone paper, is defined as the reader participating through an active role to “move beyond passively accepting the text’s message to question, examine, or dispute the power relations that exist between readers and authors” (McLaughlin & DeVogd, 2004, p. 14).

Definition of Social Justice

For the purpose of this capstone project, the definition of social justice, as described by Adams, Bell, and Griffin (2007) is “to enable people to develop the critical analytical tools necessary to understand oppression and their own socialization within oppressive systems, and to develop a sense of agency and capacity to interrupt and change oppressive patterns and behaviors in themselves and in the institutions and communities of which they are a part” (p.2).

The link between Critical Literacy Skills and Acts of Social Justice

Schieble (2012) argues that teachers continue to overlook race and the implications it has when material is selected for English language arts courses by stating “that within this larger context a lens on whiteness remains an overwhelmingly absent

dimension in literacy teaching and learning toward socially just goals and actions” (p. 212). Most classrooms read material that fits students living in middle class, white suburbs. The authors are white. The students are white. The teachers are white. This lack of diversity that the United States has historically had in language arts courses, may lead many black students to feel left out of the conversation. They are unintentionally taught that they do not matter. Their voices are not heard. Schieble (2012) goes on to share his personal experiences attending school “for example, as a white adolescent growing up in a largely white town in the Midwest, I found it normal that texts we read in English class were ‘classic’ literature written mostly by white, European American men, and that white people ran businesses and controlled government.” (p. 213).

Why Critical Literacy and Social Justice are necessary in EBD classrooms

The research highlighted several reasons critical literacy and social justice is needed in EBD classrooms. First of all, a failure to read at grade level is likely to occur in EBD settings (Scott, 2002). Another reason these components are vital is that being removed from general education settings may lead to students being placed in classrooms where behavior is the main focus, rather than an academic focus filled with robust exposure to literacy. Teachers tend to dominate these types of classrooms, removing a high degree of choice from students. Another benefit that bringing social justice and critical literacy to EBD classrooms is that the research does not fully agree on the root cause of both reading and behavioral difficulties. If indeed, it may be reading difficulties leading to poor behavioral choices, it makes logical sense to target the literacy skills before the behavior can be expected to change and improve.

Reading Failure. According to Scott & Shearer-Lingo (2002) “The combination of academic deficits and associated behavioral difficulties that typifies students with EBD is a strong predictor of problems throughout life” (p. 167). When a student fails to learn to read at a rate to succeed in school, school failure is often the result. Failure to develop the ability to navigate course work in schools increases the rate of dropouts (Scott, 2002). This research should not be ignored, as our society suffers long term consequences from the result of students dropping out of school. This implies that the failure to sufficiently learn to read in the school setting may have the potential to carry over to an entire lifetime of problems, some of which include: a severely reduced ability to gain employment which pays a sustainable wage, dependence of social welfare systems, and higher rates of incarceration. The Literacy Project Foundation shares some startling numbers: of people living in prison, 3 out of 5 are unable to read and 3 of 4 people on welfare can’t read. The fact that students with EBD tend to have lower rates of literacy and higher rates of maladaptive behavior is a problem. The solution begins in the school setting. Teaching all students to read effectively is not a lofty goal, it is a necessity (<http://literacyprojectfoundation.org/community/statistics/>).

Removal from General Education. When a student is not able to maintain order in the classroom and disrupts the learning for all, he or she is effectively removed. This often takes place initially through a special education evaluation, followed by placement in an alternate learning environment. This alternate classroom is often will suited to meet the behavioral needs of the student. Carrots are dangled for external motivation, point sheets are used to reward positive choices, and leveled systems are implemented with the hopes that the student will manage behavior. These classrooms serve that function well.

The leaders of these classrooms are teachers, but they are teachers trained in special education. That are not trained in literacy or content areas. The result is a lower quality of instruction. Swicegood and Linehan (1995) tell us that “when placed in highly controlled instructional environments, these students frequently have few opportunities for language interaction. Literacy-based classrooms present rich and frequent opportunities for language learning through teacher and peer interaction, thus providing a bridge to literacy and teacher-scaffolded instruction” (p. 6). Removing students from a general education setting reduces the exposure to classrooms robust with vocabulary.

Teacher Dominance. Swicegood and Linehan (1995) tell us that the students who are struggling often do not lack skills, they have an abundance of strategies they could use. Rather, they tend to look toward the teacher for direction on which skill to use. This is a problem when it comes to special education. Teachers feel the need to run a classroom that is based on controlling behavior, therefore student choice is severely limited. When students look to the teacher, they are losing an independence that is necessary to be a strong reader and a life-long learner. The research also notes a difference between classrooms that operate with a constructivist approach rather than a behavioral model. Classrooms are better able to teach reading under a constructivist approach, rather than attempting to control and manipulate behavior.

Students with Behavioral and Reading Difficulties. As originally explained by Hinshaw (1992), Cook, Collins, Restor, Daikos, & Delpont (2012) shared that there are four possible reasons that students might have both reading and behavioral challenges. The first one reported was the idea that the reading problems plant the seeds for later behavioral problems. For example, when a student finds reading especially difficult, he or

she may stop trying to learn and undesirable behaviors become what the student instead spends time engaging in. The second concept the authors explained was that of the behaviors causing the difficulties in reading. When a student fails to respond to reading instruction due to a high magnitude of behavioral problems, the behavior is at the root of both problems. Thirdly, it is contended that there is a mutual relationship between both problems. For instance, a reading problem may increase unwanted behavior, which further increases the reading problem as a vicious cycle. Lastly, it is proposed that there may be an unknown variable. The researchers, in this instance give an example that something such as “inattention may cause both” the reading and behavioral problems (p. 39). The authors concluded that the function of the behavior needs further research, but did discover that their data supported the idea that the comorbid existence of both challenges may be caused by a transactional relationship.

Social Justice Matters to EBD students. Throughout my teaching career I have observed students through peer discussions and teacher to student interactions, which clearly illustrate that they care deeply about matters of social justice. To respond to this internal feeling of care and maximize both motivation and engagement, teachers must become experts at creating meaningful lessons and activities. Comber (2015) reminds us that this act “requires knowledge about the relationships between people, places, and poverty” (p. 366). Students are more likely to engage in learning when the teachers understand the links that homes and communities bring to the school setting. In order to guide students that come from a background of poverty, the material needs to be both mirrors and windows into their own lives.

It is also important to note that teachers must be mindful of the effects poverty brings into the classroom. Comber (2015) strongly shares the fact that teachers “witness the daily complexity of their work as families grapple with effects of poverty. These manifest in the school yard and classrooms as high levels of illness, stress, tiredness, absences, and out-breaks of violence. It is hard work to enhance literacy learning in the face of such material challenge. This is not to subscribe to a deficit discourse, but to note that poverty and place do impact on whether young people come to school and sometimes how they arrive in terms of their physical and mental well-being” (p.364).

In a study, Montague, Cavendish, and Castro (2011) discovered a link between being placed in a special education program, and later performance in schools. Over a period of years, their research found that “at-risk students in special education” gained a negative attitude toward school in the later grades (p. 213). The authors argue that one cause of this may be due to achieving low scores on high stakes testing. Another possible explanation might be the fact that the content in school is not appealing to them as individuals. Tatum (2006) explains that African American boys tend to be offered text that serve to actually do more harm than good and he claims there is a need for “enabling texts for African American males. An enabling text is one that moves beyond a sole cognitive focus - such as skill and strategy development - to include a social cultural, political, spiritual, or economic focus” (p. 47). This means that classrooms need to have supportive material that allows African American youth opportunities to explore social issues through the act of reading.

Reading choices have a direct impact on the engagement and motivation of students. Pytash (2012) conducted a case study of an alternative school and noted an

increase in reading engagement when the students were able to participate directly in the choosing of book titles, authors, and topics that were of interest to them. In this example, the school had no library. The teacher of the classroom worked with a librarian from the community to build a classroom library. When one student wanted to learn more about a particular war, the author suggested creating text sets. Text sets were defined as “collections of resources from different genres and reading levels centered on a particular theme or topic” and the importance of creating them for students was because “having multiple texts surrounding a similar theme allows students to learn about multiple perspectives, make connections, and analyze information in a critical manner” (Pytash, 2012, p. 34). Miller (2009) agrees with this by sharing that “denying students the opportunity to choose their own books to read, teachers are giving students a fish year after year but never teaching them to go near the water, much less fish for themselves (p.29).

African American boys are overrepresented in special education programs. There is a desire, among these students, to read material that reflects their own experiences in this world. Tatum (2015) shares the following quote in response to the fact that the events in the United States are directly impacting students, especially students of color, today:

“Following the shooting of Michael Brown, “Hands Up! Don't Shoot!” and “Black Lives Matter” became visible and vocal rallying cries in the streets, college campuses, school districts, and other public gatherings throughout the United States. Race and its intersection with violence, particularly among black male teens, was again at the epicenter of the national dialogue in the United States. It was this same intersection that led me to establish the African American

Adolescent Male Summer Literacy Institute (AAAMSLI) in Chicago in 2008 to nurture the next generation of young writers to examine the sociocultural benefits of writing” (p. 536).

By establishing the AAAMSLI, specifically for black adolescent males, Tatum is able to directly address the literacy needs of these youth. If students know this information and understand the connection between reading and writing, along with the power that comes from feeling efficacious, students will be more likely to engage in the process. Some students that have been educationally diagnosed with EBD feel that they literally have no purpose to read and write. By teaching them that they can hold a high degree of power through writing, they may choose to write in a variety of formats with a purpose, audience, and role. Showing students that they can impact their lives and their world through reading would also inject a higher degree of empowerment into their lives.

How to bring Critical Literacy and Social Justice to EBD students?

“By engaging students in learning activities that increase participation and engagement by ongoing questioning or prompting students during instruction, problematic behavior decreases and on-task behavior and correct responses increase” (Ciullo & Billingsley, 2013, p. 3). Research shows that when students are actively engaged in the learning material, less desirable behaviors diminish. For example, it is hard for a student to be disrupting the learning environment, when he or she is reading a piece of text that fully engulfs the brain. The following strategies are based on research and aimed to bring critical literacy skills to EBD students by tying in a theme of social justice.

Writing Strategies. There are several strategies that are research based and would function well with the goal of using critical literacy to allow space for EBD middle school students to engage in an act of social justice through participating in the writing process. The RAFT strategy and writing with technology holds great promise for the students this capstone is being created for.

RAFT strategy. First of all, the RAFT strategy would work well for students diagnosed with EBD because it allows for differentiation and room to incorporate personal interests that tie into social justice themes. RAFT stands for: role, audience, format, and topic. For example, a student could respond to a piece of text through writing by assuming the role of a police officer, the audience is news media at a press conference, the format is a formal speech, and the topic is body cameras. A peer in the same class, after viewing the same text could respond with the role of a news reporter, the audience of a police officer, the format might be one or more questions to ask, and the topic would remain body cameras. This is one way to easily differentiate writing tasks, while allowing students to explore issues of substance in a social manner. (Senn, Mcmurtrie, & Coleman, 2013). Lastly, the RAFT method gives students “real choices for each of the four aspects of writing” when presented with a list of options (Daniels & Zemelman, 2014, p.169).

Writing with technology. Another writing strategy that serves to be engaging for all students is using technology as a platform for writing. Not only does the use of technology encourage students to write, it is building twenty-first century literacy skills, as people today no longer complete most writing tasks with traditional pens and pencils. The following table offers some current platforms for using technology with writing.

Table 1	
<i>Writing with Technology</i>	
Writing Platform	Brief Description
Google Docs	A universal web-based tool used to create written documents, spreadsheets, and visual presentations. A feature of this site is that it allows students to utilize a voice-to-text feature, which may benefit students with EBD.
Kahoot!	A website where students can author their own quizzes.
Storybird	A website that allows student to select artwork and author a unique story. The stories can be chapter books, picture books, or poems.
Padlet	A website that allows students to take notes and interact with the teacher/classmates
Flipgrid	A video creation site that allows students to present written material in a verbal manner. The style could be formal or informal, as guided by the teacher.
Blogs	A variety of websites host student blogging, which may aim to reach a particular audience with a message.
Letter Generator http://www.readwritethink.org/files/resources/interactives/letter_generator/	A useful tool to assist students in creating letters.

Table 1

Reading Strategies. Several reading strategies are an effective means to increase reading skills such as inferring, questioning, determining importance, visualizing, and synthesizing (McGregor, 2007). However, in order to support current common core standards, Ciullo and Billingsley (2013) note that EBD students especially need prereading, during reading, and post reading strategies to effectively support their growth in the area of literacy. Therefore, it is recommended that students diagnosed with EBD are offered learning opportunities throughout reading activities to support them. It is of

vital importance to note that, when teachers are introducing any new strategy, they must be sure to directly model, often through think-alouds, so students know what is expected of them (Robb, 2003). Gradually, students will be able to use these strategies with increased independence and decreased teacher guidance. On average, it may take between six and eight weeks for students to become independent with any given strategy (Robb, 2003).

The following table, adapted from Robb (2003), is a comprehensive guide to possible activities to use before, during, and post reading:

Table 2		
<i>Reading Strategies</i>		
Prereading Activities		
Think Aloud	Pose Questions	K-W-H Charts
Browse Texts	Pre-teach Vocabulary	Brainstorm/Categorize
Use Graphic Organizers	Preview and Analyze	
During Reading Strategies		
Visualize	Think Aloud	Retell
Use Graphic Organizers	Use Context Clues	Reread
Take Notes	Identify Confusing Parts	Infer
Pose Questions	Summarize	Make Connections
Post Reading Strategies		
Skim	Visualize and Other Sensory Responses	Use Graphic Organizers
Reread	Reflect Through Talking, Writing, Drawing, Music	Infer: Compare/Contrast, Cause/Effect, Main Idea

Think Aloud	Drama	Summarize
Pose Questions	Note Taking	Retell
Connections: Other Texts, Self, Community, and World Issues	Synthesize	Self-evaluate

Table 2

Prereading strategies. Prior to completing a reading activity, students should engage in a variety of prereading strategies to reactivate or build background knowledge. Some research based prereading strategies include: building vocabulary through word studies, making predictions, and scanning the text to view features like captions, tables, graphs, and informational boxes.

In order to build vocabulary, it is beneficial for secondary students to complete word studies throughout the course of a school year. A word study is the act of bringing emphasis through instruction to “the structure and meaning of words by drawing students’ attention to spelling patterns and word roots” (Bloodgood & Pacifici, 2004, p. 250). One way to effectively implement a word study with secondary students is by using Greek and Latin roots. When a student is able to have a firm grasp on understanding what a root means, he or she is able to devise word lists that contain the root, as well as make meaning when coming across an unfamiliar word with a familiar root while reading. Bloodgood and Pacifici (2004) also highlighted a useful graphic organizer that places a root word in the middle of a graphic organizer, and branches out in all directions with words that contain the root and a definition. For example, the root *chron* might be at the center of a graphic organizer, with words like chronological, chronic, and synchronous paired with definitions in the bubbles around the root. This would be a helpful tool for

students to use before reading in order to more fully comprehend the text during the reading activity.

Another useful activity to use prior to reading is one that entails prediction. Giving students a glimpse about the content and then asking them to make guesses on what they will be reading about serves to pique interest, activate background knowledge, and use a critical lens while thinking. For example, showing students emotional photos about the civil rights movement would serve to help students understand emotions prior to reading an article about Ruby Bridges (readwritethink.org).

A third prereading strategy that would benefit EBD students is using the features of the text to scan for important information. Students should look at the topic and develop a list of things they already know about it. For example, when discussing Martin Luther King Jr., students might take three minutes and quickly write everything they know about him, like “he was shot”, or “he was a leader”. The teacher may use this information to assess what the students already know and utilize this information to facilitate future lessons (Robb, 2003). Additionally, Robb (2003) notes that students will need time and practice to look at the following: “the chapter or section title; the bold face or colored headings; boldface or colored words and the sentence each is in; charts, diagrams, graphs; pictures and captions; sidebars- information in the margins; and the first and last paragraphs of the selection” (p. 47). Spending time at the front end of reading tasks will lead to stronger outcomes and gains at the back end.

During reading strategies. While in the act of reading itself, there are several meaningful strategies to increase literacy skills. Robb (2003), as well as several other experts in the field, stress the importance of using strategies like visualizing, note taking,

and using context clues as a way to actively make meaning while reading. These strategies will better prepare students to comprehend what they read, thus leading to a more purposeful point of reading, especially among EBD students who often think that they do not need to read in society today.

Daniels and Zemelman (2014) tell the reader that students with reading challenges “aren’t accustomed to turning the words they read into mental pictures. They don’t see what’s happening in the problem until a considerable amount of discussion brings the picture into focus” (p. 278). In order to help students visualize what they read, an activity that is beneficial is one developed by Serravallo (2015) called *Sketch in Chunks*. Students are taught, through modeling at first, then guided practice, that they can stop after each paragraph read and make a fast picture of what they are reading. At the end of the text, the student can reference the pictures to synthesize and visualize the text as a whole. This strategy will guide students who struggle, in particular, with visualizing when reading.

Annotating the text is a powerful way to view words through a critical eye while taking notes. There is a variety of symbols that can be used to mark text up, but the following table, modified from Robb (2013) and initially conceptualized by Vaughan and Estes in 1986 as the INSERT strategy is simple and effective. INSERT stands for Interactive Notation System for Effective Reading and Thinking (Robb, 2013). Students should use annotation marks during reading to help keep track of their thinking and monitor their own progress as a helpful form of note taking. Daniels and Zemelman (2014) insightfully point out that “annotation is the mother of all during-reading strategies. It is a practice that virtually all skillful readers apply when they seek deep understanding of text (p. 121).

Table 3	
<i>Annotation Marks</i>	
INSERT Notations	
I agree	✓
I disagree	X
That's new information	+
I'm confused	?
A-HA	!
Main point	*
Connection	&
Disconnection	-----
I already knew that	#

Table 3

Another strategy that is helpful for students to use while reading is that of using context clues when coming to an unknown word in the text. Robb (2003) explains that the traditional direction given to students when they stumble across an unknown word was to look it up in the dictionary. She states that “interrupting reading with a trip to the dictionary can disconnect readers from the text. It’s also frustrating when you’re in the middle of a great part” (p.130). Teachers should model, guide, and give students many opportunities for practicing figure out unknown words by using context clues.

Post reading strategies. Some successful, research based strategies to do after reading include, developing questions, making connections, and retelling to illustrate a deep understanding (Robb, 2003). These are some methods teachers could use to bring

critical literacy tasks to the classroom and help students think about an issue on a provocative level to show a high level of thinking.

Developing probing questions entails teaching students how to form analytical questions and understand that “the answers to analytical questions are not explicitly written in a text. Such answers require that students make connections and inferences, compare, and evaluate information” (Robb, 2013, p. 79). One activity that teaches students to question is to come up with a list of questions that challenge the author of a text, or a character in a story. Serravallo (2015) states that students can develop questions about a character based on things the character did that they didn’t agree with to begin a challenge with a peer. This allows students to get into the habit of forming questions after reading while also promoting the use of peer-to-peer conversations about texts.

Another way to foster literacy growth among students after reading is by encouraging them to make connections with the text. They can make connections to themselves, to other texts, and to the world. By encouraging students to connect with text, the act of reading becomes more personal and powerful. There are many ways for students to show connections, but one effective way is by using a graphic organizer. Frey and Fisher (2013) do notice the limitations of simple connection making though, by reminding the reader that “asking students to make connections between a text and their personal experiences can be a way of initially establishing some relevance. A real strength of learners is their quest for broader truths in life, and the content they learn in school should inform their personal perspectives and help them along this journey” (p. 124). It is important for teachers to not allow students to stop at the step of connecting, but encourage them to continue to develop skills that cause them to point back to the text

for evidence. In contrast to connecting, Jones, Clarke, and Enriquez (2010) explain that it is also important to teach students that they may experience disconnections when interaction with text. Disconnections allow students the space and opportunity to communicate when they are unable to relate to a particular piece of text.

Retelling through paraphrasing can also be a way for students to remember what they have read. By pairing up with a partner and sharing a piece of writing that the student read, the other student, in essence becomes the teacher and forms a greater level of understanding. Robb (2013) recommends using a double-entry journal to guide students in paraphrasing. She asks students to fold a piece of paper in half. On the left hand half, students are expected to draw what was interesting, or most important. On the right side, students then explain the drawing, in their own words. This tool guides students to paraphrase (p. 180).

Summery

Overall, the research shows that students diagnosed with EBD are at risk from being one or more grade levels behind in reading skills. Connecting students to the belief that their reading and writing matters is an ambitious task. Using examples and modeling thinking aloud during direct instruction may prove vital. It is also important to allow students to become proud of the fact that they are readers and writers. When speaking of a famous author, Tatum (2015) shares that “although Myers kept his reading and writing as secrets growing up, he felt a connection with other readers he observed traveling to and from the local library branch he frequented in Harlem. He had hoped to become part of a special way of life” (p. 537). By connecting EBD students to issues of social justice

through critical literacy tasks, students should be better motivated and prepared to engage in literacy tasks and become members of that special club of readers and writers.

CHAPTER THREE

Project Description

Introduction

The research question deeply investigated was: *How can EBD middle school students use social justice themes to develop critical literacy skills?* In order to fully answer this question, three text sets were created that directly engage students in relevant social justice issues, as well as build background knowledge of historical events that contribute to current topics of social justice. The design of these text sets serves to increase engagement and motivation around literacy. In addition, the texts and other modes of media selected for this purpose have been linked to places where specific literacy skills can be tied into the use of the material, creating a strong component of a reading curriculum. For example, literacy skills such as note taking, paraphrasing, and inferring, were included in the text sets to provide teachers suggestions of research-based strategies that pair well with the material. The three text sets each contain a social justice theme about race. The overarching theme of race was decided upon in order to meet the needs of EBD middle school students; including diverse perspectives and multiple narratives into the curriculum. The text sets curated material around the following racial experiences: African American, Latino, and Native American. These three, were intentionally chosen to reflect the student population they were developed for.

The text sets were created following the paradigm of ubiquitous education leaders such as Vygotsky and Dewey. This framework for understanding the thinking and learning of students allowed the project to be in line with current best teaching practices. In addition, it paved the way to create classroom resources that ignite critical thinking

and interaction with text as students work to deepen literacy skills and make their own meaning. Another researcher that contributed to the rationale behind the development of this capstone project was Rosenblatt, who, cited by McClure and Fullerton (2017), argues that “reading is a transaction, a two-way process, involving a reader and a text at a particular time under particular circumstances” (p. 2). Understanding that reading is an avenue for interacting, both with the text itself and with other people, provided the knowledge that mere comprehension is not the ultimate goal of an excellent literacy program. Lastly, Freire’s work around social justice was pivotal to the creation of the text sets to support middle school readers diagnosed with EBD.

Text sets, as a useful and efficient means to an end, for this capstone project were chosen for several reasons. First of all, students need many exposures to practicing reading strategies before they become proficient and independent in employing a certain skill (Robb, 2003). Next, text sets allow students to interact with a variety of material that is reflective of the media people experience in the real world in the twenty-first century. Text sets also offer readers the ability to read about a topic from multiple authors, which sometimes tells the same story from many perspectives. Lastly, text sets were created to respond to the need of multiple levels of text in a middle school EBD English language arts course, so that all students can access the material with support from the teacher and independently.

Framework

As seminal figures such as Vygotsky and Dewey have argued in the past, this project was designed around the paradigm that learning takes place as a social activity in groups, rather than alone in isolation (Meacham, 2001). Furthermore, it is believed that

“the goal of a literacy program is to help students become critically conscious of the connection between their own lives and the larger society and to empower them to use literacy as a means of changing their own environment” (Fiore & Elsasser, 1982, p. 116). One goal of this project is to guide students to understand that literacy impacts them on a relational level, both between the text and reader, as well as with the reader and people in the world. Another goal of this project is teaching students that they can take action based on the impact it personally creates for each of them. In contrast, teaching students to blindly accept the author’s message without questioning things like the motive behind the message or the intended audience will intentionally be avoided for the purpose of this capstone. Though students will still learn traditional concepts through use of the text sets, it is intended to be one part of a comprehensive English language arts curriculum.

Freire’s philosophy “is to enable the oppressed to understand that oppressive forces are not part of the natural order of things, but rather the result of historical and socially constructed human forces that can be changed by humans” (Adams, Bell, & Griffin, 2007, p. 30). The ideas that Freire conceptualized were of utmost importance when developing the sets of text. This concept allowed for choices regarding texts to be made that disrupted the status quo that groups in power wish to keep stable. Texts were specifically chosen that would lead to critical question posing, classroom dialogue, and further research based on student inquiry. Additionally, the question, based on Freire’s work, that was continually asked during the development of the text sets was: “What sort of critical thinking skills should be integrated with learning so that the student is able to understand cultural ‘otherness’ as an enriching experience, and grow as an individual and citizen of the world community?” (Skubikowski, Wright, & Graf, 2009, p. 195). By

responding to this question, students will, over time, be able to interact with a variety of text to articulate their definitions of racism and take action through acts of literacy.

The research regarding text sets, in particular, was another driving force when a project was chosen. Strop & Carlson (2010) share that there is a transactional relationship between the text, the reader, and the academic activity. The media chosen to create the text sets was guided by the concept that the material is “critical to the success of student engagement and learning. The texts need to have engaging, provocative content that is both meaningful and immediately accessible. The texts must also allow the reader the opportunity to go deeply into the meaning” (Strop & Carlson, 2010, p. 10). In order to ensure that all students had accessible material available to them, there is a wide variety of media in each text set. There are short articles, picture books, video files, podcast, artwork, comics and novels to ensure that all students have equitable access to engage in both interaction and learning with the topics.

Taking on the learnings of Tracy, Menickelli, & Scales (2017), it was kept in mind that previous research has shown that “when we began our collaboration, we were focused on using text sets as tools for getting students to think critically and meeting the expectations of the standards. What became clear as the unit progressed was that although tools and standards were important, what really mattered was keeping students at the center of instruction. We had to move beyond technical goals to create lifelong, impassioned learners” (p. 534). This approach is a solid match for the students in the target classroom because it holds great potential to keep the students learning at the center of planning and instruction. While still ensuring that learning targets and standards are being met, bringing in text sets to reflect multiple perspectives seeks to match student

interest and need with material. Keeping the students at the center of planning and instruction will help them to meet the academic rigor contained in the standards.

Tracy, Menickelli, & Scales (2017) also share that the teacher in their case study “believed in meaningful instruction and did not shy away from difficult texts. Instead, she used multiple texts as varied entry points for students to tackle more complex reading and writing. She asked students to engage in close reading, to annotate their thinking as they read, and to work with peers to clarify thinking” (p. 535). This insight will impact the development of the project because of the fact that students will need to enter the reading of the text sets at varying points of difficulty. The text sets will contain a variety of reading levels to ensure all students have access to the information and multiple perspectives. Another purpose of the text sets is to allow students at the lower levels in the classroom to have a rich variety of text to interact with because, as Glasswell & Ford (2010) point out “readers who read below grade level need more opportunities to read, not fewer” (p. 59). Creating these text sets will allow access at multiple points of entry for every student, which will result in more opportunities to read.

Text Set Selection

In order to select material for the text sets that is appropriate and sensitive to a variety of cultures, I used the following questions, adapted by Landt (2013):

1. Are the characters in the text integrated into society as a whole, rather than oddballs?
2. Are the characters represented as individual people, not just a character that fits a stereotype of a certain group of people?
3. Are the characters multi-dimensional and dynamic?

4. Are the problems in the text solved by the people in the story/text, or by people from other groups?
5. Is the language spoken appropriate to the place and time within the context?
6. Who is telling the story - someone from within the group, or another voice?
7. Is the author a credible person to tell the story?

For each text set, between fifteen and twenty five texts were selected. That number was decided upon because it provided an ample number of resources to include a variety of modes of text, as well as give students a broad overview regarding each racial experience (African American, Latino, and Native American). In order to find those resources, several platforms that are available to all teachers with internet were accessed. Websites such as Teaching Tolerance, Read, Write, Think, Scholastic, Newsela and PBS were investigated to pull out appropriate material. Local libraries and book stores were also thoroughly searched in order to discover traditional books to contribute to each text set. Lastly, Google and Amazon were searched with specific terms like “*middle school, race, online field trip*” and “*middle school, poetry, Latino*” to find resources that might have otherwise gone undiscovered.

Lastly, particular attention was paid to the concept that each text selection in the sets contained material that was suitable to the theme of social justice, with a lens on race. Dover (2015) relates that “justice-oriented teachers use a curriculum that reflects student’ personal and cultural identities, includes explicit instruction about oppression, prejudice, and inequity; and makes connections between curricular standards and social justice topics” (p. 518). Furthermore, she explains that these teachers create environments in their learning communities that are conducive to hearing many voices on a topic,

engage in deep thinking, hold academic rigor, and promote involvement in civic activities (Dover, 2015). By creating these text sets, the aim was to better create a classroom culture that is reflective of students' backgrounds, respectful of differences, and mindful of growth in the area of critical literacy. Landt (2015) reminds the reader that "teachers need to consciously include literature that provides a range of engagement options for their students. Specifically, they must ensure that all students can find selections that reflect their families and their lives so that they have meaningful reading experiences" (p. 3).

Setting and Audience

These in depth text sets were specifically designed to respond to the needs of EBD middle school students in a federal level IV English language arts setting. Typically, there are between four and ten students in each classroom and one or two educational assistants to support with behavioral needs as they arise. For example, one educational assistant may be providing a calming sensory tool to aid in holding attention for one student while the other models appropriate behavior such as hand raising and maintaining a calm body. The diversity of the student population is strong. During the 2016-2017 school year, 80 percent of the students in the middle school setting were of a minority race. The minority races included African American, Latino, Native American, and multiracial students.

Each class period is fifty minutes long and the class meets five days per week during the regular school year. This is the target audience because current and seminal research has shed light on the fact that there is a need for text sets to be created for this special population of students. Additionally, previous teaching experience, as well as the

literature, has shown that students need many exposures to a concept or theme before deep and full understanding is achieved. These students may have experienced school failure in the past, but are drawn to issues of social justice, thus the topic of race was chosen as the broad overarching theme. Increasing engagement in reading will increase literacy skills.

Project and Timeline

The guiding questions students will examine through social justice text and other modes of media is “*What is racism?*” By using this as a guiding theme, students will be able to explore, in depth, multiple perspectives from different races regarding the history of living in the United States and the current themes that are occurring today around the intersection of race and life in the United States.

These texts sets are intended to be used, during a three month period. The plan is to implement and use them from September through December in the fall of 2017. By December, students will be expected to respond to the question: “*What is racism?*” Students will be expected to create a project that they choose, plan, develop, and execute in response to the guiding question. Possible projects could include, but are not limited to:

- Writing formal letters to people in positions of power
- Creating a blog or written material through another online platform
- Produce a video and upload online
- Develop a podcast
- Authoring a picture book
- Sending an email

- Presenting a slideshow, such as a Power Point or Google Slides
- Sharing his or her own personal narratives
- Arguing, through persuasive writing, that a particular change is needed and suggesting how that change should take place
- Responding to other authors
- Facilitating meaningful class discussion
- Organizing a school or community volunteer activity

Student Choice and Assessment

In order to demonstrate they can appropriately respond to the guiding question, students will choose the project themselves. The purpose of students selecting the final project, with teacher guidance, yet independently, will add to the goal of social justice, build upon student strengths rather than student weakness, and impart a feeling of being efficacious in regards to social justice action. Students will utilize the text sets created in this project in order to begin explore a diverse set of material that will spark genuine curiosity, lead to further research into narrowed topics of interest, and engage in social justice. Though the projects students create in the future was beyond the scope of this capstone, it is fully expected that they will produce quality work that is both meaningful to them and demonstrates that they are capable of meeting grade level standards in English language arts.

An added benefit to student driven social justice projects that they choose themselves, is the fact that it allows for a high degree of differentiation. In all classrooms, but especially special education classrooms, there is a wide variety of levels in any given classroom. The work that each student embarks upon will be different based upon what

the student is capable of completing. The following rubric, created as an assessment tool for the intended audience (setting IV EBD students in a language arts course), would be an effective way to measure student growth when students create a social justice project based on the text sets included in this capstone project:

Table 4				
<i>Student Rubric</i>				
	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Topic Selection	Student did not choose a topic	Student choose a topic related to social justice	Student choose a topic related to social justice that was of personal interest.	Student choose a topic related to social justice that was of personal interest Student connected topic to a larger community.
Organization of Plan	Plan was not organized	Plan was partially organized, there were some steps created to implement plan	Plan was organized, steps were created to implement plan.	Plan was organized, with implemented steps, and follow through went beyond the initial plan.
Execution of Plan	Plan was not executed	Plan was partially executed	Plan was executed as indented.	Plan was executed as intended and
School Appropriate Engagement	Project contained cuss words,	Project contained language inappropriat	Project contained language that was	Project contained language that was

	inappropriate slang, and/or degrading language	e for setting, audience, and message (i.e.: slang)	appropriate for setting, audience and message.	appropriate and professional for setting, audience and message.
Grammar	There were more than nine grammatical errors	There were between seven and nine grammatical errors	There were between five and seven grammatical errors	There were five or fewer grammatical errors

Table 4

Summary

The questions that were a driving force when selecting material to create the text sets helped to ensure that research based ideas were used. The result was that it ensured that the texts are an accurate and credible reflect of each respective culture. For example, an article chosen to reflect the lives of Native Americans tells the story of how a man is creating change through building a sustainable community with attention to both past and future generations. The questions authors such as Landt (2015) posed, guided the thinking that lead to the inclusion of this article being placed into one of the text sets.

Pioneers such as Vygotsky (1987), Dewey (1963), and Freire (1987) were studied and the frameworks in which they advocated for were considered as a necessary model to facilitate the use of the text sets in the classroom setting. The texts selected are all able to be implemented in a classroom that supports students constructing their own meaning based on background knowledge, life experience, and beliefs. Each text is also able to foster classroom discussion, which may lead to additional inquiry, as well as promote the development of positive and appropriate behavior when engaged in academic discourse. Chapter three has outlined the method and approach used to create the text sets. Chapter

four will provide learnings, limitations, and implications for future projects and/or research studies.

CHAPTER FOUR

Conclusions

Introduction

Through the process of asking and researching the question: *How can EBD middle school students use social justice themes to develop critical literacy skills?* It was discovered that there are many avenues to take to reach this goal. In the end, it was decided that creating text sets to explore social justice themes that actually reflect the lives of the students in the intended audience would be the best fit to engage them in actively participating in building their critical literacy skills.

Chapters one through three explored how students, especially students diagnosed with EBD can be left out of the learning process. One reason for this is the fact that traditional literature does not fully reflect the lives, experiences, and cultural beliefs of many EBD students. Additionally, chapters one to three looked at ways to bring critical literacy skills into the classroom. The end goal was to meld this information gained from research into a classroom friendly product that serves to both increase access to reflective text from multiple perspectives, as well as build critical literacy skills.

In this chapter, the major findings will be reported and the parts of the literature review that were most beneficial for the development of this text set project will be discussed. Furthermore, the limitations and implications of this capstone will be explored, the results learned from completing the research and project will be communicated. It is necessary to understand the major findings, in order to offer a clear picture of what was learned and how other teachers can choose to incorporate social justice themes into their own classrooms, with a focus on critical literacy, in particular. The major findings in my literature review will allow the reader to understand the rationale of creating a variety of

text sets. The limitations will help frame understanding in a way to develop the knowledge that this project might not work in every classroom and the implications will offer additional ideas for future projects and/or research.

Learnings/Findings

Through researching and participating in the capstone process, a great deal of information was learned and implemented. The three most important things learned in this capstone development were: reading motivation increases as the material becomes more reflective of students' lives, students need many strategies to become proficient readers, and text sets can bring meaningful content together. These main learnings meet the needs of both students, who want to learn when material is relevant, and teachers, who are held accountable for ensuring students meet benchmarks, state standards, and goals on individualized learning plans.

By selecting material that is engaging to students, students will be more motivated to read. The research suggests that the more a student reads, the better the reading skills, across the board, will become (Miller, 2009). By participating in reading activities centered on text that is reflective and incorporates themes of social justice, students will be more likely to participate in the learning process. Specifically, the research by authors like Tatum (2015) revealed that African American boys are placed in special education programs at a rate higher than any other race and gender combination, which shed light on the necessity to put high interest literacy material in special education classrooms. The over representation of African American boys in special education may also be due to the historical practice in classrooms of tending to study literature that is dominated by the white, European narrative (Schieble, 2012).

Additionally, authors like Robb (2003) and Serravallo (2015) have laid out, as explained in detail in chapter two, many strategies that a successful reader needs to practice and master, after direct instruction and guidance from the teacher. These strategies, coupled with intriguing text, will give students many opportunities, over the course of several months, to deeply read and employ them. The research highlighted which strategies are especially needed for students to become proficient in all areas of literacy. It was important to learn that students should be interacting with text beyond the time they are simply taking part in the act of reading. Students should participate in activities prior to reading, during reading, and post reading. This concept guided the strategies that were matched with a particular text suggested in the text sets, as a tool for teachers to use. This narrowed focus was relevant to the findings of the research, because it is not practical nor best practice to attempt to teach too many strategies at one time. Miller (2009) articulates this idea by arguing that a teacher should not “try to use one text to teach students everything they need to know” about a certain skill, standard, or concept (p. 127).

Lastly, it was surprising to learn, through the research process, that using engaging text sets meet the needs of students as well as the demands of teachers. This proves to be a win-win solution. Using texts from the text sets allows the teacher to teach research-based reading strategies, while also hooking the reader’s attention and holding him or her accountable for the learning. As stated by Miller (2009) “no one piece of text can meet the needs of all readers. A typical heterogeneous classroom may have a range of readers that spans four or more grade levels” (p. 124). Text sets afford the teacher the ability to include a wide range material for multiple reading abilities so that all students

are able to grow as readers. Some material will be easy for all students to read, while some will be quite difficult for some students in any given middle school English language arts course. Miller (2009) goes on to further propose that reading aloud should be implemented as a method to grant access of higher level text to students. Reading aloud to middle school students has the added benefit of modeling fluent reading and can “aid their comprehension, vocabulary development, and enjoyment” (p. 126). The ability to weave in the more difficult material with the texts that students can independently interact with will be a key component of executing the text sets with demonstrable student growth.

Influence of the Review of Literature

The literature review proved beneficial in the brainstorming leading up to the project development. The portions discussing specific reading strategies and the lack of diversity in traditional English language arts courses were the most influential. As diverse students continue to be assigned texts that do not reflect their lives, there will be a continued disconnection between the person and the text (Schieble, 2012). Additionally, the research studied by authors such as Robb (2003), Serravallo (2015), Daniels & Zemelman (2014), and Frey & Fisher (2013) supported the concept that students need a variety of strategies to use to support the reading process. They will need modeling, direct instruction, and many opportunities to practice this skills before mastery will be achieved. I have created my text sets with these facts, gleaned by my literature review, as a driving force. Students will have ample opportunity to practice these skills while engaging in the material provided in these text sets. The text sets were specifically designed to allow for a variety of strategies to be incorporated into the classroom, with a

lens on social justice. The texts aim to reflect the lives and experiences of the students I teach.

Further research about text sets themselves was conducted after I decided upon the final project of text set creation. This helped to ground my project in a way that supports responding to my research question, as well as providing material that fits standards of best practice. First of all, I defined a text set as a collection of materials, from a variety of sources, containing multimodal information, that when grouped together serves to cover a topic (Tracy, Menickelli, & Scales, 2017, p.527).

Text sets allow students to be exposed to multiple perspectives regarding a topic, at a variety of reading levels, and formats. For example, in my *African American Experience* text set, the content ranged from news articles, primary sources, videos, art & comics, to traditional fictional novels and picture books. The content was varied in difficulty as well, so that all students would be able to use scaffolding and read at a reasonable, yet challenging level. All of the students in the target audience, will be able to experience success and growth with these text sets.

Implications

The main implication of this project is the idea that students need exposure and access to material that reflects their own lives, honoring their place within their families, schools, communities, and world. There are no policies that dictate what students actually read about during English language arts courses in the middle school setting. Rather, teachers or curriculum teams in school districts choose texts in order for the state standards to be met. Although it is required that students spend time during middle school studying Native Americans, it is not necessarily done in an English language arts course.

Students often complete that requirement in a social studies class. Possible policies that might be put in place based on the results of the project include allowing students a greater measure of choice when working with text to meet academic standards. The standards often illustrate what skill needs to be developed, and there are endless possibilities of text choices in order to work up the ladder toward meeting each standard.

Another implication of this capstone is the fact that there should be more text sets created for students. Text sets would be appropriate in every single content area class and have the potential of connecting students that are disconnected from traditional teaching and classrooms to form personal interest in all classes. For example, a student that benefits from these text sets might increase engagement in a science class when offered the choice of reading about minority scientists that have made great contributions to the world.

Limitations

Limitations of this project and research are the fact that I did not conduct research that was solely based on using traditional literature in the classroom. My initial research indicated that this type of material does not lead to gains among black and Hispanic students (Landt, 2013). Therefore, I focused my lens on what has been proven to work with minority students. Another limitation of this capstone project revolves around the idea that it was created with a very narrow, specific audience in mind: setting IV EBD students, to be implemented in an English language arts course. There is material contained in these text sets that might not have been necessarily added to a class of unknown students. This group of students is known and information like what the students discuss, complain about, and are exposed to on a regular basis was available. It

is suspected that some educators would hesitate to discuss some of the material included in the text sets, but due to the fact that these EBD students have been exposed to much more mature material, and life experiences in general, than these text sets contain, they are at a place where it makes sense to guide them through understanding it at a logical level. The scaffolding needed for this group of students will be more heavily based on literacy skills and strategies, rather than grappling with the content.

Results

The results of this project and capstone will be used to inform my instruction in the fall of 2017. Lessons will be created with each text in order to teach the literacy skill suggested in the sets. It is fully expected that the results will lead to an overall increase in literacy skills, as well as teaching students how to participate in community by engaging in acts of social justice. Another anticipated outcome is that students will become more connected to the content they encounter in a school setting, leading to increased motivation and a deeper sense of belonging. Because the text sets contain material that is personal to the lives of students and reflective of their experiences, the classroom this project is implemented in should become a more inclusive space, with the hope that it carries over to other parts of the school setting. By meeting students need through a holistic literacy approach, students should be overall more equipped to interact with a variety of media and text, not just for future classes, but for their entire lives.

In addition to student outcomes in the classroom, the actual results will be shared with my Professional Learning Community, so that other teachers in my school can benefit from the research conducted for the purposes of this capstone, what learnings were discovered, and what future action can be taken.

Summary

Chapter four discussed the results of the text set project, as well as reviewing the main points the research of the literature illustrated. Overall, text sets were created as a means to foster student engagement around material that students from diverse backgrounds can relate to, promote literacy skills, lead to an understanding of what social justice means, and take action in the world that leaves students with the knowledge that social justice actions can take place through acts of literacy.

REFERENCES

- Adams, M., Bell, L. A., & Griffin, P. (2007). *Teaching for diversity and social justice*. New York, NY: Routledge.
- Allen, F. L. (2016). The bible didn't say so: Ferguson, Charleston, and the public library's role in critical literacy and social justice. *Phylon*, 53(1), 3-19.
- Begoray, D., Higgins, J. W., Harrison, J., & Collins-Emery, A. (2013). Adolescent reading/viewing of advertisements. *Journal of Adolescent & Adult Literacy*, 57(2), 121-130. doi:10.1002/JAAL.202
- Bersh, L. C. (2013). The curricular value of teaching about immigration through picture book thematic text sets. *The Social Studies*, 104(2), 47-56. doi:10.1080/00377996.2012.720307
- Bloodgood, J. W., & Pacifici, L. C. (2004). Bringing word study to intermediate classrooms. *Reading Teacher*, 58(3), 250-263.
- Botzakis, S., & Flynn, J. (2013). Visual and digital texts. *Journal of Adolescent & Adult Literacy*, 57(4), 329-331. doi:10.1002/jaal.247
- Brown, K. D., & Brown, A. L. (2011). Teaching K-8 students about race. *Multicultural Education*, 19(1), 9-13.
- Capper, C. A., & Young, M. D. (2014). Ironies and limitations of educational leadership for social justice: A call to social justice educators. *Theory into Practice*, 53(2), 158-164. doi:10.1080/00405841.2014.885814

Carey, Lamont. "Lamont Carey - I can't Read on Def Jam Poetry." *YouTube*. YouTube, n.d. Web. 2 Nov. 2017.

Chapman, T. K., Hobbel, N., & Alvarado, N. V. (2011). A social justice approach as a base for teaching writing. *Journal of Adolescent & Adult Literacy*, 54(7), 539-541. doi:10.1598/JAAL.54.7.8

Christensen, L. (2017). Critical literacy and our students' lives. *Voices from the Middle*, 24(3), 16-19.

Ciullo, S., & Billingsley, G. (2013). Strategies for improving understanding and engagement with expository text for students with emotional and behavioral disorders. *Beyond Behavior*, 23(1), 3-11.

Comber, B. (2015). Critical literacy and social justice. *Journal of Adolescent & Adult Literacy*, 58(5), 362-367. doi:10.1002/jaal.370

Cook, C. R., Dart, E., Collins, T., Restori, A., Daikos, C., & Delpont, J. (2012). Preliminary study of the confined, collateral, and combined effects of reading and behavioral interventions: Evidence for a transactional relationship. *Behavioral Disorders*, 38(1), 38-56.

Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading*. Portsmouth, NH: Heinemann.

Davis, J. L. (2016). Joining hands: Race, social justice, and equal opportunity in your classroom. *Education Digest*, 82(4), 42-46.

- Delgado, N. Z. (2016). Integrated, social justice learning for those at-risk. *Green Teacher*, (109), 32-34.
- DeVoogd, G. L., & McLaughlin, M. *Critical literacy: Enhancing students' comprehension of text*. New York, NY: Scholastic Inc.
- Dewey, J. (1963). *Liberalism and social action*. New York: NY: Capricorn Books.
- Dover, A. G. (2016). Teaching for social justice and the common core. *Journal of Adolescent & Adult Literacy*, 59(5), 517-527. doi:10.1002/jaal.488
- Dowdy, J., & Cushner, K. (2014). *Reading between the lines: Activities for developing social awareness literacy*. Lanham, US: R&L Education. Retrieved from <http://site.ebrary.com/lib/hamline/docDetail.action?docID=10850772&ppg=1>
- Dunkerly-Bean, J., Bean, T., & Alnajjar, K. (2014). Seeking asylum: Adolescents explore the crossroads of human rights education and cosmopolitan critical literacy. *Journal of Adolescent & Adult Literacy*, 58(3), 230-241.
- Dutro, E. (2017). Let's start with heartbreak: The perilous potential of trauma in literacy. *Language Arts*, 94(5), 326-337.
- Fain, J. G. (2008). "Um, they weren't thinking about their thinking": Children's talk about issues of oppression. *Multicultural Perspectives*, 10(4), 201-208.
doi:10.1080/15210960802526102
- Fiore, K., & Elsasser, N. (1982). "Strangers no more": A liberatory literacy curriculum. *College English*, 44(2), 115-28.

First Freire: Early writings in social justice education. (2015). *Choice Reviews Online*, 52(07), 3788. doi:10.5860/CHOICE.186874

Freire, P. (1987). *Literacy: Reading the word & the world*. South Hadley, Mass.: Bergin & Garvey Publishers.

Frey, N. & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts* Thousand Oaks, California: Corwin.

Glasswell, K., & Ford, M. (2010). Teaching flexibly with leveled texts: More power for your reading block. *The Reading Teacher*, 64(1), 57-60. doi:10.1598/RT.64.1.7

Grant, C. A. (2012). Cultivating flourishing lives: A robust social justice vision of education. *American Educational Research Journal*, 49(5), 910-934.
doi:10.3102/0002831212447977

Griffith, A., Trout, A., Hagaman, J., & Harper J. (2005). Interventions to improve the literacy functioning of adolescents with emotional and/or behavior disorders: A review of the literature between 1955 and 2005. *Behavioral Disorders* 33(3). 124-140.

Gruber, S., & Boreen, J. (2003). Teaching critical thinking: Using experience to promote learning in middle school and college students. *Teachers and Teaching*, 9(1), 5-19.
doi:10.1080/1354060032000049878

Hernandez, M. (2016). Social justice in a digital age. *Literacy Today*, 34(3), 18-21.

Jones, S., Clarke, L. W., & Enriquez, G. (2010). *The reading turn-around: A five-part framework for differentiated instruction*. New York, NY: Teachers College Press.

- Knieling, M. (2016). "An offense to their human rights": Connecting bud, not buddy to the flint water crisis with middle school ELA students. *Voices from the Middle*, 24(1), 31-35.
- Landt, S. M. (2013). Books for boys: Multicultural literature with strong male characters. *International Journal of Multicultural Education*, 15(1), 1-16.
- Levy, S., & Chard, D. J. (2001). Research on reading instruction for students with emotional and behavioral disorders. *International Journal of Disability, Development & Education*, 48(4), 429-444. doi:10.1080/10349120120094301
- Lloyd, R., & Wertsch, S. (2016). "Why doesn't anyone know this story?": Integrating critical literacy and informational reading. *English Journal*, 105(4), 24-30.
- Mattison, R. E., & Blader, J. C. (2013). What affects academic functioning in secondary special education students with serious emotional and/ or behavioral problems? *Behavioral Disorders*, 38(4), 201-211.
- Meacham, S. J. (2001). Already reading: Children, texts, and contexts. *Theory Into Practice* 40(3), 190-197.
- McArthur, J. (2016). Assessment for social justice: The role of assessment in achieving social justice. *Assessment & Evaluation in Higher Education*, 41(7), 967-981. doi:10.1080/02602938.2015.1053429
- McLaughlin, M., & DeVoogd, G. L. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York, NY: Scholastic Inc.

- Mentor, A. (2016). *"Write for justice" workshop blends social awareness, creative writing*. Carlsbad, CA: University Wire.
- Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco, Calif.: Jossey-Bass.
- Miller, M. E. (2014). The power of conversation: Linking discussion of social justice to literacy standards. *Voices from the Middle*, 22(1), 36-42.
- Montague, M., Enders, C., Cavendish, W., & Castro, M. (2011). Academic and behavioral trajectories for at-risk adolescents in urban schools. *Behavioral Disorders*, 36(2), 141-156.
- Papola-Ellis, A. (2016). "It's just too sad!": teacher candidates' emotional resistance to picture books. *Reading Horizons*, 55(2), 1-26.
- Pytash, K. (2012). Ain't nothing wrong with reading books: Creating a classroom library at an alternative school. *Young Adult Library Services*, 10(4), 31-35.
- Ramsey, M. L., Jolivette, K., & Patton, B. (2007). Peer-assisted learning strategies (PALS) for reading in the EBD classroom. *Beyond Behavior*, 17(1), 2-6.
- Reeves, S., & Standard, B. (2009). Blending technology and literacy strategies: Engaging learners with emotional or behavioral disorders. *Journal of Special Education Technology*, 24(2), 42-45.
- Robb, L. (2003). *Teaching reading in social studies, science, and math*. New York, NY: Scholastic Professional Books.

Rosenblatt, L. (2005). From literature as exploration and the reader, the text, the poem.

Voices from the Middle, 12(3), 25-30.

Sangster, P., Stone, K., & Anderson, C. (2013). Transformative professional learning:

embedding critical literacies in the classroom. *Professional Development in*

Education, 39(5), 615-637. doi:10.1080/19415257.2012.751617

Scales, R. Q., & Tracy, K. N. (2017). Using text sets to facilitate critical thinking in sixth

graders. *Literacy Research and Instruction*, 56(2), 132-157.

doi:10.1080/19388071.2016.1269268

Schieble, M., (2012). Critical conversations on whiteness with young adult literature.

Journal of Adolescent & Adult Literacy, 56(3), 212-221. doi:10.1002/JAAL.00130

Schmidt, R., Armstrong, L., & Everett, T. (2007). Teacher resistance to critical

conversation: Exploring why teachers avoid difficult topics in their classrooms. *New*

England Reading Association Journal, 43(2), 49-55.

Scott, T. & Shearer-Lingo, A. (2002). The effects of reading fluency instruction on the

academic and behavioral success of middle school students in a self-contained EBD

classroom. *Preventing School Failure*. 46(4), 167-173.

Senn, G. J., Mcmurtrie, D. H., & Coleman, B. K. (2013). RAFTing with raptors:

Connecting science, English language arts, and the common core state standards:

RAFT writing assignments can help students learn content while developing writing

and thinking skills. *Middle School Journal*, 44(3), 52-55.

doi:10.1080/00940771.2013.11461855

- Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.
- Skubikowski, K. M., Wright, C., & Graf, R. (2009). *Social justice education: Inviting faculty to transform their institutions*. Sterling, Va.: Stylus.
- Solis, M., Miciak, J., Vaughn, S., & Fletcher, J. (2014). Why intensive interventions matter: longitudinal students of adolescents with reading disabilities and poor reading comprehension. *Learning Disability Quarterly*, 37(4), 218-229.
- Steinfeldt, J. A., Foltz, B. D., LaFollette, J. R., White, M. R., Wong, Y. J., & Steinfeldt, M. C. (2012). Perspectives of social justice activists. *The Counseling Psychologist*, 40(3), 326-362. doi:10.1177/0011000011411736
- Stewart, K., & Gachago, D. (2016). Being human today: A digital storytelling pedagogy for transcontinental border crossing. *British Journal of Educational Technology*, 47(3), 528-542. doi:10.1111/bjet.12450
- Stewart, G. (2012). Sharing our stories: Using an online encyclopedia as the basis for a general education module on local history, creative writing and social justice. *South African Journal of Libraries & Information Science*, 78(2), 113-120.
- Strop, J. M., & Carlson, J. (2010). *Multimedia texts set: Changing the shape of engagement and learning in secondary ELA classrooms*. Winnipeg: Portage & Main Press. Retrieved from <http://replace-me/ebraryid=11367127>

- Swicegood, P., & Linehan, S. (1995). Literacy and academic learning for students with behavioral disorders: A constructivist view. *Education & Treatment of Children* 18(3), 335-347.
- Tatum, A.W. (2006). Engaging African American males in reading by providing meaningful reading material and encouraging honest debate, teachers can help African American adolescent males embrace the power of text. *Educational Leadership*, 63(5), 44-49.
- Tatum, A. W. (2015). Writing through the labyrinth of fears. *Journal of Adolescent & Adult Literacy*, 58(7), 536-540. doi:10.1002/jaal.403
- Tracy, K. N., Menickelli, K., & Scales, R. Q. (2017). Courageous voices: Using text sets to inspire change. *Journal of Adolescent & Adult Literacy*, 60(5), 527-536. doi:10.1002/jaal.613
- Turner, K. C. N., Hayes, N., Visaya, & Way, K. (2013). Critical multimodal hip hop production: A social justice approach to African American language and literacy practices. *Equity & Excellence in Education*, 46(3), 342-354.
- Vygotsky, L. S. (1987). *The collected works of L.S. Vygotsky*. New York: NY: Plenum Press.
- Walker, K. P. (2013). Scaffolded silent reading. *Journal of Adolescent & Adult Literacy*, 57(3), 185-188. doi:10.1002/JAAL.235

Walters, J. (2017). Using the news to enhance critical thinking and engagement in middle and high school students. *Catholic Education: A Journal of Inquiry and Practice*, 20(2), 199. doi:10.15365/joce.2002092017

Wood, S., & Jocius, R., (2013). Combating 'I hate this stupid book!': Black males and critical literacy. *Reading Teacher*, 66(8), 661-669. doi:10.1002/trtr.1177

PROJECT

TEXT SET ONE: THE AFRICAN AMERICAN EXPERIENCE

Armstrong, K., (2016, August 8). Opinion: new sense of urgency gives rise to many ideas for better policing. *The Marshall Project via Newsela* (Ed. Newsela Staff. Version 1120). Retrieved from <https://newsela.com/articles/how-to-fix-american-policing/id/20243/>

Mode	Newspaper Article
Genre	Non-fiction
Literacy Skills	K-W-H Chart Annotation Connections: Text to Community
Writing Activities	RAFT Writing
Social Justice Questions	<ul style="list-style-type: none"> • Should police carry weapons? Why or why not? • What activities do you think police officers should do with citizens to develop positive relationships?

Civil Rights Timeline. (2017). Retrieved from <http://kids.laws.com/civil-rights-timeline>

Mode	Timeline
Genre	Non-fiction
Literacy Skills	Take Notes Retell Make Connections/Disconnections
Writing Activities	Blog
Social Justice Questions	<ul style="list-style-type: none"> • What events in the timeline remind you of something you, or someone you know, has experienced?

Coles, R., & Ford, G. (2010). *The story of Ruby Bridges*. New York: Scholastic.

Mode	Picture Book
Genre	Non-fiction
Literacy Skills	Summarize

	Compare/Contrast
Writing Activities	Reflect through Writing
Social Justice Questions	<ul style="list-style-type: none"> • How would you feel, if you went to school in Ruby’s time?

Cronin, G. (2010). *A virtual field trip to selected sites of the civil rights movement.*

Retrieved from

http://edtech2.boisestate.edu/croninv/502/Virtual_Field_Trip/Virtual_Fieldtrip.html

Mode	Virtual Field Trip
Genre	Non-fiction
Literacy Skills	Pose Questions Text Evidence: Take Notes Synthesize
Writing Activities	Create Class Virtual Field Trip via Google Slides
Social Justice Questions	<ul style="list-style-type: none"> • Have you heard the song “We Shall Overcome” before? What did you think before you understood the context of the song? How does that compare to your current thinking?

Culture and change: black history in America. (n.d.). Retrieved from

<https://www.scholastic.com/teachers/activities/teaching-content/culture-and-change-black-history-america/>

Mode	Online Reading Platform
Genre	Non-fiction
Literacy Skills	Preview and Analyze Identify Confusing Parts Pose Questions
Writing Activities	Write Questions
Social Justice Questions	<ul style="list-style-type: none"> • Jigsaw: Students share out what part of the activity they read and ask questions of peers.

Integration of Central High School. (n.d.). *History.com via Newsela* (Ed. Newsela Staff.

Version 1050). Retrieved from <https://newsela.com/articles/lib-history-central-high-school/id/25320/>

Mode	Article
-------------	---------

Genre	Non-fiction
Literacy Skills	Compare/Contrast Annotation
Writing Activities	RAFT Writing
Social Justice Questions	<ul style="list-style-type: none"> Describe, how you think the Little Rock Nine might have been feeling?

King, Jr., Martin Luther. "Letter from a Birmingham Jail." Letter to Fellow Clergymen. 16 Apr. 1963. N.p., n.d. Web. 17 June 2017.

Mode	Primary Source Artifact
Genre	Non-fiction
Literacy Skills	Pre-Teach Vocabulary Identify Confusing Parts Reread
Writing Activities	Drama
Social Justice Questions	<ul style="list-style-type: none"> Does society currently value letters from people in jail? Why or why not?

Lester, J. & Barbour, K. (2008). *Let's talk about race*. New York, NY: Harper Collins.

Mode	Picture Book
Genre	Non-fiction
Literacy Skills	Think Aloud
Writing Activities	Narratives
Social Justice Questions	<ul style="list-style-type: none"> When do you remember first learning about race? Share your early memories.

Lewis, J., Ayden, A. & Powell, N. (2013). *March: book one*. Marietta, GA: Top Shelf Productions.

Mode	Graphic Novel
Genre	Non-fiction
Literacy Skills	Make Connections/Disconnections Summarize

	Skim
Writing Activities	Book Trailer
Social Justice Questions	<ul style="list-style-type: none"> Do you think “sit-ins” might be a powerful way to protest in the 21st century?

Libby, H. (2016, March 24). *20 striking photos show the civil rights movement then ... and now: the more things change, the more the fight remains*. Retrieved from <http://www.upworthy.com/20-striking-photos-show-the-civil-rights-movement-then-and-now>

Mode	Photographs
Genre	Non-fiction
Literacy Skills	Think Aloud Infer Cause/Effect
Writing Activities	Reflect through writing
Social Justice Questions	<ul style="list-style-type: none"> What photo(s) caused you to feel strong emotion? Why? Did you make connections to any of the photos?

Myers, W.D. & Myers, C. (2015). *We are America: a tribute from the heart*. New York, NY: Harper Collins.

Mode	Picture Book
Genre	Non-fiction
Literacy Skills	Visualize Pose Questions
Writing Activities	Reflect through art
Social Justice Questions	<ul style="list-style-type: none"> How would you like to see the story of America continue to evolve in the next fifty years?

Nelson, K. (2013). *Heart and soul: the story of America and African Americans*. New York, NY: Harper Collins.

Mode	Chapter Book with Illustrations
Genre	Non-fiction
Literacy Skills	Pre-Teach Vocabulary

	Take Notes Reflect through Talking Compare/Contrast
Writing Activities	Research Interview
Social Justice Questions	<ul style="list-style-type: none"> Consider Jim Crow laws and their purpose in society today.

Powell, P.H. & Strickland, S. (2017). *Loving vs. Virginia: a documentary novel of the landmark civil rights case*. San Francisco, CA: Chronicle Books.

Mode	Prose
Genre	Non-fiction
Literacy Skills	Visualize Make Connections/Disconnections Pose Questions
Writing Activities	Preview and Analyze Compare/Contrast Synthesize
Social Justice Questions	<ul style="list-style-type: none"> How does this compare to the way homosexual couples have had to fight for equality?

Reynolds, J., & Kiely, B. (2017). *All American Boys*. New York, NY: Turtleback Books.

Mode	Young Adult Novel
Genre	Realistic Fiction
Literacy Skills	Pose Questions Infer Visualize Make Connections
Writing Activities	Respond through writing Create a Flipgrid response
Social Justice Questions	<ul style="list-style-type: none"> How can hashtags on social media platforms impact awareness and change?

Rockwell, N. (1963). *The problem we all live with* [Painting]. Retrieved from <https://soapboxie.com/social-issues/The-Problem-We-All-Live-With---Norman-Rockwell-the-truth-about-his-famous-painting>

Mode	Painting
Genre	Art

Literacy Skills	Pose Questions Infer Respond through Drawing
Writing Activities	Create Captions
Social Justice Questions	<ul style="list-style-type: none"> What do you think Rockwell's message was? Was it effective? In what ways does it speak to the culture of today?

Roessel, D., Rampersad, A., & Andrews, B. (2013). *Poetry for young people: Langston Hughes*. New York, NY: Sterling Publishing Co.

Mode	Picture Book
Genre	Poetry
Literacy Skills	Visualize Brainstorm/Categorize Think Aloud
Writing Activities	Write Poem via Storybird.com
Social Justice Questions	<ul style="list-style-type: none"> How can poems be an agent of change?

Sack, S. (2013, July 18). The talk [Cartoon]. *The Minneapolis Star Tribune*.

Mode	Cartoon
Genre	Satire
Literacy Skills	Infer Preview and Analyze Pose Questions
Writing Activities	Respond through drawing
Social Justice Questions	<ul style="list-style-type: none"> In what ways does this cartoon speak to a large issue of power relations in society?

Scholastic. (2012, March 23). *Ruby Bridges Remembers* [Video file]. Retrieved from <https://www.youtube.com/watch?v=5CgTYG12mi8>

Mode	Video Clip: Interview
Genre	Non-fiction
Literacy Skills	Vocabulary

	Pose Questions Make Connections
Writing Activities	Write Interview Questions
Social Justice Questions	<ul style="list-style-type: none"> • In what ways do you think schools are still segregated? Why? • What can communities do to desegregate schools? Do you think our school is segregated?

Smith, B. R., Jaffe, L., & Quick, S. (2017, June 29). *Ruby Bridges: 6 years old and desegregating a school* [Video file]. Retrieved from https://www.youtube.com/watch?v=qbb0Pc_Wv6E

Mode	Video Clip
Genre	Non-fiction
Literacy Skills	Compare/Contrast Take Notes Reflect
Writing Activities	Create a FlipGrid Video
Social Justice Questions	<ul style="list-style-type: none"> • In what ways do you think schools are still segregated? Why? What can communities do to desegregate schools? Do you think our school is segregated?

The U.S. Civil Rights Movement (n.d.) Retrieved from http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/index.html

Mode	Photo Gallery
Genre	Non-fiction
Literacy Skills	Brainstorm and Categorize Think Aloud Make Connections/Disconnections
Writing Activities	Write captions
Social Justice Questions	<ul style="list-style-type: none"> • What are some current hashtags that might be paired with these photos to highlight the historical importance?

Wiles, D. (2017). *Revolution (the sixties trilogy #2)*. New York, NY: Scholastic Inc.

Mode	Graphic Novel
Genre	Historical Fiction
Literacy Skills	Take Notes Reread Use Context Clues
Writing Activities	Create a book review
Social Justice Questions	<ul style="list-style-type: none"> In what ways might the world be differed in that summer never took place? What kinds of things stayed the same after that summer?

Woodson, J. & Lewis, E.B. (2001). *The other side*. New York, NY: The Penguin Group.

Mode	Picture Book
Genre	Fiction
Literacy Skills	Connections/Disconnections
Writing Activities	Rewrite the ending of this book
Social Justice Questions	<ul style="list-style-type: none"> When is it necessary to question the status quo? Who should decide? Who should act?

TEXT SET TWO: THE LATINO EXPERIENCE

Activist and Labor Organizer: Cesar Chavez. (n.d.). *Cesar Chavez Foundation via Newsela* (Ed. Newsela Staff. Version 950). Retrieved from <https://newsela.com/articles/bio-activist-organizer-cesar-chavez/id/23271/>

Mode	Article
Genre	Non-fiction
Literacy Skills	Note Taking – Annotation Visualize Compare/Contrast
Writing Activities	Summarize annotations into a paragraph on a Google Document
Social Justice Questions	<ul style="list-style-type: none"> When should individuals take a stand regarding what they think is injustice? How should they go about taking a stand?

Adler, D.A. & Adler, M.S. (2011). *A picture book of Cesar Chavez*. New York, NY: Holiday House.

Mode	Picture Book
Genre	Non-fiction
Literacy Skills	Browse Texts Retell Skim
Writing Activities	Author a Storybird.com book about another activist
Social Justice Questions	<ul style="list-style-type: none"> In what ways does the legacy of Chavez live on? What do you think his hopes might be for the 21st century?

Carlson, L.M. & Hijuelos, O. (1995). *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States*. New York, NY: Perfection Learning.

Mode	Poetry
Genre	Non-Fiction
Literacy Skills	Visualize Think Aloud Reflect

Writing Activities	Write Storybird.com Poem
Social Justice Questions	<ul style="list-style-type: none"> • What poem do you most relate to? Which poem is hard to relate to?

Cruz, C. (2015, December 9). NY Daily News cover depicts Trump beheading the Statue of Liberty [Cartoon]. *Daily News*. Retrieved from:

<http://talkingpointsmemo.com/livewire/ny-daily-news-anti-trump-anti-nazi-cove>

Mode	Cartoon
Genre	Non-fiction- Satire
Literacy Skills	Preview and Analyze Infer Identify Confusing Parts
Writing Activities	Reflect through drawing
Social Justice Questions	<ul style="list-style-type: none"> • What does power have to do with injustice?

De La Peña, M. (2010). *Mexican whiteboy*. New York, NY: Delacorte Press.

Mode	Novel
Genre	Fiction
Literacy Skills	Visualize Pose Questions Compare/Contrast
Writing Activities	Write and produce a book trailer
Social Justice Questions	<ul style="list-style-type: none"> • In what ways do multiracial people have to live in two worlds?

Delacre, L. (2017). *Us, in progress: short stories about young Latinos*. New York, NY: Harper Collins.

Mode	Short Stories
Genre	Non-fiction
Literacy Skills	Connections/Disconnections Use Graphic Organizer Compare/Contrast
Writing Activities	Write narratives and/or interviews

Social Justice Questions	<ul style="list-style-type: none"> Identify what voices are missing from the narratives.

Donnella, L. (2017, June 14). On Flag Day, remembering the red, black and green. *Code Switch: NPR Podcast* retrieved from <http://www.npr.org/sections/codeswitch/archive>

Mode	Podcast
Genre	Non-fiction
Literacy Skills	Use Graphic Organizer Pose Questions Make Connections/Disconnections
Writing Activities	Write and record a podcast in response
Social Justice Questions	<ul style="list-style-type: none"> Do you think the United States flag should be protected? Why or why not?

Downs, K. (2016, July 14). Why aren't more people talking about Latinos killed by police? *PBS Newshour*. Retrieved from <http://www.pbs.org/newshour/rundown/black-men-werent-unarmed-people-killed-police-last-week/>

Mode	Article
Genre	Non-fiction
Literacy Skills	Reread Browse Texts K-W-H Chart
Writing Activities	Write blog post
Social Justice Questions	<ul style="list-style-type: none"> In what ways can a minority group bring their issues to the mainstream?

Fleischman, P. & Pederson, J. (1997). *Seedfolks*. New York, NY: Harper Collins.

Mode	Novel
Genre	Fiction
Literacy Skills	Visualize Think Aloud Use Context Clues
Writing Activities	Create a Kahoot.com quiz

Social Justice Questions	<ul style="list-style-type: none"> Do communities often come together like they did in this novel? What can help bring the community you live in closer together?
---------------------------------	--

Harris, S. (2016, November 18). Hispanic teens say racism has increased since Trump victory. *Idaho State Journal*. Retrieved from http://idahostatejournal.com/members/hispanic-teens-say-racism-has-increased-since-trump-victory/article_bbd63d2a-eefe-50ed-9b32-85108c55163b.html

Mode	Article
Genre	Non-fiction
Literacy Skills	Skim Think Aloud
Writing Activities	RAFT writing
Social Justice Questions	<ul style="list-style-type: none"> How do politics play a role in community relations?

Immigration: Stories of Yesterday and Today. (n.d.). Retrieved from <https://www.scholastic.com/teachers/activities/teaching-content/immigration-stories-yesterday-and-today/>

Mode	Online Reading Platform
Genre	Non-fiction
Literacy Skills	Preview and Analyze Identify Confusing Parts Pose Questions
Writing Activities	Write questions
Social Justice Questions	<ul style="list-style-type: none"> Jigsaw: Students share out what part of the activity they read and ask questions of peers.

Latino Civil Rights Timeline, 1903-2006. (2017). *Southern Poverty Law Center*. Retrieved from <http://www.tolerance.org/latino-civil-rights-timeline>

Mode	Timeline
Genre	Non-fiction
Literacy Skills	Preview and Analyze Take Notes Make Connections/Disconnections
Writing Activities	Blog

Social Justice Questions	<ul style="list-style-type: none"> • What events in the timeline remind you of something you, or someone you know, has experienced?
---------------------------------	--

Latinos and the Fourteenth Amendment [Handout]. (2017). *Southern Poverty Law Center*. Retrieved from http://www.tolerance.org/sites/default/files/general/fourteenth_amendment_handout_0.pdf

Mode	Primary Source Artifact
Genre	Non-fiction
Literacy Skills	Identify Confusing Parts Reread Summarize
Writing Activities	Create a Kahoot.com quiz
Social Justice Questions	<ul style="list-style-type: none"> • Was the Fourteenth Amendment effective? Why or why not?

Leon, E. (2017). Ever's Story. In *Made Into America: Immigrant Stories Archive*. Retrieved from <http://madeintoamerica.org/evers-story/>

Mode	Online Story
Genre	Narrative
Literacy Skills	Pose Questions Infer Use Graphic Organizer
Writing Activities	Write narratives or interviews
Social Justice Questions	<ul style="list-style-type: none"> • What makes Ever's story unique?

Lopez, S. (Producer). (2013). *Latino Americans* [Television series]. Washington, D.C.: Latino Public Broadcasting & Independent Television Service.

Mode	Mini Series
Genre	Documentary
Literacy Skills	Take Notes Identify Confusing Parts Pose Questions
Writing Activities	Write summary on a Google Doc

Social Justice Questions	<ul style="list-style-type: none"> • Student pose through several class discussions
---------------------------------	--

Meraji, S. M. (2014, May 16). Before ‘Brown v. board,’ Mendez fought California’s segregated schools. *Morning Edition: NPR*. Podcast retrieved from <http://www.npr.org/sections/codeswitch/2014/05/16/312555636/before-brown-v-board-mendez-fought-californias-segregated-schools>

Mode	Podcast
Genre	Non-fiction
Literacy Skills	Use Graphic Organizer Visualize Make Connections/Disconnections
Writing Activities	Reflect and respond through writing
Social Justice Questions	<ul style="list-style-type: none"> • Mendez and Brown where both children. What role should children play in making cultural change?

Soto, G. & Martinez, E. (1996). *Too many tamales*. New York, NY: Putnam & Grosset Group.

Mode	Picture Book
Genre	Fiction
Literacy Skills	Browse Texts Think Aloud Synthesize
Writing Activities	Write alternate ending on blog
Social Justice Questions	<ul style="list-style-type: none"> • Explain how this story is or is not representative of all families with Mexican heritage?

Tonatiuh, D. (2014). *Separate is never equal: Sylvia Mendez and her family’s fight for desegregation*. New York, NY: Abrams Books for Young Readers.

Mode	Picture Book
Genre	Non-fiction
Literacy Skills	K-W-H Chart Use Graphic Organizer Pre-teach Vocabulary
Writing Activities	Reflect through writing a blog post

Social Justice Questions	<ul style="list-style-type: none"> In what ways did the Mendez case pave the way for the Brown case, which took place ten years later?
---------------------------------	---

Winter, J. (2009) *Sonia Sotomayor: A judge grows in the Bronx*. New York, NY: Simon & Schuster.

Mode	Picture Book
Genre	Non-fiction
Literacy Skills	K-W-H Chart Think Aloud Reread
Writing Activities	Make a list of your goals
Social Justice Questions	<ul style="list-style-type: none"> Do you think all people that grow up in poverty can overcome it? Why or why not?

Women Leaders: Sonia Sotomayor. (n.d.). Biography.com Editors & A+E Networks vis Newsela (Ed. Newsela Staff. Version 840). Retrieved from

<https://newsela.com/articles/bio-women-leaders-sonia-sotomayor/id/19514/>

Mode	Article
Genre	Non-fiction
Literacy Skills	Pre-teach Vocabulary Compare/Contrast Visualize
Writing Activities	RAFT writing
Social Justice Questions	<ul style="list-style-type: none"> Would you have voted in the minority in the Strieff, Jr. case, as Sotomayor did? Why or why not?

TEXT SET THREE: THE NATIVE AMERICAN EXPERIENCE

Ablow, G. (Producer). (2017, July 5). Making Change: Nick Tilsen. *Moyers & Company* [Video file]. Retrieved from <http://billmoyers.com/story/making-change-nick-tilsen/>

Mode	Video
Genre	Non-fiction
Literacy Skills	Use Graphic Organizer Make Connections/Disconnections
Writing Activities	Take notes from graphic organizer and organize on Padlet.com
Social Justice Questions	<ul style="list-style-type: none"> Do we need more or less stories in the media like this? Why or why not?

Adidas pledges to help schools change their Native American mascots. (2015, November 11). *Associated Press via Newsela* (Ed. Newsela Staff. Version 1000). Retrieved from <https://newsela.com/articles/adidas-mascots/id/12873/>

Mode	Article
Genre	Non-fiction
Literacy Skills	Pre-teach Vocabulary Take Notes: Annotation
Writing Activities	Write a letter defending your position
Social Justice Questions	<ul style="list-style-type: none"> Are you in support of, or against using Native American mascots?

Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York, NY: Hachette Book Group USA.

Mode	Novel
Genre	Fiction
Literacy Skills	Pose Questions Visualize Infer
Writing Activities	RAFT writing
Social Justice Questions	<ul style="list-style-type: none"> In what ways does this single story reflect on an entire culture? Is that right or wrong?

Barkhausen, H.M. III. (2005, February 1). 'Red face' does not honor us. *Snag Magazine*. Retrieved from <https://groups.yahoo.com/neo/groups/NatNews/conversations/topics/37574>

Mode	Article
Genre	Non-fiction
Literacy Skills	Preview and Analyze Think Aloud Compare/Contrast
Writing Activities	Write a blog post
Social Justice Questions	<ul style="list-style-type: none"> Brainstorm how stereotypes reinforce negative beliefs?

Bruchac, J. & Locker, T. (1999). *Between earth & sky: legends of Native American sacred places*. Orlando, FL: Harcourt Inc.

Mode	Picture Book
Genre	Legend
Literacy Skills	Pre-teach Vocabulary Brainstorm and Categorize Make Connections/Disconnections
Writing Activities	Write a Storybird.com poem or short story
Social Justice Questions	<ul style="list-style-type: none"> In what ways does this book reflect the Native American culture?

Dembecki, M. (2010). *Trickster: Native American tales, a graphic collection*. Golden, CO: Fulcrum Books.

Mode	Graphic Novel
Genre	Folktale
Literacy Skills	Preview and Analyze Reread Skim
Writing Activities	Create a comic
Social Justice Questions	<ul style="list-style-type: none"> What messages from the text relate to our real lives?

Donnela, L. (2016, November 22). The Standing Rock resistance is unprecedented (it's also centuries old). *Code Switch: NPR*. Podcast retrieved from <http://www.npr.org/sections/codeswitch/2016/11/22/502068751/the-standing-rock-resistance-is-unprecedented-it-s-also-centuries-old>

Mode	Podcast
Genre	Non-fiction
Literacy Skills	Visualize Use Graphic Organizer Identify Confusing Parts
Writing Activities	Write Letter for or against oil drilling on Native land.
Social Justice Questions	<ul style="list-style-type: none"> Do you think the United States takes advantage of reservation land? Can you find other examples to prove your response?

Edwards, M. (2017, February 1). Native Americans struggle to find housing while facing discrimination. *All Things Considered: NPR*. Podcast retrieved from <http://www.npr.org/2017/02/01/512887794/native-americans-struggle-to-find-housing-while-facing-discrimination>

Mode	Podcast
Genre	Non-fiction
Literacy Skills	Pre-teach Vocabulary Visualize Identify Confusing Parts
Writing Activities	Write and record a Flipgrid video
Social Justice Questions	<ul style="list-style-type: none"> Do laws need changes? Propose possible changes.

Erdrich, L. (2016). *Makoons*. New York, NY: Harper Collins.

Mode	Novel
Genre	Historical Fiction
Literacy Skills	Pre-Teach Vocabulary Reread Summarize
Writing Activities	Produce a book trailer

Social Justice Questions	<ul style="list-style-type: none"> In what ways does the history of Native cultures play a role in life today?
---------------------------------	---

Hananel, S. (2017, June 19). Supreme Court’s ruling could help Redskins in legal fight over team name. *The Augusta Chronicle*. Retrieved from <http://chronicle.augusta.com/business/2017-06-19/supreme-court-s-ruling-could-help-redskins-legal-fight-over-team-name>

Mode	Article
Genre	Non-fiction
Literacy Skills	Browse Texts Take Notes: Annotation Post Questions
Writing Activities	Write a letter
Social Justice Questions	<ul style="list-style-type: none"> Are you in support of, or against using Native American mascots?

Martin, R. & Shannon, D. (1998). *The rough-face girl*. New York, NY: The Putnam & Grosset Group.

Mode	Picture Book
Genre	Folklore
Literacy Skills	Compare/Contrast Visualize Retell
Writing Activities	Write your own version of a Cinderella story on Storybird.com
Social Justice Questions	<ul style="list-style-type: none"> In what ways does this story follow other Cinderella stories? In what ways is it different?

Mohn, D. (n.d.). *Native American art virtual field trip*. Retrieved from <http://edtech2.boisestate.edu/danamohn/502/vtour.html>

Mode	Virtual Field Trip
Genre	Non-fiction
Literacy Skills	Preview and Analyze

	Make Connections/Disconnections Compare/Contrast
Writing Activities	Reflect through art
Social Justice Questions	<ul style="list-style-type: none"> Is Native art valued as much as other art in our culture? Give examples.

Moyers, B. (2017, July 5). Nick Tilsen is building a \$60 million sustainable community on The Pine Ridge. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/entry/making-change-nick-tilsen_us_595d4979e4b085e766b50fe4

Mode	Article
Genre	Non-fiction
Literacy Skills	Compare/Contrast Make Connections/Disconnections
Writing Activities	Write a letter to Nick
Social Justice Questions	<ul style="list-style-type: none"> Why do individuals continue to try to make society better?

Piraro, D. (2016, July 16). [Cartoon]. Retrieved from http://bizarro.com/comic_tag/american-indian/

Mode	Cartoon
Genre	Satire
Literacy Skills	Pose Questions Infer
Writing Activities	Write captions
Social Justice Questions	<ul style="list-style-type: none"> What problems are posed by referring to Native Americans as “Indians”?

Sarah Winnemucca: straddling two different worlds, belonging to neither. (n.d.). *Smithsonian.com via Newsela (Ed. Newsela Staff. Version 1060)*. Retrieved from <https://newsela.com/articles/smi-sarah-winnemucca-native-americans-us/id/20414/>

Mode	Article
Genre	Non-fiction
Literacy Skills	Pose Questions Take Notes – Annotations

Writing Activities	Write reflection in a blog post
Social Justice Questions	<ul style="list-style-type: none"> Describe a time you felt like you were straddling two different worlds?

Smelcer, J. (2016). *Stealing Indians*. Freedonia, NY: Leapfrog Press LLC.

Mode	Novel
Genre	Historical Fiction
Literacy Skills	Pre-Teach Vocabulary Pose Questions Make Connections/Disconnections Synthesize
Writing Activities	Author and record book talk
Social Justice Questions	<ul style="list-style-type: none"> Is assimilation good or bad for a culture? Explain.

Stevens, T. (2017, July 6). Gates. Hatch? new immigration board has big name supporters. *The Salt Lake Tribune*. Retrieved from <http://www.sltrib.com/home/5480361-155/hatch-looks-for-common-ground-on>

Mode	Article
Genre	Non-fiction
Literacy Skills	Take notes – Annotations Pose Questions Pre-teach Vocabulary
Writing Activities	Write a letter in response
Social Justice Questions	<ul style="list-style-type: none"> Would you oppose or support a bill introducing H1-B visas?