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Student Reactions To Culturally Relevant Pedagogy Designed To Build Trust And Mutual Respect

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Student Reactions to Culturally Relevant Pedagogy Designed to Build Trust and Mutual Respect

By Karrah Marie O’Daniel

A Capstone submitted in partial fulfillment for the degree requirements of Masters in Arts in Teaching

Hamline University
Saint Paul, MN May 1, 2017

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CHAPTER ONE

Introduction to Research

Introduction

According to Changing Minds (2016), many educators argue that one of the most basic things needed in a classroom in order for it to be an effective learning environment is mutual respect between students and teachers. In theory, it seems simple, and yet, somehow it has often alluded even the most veteran teachers. Due to this disconnect of respect, as evidenced by a 2014 Harris poll (Toppo, 2014), there has been a widening, glaring achievement gap between white students and students of color. This gap and subsequent correlation to lack of mutual respect has been confirmed by researchers in the California Department of Education (Smith, 2005) and then further cited by ASCD, a global consortium of educators dedicated to achieving excellence in schools worldwide (Batron, 2004, pp. 8-13). As a classroom teacher in an inner city, my capstone will explore the issue of respect in a classroom and my use of culturally responsive pedagogy.

This Capstone explores my experiences as a classroom teacher in inner city, diverse settings. I will look at both personal connections and observations about disparities that exist which lead to the achievement gap in schools and how, from my perception, trust, mutual respect, and culturally relevant pedagogy incorporate into those shortcomings in our education system. I will then move on to address the research question: How do students describe their reaction to culturally relevant pedagogical strategies designed to build engagement, trust, and mutual respect in a culturally diverse classroom managed by their Caucasian teacher? This
question has been something which has weighed on my mind heavily since I started teaching in the American public school system.

**Personal Motivation**

As a millennial educator working primarily in Middle School Social Studies in the inner city, there is a deep set desire to help close the achievement gap and research how to specifically help accomplish that closure. I would like to say that I am entirely an idealist and selflessly motivated; however, the main reason I am so passionate about this topic is because it hits me far more personally. My skin may be whiter than the paper of the worksheets I give my students, but my daughter identifies as African American. She is multiracial, but her beautiful physical features will always afford her the label “student of color” in her schooling. She will have an advantage to some students of color because she already knows how to build trust with someone who is white. She has not grown up, so far, fearing the police or white authoritative figures because of her skin color, and I hope she never does.

However, I cannot shape the minds of her future teachers. What expectations will they hold for my daughter when she enters their classrooms? When they look at her will they think that she trusts them? Will they trust her? Will they believe that she can achieve? I want to be part of the reason that they are able to see past her skin and focus on best practice teaching techniques. I want them to push her to be at the top of her class, and to blow the achievement gap out of the water. But she will not be able to do that unless her, statistically probable, white teachers, have the tools they need to build that mutual respect and trust with her and her other classmates whose skin simply has more melanin than theirs. Unfortunately, many white teachers
do not have the desire or training to examine their own whiteness, and contrast it honestly with the experiences and perceptions of the multi-cultural students that they teach.

At the end of the day, there are several things that I know. I believe, like Casey Quinlan (2016) that the achievement gap, the suspension gap, and the school to prison pipeline are all related. They all involve numerous disparities in our system, things such as zero tolerance policies, but I firmly believe that they all take root in that lack of trust and mutual respect between students of color and white teachers and administrators in schools. A tree will not grow unless you water it from the roots. In the same respect, we as teachers and administrators cannot fix the larger problems in our schools without learning how to build that trust and mutual respect. For me the question boils down to this: how do teachers, learners, and administrators accomplish that?

For me the power of this question is because my skin will always be my skin, just as my students of color skin will always be theirs. In addition to my personal reasons for interest in this capstone topic the content area I teach, social studies, which by historical nature is riddled with racism, contributes to the lack of mutual trust and respect between students and their teachers and administrators. Addressing the lack of mutual trust and respect between students and their teachers and administrators is essential if the pervasive problems I see as a teacher are to be fixed.

**The Pervasive Problem in Our Schools**

In 2008 when I started teaching, I taught private voice lessons in a music school. No matter what skin color the students had it was fairly easy to build trust, despite my pasty, Irish skin due to the fact that we worked one-on-one for an hour at a time. I learned about my students
on a deep level. I learned who they were as people, what they liked, and what bothered them. Perhaps I was simply naive. With that base of experience, in 2014 I began my formal teacher education program feeling over confident about my ability to build relationships with my students.

In 2014, my clinicals began within my teacher education program at a local University, I realized how misled I truly was. As soon as I started spending time observing in classrooms, I began noticing several things that I had not experienced before, ranging from unexpected discipline and behavior practices to disproportionate student expectations based on skin color, such teachers simply expecting less achievement from students of color.

First of all, a majority of the teachers in classrooms right now are caucasian, this was something I had previously suspected, but never really put serious consideration towards in terms of what that might mean for students. According to research conducted by the Boston Globe in 2008, 82% of the teachers who work in the United States public school system are caucasian. This statistic is a vastly different percentage than that of their incredibly diverse student population (Holland, 2014). Although there is nothing specifically wrong with teachers being caucasian, and from my experience, they are certainly usually talented teachers, the disparity between these populations in schools can make both students and teachers of different backgrounds feel naturally uncomfortable.

It may not be something that either the students or the teachers are proud of, but I have often seen that many people feel naturally more comfortable with people of their own culture or race. This may change over time as our nation becomes more ethnically mixed, but in our present time period, it seems to me that we still have a long way to go. Because of this difference, as a
teacher I see that many of my students struggle to feel completely comfortable in the classroom. However as noted by Changing Minds (2016), classrooms need to feel safe to the students. In addition to students feeling safe. Straker (2016) indicates both teachers and students can face an extra hurdle to cross when cultures and races intersect in the classroom. I kept seeing classroom after classroom of diverse students coached by what research and can consistently note to be predictably white teachers. My observations in both clinicals and in my own classrooms got more alarming as I started talking to the students and teachers.

For me, one of the most upsetting realizations was the clear profiling that was happening in the classroom at the fault of the teachers. These teachers could be excellent at many things; for example, creating lessons that were engaging or well differentiated, but nonetheless maintain a clear lack of respect for their students of color. This lack of respect was seen in disproportionate discipline techniques that were more harsh for students of color, speaking negatively about the students of color in the teachers’ lounge, or simply maintaining curriculum that only reflected that white, male version of history. This lack of respect was often mutual, although not necessarily intentional.

It broke my heart when I would sit in the teachers’ lounge and listen to teachers vent about “problem students;” those students, more often than not, were students of color. I was equally disturbed hearing students in the hall comment about how their teachers hate them, or simply do not understand them. These experiences have continued to make me more more passionate about not falling into the same ruts in my personal practice as I continue to move forward in my career as an educator.
Recently I was speaking with a veteran and longtime tenured inner-city caucasian teacher about an African American student, one in a class that is not being researched in this Capstone. Our conversation about this student was about some participation and behavior challenges that I was having with this student. The teacher’s response was a semi-joking “well, it’s not like mom will ever help us out, and you know she [the student] is probably coming from a single family home.” The longtime tenured teacher made wide assumptions about this student and her family without any true basis of facts. The teacher was not ill intentioned, and I absolutely respect this teacher in many aspects. Unfortunately, what this teacher did not realize is that this student not only comes from a stable, two family household, but her mom is very involved and holds six higher education degrees. This teacher was stereotyping and prejudicially judging both the student and her parents without even a moment of hesitation. Once again, this teacher is a good person, who cares deeply for his students, but there are also some clear issues in the ways that he views his diverse student body, which highlights the systematic racism and privilege in our schools.

One of the scariest things for me as a teacher is when I see the racism in schools is supported by the students. Even if teachers and school administration promote anti-racism in many aspects of school life, such as schools I have spent extensive time in, in one school a student created poster that caught my eye that is an example of how non-marginalized students can create and support a hostile environment for traditionally marginalized learners.

The poster was about bullying and had been created by a small group of Hmong 6th grade students in the school. The poster showed a picture of two students crying because of a bully, these student’s skin was not colored in, their faces just blended into the pre-set orange
background of the poster board; however, the image of the bully’s face was very intentionally colored in with a chocolate brown marker ascribing bully status to African American students.

The issue unfortunately was bigger than just the students who drew the poster ascribing bully status to African American students, the thing that disturbed me was when I raised my concern with three different caucasian teachers, and not a single one of them - who had walked past the poster every day for nearly two weeks - had noticed the problem with it. However, when I started a conversation with an African American teacher in the school, they had immediately noticed the same issue and the poster had been bothering them for weeks as well. That poster stayed up on the wall until I went and spoke with an administrator about it on the day of a visit from members of the Department of Education, in hopes that it would not tarnish the opinion that other professionals have of the school.

My experience with incidents such as the bullying poster is a significant reason why researching how to be culturally responsive is so vital. Since becoming a teacher I have experienced glaring issues that white teachers with whom I work do not register in their heads happening in schools every day.

There is prejudice among some of my colleagues, despite anti-racist sentiment being an important aspect of our school culture. For example, I can think of a specific teacher with whom I have worked closely, who do not believe that first generation immigrants should go to college. These immigrants, being almost exclusively students of color, are subject to substantially lower expectations in that teacher’s classroom. This is a clear lack of respect towards those students from a teacher who should be old enough to recognize the disparities that they are perpetuating. High expectations should never stop at skin color, and yet in my experience as a teacher they do
far too often. Given my interactions with these white teachers it appears to me that they do not respect those students or trust that the students genuinely want to achieve.

It has also been my experience as a teacher that sometimes the issue is more subtle, such as a teacher asking why certain students of color have not been pegged for special education services and not wondering why a white student with the same behavior problems has also not been referred. I wonder why some of my colleagues are quick to label students of color as “Emotional Behavioral Disorder” or other special education category. I say this as over half of the African American students in my classrooms are labeled with some form of required special education services. This hints at some of the problems our schools face daily.

**Curriculum in Which Learners See Themselves**

One of the reasons that so many students of color struggle in school is because the materials that they learn feel irrelevant to their lives (Carr & Klassen, 1997). For example, as a middle school social studies teachers I understand that in the average history class students will always learn about George Washington. However, I also am aware of how a typical curriculum can gloss over people like George Carver and many times omit black American hero and founding father, Crispus Attucks. It is not uncommon in a history curriculum for students to see pictures of flappers but they do not get to see the Harlem Renaissance. They learn about Expansionism and Manifest Destiny but many curriculum ignore the Native Americans whose homes were displaced by the transcontinental railroad. History texts I have used and been taught from venerate Franklin Delano Roosevelt for pulling the country together in World War Two, but they ignore that he practically created an American Holocaust against the Japanese via Internment.
As a social studies teacher I understand how learning with cultural lenses, does not mean learning comfortably, especially as a white teacher with privilege. However, my philosophical orientation is that students have a right to see where their ancestors came from. They should be given an opportunity to look at real world problems and statistics in math and even examine the allocation of tax dollars in different school districts and analyze how racially charged gerrymandering can play into that. Learners need to be able to see themselves in what they learn.

As an experience teacher I can see how a classroom full of boys would love to do some math about athletic statistics, and could still manage to get high levels of learning achieved, while simultaneously fulfilling their love of basketball in the classroom. Many of my English teacher colleagues can choose literature that praises and teaches cultural compassion. English teachers can forgo the standard *Little House on the Prairie* (Wilder, 1992) for *Esperanza Rising* (Ryan, 2000) or *House on Mango Street* (Cisneros, 1991). Instead of *Jane Eyre* (Bronte, 1999) they can teach *The Color Purple* (Walker, 1982). There are countless ways that teachers can bring the cultures of their students into their curriculum.

**Respect in the Classroom**

A question I ask myself is how can pre K-12 teachers teach without mutual trust and respect? For me, the answer is simple, they cannot. At least, not effectively. So the question becomes: how can white teachers build trust and mutual respect with students of color in their classroom, and how do students perceive the teachers after they use respect building strategies in their classrooms? As an experienced teacher, this is a question that is becoming more and more prevalent as new achievement gap statistics continue to roll out. There is no doubt in my mind that a major part of the achievement gap, the suspension gap, and the school to prison pipeline
can all be whittled down to that first fundamental aspect: lack of respect and trust in the classroom, a theory that will be expounded upon shortly. I maintain the theory that if white educators can make some real progress crossing that racial divide which so often exists between students and teachers, they can start closing those gaps and sending our students of color to college instead of allowing them to get trapped into a cycle that leads them to prison due, in part, to teacher incompetencies. This is particularly prevalent in certain demographics.

**African American Students**

As a teacher, I often see how young, black, male students are particularly susceptible to this lack of respect and trust. The lack of trust and respect is very evident and is equally shared between student and teacher, as noted by the Ujima Collective (2016). With our current culture, and some of the horrors that exist today, Yaffe (2004) describes how despite all of the work of the United States Civil Rights Movement, young black men are taught to fear, for their own protection, white figures of authority. This reality is horribly sad, but I suspect if one were to speak with a young black man about their behavior around caucasians they might indicate that any perceived misbehavior towards white citizens could lead to their arrest or worse.

As far as I can see, this fear is deeply set in black society right now, based on my conversations and deep personal relationships with African Americans. It is horribly tragic, and yet, we cannot pretend, especially as privileged white Americans, that it does not exist. This fear is what white teachers are working to build past in developing relationships with their students of color which makes it particularly challenging for their to be trust and mutual respect in diverse classrooms led by caucasian teachers. There are people in this world, uneducated about the importance of racial equity and cultural celebration, who spew hate at our kids and their parents
because of their skin or religion. Therefore, some students may need to embark on an exceedingly long journey in a classroom managed by a white teacher in order to build genuine trust. History has shown students of color that caucasians have often been remiss in protecting the rights and needs of people of color in America.

As a social studies teacher, I can imagine that it is hard enough for students to forget about this racial difference between student and teacher in a core class such as mathematics. Maybe for a moment they would not see themselves as a Michael Brown or a Trayvon Martin, but, based on my perception and experience, it is practically impossible to not see the color of the classroom and the teacher in a history class. Why? Because history is laden with blatant, horrible, world-changing examples of racism.

For example, it is all but impossible for a black student in my social studies class to learn about the slave trade, the Ku Klux Klan, or Brown vs. The Board of Education of Topeka, topics which every social studies teacher examines thoroughly with students, without examining and even dwelling on the skin color of the people around the classroom. My Hispanic students could easily and understandably learn about the Zoot Suit Riots in World War Two and in turn, would wonder what might have happened if they lived in that time period. What would their white teacher do if she lived at that time? From my point of view, learning about the racism in history seems amplified when it is being taught with the white teacher in the authoritative position in the classroom, and the diverse students in the classrooms being the subjects of that authority. It is a question I often struggle with, and approach with great care.

Is it right for me to feel a sense of guilt teaching slavery to black students? I cannot help but subconsciously wonder if they blame me for something that my ancestors may have done
generations ago. If that blame exists, what does this mean about the level of trust that I have in my students? Could the topic that I teach, American history, or the way that I teach it, be part of the reason that it is hard to build trust and mutual respect in my diverse classroom? With these questions I wonder about how to become a successful teacher.

My answer is that in order to be a successful teacher, I first need to attain mutual respect with my students. I need to believe that my students are good people who want to succeed in life. I need to believe that they are not going to tell the principal that I am racist when I teach about morally wrong parts of human history, such as the Berlin Conference, a topic I always teach, which divided Africa between the European nations. As a white teacher, I need to believe that my students want to respect me.

I also need to believe that when my students act out, they are not a direct threat to the safety of myself or my other students. Students need to believe that I, their teacher, am not judging them differently because of their skin color. They need to believe that I hold them to high expectations because I genuinely believe that they have a capacity to accomplish the extraordinary. They need to believe that even though the world outside can be untrustworthy, the classroom is safe and unprejudiced. They need to know that even though I am a white teacher, if they get frustrated in the class, I am not going to suspend them or arrest them because they had a moment of weakness in their behavior self-management. In short, to be successful my students need to trust me.

However, as my career has progressed, I have seen myself struggle to gain trust from some of my students of color. However, far more significantly, I have also struggled to earn that trust and mutual respect. That is where I am continuously struggling, and from the stories of
those around me, I am not alone. Everywhere I go within the world of education I hear about the achievement gap. It is no secret that one of the tools to close that is gaining that trust and mutual respect. But how do teachers accomplish that? Classroom time is limited. I do not have the same luxury I had teaching private music lessons to spend a dedicated hour every single week with the same student to build that trust and respect. I now have twenty to thirty five students in every single class, with a full curriculum and barely time to accomplish the required state standards, let alone find time to bond with the children in my classroom.

I have seen students in my classes get arrested, fall into gangs, and fail out of school. I wonder what I could have done to help them feel more welcome in the classroom. Perhaps if they trusted me more, I could have become a mentor to them and kept them off this path. That is part of my job, and I consistently feel like I am letting too many of my students fall through the cracks because I cannot figure out how to build the trust and respect that allows them to choose to succeed in school. That is why this research, and examining the practical benefits of culturally responsive pedagogy, especially coming from white teachers, is so important at this time in history, 2017, where our student bodies our diverse, but our licensed teachers have yet to catch up to the same level of diversity among their ranks. My firm belief is until there is diversity in the teaching ranks teachers have the responsibility to lay the framework by which their students can succeed, and it starts with the simple, and yet highly elusive, trust and mutual respect between students and teachers. The next section provides an overview of the rest of the remaining chapter of the capstone.

A Preview of What is to Come
In Chapter Two, the results of the review of the literature is presented. A major focus of my review of the research literature was to explore work that has been done already to help caucasian teachers build that trust and respect. Unfortunately, despite long amounts of time searching, research for successful white teachers in diverse classroom settings is extremely limited. Chapter Two will also take a close examination of some techniques that can be used by teachers in the classroom and qualitatively measure the effectiveness of those techniques in achieving the end goal of mutual respect and trust through culturally relevant pedagogical techniques.

Chapter Three is a description of the qualitative research design for this capstone. Chapter Four presents the summary of my data analyses and Chapter Five describes my major insights, makes recommendations for further research and potential next steps in creating learning environments where all students feel safe, respected, and can build strong relationships with their classroom teachers.
CHAPTER TWO

Review of Research Literature

Chapter Overview

The review of the literature for my capstone question aligns with a popular trend in modern educational research. That trend is examining learning demographics and cultures. With realizations about Achievement Gaps rising (Braun, Chapman, & Vezzu, 2010) to the surface of educational responsibilities, there has been a major push to try to figure out how to solve these pervasive issues. My capstone will add to this scholarly dialogue by asking the question: How do students describe their reaction to culturally relevant pedagogical strategies designed to build engagement, trust, and mutual respect in a culturally diverse classroom managed by their Caucasian teacher?

The review of the literature for this capstone explores three main themes, trust, respect, and culturally relevant pedagogy and looks at subfactors for each of those. Prior to that breakdown, it will summarize key ideas identified in the review regarding current demographics for students and teachers in America and the implications of those realities. These demographics play into issues of disparity that cause problems with building trust and respect, as well as the application of culturally relevant pedagogical techniques.

The next section will delve into implicit bias, whiteness, and the lack of diversity in the teaching profession. This is vital because it gives the societal basis for the issues that are presenting themselves in the classroom. This will lead into a review of the research on the
achievement gap, how it happened, and current theories on how to fix it. The Achievement Gap is the result of these issues that have been causing problems in our classroom.

This chapter ends by examining key ideas described in the research reviewed for this capstone regarding what is culturally relevant pedagogy and break down some of its specific facets such as relationships, collaborative learning, physical classroom environment and a curriculum with a diversity of material that reflects the cultures of the students being taught. Finally it will summarize the current research about white teachers who have effectively managed to help close the achievement gap in their schools. The next section will begin with examining the statistical realities of the demographic of who is teaching in modern classrooms.

**Overview of Current Demographics of Teaching Profession**

A recent study by the National Education Association (2005) found that despite a majority of the American student body was racially and culturally diverse, only eighteen percent of pre-K-12 Educators are teachers of color. Given the current lack of teachers of color it is not hard for most white teachers to recognize the barriers as to what causes this lack of diversity (Carr & Klassen, 1997). Thankfully since 1997 there has been some marginal improvement on that front because schools and teachers alike can see the value of a diverse teacher and staff population in role modeling for all the white students as well as the students of color. Yet, statistics nationwide vary. In 2014, Boser and Ahmad noted two extremely disconcerting trends in their research, they saw that the gap between teachers and students of colors has grown since 2011 and that nearly every state is experiencing this disparity, with California and Maryland being two of the most significant offenders (Boser & Ahmad, 2014).

**The White Majority Pre-K-12 Teacher Force and Cultural Discontinuity**
While Deruy notes, the majority of pre-K-12 teachers are white, the American Association of Colleges for Teacher Education in 2016 (Deruy, 2013) describes how pre-K-12 classrooms in the United States are becoming increasingly diverse. Graham’s (2014) research documents a direct correlation between low teacher diversity and lack of student academic achievement and high percentages of disproportionate disciplinary actions against students of color in the classroom (Graham, 2014). Deruy (2013) explains that the lack of diversity in pre-K-12 teaching population creates cultural discontinuity, the idea that the student body versus the teachers are neither in sync nor similar to one another culturally or racially and this contributes to the lack of student academic achievement and higher disciplinary actions against students of color.

One unfortunate implications of cultural discontinuity (Deruy, 2013) is that it often leads to over reactions to student misbehavior. This over reaction is due to student race or income stratum because of, often unintentional, but nonetheless implicit biases against the communities of color. This discontinuity frequently rears its head between caucasian, female teachers and their African American, male students. Graybill (1997) describes how cultural norms attributed to African American boys can be at the root of this discontinuity.

As Graybill (1997) notes, according to cultural norms, African American boys are motivated to be athletic, street-smart, sexually competent, and capable of winning a fight either verbally or physically in order to publicize their unwavering masculinity. This is, of course, an extremely general statement, as is the assumption that a white, female teacher will over-react or at the very least, disregard the cultural validity of aggressive, alpha-male behavior in young African American men. However, the Graybill’s research (1997) research documents,
nonetheless, that these two stereotypes occur and clash at a well-documented, regular intervals. These clashes can lead to frequent student disciplinary practices that expand the achievement and suspension gaps (Graybill, 1997). In the following quote Graybill (1997) described why teachers must avoid measuring black children against a white norm, which leads to thinking in terms of deficit education and compensatory skills rather than focusing on how best to accommodate African American learning styles. Differences in learning should be considered just that -- differences in learning, not differences in ability. (p. 31)

As seen by Graybill (1997) teachers need to stop attributing race or culture with student achievement or potential. Attributing difference to race or culture demonstrates a lack of cultural competency that is nothing short of classroom racism, even if it is often masked by genuine passionate teaching or even teachers who utilize many facets of “best practice” a common phrase used in education to describe ideal teaching technique.

Graybill (1997) is clear in her conclusion that teachers exhibit racism, often unintentionally, through their expectations towards poor and minority students. However, even some students who have been raised in financial privilege cannot escape classroom racism from teachers and administrators (Graybill, 1997). Graybill (1997) states that many white teachers and members of society prefer to believe that they are “color-blind;” which means that they pretend that a person’s culture is either non-existent or unimportant as a factor of achievement in the classroom. Graybill (1997) notes that this innocent sounding label causes more harm than good because it invalidates in the eyes of the culturally uneducated, white teacher, the rich and encompassing culture that often is a defining feature of their diverse student population. The bottom line for Graybill (1997) is how essential it is that white teachers acknowledge nonwhite
culture as real, vibrant, and different from their own. Not doing is according to Graybill (1997) demonstrates one of the hallmarks of white privilege and misunderstanding which leads to problems in our schools.

While Graybill (1997) identifies a problem, she also identifies a powerful tool that a white teacher can use to address this achievement gap and that is to take the time to study the diverse cultures that they are teaching. She explains that

if the white community had studied African American history in light of African cultural roots, white teachers would be less likely to make erroneous assumptions, less likely to misinterpret behavior, and more likely to expect success of their African American students. (1997, p. 31)

Graybill (1997) has two other suggestions for helping teachers deal with their erroneous assumptions.

One, participate in intentional professional development into the diverse cultures that they teach, so that white educators can learn that generally African American students thrive when they can see societal relevance in what they are learning (Graybill, 1997). Her second suggestion is that teachers engage in consistent training and personal effort, as well as reflect on their practice, particularly in regard to inherent racism, systematic privilege, and cultural lifestyles to help improve their teaching and relationship building inside the classroom with their diverse student bodies. Kumar, Burgoon, and Karabeneck (2015) provides a rationale for why white teachers must follow through on Graybill’s (1997) suggestions.

The reality is as noted by Kumar et al. (2015), our American population is becoming increasingly diverse, so it is becoming more and more critical that teachers are aware and
capable to adapt effectively to diverse student populations. The author also notes that although some schools, particularly in rural areas, are still very static in their student populations, more and more children are coming into the school system with diverse families, cultures, and values. Because of this, it is even more critical that our teachers move past their implicit prejudices which react for them automatically, and often without direct malice, but place a negative effect on diverse student populations.

Kumar et al. (2015) emphasizes that racism and prejudice exist, even when the perpetrator desires equality among all cultures. For most people, prejudice is very deep-seeded and is often an unconscious mental process that functions more like a reflex than a conscious choice (Kumar et al., 2015). Teachers must work to fight against that reflex, but also acknowledge it’s existence and the need for personal improvement in that regard.

As was stated above, most teachers do not have extensive, non-professional experience with unfamiliar cultures, and therefore resort to color blind rationale in order to mask their lack of knowledge and their fear of the unknown (Kumar et al., 2015). This absence of important information, Kumar et al. (2015) notes is unfortunately, is incredibly transparent to diverse student populations. Students are perceptive and they are likely to read the honest beliefs about a teacher’s viewpoint through observation of that teacher’s daily reactions to culturally diverse students. Kumar et al. (2015) suggests that this is particularly transparent for teachers of English Language Learning (ELL) students who want to outsource and assimilate newly immigrated students rather than effectively differentiate materials and include pedagogical techniques that are culturally relevant to their student body. Teachers who present these negative stereotypes,
according to Kumar et al. (2015) are more prominently are far less likely to consider the possible negative effects that this could have on their classroom.

However, Kumar et al. (2015) points out there are teachers who experience more success in the classroom because they feel a sense of responsibility for inclusively educating their students with an emphasis on mutual respect, cultural empathy, and tolerance. Unfortunately it is also a researched fact, as presented by Kumar et al. (2015), that most white teachers prefer to teach white students and that this preference causes them to create prejudice in their classrooms, no matter how unintentional, that perpetuate the achievement gap in America. In order to change this teachers need “repeated experiences of counterstereotypic associations to change automatic associations” (Kumar et al., 2015, p. 542). This clearly demonstrates some of the issues that are being caused in our classrooms, based on what the culturally uninformed, white teachers are bringing into their practice. White teachers also bring to their classroom white privilege (Blackburn & Wise, 2009) and implicit bias that is addressed in the next section.

**White Teachers: Bringing to the Classrooms White Privilege and Implicit Bias**

One of the terms that is often used in discussions of equity in and out of the classroom is “white privilege” (Blackburn & Wise, 2009). This is a term that is often heard, but frequently misunderstood, particularly by the white community. Blackburn and Wise (2009) describe white privilege as “any advantage, head start, opportunity, or protection from systemic mistreatment, which whites generally have, but people of color do not have” (What is white privilege?, ¶ 1). The fact that the majority of pre-K-12 teachers in the United States are white means that they have experienced white privilege. This privilege, as noted by Blackburn and Wise (2009), can
lead to students who cannot find relevancy in the classroom because it is nonreflective of who
they are or what they feel they need to learn.

In an earlier study (Wells, Revilla, Holme, & Atanda, 2004) comparing public schools
based on levels of diversity and documented that issues in equity were leading to disadvantages
for students of color and historically black public schools. The study (Wells et al., 2004),
examining schools in Charlotte, South Carolina, showed that schools are gerrymandered to help
ensure that white schools stay white and receive more tax payer funding and black schools stay
black and receive less government financial support.

In addition the black schools in that district studied (Wells et al., 2004) have frequently
closed and reopened under new names or management due to poor test scores. According to
Wells et al. (2004) this leads to less programs for student achievement acceleration because
school funding is consistently put into restructuring rather than student opportunity. On the other
hand, the white schools have long standing history in the community and have the ability to track
their white students into high level classes that the black students, even the ones who attend the
white school struggle to enroll in due to achievement gap challenges (Wells et al., 2004). This
one study (Wells et al., 2004) just exemplifies a small number of the challenges that privilege
and the systematic racism that is causes have created and continue to perpetuate in American
educational society. In addition to systematic racism implicit bias also negative impacts students
in pre-K-12 schools.

**Implicit Bias**

The Kirwan Institute, which is one of the leading organizations studying race and
ethnicity examined the state of bias in 2015. The organization describes implicit bias as a
metacognitive function of stereotyping people in both favorable and unfavorable manners which happens at a subconscious level. These biases are involuntary and, although they can grow and be molded and changed over time, due to life experiences, they are uncontrollable at any given moment.

The Kirwan Institute goes on to note that the implicit bias usually places the person who is perceiving other cultures to favor their own ingroup. Furthermore, a person can proclaim outwardly their beliefs about a race, culture, gender, etc., but that it does not necessarily mean that their implicit bias matches their declared beliefs (Kirwan Institute, 2015). They go on to note that implicit bias, in collaboration with systematic racism, together directly contribute to opportunity barriers against people of color in education and other aspects of life and human development (Kirwan Institute, 2015).

This research clearly can be translated into classroom situations. For example, the work of the Kirwan Institute (2015) explains how a teacher can have an implicit bias against a student, even if they profess to be culturally competent. The implicit bias of teachers has as explained by the Kirwan Institute (2015) has the capability to do harm by allowing teacher biases to manifest in negative student achievement expectations or disproportionate behavior management for students of color. The review of the research supports the existence of white privilege and implicit bias and also describes how it can be difficult for white teachers to explore these topics.

The Difficulty for Majority Teachers to Address White Privilege and Implicit Bias

Unfortunately many white teachers are not prepared to examine their whiteness in the way Boucher (2016) recommends. Some teachers have expressed serious anxiety about antiracist education practices and questioned its need or validity (Carr & Klassen, 1997). This is not
generally the case with non-White teachers who are generally more able to see the discrimination in the classroom and the need for anti-racist education practices (Carr & Klassen, 1997). Many other studies have noted how uncomfortable certain white teachers get when learning about antiracist education and pedagogy (Yu, 2012).

Another barrier to white teachers addressing white privilege and implicit basis is that unfortunately, too often white teachers only see that they believe themselves to be role models for the students who fit within their caucasian race (Carr & Klassen, 1997). One outcome of white teachers believing they can only be a model for learners of the caucasian race is their lack of ability to expand their mindset to understand their leadership roles in regard to all of their students. Even thought for the majority of white teachers find it is difficult to examines these issues, the review of the research literature documents that some are being successful with their students of color and the next section will describe what is being learned from them.

**Learning From Majority Teachers Who are Successful with Students of Color**

There are many teachers who strive to close the achievement gap, (Boucher, 2016) and do a valiant job in their efforts, but their approach still falls short. These teachers may focus on simply building alliances with students of color, but the teachers who have the most success act with their students in genuine solidarity. It is a step further than simply being an ally. These teachers go beyond culturally relevant and become a metaphorical shelter for their students in school (Boucher, 2016). As the author notes, the reality is, a majority of the day, African American students will be taught by white teachers. Although having increased numbers of African American and non-White teachers is a noble goal, it is not a singular guarantee for success and it is a long-term solution for an immediate problem in achievement. It is vital that in
the meantime, we focus on examining the practices of the teachers who are already in those classrooms, and they are majority caucasian (Boucher, 2016). He states, one of the telling signs of an effective white teacher is that the teacher is able to critically examine their whiteness, particularly as it relates to their diverse students. Until a teacher acknowledges their own majority race and privilege that it has historically awarded them, they cannot begin to build solidarity with their diverse student populations (Boucher, 2016).

As Boucher (2016) alludes, examining whiteness is uncomfortable. Acknowledging privilege and systemic racism is equally challenging because most humans are equipped with a level of empathy that they can access, but they choose to ignore it when faced with feelings of guilt. The teaching profession needs to accept that race and racism are entirely social constructs in our society, and they have led to major problems in modern society (Boucher, 2016). When white teachers allow themselves to address the racial question and live in a world free of so-called color blindness, they can begin to build the solidarity needed to be effective teachers to students of color (Boucher, 2016). Boucher’s (2016) study focused on how to let white teachers build solidarity. Using four facets, Boucher (2016) determined that white American teachers have the ability to build solidarity if they can rationalize a desire to teach diverse learners, they believe that there is a genuine need for solidarity, they can examine their own whiteness, and they are willing to maintain solidarity over time, especially in the face of classroom management which often tries to throw a wrench in the progress of student-teacher relationships. This can lead to further problems in addition.

The achievement gap is pervasive worldwide. In 1997, the Toronto Board of Education (Carr & Klassen) really pushed for increased anti-racist education in the classroom. In a study of
the Canadian achievement gap and anti-racist education these authors noted that teachers play a crucial role in the effective implementation of antiracist education and the success of change-based policies. However, teachers' perceptions concerning racism and antiracist education have received little attention in the scholarly literature” (Carr & Klassen, 1997).

This is why it is so vital, because, as they argue, white teachers need to be the catalysts for anti-racist education, not just the reluctant participants. That is how white teachers act in solidarity with the system to close the gap (Carr & Klassen, 1997). They have the skills; they need to find the desire. Carr and Klassen (1997) go on to assert that without the support of white teachers, anti-racist education could be seen as a fad, rather than a vital part of educational restructuring that is necessary to close the achievement gap in our world. While the research reviewed for this capstone supported the need for white teachers to be in solidarity to close the achievement gap it also highlight at least one source that described white teachers who have done it.

After countless searches in numerous research libraries, I found one solid result. In Gloria Ladson-Billing’s book, The Dreamkeepers (2009), she discusses eight successful teachers who have managed to help their students of color achieve success. It should be noted that Ladson-Billing’s described interpretation of success is strictly based on academic proficiency and not on relationship building (Ladson-Billings, 2009). It should also be noted, that in Ladson-Billing’s study (2009), only three of the eight teachers who she deemed as successful at helping students of color achieve were Caucasian; the rest were teachers of color. She did note; however, that all of the successful teachers in her study shared similar characteristics.
Each teacher was a veteran with over twelve years in the classroom and each of them had, what Landson-Billings referred to as a “transformative moment” in their lives, many of which referenced activism during the Civil Rights Movement of the 1960s (Ladson-Billings, 2009, pp. viii-xi). Other factors that she noticed in their pedagogy included a lack of pity. She said the teachers who were successful did not feel pity for their students, as they believed that could cause lower expectations for achievement. These teachers also strove for a whole-class learning community, and maintained a growth mindset in and out of the classroom (Ladson-Billings, 2009).

Despite my numerous attempts to locate other examples of teachers closing the achievement gap, Ladson-Billings’ (2009) was the only account of success that appeared to have a scholarly research backing, and it is a singular perspective, and is therefore challenging to truly examine the widespread implications of her research at the time it was conducted. The goal must therefore be to build off of the successes of her research here and try to help more students of color achieve success, in every attainable facet, in the classroom, despite achievement gaps that remain in place. A starting point is the use of culturally relevant pedagogy (Coffey, 2013) described in the next section.

**Overview of the Nature of Culturally Relevant Pedagogy**

Throughout this document, the ideals of culturally relevant pedagogy have been thrown around numerous times. With all the background now in place about achievement gap, culturally discontinuity, and other factors about the lack of equity in the classroom, the question turns to how we as teachers can fix these problems. One of the most prominent ones is culturally relevant
pedagogy (Coffey, 2013). A principle that has gone through many evolutions and interpretations, Coffey, on behalf of the University of North Carolina has worked to define its basic tenets.

The University argues that there are three pillars that provide the principle focuses for the teaching technique, those being students experiencing success, students developing their own and other cultures, and students gaining skills to be critical of the status quo (Coffey, 2013). To expand upon that, Coffey argues that it means that learning is structured in a student-first capacity which desires that all students achieve, and none follow into an achievement gap. It also means that curriculum reflects the students that are being taught, allowing them to expand upon their knowledge of their own culture and history, as well as learn positively about those who come from different backgrounds and experiences. Finally it pushes to an activist stance to aggressively teach students to examine disparities and become change-makers. The ultimate mark of success can be argued is a student who learns about a problem in the world and creates a solution for it because of what they learned and how they learned it.

Although this facet of culturally relevant pedagogy was not addressed by Coffey (2013), best practice notes that any teaching requires a basis for trust and mutual respect among students, which is a basic pillar upon which achievement is allowed to occur in the classroom (Von Frank, 2008). The next section summarizes the current thinking about why the use of culturally relevant pedagogy can improve academic achievement and build respect.

**Culturally Relevant Pedagogy Leads to Achievement and Builds Respect**

So what is culturally relevant pedagogy? As Johnson (2015) eloquently states:

[I]n culturally diverse classrooms, students need to able to see themselves reflected in their curriculum and be able to make relevant connections to the material being taught.
Culturally responsive classroom rejects the notion of any form of cultural blindness, including religious, ethnic, gendered, and socioeconomic [sic]. The culturally responsive classroom thus encourages teachers to learn about their students on a personal level, to transform their classrooms into learning communities in which every student’s personal experience has value, and to create a curriculum that reflects the diversity of our communities. [T]eachers and administrators must explore and acknowledge their own cultural identities and understand the consequences of those identities. [E]ducators must recognize the ways in which they bring their own cultural biases into the classroom as well as how their cultural identities may be perceived by their colleagues and students. (p. 83)

Implementing a culturally relevant classroom is naturally easier said than done. Johnson’s (2015) statement defines the goals of culturally relevant pedagogy in detail. Other researchers, such as Adkins-Coleman (2010), have been working to prove its value and how to achieve it in the classroom.

One of the key factors noted by Adkins-Coleman in the 2010 study was that a major tenant of an effective classroom is maintaining the cultural relevancy not simply in the pedagogy but also in the management of the classroom. One way that Adkins-Coleman (2010) recommends teachers do this is by promoting high expectations for achievement and engagement based on respect. He goes on to state that for teachers to promote high expectations for achievement and engagement based on respect requires them to minimize their personal biases, especially to be effective when teaching African American students. One way to ensure that teachers have the skills to create the types of classrooms recommended by Adkins-Coleman
(2010) is by making sure that schools are training their teachers in the religion, cultures, and customs of their students (Von Frank, 2008).

Adkins-Coleman (2010) supports the idea that when teachers put the emphasis on the students and truly push to motivate them to participate students are more likely to achieve in the classroom. The author also states that teachers can accomplish high achievement for learners through mutual respect for the students with a goal for cultural relevance and high expectations. This is particularly important for students of color due to the achievement gap (Adkins-Coleman, 2010). Supporting Adkins-Coleman’s (2010) idea of the importance of culturally relevant pedagogy is a study by Kumar et al. (2015). Their study documented a 30% increase in the high expectations for academic mastery for teachers who practice culturally relevant pedagogy. Another benefit of teachers insisting through caring but high expectations on achievement for students of color, with a sense of urgency for success, are more likely to earn respect from their students of color (Adkins-Coleman, 2010).

According to Anderson and Davis (2012) many teachers in modern society understand, at least in theory, the importance of cultural relevancy. These authors indicated numerous times the vital importance of equity and mutual respect in and out of the classroom. However for Anderson and Davis (2012) equity and mutual respect is not something that the teacher is not mutually responsible for. According to these authors it is important that the teacher acknowledge to the students any cultural differences at play in a given situation. Once those differences are acknowledged, Anderson and Davis (2012) indicate that respect can be built and maintained from both the perspectives of the student and the teacher. The potential benefits associated with
the use of culturally relevant pedagogy are high and Milner (2011) describes attributes of teachers who use it.

According to Milner, (2011) the teachers who do choose to practice culturally relevant pedagogy do so due to their moral and personal credences. The moral and personal credence of teachers using culturally relevant pedagogy tend to believe strongly in classroom equity and democracy with the desired absence of bias towards any students who come from a different background than the teacher (Milner, 2011).

Culturally relevant pedagogy leads to many things apart from simply higher standardized test scores. As Milner notes (2011), a key result of culturally relevant teaching is student empowerment, or the idea that students choose to intrinsically motivate themselves for academic, social, and behavioral success in order to be change-makers in the world around them. Culturally relevant pedagogy also helps students see the relevance of the curriculum, because according to Milner (2011) they will be able to view how their culture has impacted or is impacting the world. Students who understand the relevance of their curriculum are also going to create meaningful connections to what they are learning which help them navigate the purpose of their education beyond achievement in standardized tests (Milner, 2011). Culturally relevant pedagogy creates not only achievement, but according to Milner (2011) also sociopolitical consciousness, and cultural competence. At the end of the day, student achievement is more than a standardized test or ACT/SAT score. Student achievement is about what they have learned and how they can produce outcomes inside or outside of standardized testing experiences.

A teacher who excels in cultural competency and pedagogy can create a classroom that is inclusive and build on mutual respect for students as individuals and the cultures that are part of
who they are and how they respond to the world around them. Smith (2013) describes how these teachers set clear, high expectations, find relevance in materials being taught, value parents and community involvement, refuse to accept “color blind” ideologies, and refuse to let language barriers/behaviors/biases influence the respect they have for their students.

Smith (2013) notes how teachers who excel in cultural competency and pedagogy draw on community knowledge and acclimating themselves to the culture in teacher training programs set out by the school. This pedagogy can make the biggest impact where there is the biggest achievement gap: among the African American community. Smith (2013) asserts that culturally relevant pedagogy has an extremely strong impact on African American - particularly male - students. Using curriculum to help establish an attitude of care and respect in the classroom for all students, has according to Smith (2013) proven to help those students achieve despite the gap. Teachers can help by being conscious of students’ home lives and show them sensitivity and solidarity to help students see that the teacher, no matter what the skin color, respects that student and cares for their success (Smith, 2013). In addition to the use of culturally relevant pedagogy Anderson and Davis (2012) acknowledge the importance of teachers being able to foster relationships based on both mutual respect and equity.

**Pedagogical Practice: Strong Teacher and Student Relationships**

Anderson and Davis (2012) indicate that when teacher/learner relationships are in place, relationships can flourish in the classroom. However, Anderson and Davis (2012) also note that these relationships are not simply built in the classroom, but outside as well. For Anderson and Davis (2012) activism within the community can be one of the most telling signs of a teacher looking to build relationships with their students based on solidarity. When teachers take time to
learn about cultures other than their own, they are demonstrating a desire to build relationships through increased cultural understanding.

On a more basic level, respect as a concept is part of how students feel comfortable to learn and grow their desire to succeed (Pattison, Hale, & Gowens, 2011). Teachers generally want to build this respect, but they are not entirely sure how to go about it (Pattison et al., 2011). Simply telling someone to be respectful is not going to give the base needed for success in the classroom because respect must be earned. Teachers need to be conscious of what specific events or actions will be interpreted by students as catalysts to build respect or disrespect in the classroom environment. The events need to be concrete and understandable as opposed to conceptual ideas of classroom respect (Pattison et al., 2011).

This has been defined by researchers as maintaining a friendly demeanor first and foremost. This can be accomplished by intentionally greeting students by name, listening respectfully to students, and inquiring about their future goals (Pattison et al., 2011). Other behaviors that indicated presumed respect were one-on-one conversations, teacher availability outside of class, effective in-class interaction, responding to emails and listening. Disrespectful behavior was generally noted, among the researchers, when the above listed actions were absent or inconsistent. According to the study, students are very quick to determine a teacher’s level of caring and respect based on individual actions (Pattison et al., 2011). An outcome of students’ not feeling valued and respected by their teacher can be classroom management issues.

**Mutual Respect Leads to Achievement and Prevents Misbehavior**

Respect is a cardinal virtue in schools and foundational to our common ethical beliefs, yet its meaning is muddled. For philosophers Kant, Mill, and Rawls,
whose influential theories span three centuries, respect includes appreciation of universal human dignity, equality, and autonomy. In their view children, possessors of human dignity, but without perspective and reasoning ability, are entitled only to the most minimal respect. While undeserving of mutual respect they are nonetheless expected to show unilateral respect. Dewey and Piaget, scions of the same liberal tradition, grant children a larger degree of autonomy and equality thereby approximating the full respect conditions reserved for adults in the prior theories. (Goodman, 2009, p. 3).

There has been substantial research that links this formed trust described by Goodman (2009) to achievement.

For example, in North Carolina a 2007 study conclusively determined that there was a distinct correlation between a classroom built upon trust and mutual respect and student achievement across all levels, elementary, middle, and secondary (Reeves, Emerick, Hirsch, and Southeast Center for T. Q., 2007). According to the study however, trust is not simply developed in the classroom, it is in the atmosphere of the whole school. Therefore, the principal and the school mission as well play a critical role in developing a school-wide atmosphere of trust (Reeves et al., 2007). As noted in their 2003 study, without mutual respect, there can be no learning in the classroom. It is one of the most basic conditions required for student success (Blank, Melaville, Shah, & Coalition for C.S., 2003).

Once there is a level of mutual respect and trust between students and teachers, it is truly incredible what can be accomplished. Research (Reeves et al., 2007; Goodman, 2009) has shown that classrooms that have ample respect and trust between the student and teacher are far less
likely to experience class-disrupting behaviors that escalate to the level of administrative intervention. Furthermore, students who desire to maintain their teacher’s respect are proven to be more inclined to engage in class and thus achieve to higher levels.

Studies on student respect and achievement date back for decades. This concept is not new to researchers. In 1993 a study based on the Brooks indicator project - a project named after one of their school districts - examined information gathered regarding academic, social, and behavioral statistics and showed the connection between positive skill mastery across all three factors is related to mutual trust, high expectations, and a few other factors (Alberta Department of Education, 1993). The study showed that ways to build trust stem from extracurricular engagement, - which could take the form of attending student activities such as sports tournaments or talent shows - positive encouragement, high expectations for student achievement and behavior, clear and open communication between student and teacher, and individualized feedback on student work (Alberta Department of Education, 1993). In Alberta the district found success having the students create a set of beliefs that promote mutual respect within the school. Their study found this to be effective (Alberta Department of Education, 1993).

The tenant by which they defined respect in the district is as follows:

Respect: respect students as individuals, try to develop trust, respect and openness, create an atmosphere of mutual respect, treat students with respect, treat student politely and with respect, the children are happy with themselves, and respect for school property as "theirs.” (Alberta Department of Education, 1993, p. 51)

They believed that their districts were able to meet these standards when they defined and promoted these ideals within each school. The school believed that once students have respect
for each other, and that same respect is reflected in the student-teacher relationship, a school will have a learning environment that is entirely comprised of students who desire to learn and succeed in school. They found that the primary keys to accomplish this stem from reliable and relevant discipline, well-trained staff, and willing students (Alberta Department of Education, 1993).

Respect, however, is a harder word to define than perhaps the Alberta Department of Education can manage alone. For Goodman (2009), respect is divided into three different ideologies, with some being quintessential and others being unideal for classroom environments: respect as human dignity, respect as equality, and respect as submission to authority. Many classrooms who have not had the time to examine all of the different types of respect described by Goodman (2009) simply see a respectful classroom as one in which the students submit to authority.

Submitting to authority is not healthy and does not promote a genuine mutual respect; however, it is one that has been used as a crutch in the school systems for generations. As Goodman (2009) notes,

A more refined understanding of respect requires separating three strands: dignity, equality, and autonomy… however, these components are not easily granted to children for they conflict with the aim of education: adults leading children towards a state of well-informed independence that they do not initially inhabit. (p. 8)

This leads into the idea that respect in the classroom is not simply due to the teacher or other authority, but it is earned of the students.
According to Goodman (2009) respect is not unilateral in an ideal classroom. It cannot only come from the students, it needs to be earned by the teacher, and the most basic way in which that respect can be achieved is by the teacher simultaneously respecting the students as individuals. A teacher that respects their students does not expect students to just accept authority and revere it, a teacher who respects students considers their needs, interests, culture, and opinions, as well as offering student choice and freedom within the classroom. When a student respects a teacher because the respect is earned, rather than just because the student fears ramifications for disrespect, a classroom can move to higher levels of achievement and reliably positive student and teacher behaviors (Goodman, 2009). Respect is finicky though and can even be divisive as described in the following quote.

[The] politics of mutual respect, like any politics, requires that individuals adapt to its demands: those who refuse to do so, or whose identities are severely taxed by the effort to adjust to them must experience regimes of mutual respect as exclusionary, unfair and even cruel. (Bird, 2010, p. 114)

This mutual respect is notoriously known to be harder to achieve in an inner city setting.

However, even mutual respect is hard to achieve in an inner city setting, a 2011 study of summer school seemed to start demonstrating that this elusive demographic is in fact capable of achieving success based on mutual respect and trust. In this study, researcher Keiler (2011) discovered that students who achieved at a high level on assessments in the term reported high levels of mutual respect with their teachers. However, the students in the study also linked lack of respect for a teacher to low levels of achievement.
In cases where students in this study did not score well on exams they reported that they did not work hard or at all in the classes for teachers whom they did not respect, they also confirmed that most of the altercations and misbehaviors stemmed from student perceived disrespect between students and peers or students and teachers (Keiler, 2011). One of the interesting notes made by this study was that some students who were able to achieve success because of the respect, actually altered their opinion of content areas that students initially thought they disliked; however, upon finding success in the classroom, they reevaluated their perceptions (Keiler, 2011).

One of the ways in which disrespect becomes the most obvious is when white teachers are not culturally sensitive, which causes one of the primary psychological impacts leading to students falling into the achievement gap. Often times, caucasian teachers perpetuate stereotypical beliefs about their impoverished or non-white students, which make mutual respect in their classrooms practically impossible (Kumar et al., 2015). These teachers are far less likely to promote culturally relevant pedagogy in their classrooms. Their beliefs can be predicated on many factors, including the teacher’s race, age, socioeconomic status, and motivation level in their job. These factors are often what the teacher uses as a basis for their judgement to rationalize their explicitly or implicitly racist beliefs (Kumar et al., 2015). This is not to say that all caucasian teachers hold these explicit beliefs which sustain the backbone of systematic racism in our schools. Some white teachers work very hard to promote genuine equality in their classrooms. This helps the teacher develop relationships with students of different races of cultures and potentially feel more responsibility for teaching inclusively to all cultures with an emphasis on cross-cultural respect (Kumar et al., 2015).
In a 2011 study, researchers Patrick, Kaplan, & Ryan (2011) noticed that one of the ways to promote mutual respect is also to acknowledge social dynamics of students. For example, teachers could promote achievement and respect simultaneously by letting students work in groups with peers, but managing behavior by letting students understand that working with friends was a privilege predicated on consistent achievement while in those social groups (Patrick et al., 2011). According to their research, teachers who had promoted high achievement but still allowed students to build upon their interests (such as socialization with peers of their choice) allowed opportunities for the promotion of mutual respect in the classroom, which increased achievement and student motivation and engagement. One of the reasons, the study determined, that this was successful was because the students felt a sense of equality and democracy in the classroom (Patrick et al., 2011). In the small group settings however, in order for these models to work, teachers need to provide extensive support for the students both academically and as individual students in need of mentorship. Positive teacher support breeds classroom-wide respect as well as promotion of achievement (Patrick et al., 2011).

The overall environment of the classroom is really what builds the mutual respect needed to promote student achievement. For schools in which this is not working, it is vital that teachers and administrators work to reinvent the classroom environment to promote this approach. Studies consistently show that in high achieving schools mutual respect is high and manifests itself in a safe, ethical, scholarly environment in which the teacher models the same respect they earn from the students. (Wilson, Abbott, Joireman, Stroh, & Seattle Pacific University Washington School Research Center, 2002). These schools often highlight the involvement of the community, high expectations, responsible behavior, and they model constructivist teaching
(Wilson et al., 2002). Another frequently used technique in culturally relevant pedagogy is collaborative learning, also known as group work.

**Collaborative Learning**

Collaborative learning, also known as group work is a student-centered learning technique that provides students with an opportunity to spend less time being taught at from the teacher, and more time learning together as peers in the classroom through structured learning activities. Clifford (2016) provides some techniques as recommendations for successful collaborative learning. Her techniques include diverse groups built on goals and norms which are built on trust and communicate openly with each other. Other helpful factors include providing structure to the group through roles and scaffolding to help the students solve real world problems (Clifford, 2016). Using these techniques in a classroom, students can help themselves increase engagement by having an active role in the learning. This facet of culturally relevant pedagogy coincides easily with best practice techniques. Collaborative learning supports culturally relevant pedagogy but is not sufficient. In addition to collaboration the Anti-Defamation League speaks about how important it is to have a classroom environment in which students can bring their life experiences and home-school community into the classroom (Anti-Defamation League, 2017) or in other words one that requires that learners see themselves reflected in the curriculum.

**Physical Environment**

The Anti-Defamation League has worked hard to discover the best ways to create an anti-racist classroom that is free of bias. One of their other recommendations, which coincides with culturally relevant pedagogy, is to maintain a safe, welcoming classroom environment that
reflects the diversity of the student body (Anti-Defamation League, 2017). As a social studies teacher one way that if can reflect the diversity of my student body is to posted student work samples or posters of famous people who look like the students being taught. In a diverse classroom, every face on the wall should not be white. In a school with a heavy black population, one way to create the welcoming classroom environment recommended by the Anti-Defamation Leagues (2017), would be to post images of black heroes. The same goes with Latino, Asian, Native American, etcetera populations. Students who enter a classroom that reflects them, in which they feel their culture is valued are more likely to feel safe and welcome.

Mark Phillips (2014) of Edutopia also noted how many different factors in a classroom environment can lead to student perceptions of warmth and acceptance. Although cultural reflectiveness in design is the largest one pertaining to culturally relevant pedagogy, it would be remiss to note how numerous factors such as light, desk grouping which promotes collaboration, visibility of important classroom areas, homliness, and other various factors can also play into the effectiveness of a space for learning (Phillips, 2014). The consequences of not creating welcoming learning spaces for all students is reflected in the achievement gap as described in the next section.

**Negative Impact on Learners of the Achievement Gap**

“If we believe that everyone can learn, then what accounts for the difficulties that many African American children have in school?” (Graybill, 1997, p. 313). As indicated in the section related to the achievement gap it has become extremely prevalent in our modern society that there is a vast difference between the levels of achievement between white students and students of color, particularly African American students. This disparity has become known as the
“achievement gap” or the “opportunity gap” (Bohrnsted, Kitmitto, Ogut, Sherman, & Chan, 2015). There have been numerous studies that have concluded over and over that this is a major issue in our schools nationwide (Bohrnstedt et al., 2015). They note that the gap bridges every type of school, public to charter to private and is caused by numerous factors that are based in the systematic racism of American and global society. There are also issues based on the lack of diversity among faculty and staff as opposed to America’s diverse student bodies, particularly in inner city schools.

Since No Child Left Behind (2002), research into the achievement gap, its causes, and solutions has become increasingly more prevalent. Since the 1965 enactment of the Elementary and Secondary Education Act, the achievement gap between white and minority students has been recognized and studied, but No Child Left Behind really lit the fire for modern educational research on the subject (Braun et al., 2010). Braun et al. (2010) examined trends in the achievement gap from 2000 to 2007, using data from standardized assessments.

They noted that there are generally three levels upon which the achievement gap can be measured and compared against: the individual state, the school poverty rank within the state, and schools outside of the state within the same poverty rate. Their research conclusively determined that, thanks to the federally mandated standardized tests that were implemented under No Child Left Behind, the achievement gaps across the board are both significant and alarming. This brought Braun et al. (2010) to conclude that the time has come for comprehensive reform of our school system.

Through their research, Braun et al. (2010) noticed significant disparities between each tested state’s commitment to closing the achievement gap (their study examined ten states).
According to the authors one reason for this is because there is an absence of sufficient information regarding which specific achievement gap reduction policies have bred the most successful results. Furthermore, Braun et al. (2010) describe how the results that have been discovered cannot be implemented universally due to policy inconsistencies between states and districts. Additionally, they note that although No Child Left Behind, with its extensive, high-stakes testing, was designed to help close the achievement gap, this program has had only marginal effect on improving the plight of American, underachieving students. Braun et al. (2010) state that lack of improvement is particularly apparent for those who fall into the racial context of the achievement gap. Boucher (2016) describes another consequence of the lack of improvement for underachieving students supported by assessment data required as a result of NCLB.

According to Boucher (2016) in many ways the economic implications of low test scores on schools, have resulted in an increase in the school-to-prison pipeline from school continuously diverting students away from their classrooms because they cannot meet those student needs. Furthermore, they hypothesized based on their research that, without comprehensive reform, the achievement gap shows no sign of diminishment in the foreseeable future (Braun et al., 2010).

One of the major reasons for the persistence of the achievement gap in America, according to Graybill (1997) is teachers who are ill-prepared to manage diverse classrooms. Educational anthropologists have studied and concluded that often times even the most passionate and well-meaning teachers cannot separate their personal, inadvertent low expectations for low achieving students, thereby decreasing their expectations for student
success, and causing the student to fall into the cracks (Graybill, 1997). It is considered fact at this point in educational research that high versus low expectations in the classroom have a direct impact on student achievement (Graybill, 1997). Furthermore, the cultural background of a teacher, can dictate their perceptions of acceptable classroom behavior which may lead to more students of color being viewed as mischief makers (Graybill, 1997).

A study by Gregory, Skiba, & Noguera (2010) to examine the similarities between the achievement and discipline gaps in 2010 looked at factors that drew the numbers for both of those gaps and argues that although debate is still possible the same factors which cause one issue contribute to the other. Those factors include, but are not limited to student aggression (which may be a byproduct of African American cultural alpha male expectations), academic disengagement, community bias, and teacher/administrator implicit biases (Gregory et al., 2010).

Chapter Summary and Transition to Research

It is clear from the research that there is a blatant achievement gap for students of color in the world today. Students of color are performing at a much lower rate due to limited opportunity and a society structured upon systematic racism that implements bias before students have a chance for success. The next chapter will summarize the results of the data analyses.
CHAPTER THREE

Research Design

Introduction

Chapter Three describes the research design used to address my capstone question - How do students describe their reaction to culturally relevant pedagogical strategies designed to build engagement, trust, and mutual respect in a culturally diverse classroom managed by their Caucasian teacher? The research was completed in my classroom and over the course of about two and a half months (January - March, 2017) in a 7th grade social studies class that focuses on the state standards in the state where the research was completed for United States History from 1800 to present. The school that the research took place in is an inner city, Title 1 school that has a diverse student body, approximately 20% of whom are African American and 11% who are Hispanic. This research focused heavily on those students, especially in initial intention, but also included students of Asian populations, particularly the Hmong and Karen communities that hold the majority of students in that particular school.

The research was conducted by myself, a Caucasian, female teacher. Teachers in Title 1 schools go through various cultural trainings, so we are fairly well prepared to enter our classroom and work within the diverse cultural framework that is commonly seen in the inner city, but we still must work to achieve student relationships that are built on trust and mutual respect.

This chapter will move through the design of the research that I conducted, and look at the qualitative analysis factors used to determine trust and mutual respect in my classroom. It describes the tools that I used, the questions and surveys implemented, and how they were
assessed for the purpose of determining student perception of trust and respect. It goes on to discuss the tool I used to push the research a step further to infer a connection to achievement that this research and pedagogical practice could ascertain. It then concludes by presenting the research setting, with more detailed student demographics, and the limitations of this research.

The selection of a qualitative research approach is described first.

**Research Design - Qualitative Approach**

In determining student perception, qualitative data can give the researcher a more fluid and flexible platform for students to respond. My capstone question is interested in student perceptions of the trust and respect in our classroom. However, the reality is, trust and respect are difficult to quantify. Respect and trust build from a place of emotion which are difficult to quantify because they are subjective in nature, and not designed to focus on the lived experience of the individuals, an experience that they themselves can describe. Therefore the research design for this capstone project used a qualitative approach.

This research used qualitative assessment to gather data from student responses to the follow up of a mid-term, relationship building interview and follow-up, a curriculum and climate survey posted at different points in the research, and student reaction to the mock trial process in participation and state standards achievement assessed using a grading rubric from the mock trial. The relationship building interview and follow-up is described in the next section.

**Relationship Building Interview and Follow-Up**

This tool was selected to put the students and myself (as their teacher) in a one-on-one conversation setting. The goal of this one-on-one conversation was to build meaningful relationships with my student as a strategy for culturally relevant pedagogy implementation. I
designed the interview to demonstrate my interest in the student’s life and provide baseline
information that can be used later to support building relationships with students as individuals.
Each interview took approximately ten minutes which meant the process span three class
periods. As a the researcher, I wrote student answers to the interview questions and then analyze
them for future use. I chose to use hard copies and notation for students due to school district
restrictions on the recording of students.

I asked students the following questions, midway through the year, in order to show
students that I am interested in their success and their personal interests. I asked the students the
following four questions.

Question One - What are your interests outside of school? This question was designed to
show students that I care about their lives as individuals. I am interested in what makes them
unique. Using questions that are unrelated to school helped students see the teacher as someone
who cares about their humanity. I firmly believe that connecting students to their outside lives
helped them come to a place where I could further help incorporate more relevance in my
teaching to fit their lives.

Question Two - What engages you in school? This question was designed to show the
students that I am committed to meeting their needs in the classroom. In theory, it was designed
to build mutual respect by demonstrating to the student that, despite my status as teacher, that I
am willing to learn from them and cater to their learning needs.

Question Three - Where do you want to go to college? Although I knew initially that
many of my seventh grade students would very likely not know how to answer this yet, I felt it
was important to include. As a teacher, I did not expect 7th graders to know exactly what school
they want to go to, but I wanted to get them to think about the possibility of moving across the
country or finding a discipline of interest to focus on such as arts, engineering, or business. This
question, as well as the following one were designed to show that I am committed to helping
students prepare for future success. The theory was that when they saw that I am also invested in
their future they would begin to break down trust barriers that may have subconsciously been
built from the first moment that they compared their physical complexion to mine.

Question Four - What job do you want to have a few years from now? This question
served the same purpose as the third question but pushes it a step further to help young scholars
create goals. As a teacher throughout the year, I have referenced this information with individual
students to help motivate them to meet their own goals. Using this information throughout the
term, I planned to solidify trust and respect by referencing back to this information with
individual students in student work feedback, conversation, and other forms of direct
communication.

This Relationship Building Interview focused on data from student responses to verbal
questions which were handwritten by me as their teacher. The information from this interview
was shared approximately one month later with the student and I then used the Relationship
Building Follow-up Survey to record the student reaction to my understanding/remembering of
their of background and goals. With part of culturally relevant pedagogy centered on personal
relationship building, these interviews were an example of culturally relevant pedagogy in the
classroom, which provide a direct opportunity for immediate student response. This interview
built a culturally relevant classroom climate and curriculum. This interview built relationships
based on knowing something about them as individuals.
As mentioned earlier, during a later Curriculum Unit, approximately one month after the Relationship Building Interviews, I met with students individually through personal conversation and work feedback to recount information to student from the original Relationship Building Interview. I met with all of my 7th grade students, but only 59 student answers were recorded for research due to signed disclosure permissions. I used the Relationship Building Follow-up Form to indicate the student’s (visible) reaction to my commenting on that student’s personal life, goals, or interests. I assessed their perceptions [using the terms on the Relationship Building Follow-up Form].

I analyzed my students’ perceived reactions to see if students fit one of the following categories about their reaction to their teacher remembering details of their personal lives: Surprise, Appreciation, Unphased due to pre-set expectation teacher would remember those details, Unnerved that teacher was over-involved in their personal life, Excitement, or Other perceived emotion - with explanation for its possible meaning (this ended up being highly uncommon). This information was analyzed for students who may exhibit more than one perceived response. It was also organized and analyzed for comparison and contrast by student ethnicity and gender. This reflective analysis of student perception of a teacher demonstrating knowledge of a student’s personal life, demonstrates how I used the relationship building aspect as well as my care for student personal interests in a way which demonstrates a basis for culturally relevant pedagogy. The next section describes the pre- and post- Student Assessment of Classroom Curriculum and Climate Survey that was also used in this study.

**Student Assessment of Classroom Curriculum and Climate Survey**
I asked students to take the Student Assessment of Classroom Curriculum and Climate Survey digitally as a Google Form though their class website at two different points once in mid January and then once again in mid February. The survey was initially given prior to my Relationship Building Follow-up Conversation with students and ensuing form, with the second survey following after the completion of that form and the Mock Trial. The surveys were identical in order to indicate my consistency in maintaining culturally relevant pedagogy in the classroom, and also provide data to analyze any change before and after I have demonstrated interest in the students’ lives over time.

This survey asked for students’ direct perception of culturally relevant pedagogy, mutual respect, and trust. Answers were graphed and compared side-by-side and are available for review in Chapter Four of this Capstone. They were analyzed and organized in two ways. They were organized and compared against each other by race and gender. I looked for similarities between any of those pairings to glean information about student perceptions of culturally relevant pedagogy and trust. The next section examines the Mock Trial analysis tool that was utilized prior to the second survey.

Mock Trial Rubric

One way that a teacher might be able to tell if there is trust and mutual respect in a classroom is by asking students to do something that might be uncomfortable in an environment that is not based on trust and mutual respect. Something like this could be found in a performance based lesson in which students are responsible for information that is different from that of their peers, and they need to prove their knowledge of that information in a performance setting. For this capstone the performance based lesson was a mock trial.
The trial I used was a mock trial lesson plan written by me that used primary sources to apply witness testimony that would fit the 9th grade literacy state standard, in the state where the research took place, 9.7.9.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research*. The trial was also designed to fit the 9th grade History standard, in the state where the research took place, 9.4.1.2.2 *Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations*. They were also graded on standard 9.4.4.18.6 *Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792—1861)* For example: Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives.

In addition to examining directly how students respond to challenging learning situations that may take them out of their comfort zone, it was interesting to view their capability for high achievement in that setting. As a researcher I wanted to document which of my students were assessed at a high level on these standards. For the purpose of this capstone I defined a high level as student who earned two grade levels higher than expected by the state and also participated and tried to accomplish this difficult task. The rubric data when triangulated with the other data was how I judged my students perceptions of the degree to which they experience trust in classroom.

**Research Setting**

This research took place in two of my 7th grade classes. In the classes there are 30 (class 1) and 29 (class 2) students who gave me permission to conduct research with them, meeting the following demographics for race, special education, and English Language Learners.

Table #1. Relationship Building Interview Responses
<table>
<thead>
<tr>
<th>Class</th>
<th>Total # of Students</th>
<th>Racial Demographics</th>
<th>Learning Demographics</th>
<th>Gender Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>9.4% African American</td>
<td>50% English Language Learners</td>
<td>68.7% Male 31.3% Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75% Hmong/Karen</td>
<td>15.6% Gifted and Talented</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.4% Hispanic</td>
<td>3.1% Special Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2% Caucasian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>9.7% Hispanic</td>
<td>19.3% Gifted and Talented</td>
<td>48.4% Female 51.6% Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64.5% Hmong/Karen</td>
<td>45.2% English Language Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.9% African American</td>
<td>22.6% Special Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.9% Caucasian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Limitations of the Research Design**

The limitation for this research design is that qualitative research is not generalizable. Many of the tools are self created so that pilot testing is not always possible. As a professional teacher I have strong beliefs and assumptions related to the value of culturally relevant pedagogy and it was important for me to look for alternative explanations of the data to ensure trustworthiness. Furthermore, I am knowledgeable that I have a white, middle-class background in a mostly non-white, low socio-economic research setting. However, I do believe that despite
all of this, the research made a contribution to the scholarly literature, and it provides road map for future quantitative research. The next chapter, Chapter Four is a summary of my analyses.
CHAPTER FOUR

Data Analyses

Chapter Overview

This Chapter focuses on my interpretation of the data collected to address my capstone question - How do students describe their reaction to culturally relevant pedagogical strategies designed to build engagement, trust, and mutual respect in a culturally diverse classroom managed by their Caucasian teacher? As part of the research design my students participated in a relationship building interview and follow-up as a way of creating a relationship and examining the student’s perceived reaction to my referring back to the information about the students’ lives. This chapter also summarizes my analyses of the before and after of the classroom climate survey and the mock trial extension to infer achievement opportunities that could be achieved through relationship building and Culturally Relevant Pedagogy.

Relationship Building Interview and Follow-Up

The relationship building interview was a wonderful, and extremely time consuming experience. As a note to teachers who many want to do this, each interview took several minutes, and therefore it took nearly three full class periods, totaling approximately two and a half hours to complete. The four questions included in the Relationship Building Interview were:

1. What are your interests outside of school
2. What engages you in school?
3. Where do you want to go to college?
4. What job do you want to have a few years from now?
In Appendix C to this Capstone, there is a visible table documenting the responses of each of my students to the questions asked. The first four columns document their direct responses. The final two columns of the chart break down students by gender and generalized ethnicity. I use the phrase generalized ethnicity because some students identify as one particular race, although they may be multi-racial. Additionally, Asian, for example, is far more general than the exact demographics which include Hmong, Karen, Korean, and others, but for the sake of this Capstone, those results were combined via continent of ethnic identity.

Upon receiving the baseline data from each student, I was able to begin structuring the follow-up on that information. If there were any similarities to notice in the analyses of the data from the Relationship Building interview it was the students’ desire for group work and classroom activities. This information informed my teaching and culturally relevant pedagogy in the coming study units. The questions asked yielded fairly predictable results and the analyses of each question is described separately.

The first question about student interest showed the variance of fifty-nine individual personalities. Although there were some trends, such as video games and sports, especially among male students. This survey ended up informing certain references that I decided to make while teaching throughout the course of the research timeline. For example, when having students analyze a political cartoon from the Civil War, I used a modern political cartoon about video games to introduce the concept. That choice was made to stick with the research plan to implement culturally relevant pedagogy. The second question yielded equally diverse answers, but some trends existed with hands-on and group learning, which I worked to implement as well for the same reasons as the previous question.
Student responses to college and career, the third question, were fairly predictable for the age range of the students interviewed. They largely chose colleges and careers that are widely publicized, as they have not had time or reason to specialize much on those far reaching future plans.

**Relationship Building Follow-Up Survey**

After the data from the Relationship Building Survey had been gathered on each student’s individual preferences and goals, the job turned to proving teacher retention of the information. At this point, the teacher prepared in advance which students would be addressed in a given day. This was very structured, and perhaps unrealistic for a non-research based setting, but it ensured that each student was ultimately followed up with. Students were approached in various situations but the most common included pulling students aside as they entered the classroom during passing time or before school or, even more frequently, catching up with them as they worked on classroom work. I generally took information out of their outside-of-school interests or career goals when talking with them in these situations. I found that students were able to relate to those more than their classroom preferences or college choices.

The results to the Relationship Building Follow-Up Survey varied greatly. There were certain similarities, but the results were often hard-to-predict. The teacher used the Relationship Building Follow-Up Survey to record the student perceived response to their teacher demonstrating that she remembered something about their personal lives/preferences. Note: (21 of 59) 35.6% of students tested displayed more than one discernible emotional response. Those students’ responses are recorded in all sections in which they were demonstrated.
**Students who exhibited surprise.** Out of 59 students tested, 14 exhibited surprise (23.7%). The fourteen who exhibited surprise was first analyzed by ethnic group. Of the different ethnic groups represented in the sample four African American Students (50% of African American population tested), nine Asian Students (21.4% of Asian population tested), one Hispanic Student (20% of Hispanic population studied) exhibited surprise. The fourteen were also analyzed by gender. Of the fourteen students who exhibited surprise six were female students (26% of female population studied) and eight were male students (22% of male population studied). These results are illustrated in Figure # 1.

![Figure #1 Students who Exhibited Surprise.](image)

Upon follow-up, surprise was the most common among the African American students of any other demographic. Surprise was generally noted by physical changes in the student such as raised eyebrows, a slightly lowering of the jaw, a widening of the eyes, or even an extra moment students took before answering to process. My judgement on this is, of course, my perspective alone, but parts of their reaction was also based on my knowledge of how these students react to different situations, as I had already taught, and gotten to know them for a full semester before the research began. Although this constitutes only 28.6% of the population that reacted this way, the total number of African American students tested who reacted with surprise at a teacher
showing interest in their lives was significant. Surprise was a reaction that 23.7% of the full student population exhibited, which constitutes nearly a quarter of the student body as a whole. No Caucasian students exhibited surprise. Results were fairly consistent by gender, with a difference of only two more male students exhibiting surprise than female students. The next section will describe students who exhibited appreciation during the Relationship Building Follow-Up Interview.

Students who exhibited appreciation. Out of 59 students tested, 32 exhibited appreciation (54.2%), four African American students (50% of African American population tested), twenty five Asian Students (59.5% of Asian population tested), two Hispanic student(40% of Hispanic population studied), one Caucasian student (25% of Caucasian population studied), sixteen female students (69.6% of female population studied), and seventeen male students (47.2% of male population studied) responded in this manner.

Figure #2. Students who exhibited appreciation

Appreciation appeared to be an extremely common as a response. This was generally perceived by me as a student maintaining solid eye contact, smiling, or even thanking me at the end of our conversation. Over half of all surveyed students appeared to exhibit this reaction to my intentional reiteration of aspects about their personal lives. Once again, African Americans
had a strong response, with 50% of the African American population tested exhibiting this reaction. It was even stronger among my Asian students, with 59.5% showing appreciation. It was a more common reaction to female than male students however, with 69.6% of the female population tested exhibiting this response, even though a nearly equal quantity of male students responded this way, there were more boys in the data pool overall. The next section will describe students who appeared unphased during the Relationship Building Follow-Up Interview.

**Students who appeared to be unphased.** Out of 59 students tested, nine appeared unphased (15.3%). One African American student (12.5% of African American population tested), three Asian students (7.1% of Asian population tested), two Hispanic students (40% of Hispanic population studied), three Caucasian students (75% of Caucasian population studied), two female students (8.7% of female population studied), and seven male students (19.4% of male population studied) responded in this manner.

![Figure #3. Students who appeared to be unphased](image)

Students appearing to be unphased, meaning they showed no visible change of reaction to my recollection of their personal lives. Although only about 15% of the students tested
responded in this manner, a significant 75% of white students fit in this category. Students who responded this way were also far more likely to be male, 77.8%, compared to 22.2% female. The next section will describe students who appeared to be unnerved during the Relationship Building Follow-Up Interview.

**Students who appeared to be unnerved.** Out of 59 students tested, five appeared to be unnerved (8.5%). No African American students (0% of African American population tested), four Asian students (9.5% of Asian population tested), one Hispanic student (25% of Hispanic population studied), no Caucasian students (0% of Caucasian population studied), no female students (0% of female population studied), and five male students (13.9% of male population studied) responded in this manner.

![Figure #4. Students who appeared to be unnerved](image)

Students who appeared to react in a way that I perceived as unnerved tended to exhibit some unusual body language for them. They often tightened their lips, avoided eye contact, and fidgeted with body parts such as rubbing hands together or touching their faces. This was not a particularly common category, only five total students reacted this way; however, all of them were male and most of them were Asian. Although this is not noted in the data or charts above, the Asian students who reacted this way were all English Language Learners (ELL) levels which
tends to indicate that they have not been in the country very long, and this could have a very strong cultural aspect which led to these results. The next section with describe students who exhibited excitement during the Relationship Building Follow-Up Interview.

**Students who exhibited excitement**  Out of 59 students tested, 19 exhibited surprise (32.2%). Three African American students (37.5% of African American population tested), thirteen Asian students (30.1% of Asian population tested), one Hispanic student (20% of Hispanic population studied), two Caucasian students (50% of Caucasian population studied), eight female students (34.8% of female population studied), and eleven male students (30.6% of male population studied) responded in this manner.

![Figure #5. Students who exhibited excitement](image)

Out of all the students tested, 32.2% of students were excited. Students who exhibited this had bigger smiles, used more rapid and frequent hand gestures, and seemed to have a slightly raised vocal pitch to their normal, in class, timbre. The results did not show any huge trend by racial group or gender. The results seemed fairly consistent, although students who I knew to be more naturally extroverted ended up being more likely to react in this way. Although it was a fairly decent chunk of students who responded in this manner, there were not many clear
indicating factors that could predict why this reaction occurred. The next section will describe students who exhibited other behaviors during the Relationship Building Follow-Up Interview.

**Other.** Out of 59 students tested, only one student (Asian male) did not appear to have any reaction to teacher relationship attempts. This student is labeled Special Education for a mild learning disability. I made three attempts to elicit some sort of reaction with no discernable perceived student response. The following bar chart depicts the student responses to the Relationship Building Interview Follow-Up (Figure #6).

![Bar chart](image)

Figure #6. Bar chart of student responses in each category during the relationship building interview follow-up.

This chart shows that, by a significant margin, appreciation was the most common student reaction. It was followed by excitement and then surprise. Not many students were unphased or unnerved, and only one, as mentioned earlier had no discernable reaction.
whatsoever. The next bar chart depicts the student responses to the Relationship Building Interview Follow-Up by demographic breakdown.(Figure #7).

![Bar Chart](image)

Figure #7. This bar chart shows demographics breakdown by racial population studied.

This chart is slightly deceptive. It is important to remember that the overall quantity of Asian students heavily outweigh any other ethnic category in this study by population numbers. In this, it is clear that African American students exhibited significant percentages of surprise and appreciation, as well as excitement. They did not appear unnerved, and with a singular exception, were generally not unphased. It appears that reactions on their part were overall positive in nature. Although Asian students were overall very appreciative, their results did span the gamut of options with at least moderate percentages in each category. The few Hispanic
students that I have were equally unpredictable. Their reactions spanned among the options with a student or two fitting into almost every category. No white students exhibited surprise or nervousness. Most of them were unphased and some exhibited either excitement or appreciation.

African Americans were equally surprised and appreciative overall. Many of them also exhibited a strong sense of excitement and there was a small quantity who felt unphased about it. Note, in this case, students absolutely exhibited more than one category simultaneously, usually surprise and either excitement or appreciation.

![Pie chart](image.png)

Figure #8. Pie chart of reaction to relationship building interview follow-up by Asian students.

My population of Asian students were largely appreciative. A fair amount of them, 23.6% were visibly excited; however, I might note that more of my Asian students tend towards introversion as a modus operandi, and their more placid expressions and body language could easily be masking a level of excitement that they feel internally; however, as an observer, I needed to report on what I felt I could clearly determine. A portion of these students were
surprised, and although not many students were unnerved, it was more than any other racial
group.

Figure #9. Pie chart of reaction to relationship building interview follow-up by Hispanic
students.

The small quantity of Hispanic students that I teach were very unpredictable. Their
responses were varied and had no clear indicators that they would swing one way or another as a
whole group. Their responses were as vibrant and varied as their personalities with basically a
student or two responding in each category.
The Caucasian students, although few, fell into a predictable pattern. They were largely unphased and exhibited high levels of excitement and appreciation. There were no negative seeming reactions to my conversations with them. Student reaction to the Relationship Building Interview was also analyzed by gender and those results are described in the next section.

**Gender Breakdown by Demographics**

This analyses revealed that most students, both male and female tended towards appreciation while I spoke with them about their lives. Levels of surprise and excitement were not hugely different based on gender. However, the categories of unphased and unnerved were far more likely to lean male than female, with zero female students acting nervously when approached about their personal lives (Figure #11).
Figure #11. Relationship building follow-up reactions by gender

Female breakdown. Of the total female student population studied, half of the young women exhibited appreciation. One quarter of them also exhibited excitement. Smaller percentages, 18.8% exhibited surprise and 6.3% were unphased. No female students were unnerved or fit in an outside category (Figure #12)
Figure #12. The percentages of females who exhibited different reactions to the relationship building follow-up interview.

**Male breakdown.** In this study there were more male students overall than female students who were interviewed. The most common reaction among male students, just like with female students was appreciation. In the same order as the young women, then came excitement, scoring second most frequent and surprise coming up in third. Male students; however, were more likely than female students to be unphased or unnerved in conversations about their personal lives with their female teacher. This category also includes the singular student who was uncategorizable.
Inferences of the Relationship Building Interview

Within the context of my classroom, it appears that students responded to teacher interest in an overall positive manner. Although some students, specifically male students and mostly students who have high English language learner (ELL) levels within the Hmong culture felt less positive about their teacher reaching out to them and discussing their personal likes-dislikes and goals. I suspect that the less than positive reaction of some of the male Hmong students could be related to a cultural aspect of being approached about personal life details by a Caucasian female teacher. However, in general the analyses supports the interpretation that most of the my students seemed to be either appreciative or excited by the follow-up. They responded well to their teacher’s efforts to build and prove relationship. Another result of the analyses was the
support for how some students did act genuinely surprised that their teacher was willing to do this. Male, students of color did exhibit this surprise more than their female counterparts overall.

Interesting to me was that the analyses noted were that no female students who appeared to be unnerved by their female teacher showing interest in building a relationship with them. Perhaps there is a level of gender based trust or expectation. Another interesting point that I noted was that not a single Caucasian student was surprised that their teacher was trying to build relationships. Furthermore, almost all of the Caucasian students seemed to demonstrate was basically the expectation for the teacher, hence the interpretation of “unphased” for 75% (three out of four students total) of the Caucasian students that I teach in my 7th grade History classes. Perhaps this is a manifestation of privilege; however, I also recognize that the research pool is very small for that demographic, as the classes being studied are highly diverse in nature, and Caucasian students are the numerical minority. The next section will summarize my analyses of the Classroom Curriculum and Climate Survey.

**Student Assessment of Classroom Curriculum and Climate Survey**

The analyses described in this section is based on a pool of 43 out of 59 students who had permission to complete the survey. Forty-three completed both the pre- and post- survey. Sixteen did not due to student absences or students only completing one or less of the surveys and were excluded from the analyses. The basis demographic of the 43 students who completed the survey were 31 Asian students, five Hispanic students, four African American students, and three Caucasian students. Twenty-six of the students surveyed were male and seventeen were female (Figure #14).
Figure #14. Classroom demographics of the students who completed the classroom curriculum and climate survey.

The Before and After analyses of the first survey question - In social studies class we learn about people that look like me documented the following. The “Before” chart shows the baseline of where my students were midway through the year. In this chart most of my students, 57% did not feel that the curriculum reflected them racially. After a heavy push on culturally relevant pedagogy that number did go down to 45%.

1. In social studies class we learn about people that look like me

Before

After

Figure #15. Classroom curriculum and class climate analyse survey question one.
In breaking down the demographics of the before and after all of my surveyed African American students were already “seeing themselves” in my curriculum before the formal research even started. That number remained static even after my heavily focused culturally relevant lessons within the research timeframe. The Asian population had a much more alarming response with a vast majority of those students being unable to see themselves in the curriculum before the research began. That number did go down, but only marginally after moving from 20 students before to 16 after. Before the research both my Hispanic and surprisingly my white students had a majority (of their meager numbers) indicating that they could not see themselves in the curriculum. In both cases, there was slight improvement in the second survey.

The Before and After analyses of the second survey question - In social studies we learn about history by trying to recreate it documented the following. In this case, most students (57%) did not feel that they were learning in my classroom generally in an interactive way. However, after the implementation of highly intentional culturally relevant pedagogical practice and very hands-on activities such as the mock trial, that number changed dramatically to 72.1% of students feeling that their learning was interactive.

![Figure #16. Classroom curriculum and class climate analyse survey question two.](image-url)
Regarding culturally relevant pedagogy, there was no change in the perceptions of African American, Caucasian, or Hispanic students before and after the implementation of the pedagogical strategies. However, Asian students showed a large leap in the number of students who felt the culturally relevant pedagogy got them more involved in a student-centered way in the classroom. In this category, 13 Asian students changed their opinion. Based on the data, a majority of those students were male, with female students showing only a small marginal increase (Figure #17).

Figure #17. Culturally relevant pedagogy responses before and after by demographic

The Before and After analyses of the third survey question - My teacher tells us why the history we learn is important today documented the following. As a teacher, it was very reassuring to see that 95.3% of my students, even prior to the research beginning, indicated that I am consistent in explaining the rationale to my students about the relevance of what I teach.
However, after the research, there was even a continued improvement, with 97.7% of students recognizing the relevance of the curriculum learned in my class.

![Pie Chart](image.png)

Figure #18. Classroom curriculum and class climate analyse survey question three.

In this case, there was a chance of a single student’s opinion. Based on the research, it was one of my Asian, male students who could not see the relevance of my curriculum prior to the research, but afterwards had changed his tune to indicate that I clearly articulated the importance of what I teach in the context of the modern world.

The Before and After analyses of the fourth survey question - We are learning skills in social studies that we will use as adult documented the following. In this question, there was an 11.6% increase after the research concluded in students who felt that they were learning useful life skills in the classroom. Originally only 65.1% of students felt that way, but after the intentional culturally relevant pedagogical strategies, 76.7% of students felt that the class was useful.
Of the students who switched their opinion, one was African American. This student did not originally see the relevance of my teaching, but after the mock trial, they were able to. The same single student increase was seen in the Hispanic population. There was no change in the Caucasian population before versus after. However, three Asian students changed their opinions to answer “Yes” after the mock trial. This increase was seen entirely in male students, no matter which ethnicity they belonged to.

The Before and After analyses of the fifth survey question - The classroom design respects my culture documented the following. Approximately three quarters of the students in my class felt that the classroom design respected their culture. Originally 72.1% of the students felt that way, and after the mock trial there was a slight increase to 76.7% of students feeling that the classroom design respected their culture.

It is worth noting that no aspects of my classroom design were changed during this time. No new posters were added to the walls. No new student work was posted. The walls before and after had numerous posters about people of different backgrounds. The classroom has maps of the state, country, and world. There are two globes. There are some school policy posters on the
wall as well as a poster of Martin Luther King, a poster the reads “Black History is Our History” and displays twelve different African American historical figures, a poster of Rosie the Riveter, a Chicano Civil Rights flag, two American flags, and a state flag. There is a poster about the Cesar Chavez grape boycott, a poster of anti-internment leader, Fred Korematsu, a painting of the 54th black infantry from the Civil War, a painting of George Washington crossing the Delaware River, a picture of Chinese Americans petitioning for equal employment rights during the 1960s, some aerospace history posters, and various historical primary source documents. There are also some student work samples from earlier in the year.

![Pie chart showing changes in student opinions](image)

Figure #20. Classroom curriculum and class climate analyze survey question five.

African American students in my classroom all felt that the classroom design reflected their culture. A substantial number of Asian students, ten students in total, did not feel that the classroom design reflected their culture and there was no change in that before versus after. There were marginal increases in both Hispanic and Caucasian students who both felt unanimously by the end that the classroom design reflected their culture. There is evidence that some students who originally said yes, changed their opinion and said no afterwards. This is indicated by a decrease in male students who felt the design of the classroom reflected them.
Figure #21. Classroom design before and after responses by demographic

The Before and After analyses of the sixth survey question - I believe that my teacher wants me to succeed documented the following. The before and after graphs show a decrease of one student (2.3%) who felt that I, their teacher, wanted them to succeed. Overall, most students did feel that I wanted them to do well in my class.

Figure #22. Classroom curriculum and class climate analyse survey question six.
Of the students who did not feel that I wanted them to do well 100% were male. All of my female students felt that I wanted them to succeed. Of those few males who did not feel that I had their best interests at heart from the beginning, and exhibiting no change, one was African American male, and the other was Hispanic male. Strangely, one Asian male student originally felt that I wanted him to succeed, but after the culturally relevant units, he no longer felt that way, and decided to change his answer to say “no” instead.

Figure #23. Question six before and after demographics breakdown

The Before and After analyses of the seventh survey question - I trust my teacher documented the following. Before the research formally started, 73.8% of my students felt that they could trust me. This number is adequate, but far from the ultimate goal of 100% trust. After the research concluded that number had grown to 79.1%.
Of the students who felt that they trusted their teacher, one minor increase came from the African American students, in this case, one more student felt that heightened trust at the end of the research timeline. One more Asian student joined to indicate at the end that they felt an increased level of trust towards their teacher. The same singular student increase was noted in the Hispanic student body. However, one Caucasian student actually lost trust by the end of the unit when it had been there before. All of these students exhibiting changes in perceptions of trust were male students. A majority of female students felt that they trusted their teacher; however, one female student did not share that sentiment and did not exhibit any change after the research concluded.
The Before and After analyses of the eighth survey question - I think my teacher trusts me documented the following. The reciprocation of perceived trust yielded a fairly similar margin for results. These numbers were slightly higher than the question about students trusting the teacher with 73.8% of students who trusted the teacher originally and 74.4% who believed that their teacher trusted them originally. That 74.4% eventually grew to an 81.4% quantity of students who believe that their teacher trusted them, which was also a little higher than the 79.1% of students who believed that they could trust their teacher after the research concluded.
Of the students who believe that I trust them, African Americans showed growth. Originally two of my four African American students did not believe that I trusted them; however, after the research concluded, all four of my African American students in this survey felt that they had earned my trust. There was a slight increase among Asian students as well, with one more student who felt after the research concluded that I trusted them. This was also seen with a one student increase among the Hispanic population. However, one Caucasian student felt they had lost my trust by the end of the research, which they originally had felt that they had. All of the students who exhibited change were male, and once again, all but one female student felt that I
trusted her.

![Bar chart showing demographics breakdown for survey question nine.](image)

**Figure #27. Question seven before and after demographics breakdown**

The Before and After analyses of the ninth survey question - I respect my teacher documented the following. From the beginning, all of my students felt that they respected me as a teacher. This number did not fluctuate in any way as the research went through and concluded.

![Pie chart showing survey question nine results.](image)

**Figure #28. Classroom curriculum and class climate analyse survey question nine.**
This graph ultimately reiterates the student population in my classroom as all students across all genders and races felt that they respected me as their teacher.

Figure #29. Question nine before and after demographics breakdown

The Before and After analyses of the tenth survey question - I think my teacher respects me documented the following. Although all of the students felt that they respected their teacher, a small quantity did not feel that I, as the teacher reciprocated that respect back towards them. Originally 4.7% of students did not feel that I respected them, but by the end only 2.3% felt that way.
In this question, there were some small changes that occurred throughout. All of my female students felt that I respected them, and they exhibited no change before or after. There was also no change in my Caucasian or Asian populations. I had one Hispanic student who did not believe that I respected him, and that did not change for him after the interviews or the culturally relevant units. However, one of my young African American male students did feel by the end that I respected him, even though he did not feel that initially.
Figure #31. Question ten before and after demographics breakdown

The Before and After analyses of the eleventh survey question - My teacher makes an effort to get to know me as a person documented the following. The final question of the survey showed a decent amount of growth, likely caused by the relationship building interview and the follow up. Originally only 60.5% of my students felt that I put in the time and effort to get to know them as individuals; however, after the conclusion, that number had grown to 74.4%, an increase of 14.9% in total.
Before

After

Figure #32. Classroom curriculum and class climate analyze survey question eleven.

In this question, one African American student, one Hispanic student, and one Caucasian student did grow to feel that I wanted to get to know them as individuals by the end of the research, after not feeling that way initially. There was a more substantial increase in the Asian population who gained four students by the end compared to their original responses. This increase was primarily seen in males, with five male students changing their mind to indicate that they felt I wanted to get to know them as people by the end, but one female student also experienced this increase.
Figure #33. Question eleven before and after demographics breakdown

As a result of my analyses of the data revealed I had some shocking realizations that are described in the next section.

**Information Learned from Analyses of My Data**

First of all, the immediate thing I noticed was that even before the research started, the earlier part of my year had developed some solid relationships and trust, even among demographics in the African American and Hispanic communities. However, through the culturally relevant pedagogical techniques that get used in between the two surveys, there is a clear growth in trust, respect, and other aspects of best practice via student perception. One of the most shocking things to see was the disconnect that existed in a larger war with my Asian male students. This came rather unexpectedly, particularly in the classroom environment section.
The classroom that these students are learning in are plastered with numerous pictures of Asian Civil Rights leaders and moments, references to the Chinese Exclusion Act, Vietnam War propaganda, and a poster celebrating Japanese American hero, Fred Korematsu from World War Two. However, overwhelmingly, Asian students said the design of the classroom does not reflect their culture. After delving in and speaking more in depth with students, they made it very clear to me that “Asian” is a very broad generalization. In order to feel the same level of inclusivity, they would have needed to see pictures representing their specific Hmong and Karen cultures.

This same disconnect came in the question about studying people who look like the student body. It was nice to see that from my control (before) survey, my African American students recognized that I work hard to include black history in my teaching. However, my Asian students, once again, always maintained a majority answer that the subject they were studying was not reflective of their culture. This is particularly challenging in a US history course since at the chronological place in history where our curriculum was sitting so far this year, there was little reference to Asian American history since the first real surges of Asian immigrants came during the Gold Rush, which was only just beginning at the time period in which this research was taking place.

**Analyses of the Mock Trial Research Rubric**

Upon reviewing student rubrics from the Mock Trial, regarding the 9th grade state standards that were examined in the 7th grade class, only six students consistently did not meet the expectations, and each of those students were Asian, English Language Learners. With the standards being two full grade levels higher than where the students currently were placed, it is not unsurprising that 22 students were only approaching the first History State Standard, 21 were
approaching the second History State Standard, and 26 were approaching the Literacy State
Standard for 9th grade. Two of those students were African American consistently and two were
also Hispanic, but one of those Hispanic students moved up in the Literacy standard. The student
that moved up was not labeled as an English language learner. None of the students in this
category were Caucasian. All white students either met or exceeded the 9th grade standards in
this mock trial. The remainder of the students in the “approaches” column were Asian or Asian
American students. There was no clear preference for male students or female student in this
column based on the higher quantity of male students in the overall student body being
researched.

Of the students who met the expectations on the rubric, between five and six African
American students met each of the 9th grade standards. With the Asian population, 15 students
met the first History standard, 16 met the second, but then there was a significant drop to only
ten of my Asian students meeting the Literacy standard. Once again, my Asian students are
oftentimes first or second generation Hmong or Karen immigrants and thus English Language
Learners, which would explain that drop. With these academic standards, there were between
two or three Caucasian students on each of the standards at the “met” criterial level. No Hispanic
students were in this category for academic standards. Gender in this category was almost even
numerically, split down the middle.

Among the students who exceeded criteria, one of my African American students
managed to sit there with the first History standard and the literacy standard, but fell to “met
standards” in the second History category. I also had three Asian and three Hispanic students
who exceeded in all categories. Of my Caucasian students, one student exceeded in all standards
and she was joined by one other Caucasian student in the exceeds category on the second History standard. In this case, gender was divided basically equally down the middle throughout.

The final category, student willingness to participate, which required huge trust in the teacher and the classroom had largely different numbers than the standards. I had four - all male - students, one Hispanic and the other three Asian, who were very resistant to participate in the mock trial.

Of my students who begrudgingly participated, but did so in a fairly lackluster manner, I had seven Asian students and one African American. These students were mostly male, but there were two females in this category. Most of my students met the participation criteria and were willing to go along with this lesson and participate in it fully, despite the pressure that this lesson held for individual performance which put all of my students “on-the-spot” at one or more moments during the trial.

This lesson requires, in my opinion, trust in your class and teacher to participate in. The students who met that were two African American students, one Hispanic student, and 26 Asian students. Of those students, 16 were male and 13 were female. In the final category, exceeds, these students were not only willing, but eager to participate. Some students even went out of their way to bring their historical figure characters to life, shouting witty interjections to disrupt the trial. Of this group five of the students were African American, six were Asian, three were Hispanic, and all four of my Caucasian students were categorized here. Ten of those students were male and the remaining eight were female. The appendix contains a full breakdown of my analyses of the Mock Trial rubric. The final section of Chapter Four will describe what the data analyses highlighted for me.


**My Meaning Making of the Data Analyses**

Although making a direct correlation between culturally relevant pedagogy and achievement is still a little far fetched based on the limited scope of this research, in this case, there was a clear indication that the pedagogical style significantly helped African American students achieve. These state standards are set two grade levels above and all of the African American students at least approached meeting those standards through a series of quality indicators such as referencing back to direct lines from primary sources and analyzing archaic texts correctly or near correctly.

This also shows the clear advantage that Caucasian students have and questions if the state standards at grade level are challenging enough for students who have been born into systematic privilege. That is a whole different conversation, but it is worth noting that all Caucasian students in this study either met or exceeded 9th grade standards at a 7th grade education level. However, this could also beg into question the level of help that white students are receiving from their teacher and or family, despite repeated attempts on my part to spread my classroom time evenly among all of my students.

The analyses of the data also revealed a clear struggle for the English Language Learners, particularly my Asian students, in this assignment, due to the level of challenging materials given, and perhaps also, the lack of effectively culturally relevant pedagogy for those students, as indicated in the earlier survey. Those students did not feel they had the same level of representation in the classroom, despite their numerical majority, and many of them underperformed their other peers.
Another factor that could play into that is the general tendency for this assignment to be more suited to more extroverted students. Although all of my Journalists (the only non-speaking role) were Asian, many of my introverted students were asked to speak at one point in front of the classroom, which may have been outside of their regular comfort zone, despite previous public speaking scaffolding in the curriculum.

It is also worth noting the exceptional representation of the Hispanic students in this scenario. Out of five Hispanic students total in this study, three of them exceeded expectations at all levels. None of those students were listed as English Language Learners; however, and all of them were fairly extroverted, and enjoyed the theatrical style of this project.

Chapter Summary

This Chapter dove into the numbers and qualitative perceptions that I had of my seventh grade classes as a teacher throughout the research. I took away several things, first of all was the vast array of interests that my students had. Some of their interests were predictable - sports, video games, social media - but some were wonderfully surprising and it was a joy to interview these kids.

In getting to student reactions to the teacher reiterating their personal goals and interests, 50% of African American students were surprised that their white teacher showed interest in their lives. Furthermore, nearly a quarter of all of my students shared their reaction. Appreciation was the most common reaction with 54% of all tested students responding in that manner, but the breakdown of students included half of my African American students, nearly 60% of my Asian students and nearly 70% of my female students.
Another surprising reaction was that 75% of Caucasian students were unphased that their teacher showed interest in their lives, to me, this epitomized the reality of white privilege in their lives because this seemed to be something that they already expected. Along the same line, none of the Caucasian students were surprised, which translated to the same privilege in my opinion.

All of the students who were unnerved were male, and most of them were Asian, this could be based on a cultural aspect, as most of these students were very high ELL leveled students who were recent immigrants to the country; however, this reaction overall was fairly uncommon, as most students responded very positively to teacher interest. The levels of excited students sat around 30%, which were lower than I would have hypothesized, and the gender and racial breakdowns of that percentage were very indiscriminate by either category.

Breaking into the surveys there were some very unexpected results. In beginning this Capstone, my impression was that my African American students would be the ones who felt the least represented, as many studies from Chapter two supported; however, all of my African American students responded from the beginning survey that I was already teaching culturally relevant pedagogy to cover African American history. They all indicated that they could see themselves in my curriculum and this did not change at any point during the research.

Furthermore, I had a preconceived notion that my curriculum was student centered and interactive; however, with 57% of my students ultimately saying that it was not, this was a very eye opening survey. The survey also showed that a strength I have as a teacher is explaining to my students the relevance of the material they were learning; therefore, it was hard to gauge how much intentional culturally relevant pedagogical practices impacted that.
The next survey question dealt with the classroom design. Despite numerous posters about Asian history, a quarter of the class did not feel the design reflected their culture. Those students were largely Asian, and my suspicion is that, as part of my naive, white, privilege, I over-generalized Asian culture as a whole. Although I may have ample references to Japanese and Chinese Americans, most of my students are Hmong and Karen (from Laos and Myanmar) and they may be from the continent of Asia originally, but I suppose it would be similar to trying to tell an American and a Mexican that they come from the same culture, when in fact, we are vastly different, despite the fact that we share the North American continent as our home.

On the following question the students who did not feel that I, their teacher, genuinely wanted them to succeed were all male students. Although the numbers were fairly small overall, it spanned all of my non-white categories with one student from each. The research also showed that there were marginal increases in most sections, notably those related to trust, after the implementation of the relationship building interview and follow up and the culturally relevant pedagogical teaching techniques.

However, in looking at the questions about trust, it was also clear that male students were less inclined to trust me than their female counterparts. There was also a slightly higher quantity of students who think their teacher trusts them than those who trust their teacher. The quantities for respect however showed smaller margins.

From the beginning, all of my students indicated that they respected me, but although all of the students felt respect for the teacher, a small number did not feel that I reciprocated that respect. Yet, the research did show that after the research had concluded, some students did change their mind and came back to feeling that I respected them. Finally, there was clear growth
after the relationship building interviews and follow up in the students who felt that I wanted to get to know them as individuals; however, the growth was not as large as I would have hypothesized, with several students still feeling that aspect was missing in the classroom.

Finally in examining how this fits into the overall scheme of speculating about correlation to achievement, the only students who did not meet ninth grade curriculum standards after these culturally relevant techniques - standards that are two grade levels higher than they are at right now - were my English Language Learning students. Across the board ethnically and by gender, about one third of the students were labeled as approaching the standards, but those numbers dropped in literacy, once again due largely to English Language Learners. However, none of those students were Caucasian, they all sat higher in the meeting or exceeding standards categories. Above that, most students did fairly well, and the range was diverse and fairly equal. In examining how it was connected to trust in the classroom, most students had developed enough trust to participate in the trial fairly correlatable to the percentages of students who experienced trust in the survey. It was also notable that all of the Caucasian students felt comfortable to participate, but other groups had more of a struggle. To me this shows that it is easier for Caucasian students to develop trust in a classroom with a white teacher than it is for students of color to accomplish that same goal.

The next Chapter will examine how the details from this data can be used in my own classroom, in further research, and what this information might mean for the body of research being built for the benefits of culturally relevant pedagogy and the establishment of trust and mutual respect in the classroom.
CHAPTER FIVE

Conclusion, Summary, and Implications

Introduction

After finishing the research in my classroom about building trust and mutual respect in the classroom in order to promote classroom equity and achievement there are so many thoughts whirling through my consciousness. I see my classroom in such a different light than I did a few months ago. I see myself, as a teacher and a white woman, very differently than I expected as well. The goal that a good teacher has, at least by my perception, is to have a student-centered environment that is shaped towards helping them learn in a welcoming and nurturing community setting. This research has shown me where my personal strengths and shortfalls are, and they are different than I originally anticipated.

At this point, I want to take a brief time to reexamine the work that this Capstone has unearthed and studied by first revisiting the research reviewed for this project. I want to take a moment to scrutinize both my practice, as it is now evident, and the research that has been presented. This chapter will begin by looking at the Challenges and Limitations of the Capstone research, such as some of the struggles that I faced in implementing this research model and the degree to which my Capstone may be specific to my particular teaching situation, rather than a more generalized context.

It then goes on to examine the Implications of this Capstone Project, and looks at what this research could possibly mean in the overall arc of educational practice. It then will segue to a section about Recommendations for Future research, encouraging some areas in which this Capstone has demonstrated a potential for even further pedagogical research potential to improve
teaching practices in a broader scale. It then moves to my Plan for Communicating and Using Research Results and will discuss how it will affect my personal practice henceforth.

It then concludes with a Final Reflection from my research, summarizing some of my personal take-aways from this experience. This chapter will analyze the shortcoming and limitations set forth in this particular research setting, and make some recommendations on what this humble Capstone could help lead to for future, large scale research studies. I will conclude by sharing what this research has meant for me, and what it may mean for future educators, looking to build culturally relevant pedagogy through its pillars of relationship building and mutual respect, particularly in classrooms such as mine, where the diverse student body is not reflected in the race of the teacher.

**Literature Review Revisited**

The analyses of data from this capstone project provides additional evidence to the research base that has preceded it, such as that already done by researchers such as Carr and Klassen (1997), that documents the existence of cultural disparity in our schools between the student body and the teachers. Their research, supported by those of others such as Boser and Ahmad (2014) indicate that there are far more white teachers, than teachers of color in America, but the student bodies are increasingly racially and culturally diverse. This disparity has created a culturally discontinuity, as evidenced by Deruy’s 2013 study, which has created an educational environment that marginalizes students of color and helps lead towards the achievement gap and suspension gap in America.

Throughout much of the literature reviewed for this capstone, there are suggestions, often backed by research, of how white teachers can gain a cultural competency. The research
suggests that doing so helps them examine their privilege in the white community and gather tools to use best-practice teaching techniques in diverse classrooms which help students see the real-world relevancy of the materials they are taught in the classroom. Kumar, Burgoon, and Karabenick (2015) speaks of how vital it is for teachers to foster inclusivity among races and cultures by fostering mutual respect, cultural empathy, and tolerance in the classroom and outside of it.

The fostering of inclusivity in classrooms is desperately important because, as Blackburn and Wise (2009) noted, white privilege is unavoidable, and when unaddressed or unrealized, it can be detrimental if it is the subconscious base upon which a white teacher operates in a diverse classroom, even if unintentionally or unknowingly. The Kirwan Institute’s 2015 study examined how that privilege can lead to a teacher having implicit biases against students of color which can be detrimental to both their mental health and their ability to attain academic successes. However, teachers can be the solution to this problem, as noted by Carr and Klassen (1997), they can be the jumping point for anti-racist education. Some teachers have proven to be successful at exactly that, even with their Caucasian complexions, as Ladson-Billings (2009) indicated in her study.

When I reviewed the other research literature for this Capstone, I dove heavily into researcher’s experiences and interpretations of culturally relevant pedagogy and how many of its structures are built upon mutual respect and trust, in addition to student-centered, relevant curriculum (Coffey, 2013). I also looked at additional facets of culturally relevant pedagogy such as collaborative learning and creating a curriculum in which students can see themselves in the material that they learn. It went on to examine the correlation between culturally relevant
pedagogy and achievement (Adkins-Coleman, 2010). Much of this correlation is attributed to relationships in the classroom developed on trust and mutual respect between students and teachers (Anderson & Davis, 2012). This correlation has also been pushed a step further to indicate that these culturally relevant pedagogical practices can even prevent misbehaviors in the classroom as referenced in the Alberta Department of Education’s 1993 study and corroborated by Goodman (2009) and Keiler (2011).

The literature researched for this Capstone concluded by looking at the negative implications for students who fall into the achievement gap in American society today. It looked at how economics play into perpetuating the gap (Boucher, 2016) and how teachers are ill-prepared to handle it (Graybill, 1997).

However, my review of the research literature I used to inform this capstone, identified a ray of hope in better pedagogical techniques and equity training to close that achievement gap. A key takeaway for me from the review of the research I did in preparing for this project, is that with effective teachers and staff working to build positive student relationships based on mutual respect, more students will feel safe and comfortable, as well as pushed to succeed in the classroom. With a mix of high expectations, time spent building trust and mutual respect, and culturally relevant pedagogy, there is a real opportunity for teachers to close the achievement gap that is hurting so many bright young people in our modern schools.

**Challenges and Limitations of the Capstone Research**

In doing this research, I ran into numerous challenges. One of the biggest being the quantity of students from each racial group that gave me permission to include them in my research. This Capstone really wanted to look at the effects of culturally relevant pedagogical
techniques, particularly in regards to building trust and mutual respect with the African American population, but a majority of my students who gave me the ability to research them, via parent permissions, were from my Asian populations. With that in mind, my results were based on a rather small number of African American students overall, so conclusions from my classroom may be overgeneralized.

**Recommendations for Future Research**

If any future researchers wanted to pursue this topic more thoroughly, I would recommend doing it with a larger African American population. I would also recommend finding a teacher who new to the concept of culturally relevant pedagogical techniques. By that I mean that, because much of my personal teaching style already centered around culturally relevant pedagogy, research from a teacher who had a general teaching style that was less culturally relevant, who then started using culturally relevant pedagogical strategies, may have been able to show more clearly the impact of those techniques in a classroom and how they differ from non-culturally differentiated teaching styles.

Analyses of my Classroom Curriculum and Climate Survey data documented that I was already doing a substantial amount of culturally relevant pedagogy and relationship and respect building before the research even started. Using that as a basis, it was harder to measure growth because many practices used during the capstone project were not particularly different than my daily pedagogical techniques. I also believe that there is opportunity, exposed by my data, for additional research to examine breakdowns between male students and female teachers and if race or time in the country/generation of immigrant status plays into that.
Another interesting future project may examine the ways that white privilege manifests itself in a classroom and how feelings of entitlement, if real or unreal, affect a diverse classroom setting. At every turn during my research, there seemed to be male students who elicited a more negative reaction than my female students who were consistently more receptive to relationship building teaching practices.

**Implications of this Capstone Project**

There were so many eye opening moments as I went through this research process. There were many aspects of the research that did not necessarily shock me, but did affirm some of my strong views about the issues that are so pervasive in our school system and our society. For example, my research showed that fifty percent of my African American students were surprised when I showed interest in their lives. To me this says that my African American students are not used to their teachers expressing interest in them. To be fair, nearly a quarter of my students experienced the same result, so this is not exclusively an issue regarding race, all teachers need to work harder at building relationships with their students. Yet, there is a real need for us, as teachers, to make a real effort with African American students to bridge that gap from which our students have come to expect that white teachers do not care about them.

This research opened my eyes in so many ways, but it showed privilege in such a clear one, that it was hard to ignore. In seeing that most of my Caucasian students appeared to be unphased when I expressed interest in their lives it gave me the impression that this was simply a basic expectation that they had for their teachers, which was so drastically different than my students of color who did not share that perceived expectation. My white students were not
surprised at all, not one student exhibited that emotion that was so common among other cultural
groups.

The other thing that I noticed was that in addition to the cultural difference, there was a
gender difference in student reactions. Female students appeared, in my class, to be much more
receptive to me statistically, than their male counterparts who - for example - were the only
gender who were unnerved when I expressed interest in their lives through the relationship
interview follow up.

In moving past the interview and follow up, there was a large amount of data to be
examined from the survey that I gave students at two different times. It was, of course, nice to
see that my African American students already saw themselves in the curriculum I taught,
therefore, they were one of the only ethnic groups who exhibited no change over time in that
survey. However, that research also was a bit of a reality check for me regarding the active
learning taking place in my classroom, as my impressions and assumptions of my
student-centered environment, ended up being different from the reality.

I had always thought that I was a very interactive teacher, but that survey proved me very
wrong, indicating that 57% of my students felt otherwise. This goes to show the importance of
being willing to open that relationship with students and to ask them for feedback. Following the
analyses of the pre-Classroom Curriculum and Climate Survey I made some sweeping changes
to my teaching style after I learned that my students did not find my curriculum to be interactive
- a part of culturally relevant pedagogy - and I worked to make it more student centered from that
point forward, and the second survey did show some moderate growth. However, even with the
moderate growth of 15.1%, I still clearly have a way to go. In this case, I can see that the moral
of the study for me is to never jump to conclusions or allow our professional egos to be inflated or to feel as if we are fully skilled in something, when the reality may be that we still have plenty of room for growth. This just proves the idiom that a teacher must always be a lifelong learner.

Another surprising moment for me was when I saw my own privilege, not through the perceptions of my black students, but of my Asian ones. In white America we often see our ancestry in a Pan-European sort of way. Many of us may run around calling ourselves Irish or Italian, but when we really go back, we recognize that our ancestral history is very Pan-European. I for one embrace an Irish heritage, as my last name practically screams it, and yet I know that I am barely 10% Irish, alongside nine other known nationalities. This has led me to this idea of whiteness as European and given me this continental view of race, rather deprived of specific cultural facets. This same phenomenon, in my opinion, is present in many African American students, but for a far more historically tragic reason.

As many students’ ancestors were part of the slave trade, their exact country of origin has been lost to time and lack of proper documentation, which has - as I have seen - given many African Americans a Pan-African cultural identity. They feel, in my view, little distinct connection to a specific country such as Kenya or Ghana, but rather a connection to a melded, general continental culture from one of the largest and most diverse continents on the globe. It has, for them, as well as white Americans, become overgeneralized. However, this is not the same experience for my Asian and Asian American students.

My Asian and Asian American students, as revealed in the data analyses of the Classroom Curriculum and Climate Survey, have a very distinct cultural connection to their specific origin countries. These origin countries vary, but are most commonly Laos (Hmong) and
Myanmar (Karen), with numerous students being first or second generation immigrants. Making assumptions, as I did, that I was being inclusive in my curriculum by talking about the Japanese and Chinese, showed how little I genuinely knew about the cultural viewpoints of my Hmong students from Laos and my Karen students from Myanmar who make up a majority of my classroom. These students continued to feel excluded because I was teaching with a Pan-Asian mentality, and not a culturally relevant one that worked for their cultural heritage. In this case, my overgeneralization was coming at the expense of the inclusivity of a majority of my students, which was a real gut-wrenching realization throughout this research.

I feel that what this shows, more than anything, is just how important this work truly is, and also how hard it is. Creating a cultural competency is a challenge. Teaching with cultural competency is even harder because the profession of teaching itself is so complicated and focused on so many different things simultaneously. As a teacher, my ability to focus on things like culturally relevant pedagogy and respect may fall through the cracks, in favor or state standards and required bureaucratic challenges, on top of overcrowded classrooms of rambunctious, or hormonal teenagers. Yet, despite looking at the challenges that I face in terms of daily classroom management and facing my own privilege, this capstone has also helped me see how there is so much hope for what this type of cultural competency can achieve for student and teacher alike.

For example, there is an African American, male student in one of my classes who has struggled since the beginning of the year to engage in school. He has been suspended, heavily disciplined by other teachers, and for an entire quarter was not even allowed to experience unescorted passing time between classes. This student was a clear struggle for numerous
teachers, myself included. He was not a student who was quick to trust or respect teachers, nor did he expect that in return, because the system he had become accustomed to did not support those ideas.

However, then he started his History Day project. He was able to choose a topic that interested him and reflected his culture and he chose one of the anti-police brutality, black musical rappers of the 1980’s. This student was not a student who had exhibited any consistent interest in class before this point with me, or with other teachers, but something about this project, and my willingness to work one-on-one with him to get it ready seemed to change him.

He started paying attention in class, and it has been months since he has been sent out of my room for disciplinary reasons. He even got his passing time privileges restored. This student had taken so little interest in school and really seemed to dislike me and his other teachers before, but one project helped change that for him. I did not judge our school History Day competition, we brought in outside judges for that. When those judges got to this student, they all told me about the spark that he had and the depth of knowledge he had acquired by this project. This student was failing all of his classes, but he won our school’s History Day competition, a nationwide historical research competition funded by the National Endowment for the Humanities, and was able to advance to Regionals with his project on how rappers spoke against police brutality in the 1980s. When I awarded him his certificate, I cried, and he saw that I genuinely cared.

After that, he really changed. Maybe not entirely, I still have to confiscate his iPad once or twice a week because he is playing games on it rather than following along, but the difference is still astounding, and other teachers have noticed it as well. Something about that opportunity
to learn about something relevant to him and to build a genuine relationship with a teacher that was positive changed him.

And even when I confiscate his iPad or work to redirect him, he seems to have an understanding now that I am asking for that, not because I dislike him, but because I actually want him to succeed. I do not think he truly believed that before. Sometimes it just takes a single project to change a child’s life, and hopefully this was the moment for him that will help him redefine his role in the world and the school. I deeply believe that the cultural relevancy and the trust built through this research helped him find that moment. I know that his experience with me will be one that will be etched on my heart as a teacher forever because it was one of those times that I could clearly see that I made a difference.

**Plan for Communicating and Using Research Results**

For me, this research is not over. In the future I may work to turn this Capstone into a full-fledged thesis on culturally relevant pedagogy and achievement. I believe my capstone project has contributed, and will continue to broaden the existing research, which supports how vital trust, mutual respect, relevance, and relationship building are to creating a culturally relevant classroom. I hope that as people read through this, they are able to examine the shortcomings in their own practices and have the bravery to look at their own whiteness or culture.

I encourage all Pre-K-12 teachers, but especially those who are Caucasian, to examine their whiteness or culture in a way that is inclusive and works to address the failures of our school system. Failures in our systems, such as disproportionate expectations for students of color and disciplinary procedures that target students of color, that have been perpetuated
through implicit bias and systematic racism and have turned into an achievement gap that is preventing our students of color from opportunities that they deserve. A positive outcome from this Capstone would be if this research inspires other educators to further study into issues that prevail in our world over race and culture and help make our classrooms places that are welcoming and inclusive. This brings me back to the root of so many of these problems, the privilege that our statistical majority of white teachers cannot effectively navigate in a diverse world and classroom.

**Final Reflection**

The simple fact that white Americans are granted opportunities that Americans of color are not, solely because of the color of their skin shows how serious this problem is. It is more concerning that it is often ignored and unfairly justified by white Americans who are afraid of their own guilt. White privilege has lead to a consistent cycle over time of whites receiving more educational opportunities such as higher tracked Honors or AP classes, among other things. These increased educational opportunities lead White Americans to have more professional opportunities, which allows them to maintain their privilege; whereas poor and diverse communities are often stuck due to lack of equitable education.

At the same time the lack of access to a high quality education via disproportionate district funding due to gerrymandering which marginalizes urban populations of color can also lead poor and diverse communities to have less frequent professional opportunities which offer social mobility, which contributes to our systematic tendency to keep people of color in situations of inopportunity or even poverty. Yet, the cycle can be broken. The hope is that by contributing to an overall understanding of the place that white privilege holds in modern
society, educational institutions will focus more heavily on addressing systematic disparities against students of color and focus on equitable education practices.
Reference List

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http://www.ascd.org/publications/educational-leadership/nov04/vol62/num03/Why-Does-the-Gap-Persist%C2%A2.aspx


doi:10.1177/0042085914542982


https://thinkprogress.org/new-data-shows-the-school-to-prison-pipeline-starts-as-early-as-preschool-80fc1c3e85be


Appendix A

Rubrics/Primary Sources/Checklists for Trial

Checklists for each role that students will play:

**Witness CheckList**

Name: __________________________

- [ ] Read: How to be an effective Witness
- [ ] Read: Pre-trial work and role sheet
- [ ] Read: Evidence
- [ ] Analyze Evidence and fill out Evidence Analysis sheet
- [ ] Meet with lawyer on the side that you are being called to the stand for. Help lawyer go through your sheet and determine appropriate questions that can be asked to help the lawyer get the trial result they desire. Lawyer will need to create at least five questions for you
- [ ] Meet with opposition lawyer and walk them through the evidence. Help them think of at least two questions.
- [ ] Practice getting up on the stand with three other students
  1. 
  2. 
  3.
- [ ] Final meeting with lawyer on your side to confirm story/questions. Help find the MOST important quotes from your evidence. Learn where you will testify in the trial order
- [ ] Trial - testify on the stand
- [ ] Turn in Trial Reflection and Evidence sheets for your work (you will have to get sheet from lawyer binder)
**Lawyer Checklist**

Name: _________________________

- Read: How to be an effective lawyer.

- Practice with your partner on when to use court interjections such as “objection” and “badgering the witness” etc

- Meet with all of your witnesses and work on developing at least 5 questions based on their stories and their evidence. Once done, place evidence and question sheets in your binder. Fill out corresponding question sheet with each witness:
  - Witness 1 _______
  - Witness 2 _______
  - Witness 3 _______
  - Witness 4 _______
  - Witness 5 (or Defendant) _______

- Meet with opposition witnesses and go through their evidence/question sheets. You CANNOT keep their evidence sheet but you can look at it during the meeting and will out your question sheet based off of it. Together you can develop 2 questions for the cross examination:
  1. ______ 2. ______ 3. ______ 4. ______ 5. ______

- Go back through all of the evidence and figure out any additional questions that you want to add.

- Highlight your evidence with ONLY the most important quotes from the evidence that you plan to use in the trial. You should have no more than four sentences highlighted in any given document. This will make it easy to see/reference on the day of the trial.

- Meet with all of your witnesses again and make sure that they are completely ready to support your case.

- Determine trial order

- Write Opening and Closing remarks

- Trial

- Turn in Brief trial reflection and question sheets
Clerk Checklist

Name: _________________________

_______ Read through: How to be an effective clerk

_______ Practice with a partner any tasks that you will be asked to do, based on the reading

_______ Help defendant (Davis) with any trial prep that is needed

_______ Offer help to at least two witnesses to quiz them on their testimony

1. ____________

2. ____________

_______ Choose a book to swear people in on during the trial. I recommend a history textbook of your choosing

_______ Meet with judge to go over any trial logistics

_______ During trial, notate everything that is being said. This includes details about who is talking, what they are saying, evidence being presented, objections being offered, and any important actions of gestures that may occur in court.

_______ Turn in trial transcript to teacher as google document

_______ Complete trial reflection

Judge Checklist

Name: _________________________
Read handout p. 15-16 on how to be effective judge

Practice using “sustained” and other judge vocabulary with clerk

Look up what a treason charge is and make sure that you thoroughly understand what it means, and what kind of punishments would be applied to it

Explain treason charge to the jury. Also explain to them what a guilty verdict versus reasonable doubt would mean in this case. Write the initials of each jury member as you speak with them on the line below

________________________________________________________________________

Practice how to maintain control of your courtroom with an idle journalist/jury/witness

Learn about the order of the trial. You will need to make sure it is followed

Interview each member of the jury and ask for their backstory. If you believe the story is going to make them too biased for or against Davis, you may ask them to change certain parts of their stories. In the real world, the jury is vetted before the trial like this, but instead of changing parts of the stories, they find new people. We obviously can’t do that in this class. Include their initials below

________________________________________________________________________

Determine the courtroom set up. You may move almost any furniture in the room to suit your needs.

Day-of, help set up the classroom

Run trial

Determine punishment (if applicable)

Turn in trial reflection

Jury Checklist

Name: __________________________
Read through “How to be an effective member of the jury” handout

Write out your backstory. It should reflect that you understand the issues of the time, but try not to show any obvious bias of opinion, as the judge may ask you to modify that in his search for a moderate jury

Meet with judge about your backstory. You will be simultaneously informed about trial details that are pertinent to the jury

Help 3 witnesses in their pre-trial preparations

Day of- help set up classroom

Listen to witness testimony during trial and try to be unbiased whenever possible

Meet with jury and determine guilty/innocent

Trial reflection

Defendant Checklist

Name:________________________
_______ Read through “How to be an effective defendant” sheet

_______ Look up what it means to say that Davis was innocent because he was defending his Constitutional rights, that the North was denying him

_______ Research Jefferson Davis and learn his story

_______ Read through through all of the witness sheets on Schoology to understand how the witnesses know you, and what they might say for/against you

_______ Stay by the defense lawyer as they meet with all of the witnesses. Listen to how you can defend yourself based on what they are saying. Help your lawyers think of the best questions to make you appear innocent and justified in your act of secession and Presidential inauguration

_______ Fill out defendant/witness and evidence sheet, when finished put in lawyer binder

_____ Memorize or at least strongly familiarize yourself with the parts of the evidence that your lawyer chooses to highlight. This will be the evidence brought forward during the trial

_____ Figure out why you wrote/received each of the pieces of evidence being presented

MAKE SURE THAT YOU CAN CONVINCE YOURSELF THAT DAVIS WAS INNOCENT AND DESERVES TO BE PARDONED (for the sake of the trial)

_______ Participate in the trial

_____ Write trial reflection and turn in defendant/witness and evidence sheet to teacher

Journalist checklist

Name:________________________
_______ Read role sheet and pre trial work

_______ Determine your newspaper name and history/story (is it a Southern/Northern biased newspaper? How long has it existed? What are its opinions on the big topics of the day?)

_______ Upload that information to a discussion board on Schoology. This will be your Newspaper publishing site from now on.

_______ Help 3 witnesses (from the side that your newspaper would support in this trial) to prepare for their testimony

_______ Test that Schoology blogging is working for you before the trial

_______ Create at least one pre-trial Newspaper article about why Brown is being put on trial

_______ Day of: live-blog about the trial on Schoology. UNDER NO CIRCUMSTANCE CAN YOU FORGET YOUR IPAD

_______ Create at least one post-trial newspaper article about what happened

_______ Post-trial reflection
**Defendant/Witness and Evidence Sheet**

Name: ____________________

Basic information about John Brown: ____________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Witness 1: ______________________ Relationship to Brown:___________________________

Evidence numbers: _____________ Why this evidence is important to Brown and the case:____
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Witness 2: ______________________ Relationship to Brown:___________________________

Evidence numbers: _____________ Why this evidence is important to Brown and the case:____
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Witness 3: ______________________ Relationship to Brown:___________________________

Evidence numbers: _____________ Why this evidence is important to Brown and the case:____
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Witness 4: ______________________ Relationship to Brown: ________________________________
Evidence numbers: _____________ Why this evidence is important to Brown and the case: __
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Witness 5: ______________________ Relationship to Brown: ________________________________
Evidence numbers: _____________ Why this evidence is important to Brown and the case: __
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Witness 6: ______________________ Relationship to Brown: ________________________________
Evidence numbers: _____________ Why this evidence is important to Brown and the case: __
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Witness 7: ______________________ Relationship to Brown: ________________________________
Evidence numbers: _____________ Why this evidence is important to Brown and the case: __
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Witness 8: ______________________ Relationship to Brown: ________________________________
Evidence numbers: _____________ Why this evidence is important to Brown and the case: __
Witness 9: ______________________ Relationship to Brown: ____________________________

Evidence numbers: ___________ Why this evidence is important to Brown and the case: ___

Additional notes:

Lawyer Question Sheet   Name:____________________________
Witness order: _______ of _______

Witness name: _____________________________ Witness Type _________________________

Questions based on evidence: _____________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Questions based on situation in which Brown knows witness: ____________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Points that the opposition might raise: _______________________________________________
_____________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Additional notes:
______________________________________________________________________________

Witness Evidence Analysis Sheet
After you read your Evidence and fill out this sheet (one per piece of evidence), go through all of your answers with the lawyer. Together begin thinking of questions to make the most out of this evidence to support your case. Also think of questions that you can talk about unrelated to the evidence being presented if applicable. Then lawyer will place sheet in their trial binder.

<table>
<thead>
<tr>
<th>Evidence #</th>
<th>Name of Witness:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Information in text that is Pro-Prosecution (Brown is a terrorist)</th>
<th>Information in text that is Pro-Defense (Brown is a hero)</th>
</tr>
</thead>
</table>

Witness involvement in evidence (were they there? was the letter written by/to them? etc)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Rubrics for Student Grading (Non-Research)

Grading Rubrics for Jefferson Davis Mock Trial

Lawyer -
1. Pretrial Work (30 points) Student was on task, meeting with witnesses and planning with cooperating lawyer to run an effective prosecution/defense
2. Trial (20 points) lawyer should be prepared with questions for all witnesses and be able to guide the jury to their side through rational argument.
3. Sheet (5) lawyers should present filled in worksheet from pretrial work
4. Checklist (5) Lawyer must turn in completed check list

Defendant -
1. Pretrial work (30 points) Student was on task, meeting with lawyers and observing witnesses to gain knowledge for defense
2. Trial (20) Student was prepared to speak about defense on the stand
3. Sheet (5) Student filled in sheet regarding evidence and defense for each
4. Checklist (5) Student turned in completed checklist

Judge -
1. Pretrial work (20 points) Student was on task, organizing courtroom and practicing trial language. Approved jury and familiarized them with the charge against the defendant
2. Trial (35) Student used appropriate courtroom management skills and helped trial proceed fairly. Used appropriate responses to lawyers
3. Checklist (5) Judge turned in completed checklist

Witness -
1. Pretrial Work (30 points) Student was on task, meeting with lawyers and practicing testimony with jurors
2. Trial (15 points) student should be prepared to answer all questions about their historical figure by lawyers from both sides.
3. Sheet (10) witness should present filled in worksheet from pretrial work
4. Checklist (5) witness must turn in completed check list

Jury -
1. Pretrial work (20 points) Student should have back story as approved by judge. Student should be meeting with judge and witnesses to prepare them for the trial
2. Trial (30 points) Student should be an attentive jury member who actively participates in debate over verdict upon trial completion.
3. Background story (5) Student should turn in background story for their juror. This was created and approved on the first day of prep
4. Checklist (5) student should turn in completed checklist

Journalist-
1. Checklist (5) Turn in completed checklist
2. Background story (5) Turn in completed background story (newspaper name and basic info) on schoology
3. Pre-trial story (10) Turn in on Schoology pre-trial story about impending trial
4. Live-blog (30) Turn in live action newspaper report of what is happening in the trial on live blog on Schoology. This is NOT a transcript, but should be presented as a biased newspaper blog
5. Post trial story (10) Turn in on schoology post-trial newspaper article about the results of the trial

Clerk-
1. Checklist (5) student should turn in completed checklist
2. Pretrial work (25) Student should be available to help judge/witnesses as they are preparing for trial. Should be preparing for trial day and procedures.
3. Trial management (10) Student should be actively managing courtroom with judge
4. Trial transcript (15) Student should actively write what is happening in the trial as a matter of fact (unbiased) court transcript in a google doc to be submitted at the conclusion of the trial
5. Setup help (5) student should be available to help with set-up/take down on each trial day

Rubrics set up to grade against these standards (Formal rubrics forthcoming)

● (Literacy) Minnesota 9.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
● (Social Studies) Minnesota 9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.
● (Social Studies) Minnesota 9.4.4.18.6 Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792—1861) For example: Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives.
List of Roles and Primary Sources

Roles that students will play
John Brown - Defendant (Source 11)
Two lawyers on Defense
Two lawyers on Prosecution
  Judge
  Jury
  Clerk
  Journalists
Witnesses - below

<table>
<thead>
<tr>
<th>Defense</th>
<th>Prosecution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harriet Ann Jacobs on behalf of Nat Turner - Primary Source 5</td>
<td>Horace Greeley - Primary Source 4</td>
</tr>
<tr>
<td>Harriet Tubman - Primary Source 6</td>
<td>Robert E. Lee - Primary Source 1</td>
</tr>
<tr>
<td>David Walker - Primary Source 10</td>
<td>Mahala Doyle - Primary Source 2</td>
</tr>
<tr>
<td>Frederick Douglass - Source 8</td>
<td>George Fitzhugh - Primary Source 3</td>
</tr>
<tr>
<td>Lucretia Mott - Source 9</td>
<td>Abraham Lincoln - Primary Source 7</td>
</tr>
</tbody>
</table>
Report Concerning the Attack at Harper's Ferry

OCTOBER 19, 1859, COLONEL ROBERT E. LEE
HEADQUARTERS HARPERS FERRY:

I have the honor to report...that on arriving here on the night of the 17th...I learned that a party of insurgents, about 11 p. m. on the 16th, had seized the watchmen stationed at the armory, arsenal, rifle factory, and bridge across the Potomac, and taken possession of those points. They then dispatched six men, under one of their party... to arrest the principal citizens in the neighborhood and incite the Negroes to join in the insurrection. ...About 11 a. m. the volunteer companies from Virginia began to arrive...These companies...forced the insurgents to abandon their positions at the bridge and in the village, and to withdraw within the armory enclosure, where they fortified themselves...and carried ten of their prisoners for the purpose of insuring their safety and facilitating their escape, whom they termed hostages...After sunset more troops arrived.

Marines surround the Fire House at Harpers Ferry. Their safety was the subject of painful consideration, and to prevent, if possible, jeopardizing their lives; I determined to summon the insurgents to surrender...If they accepted the terms offered, they must immediately deliver up their arms and release their prisoners. If they did not, [the negotiator] must, on leaving the engine-house, give me the signal. My object was, with a view of saving our citizens, to have as short an interval as possible between the summons and attack. The summons, as I had anticipated, was rejected. At the concerted signal the storming party moved quickly to the door and commenced the attack...The fire of the insurgents up to this time had been harmless. At the threshold one marine fell mortally wounded. The rest... quickly ended the contest. The insurgents that resisted were bayoneted. Their leader, John Brown, was cut down by the sword of Lieutenant Green, and our citizens were protected by both officers and men. The whole was over in a few minutes.

The party consisted of nineteen men-fourteen white and five black. That they were headed by John Brown, of some notoriety in Kansas. He avows that his object was the liberation of the slaves of Virginia, and of the whole South; and acknowledges that he has been disappointed in his expectations of aid from the black as well as white population, both in the Southern and Northern States. The blacks, whom he forced from their homes in this
neighborhood, as far as I could learn, gave him no voluntary assistance. I am, very respectfully,
your obedient servant,

R. E. LEE, Colonel Commanding.

Primary Source 2 - Mahala Doyle

Chattanooga Tennessee

20th November 1859.

John Brown

Sir

Altho vengence is not mine, I confess, that I do feel gratified to hear that you ware
stopt in your fiendish career at Harper’s Ferry, with the loss of your two sons, you can now
appreciate my distress, in Kansas, when you then and there entered my house at midnight and
arrested my husband and two boys and took them out of the yard and in cold blood shot them
dead in my hearing, you cant say you done it to free our slaves, we had none and never expected
to own one, but has only made me a poor disconsolate widow with helpless children while I feel
for your folly. I do hope & trust that you will meet your just reward. O how it pained my Heart to
hear the dying groans of my Husband and children if this scrawl give you any consolation you
are welcome to it

Mahala Doyle

NB my son John Doyle whose life I begged of (you) is now grown up and is very desirous to be
at Charleston on the day of your execution would certainly be there if his means would permit it,
that he might adjust the rope around your neck if gov: wise would permit it

M. Doyle.
Primary Source 3 - Fitzhugh

Cannibals All!

[W]e not only boast that the White Slave Trade is more exacting and [corrupt] -in fact, though not in intention- than Black Slavery, but we also boast that it is more cruel, in leaving the laborer to take care of himself and family out of the [little bit of money] which skill or capital have allowed him to retain. When the day’s labor is ended, he is free, but is overburdened with the cares of family and household, which make his freedom an empty... mockery... The Negro slaves of the South are the happiest, and, in some sense, the freest people in the world. The children and the aged work not at all, and yet have all the comforts and necessaries of life provided for them. They enjoy liberty, because they are oppressed neither by care nor labor. The women do little hard work, and are protected from their husbands by their masters. The Negro men and stout boys work, on the average, in good weather, not more than nine hours a day. The balance of their time is spent in perfect abandon. Besides, they have their Sabbaths and holidays. White men, with so much of license and liberty, would die of [boredom], but Negroes luxuriate in [body and mental rest]. 'Tis happiness in itself — and results from contentment with the present, and confident assurance of the future. We do not know whether [white] laborers ever sleep. They are fools to do so, for whilst they sleep, the wily and watchful capitalist is devising means to ensnare and exploit them. The free laborer must work or starve. He is more of a slave than the Negro because he works longer and harder for less allowance than the slave and has no holiday, because the cares of life with him begin when its labors end. He has no liberty, and not a single right.

Primary Source 4 - Greeley

No Title. New York, New York, New York Tribune (19 October 1859)

The Insurrection, so called, at Harper's Ferry, proves a verity. Old Brown of Osawatamie, who was last heard of on his way from Missouri to Canada with a band of runaway slaves, now turns
up in Virginia, where he seems to have been for some months plotting and preparing for a
general stampede of slaves. How he came to be in Harper's Ferry, and in possession of the U. S.
Armory, is not yet clear; but he was probably betrayed or exposed, and seized the Armory as a
place of security until he could safely get away. The whole affair seems the work of a madman;
but John Brown has so often looked death serenely in the face that what seems madness to others
doubtless wore a different aspect to him. He had twenty-one men with him, mostly white, who
appear to have held the Armory from 9 P. M. of Sunday till 7 of Tuesday (yesterday) morning,
when it was stormed by Col. Lee and a party of U. S. Marines, and its defenders nearly all killed
or mortally wounded. Old Brown was severely wounded and his son -- (we believe his last
surviving son) -- killed. Of the original twenty-two, fifteen were killed, two mortally wounded,
and two unhurt. The other three had pushed northward on Monday morning guiding a number of
fugitive slaves through Maryland. These were of course sharply pursued and fired on, but had
not been taken at our last advices.

Harper's Ferry was full of soldiers and militia men [sic] yesterday, and more are constantly
pouring in. never before was such an uproar raised by twenty men as by Old Brown and his
confederates in this deplorable affair.

Primary Source 5 - Harriet Ann Jacobs on behalf of Nat Turner (deceased)

97–104.

Not far from this time Nat Turner’s insurrection broke out; and the news threw our town into
great commotion...
... I knew the houses were to be searched; and I expected it would be done by country bullies and
the poor whites. I knew nothing annoyed them so much as to see colored people living in
comfort and respectability.... Orders were given, and the wild scouts rushed in every direction,
wherever a colored face was to be found.
It was a grand opportunity for the low whites, who had no negroes of their own to scourge....
Those who never witnessed such scenes can hardly believe what I know was inflicted at this time
on innocent men, women, and children, against whom there was not the slightest ground for
suspicion... In some cases the searchers scattered powder and shot among their clothes, and then
sent other parties to find them, and bring them forward as proof that they were plotting
insurrection. Every where [sic] men, women, and children were whipped till the blood stood in
puddles at their feet. Some received five hundred lashes; others were tied hands and feet, and tortured...The dwellings of the colored people, unless they happened to be protected by some influential white person...were robbed...All day long these unfeeling wretches went round, like a troop of demons, terrifying and tormenting the helpless. At night, they formed themselves into patrol bands, and went wherever they chose among the colored people, acting out their brutal will. ...If any of the husbands or fathers told of these outrages, they were tied up to the public whipping post, and cruelly scourged for telling lies about white men. The consternation was universal. No two people that had the slightest tinge of color in their faces dared to be seen talking together.

I entertained no positive fears about our household, because we were in the midst of white families who would protect us. We were ready to receive the soldiers whenever they came. It was not long before we heard the tramp of feet and the sound of voices....

... The captain called his men together, and, after a short consultation, the order to march was given. As they passed out of the gate, the captain turned back, and pronounced a malediction on the house. He said it ought to be burned to the ground, and each of its inmates receive thirty-nine lashes....

Towards evening the turbulence increased. The soldiers, stimulated by drink, committed still greater cruelties. Shrieks and shouts continually rent the air... I saw a mob dragging along a number of colored people, each white man, with his musket upraised, threatening instant death if they did not stop their shrieks. Among the prisoners was a respectable old colored minister. ...

...[T]he most shocking outrages were committed with perfect impunity. Every day for a fortnight, if I looked out, I saw horsemen with some poor panting negro tied to their saddles, and compelled by the lash to keep up with their speed, till they arrived at the jail yard. ... One black man, who had not fortitude to endure scourging, promised to give information about the conspiracy. But it turned out that he knew nothing at all. He had not even heard the name of Nat Turner. The poor fellow had, however, made up a story, which augmented his own sufferings and those of the colored people.

The day patrol continued for some weeks, ...Nothing at all was proved against the colored people, bond or free. The wrath of the slaveholders was somewhat appeased by the capture of Nat Turner. ... Visiting was strictly forbidden on the plantations. The slaves begged the privilege of again meeting at their little church in the woods,... Their request was denied, and the church was demolished. ...
Primary Source 6 - Harriet Tubman

1. “He [John Brown] done more in dying, than 100 men would in living.” - Harriet Tubman, as quoted in *Bound For the Promised Land: Harriet Tubman*

2. Here is her first hand account of the Combahee River expedition, as told to Sarah Bradford, and published in *Scenes in the Life of Harriet Tubman* (1869):

When our armies and gun-boats first appeared in any part of the South, many of the poor negroes were as much afraid of "de Yankee Buckra" as of their own masters. It was almost impossible to win their confidence, or to get information from them. But to Harriet they would tell anything; and so it became quite important that she should accompany expeditions going up the rivers, or into unexplored parts of the country, to control and get information from those whom they took with them as guides.

General Hunter asked her at one time if she would go with several gun-boats up the Combahee River, the object of the expedition being to take up the torpedoes placed by the rebels in the river, to destroy railroads and bridges, and to cut off supplies from the rebel troops. She said she would go if Colonel Montgomery was to be appointed commander of the expedition. Colonel Montgomery was one of John Brown's men, and was well known to Harriet.

... Harriet describes in the most graphic manner the appearance of the plantations as they passed up the river; ... "Lincoln's gun-boats come to set [the slaves] free."

In vain, then, the drivers used their whips in their efforts to hurry the poor creatures back to their quarters; they all turned and ran for the gun-boats. They came down every road, across every field, just as they had left their work and their cabins; women with children clinging around their necks, hanging to their dresses, running behind, all making at full speed for "Lincoln's gun-boats." Eight hundred poor wretches at one time crowded the banks, with their hands extended toward their deliverers, and they were all taken off upon the gun-boats, and carried down to Beaufort.

"I nebber see such a sight," said Harriet; "we laughed, an' laughed, an' laughed. ...One woman brought two pigs, a white one an' a black one; we took 'em all on board; named de white pig Beauregard, and de black pig Jeff Davis. Sometimes de women would come wid twins hangin' roun' der necks; 'pears like I nebber see so many twins in my life; bags on der shoulders, baskets on der heads, and young ones taggin' behin', all loaded; pigs squealin', chickens screamin', young ones squallin'."

And so they came pouring down to the gun-boats. When they stood on the shore, and the small boats put out to take them off, they all wanted to get in at once. After the boats were crowded, they would hold on to them so that they could not leave the shore. The oarsmen would beat them on their hands, but they would not let go; they were afraid the gun-boats would go off and leave them, and all wanted to make sure of one of these arks of refuge.
At length Colonel Montgomery shouted from the upper deck, above the clamor of appealing tones, "Moses, you’ll have to give em a song." Then Harriet lifted up her voice, and sang:

Of all the whole creation in the East or in the West,
The glorious Yankee nation is the greatest and the best.
Come along! Come along! don't be alarmed,
Uncle Sam is rich enough to give you all a farm.

At the end of every verse, the negroes in their enthusiasm would throw up their hands and shout "Glory," and the row-boats would take that opportunity to push off; and so at last they were all brought on board. The masters fled; houses and barns and railroad bridges were burned, tracks torn up, torpedoes destroyed, and the object of the expedition was fully accomplished.

Primary Source 7 - Abraham Lincoln on John Brown, February 27, 1860

(Important to note: this speech happened before Lincoln was elected President and he needed to win votes)

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I would address a few words to the Southern people. I would say to them: You consider yourselves a reasonable and a just people... Still, when you speak of us Republicans, you do so only to denounce us as reptiles...

You charge that we stir up insurrections among your slaves. We deny it; and what is your proof? Harper’s Ferry! John Brown!! John Brown was no Republican; and you have failed to implicate a single Republican in his Harper’s Ferry enterprise. ...You need not be told that persisting in a charge which one does not know to be true, is simply malicious slander.

Some of you admit that no Republican designedly aided or encouraged the Harper’s Ferry affair; but still insist that our doctrines and declarations necessarily lead to such results. We do not
believe it. ... When it occurred, some important State elections were near at hand, and you were in evident glee with the belief that, by charging the blame upon us, you could get an advantage of us in those elections...

Much is said by Southern people about the affection of slaves for their masters and mistresses; and a part of it, at least, is true. ...Occasional poisonings from the kitchen, and open or stealthy assassinations in the field, and local revolts extending to a score or so, will continue to occur as the natural results of slavery; but no general insurrection of slaves, as I think, can happen in this country for a long time. Whoever much fears, or much hopes for such an event, will be alike disappointed.

... John Brown’s effort was peculiar. It was not a slave insurrection. It was an attempt by white men to get up a revolt among slaves, in which the slaves refused to participate. In fact, it was so absurd that the slaves, with all their ignorance, saw plainly enough it could not succeed. ...

And how much would it avail you, if you could, by the use of John Brown [to] break up the Republican organization? Human action can be modified to some extent, but human nature cannot be changed. There is a judgment and a feeling against slavery in this nation, which cast at least a million and a half of votes. You cannot destroy that judgment and feeling—that sentiment—by breaking up the political organization which rallies around it. ...Would the number of John Browns be lessened or enlarged by the operation?
Primary Source 8

(Mr. Cook published that Douglass was originally going to attack Harpers Ferry with Brown)

Frederick Douglass to Maria Webb Halifax, West Yorkshire, England, 30 November 1859.

My dear Friend: ...You have of course heard of the circumstances under which I was left no alternative but to leave the states or be implicated with John Brown, and perhaps, share his fate. I find here, as in America, some mis apprehension as to my relation to that brave and I believe good man. My letter, published in reply to the sayings of Mr. Cook, published in the American papers did much to set me right before the American people and I have no doubt will do much in the same direction here. [2] You will have probably met with this letter, and will, I am sure, be glad that I am able to deny any part of the charges brought against me in connection with the Harpers Ferry Affair. I went to Canada after the troubles at Harpers Ferry, because I had reason to know that measures were in progress to carry me into Virginia. And even if the Courts of that slave state should acquit me, as they would not have been very likely to do – I could never hope to get out of that state alive. If they did not kill me for being concerned with Dear Old Brown they would have done so – for my being Frederick Douglass. My friends here are doing their utmost to contract [sic] the influence of the false statements of Cook which have found their way into some of the English papers – and to bring me well before the people of Yorkshire. What constant trouble do I give my friends? I hope to justify their kind solicitude in the end. My good friends Mrs. [Crofts] and the Doctor have made me welcome to a home with them while I stay in the country. Julia is the same zealous, active and untiring worker that she ever was – and you may well suppose that our meeting was a joyous one. ... I am, with love to your Dear Husband and household your ever grateful friend Frederick Douglass –
Lucretia Mott was glad that the resolution does not sanction the measures resorted to by John Brown, as in contradistinction to those approved by this Society, and by the American organization of which it is a part. Mrs Mott read from the Declaration of Sentiments what she said were her views, and what were at the same time the authorized views of this Society.

"Our principles lead us to reject and to intreat the oppressed to reject all carnal weapons, relying solely on those which are might through God to the pulling down of strongholds." We did not countenance force, and it did not become those--Friends and others--who go to the polls to elect a commander-in-chief of the army and navy, whose business it would be to use that army and navy, if needed, to keep the slaves of the South in their chains, and secure to the masters the undisturbed enjoyment of their system--it did not become such to find fault with us because we praise John Brown for his heroism. For it is not John Brown the soldier that we praise; it is John Brown the moral hero; John Brown the noble confessor and martyr whom we honor, and whom we think it proper to honor in this day when men are carried away by the corrupt and pro-slavery clamor against him. Our weapons were drawn only from the armory of Truth; they were those of faith and hope and love. They were those of moral indignation strongly expressed against wrong. Robert Purvis has said that I was "the most belligerent non-resistant he ever saw." I accept the character he gives me; and I glory in it. I have no idea, because I am a non-resistant, of submitting tamely to injustice inflicted either on me or on the slave. I will oppose it with all the moral powers with which I am endowed. I am no advocate of passivity. Quakerism, as I understand it, does not mean quietism. The early Friends were agitators; disturbers of the peace; and were more obnoxious in their day to charges, which are now so freely made, than we are.
[Mrs Mott concluded by expressing her pleasure that the resolution committed the Society to nothing inconsistent with the high moral grounds it had ever occupied. O'Connell had said that no revolution was worth the cost of a single drop of human blood. John Brown had well illustrated in his own case the superiority of moral power to physical power; of the sword of the spirit to the sword of the flesh.]

"National Anti-Slavery Standard," November 3, 1860

SOURCE 10 - David Walker

From David Walker’s “Appeal” - an African American writer whose “An Appeal to the Coloured Citizens of the World” was publicized and promoted by John Brown

Men of colour, who are also of sense, for you particularly is my APPEAL designed. Our more ignorant brethren are not able to penetrate its value. I call upon you therefore to cast your eyes upon the wretchedness of your brethren, and to do your utmost to enlighten themgo to work and enlighten your brethren!—Let the Lord see you doing what you can to rescue them and yourselves from degradation. ...If any of 230 you wish to know how FREE you are, let one of you start and go through the southern and western States of this country, and unless you travel as a slave to a white man (a servant is a slave to the man whom he serves) or have your free papers, (which if you are not careful they will get from you) if they do not take you up and put you in jail, and if you cannot give good evidence of your freedom, sell you into eternal slavery, I am not a living man: or any man of colour, immaterial who he is, or where he came from, if he is not the fourth from the negro race! ! (as we are called) the white Christians of America will serve him the same they will sink him into wretchedness and degradation for ever while he lives. ...Said I, we are so subjected under the whites, that we cannot obtain the comforts of life, but by cleaning their boots and shoes, old clothes, waiting on them, shaving them &c. Said he, (with the boots on
his shoulders) “I am completely happy! ! ! I never want to live any better or happier than when I can get a plenty of boots and shoes to clean! ! !” Oh! how can those who are actuated by avarice only, but think, that our Creator made us to be an inheritance to them for ever, when they see that our greatest glory is centered in such mean and low objects? Understand me, brethren, I do not mean to speak against the occupations by which we acquire enough and sometimes scarcely that, to render ourselves and families comfortable through life. I am subjected to the same inconvenience, as you all.—My objections are, to our glorying and being happy in such low employments; for if we are 250 men, we ought to be thankful to the Lord for the past, and for the future, Be looking forward with thankful hearts to higher attainments than wielding the razor and cleaning boots and shoes. The man whose aspirations are not above, and even below these, is indeed, ignorant and wretched enough. . . .

(May want to find a better excerpt from this document - it is very long)

SOURCE 11 - Defendant (John Brown)

John Brown’s final speech

I have, may it please the Court, a few words to say. In the first place, I deny every thing but what I have already admitted, of a design on my part to free Slaves. I intended, certainly, to have made a clean thing of that matter, as I did last winter, when I went into Missouri, and there took Slaves, without the snapping of a gun on either side, moving them through the country, and finally leaving them in Canada. I desired to have done the same thing again, on a much larger scale. That was all I intended. I never did intend murder, or treason, or the destruction of property, or to excite or incite Slaves to rebellion, or to make insurrection. I have another
objection, and that is, that it is unjust that I should suffer such a penalty. Had I interfered in
the manner, and which I admit has been fairly proved, – for I admire the truthfulness and
candor of the greater portion of the witnesses who have testified in this case, – had I so
interfered in behalf of the Rich, the Powerful, the Intelligent, the so-called Great, or in
behalf of any of their friends, either father, mother, brother, sister, wife, or children, or any
of that class, and suffered and sacrificed what I have in this interference, it would have been
all right. Every man in this Court would have deemed it an act worthy a reward, rather than
a punishment. This Court acknowledges too, as I suppose, the validity of the LAW OF
GOD. I saw a book kissed, which I suppose to be the BIBLE, or at least the NEW
TESTAMENT, which The Gilder Lehrman Collection GLC05508.051
www.gilderlehrman.org teaches me that, "All things whatsoever I would that men should do
to me, I should do even so to them." It teaches me further, to "Remember them that are in
bonds, as bound with them." I endeavored to act up to that instruction. I say I am yet too
young to understand that GOD is any respecter of persons. I believe that to have interfered
as I have done, as I have always freely admitted I have done, in behalf of his despised poor,
I have done no wrong, but RIGHT. Now, if it is deemed necessary that I should forfeit my
life, for the furtherance of the ends of justice, and MINGLE MY BLOOD FURTHER
WITH THE BLOOD OF MY CHILDREN, and with the blood of millions in this Slave
country, whose rights are disregarded by wicked, cruel, and unjust enactments, – I say; LET
IT BE DONE. Let me say one word further: I feel entirely satisfied with the treatment I
have received on my trial. Considering all the circumstances, it has been more generous
than I expected; but I feel no consciousness of guilt. I have stated from the first what was
my intention, and what was not. I never had any design against the liberty of any person, nor
any disposition to commit treason, or excite Slaves to rebel, or make any general
insurrection. I never encouraged any man to do so, but always discouraged any idea of that
kind. Let me say something, also, in regard to the statements made by some of those who
were connected with me. I hear that it has been stated by some of them, that I have induced
them to join me; but the contrary is true. I do not say this to injure them, but as regarding
their weakness. Not one but joined me of his own accord, and the greater part at their own
expense. A number of them I never saw and never had a word of conversation with, till the
day they came to me, and that was for the purpose I have stated. Now I have done. – John
Brown

APPENDIX B

Relationship Building Interview
1. What are your interests outside of school?

2. What engages you in school?

3. Where do you want to go to college?

4. What job do you want to have when you graduate?

Relationship Building Follow-Up Survey
Student Name:

Student Ethnicity: [Information will be obtained from Infinite Campus my school’s database.]

Brief Note about what information was shared back with them:

<table>
<thead>
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<th>Student Reaction: Please Check the Response that most appropriately describes the student reaction.</th>
<th>Open-ended comments</th>
</tr>
</thead>
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<tr>
<td>❑ Surprise</td>
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<tr>
<td>❑ Appreciation</td>
<td></td>
</tr>
<tr>
<td>❑ Unphased due to pre-set expectation teacher would remember those details</td>
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</tr>
<tr>
<td>❑ Unnerved that teacher was over-involved in their personal life</td>
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</tr>
<tr>
<td>❑ Excitement</td>
<td></td>
</tr>
<tr>
<td>❑ Other perceived emotion - with explanation for its possible meaning</td>
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</table>

**Student Assessment of Classroom Curriculum and Climate Survey**

Student Name:_______________________ Date:_________
Directions: Please view the following questions and circle YES or NO depending on your opinion

In social studies class we learn about people that look like me  YES  NO
In social studies we learn about history by doing it  YES  NO
My teacher tells us why the history we learn is important today  YES  NO
We are learning skills in social studies that we will use as adults  YES  NO
The classroom design respects my culture  YES  NO
I believe that my teacher wants me to succeed  YES  NO
I trust my teacher  YES  NO
I think my teacher trusts me  YES  NO
I respect my teacher  YES  NO
I think my teacher respects me  YES  NO
My teacher makes an effort to get to know me as a person  YES  NO

Mock Trial Research Rubric
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<th>Approaches</th>
<th>Meets</th>
<th>Exceed</th>
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<td>Quality indicators</td>
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<td>Quality indicators</td>
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**APPENDIX C**

Student Responses to Relationship Building Interview
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<th>Student interest</th>
<th>Classroom engagement</th>
<th>College</th>
<th>Career aspiration</th>
<th>Racial Identity</th>
<th>Gender</th>
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<td>Dr. Who TV show and Basketball</td>
<td>interactive learning</td>
<td>University of Minnesota - due to family connections</td>
<td>Engineer</td>
<td>African American</td>
<td>Female</td>
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<td>talking with friends/digging into deep detail</td>
<td>college in Alaska</td>
<td>NFL/coach</td>
<td>Caucasian</td>
<td>Male</td>
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<td>big projects and crafts</td>
<td>U of M/U of Florida</td>
<td>marine veterinarian</td>
<td>Hispanic</td>
<td>Female</td>
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<td>music/group/creative</td>
<td>St Olaf</td>
<td>Dance Teacher</td>
<td>African American</td>
<td>Female</td>
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<td>Duke-b-basketball</td>
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<td>Activity</td>
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<td>Occupation</td>
<td>Gender</td>
<td>Race</td>
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<td>Skits/tech</td>
<td>UofM</td>
<td>Nurse or artist</td>
<td>Female</td>
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<td>Watch TV and go to grandma’s house</td>
<td>Individual work</td>
<td>International college</td>
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<td>Football and basketball</td>
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<td>NFL</td>
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<td>Asian</td>
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<td>Policeman</td>
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<td>surgeon or lawyer</td>
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<td>Female</td>
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<td>social studies or science</td>
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<td>Military and programmer</td>
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<td>Field trips and projects</td>
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<td>relevant topics</td>
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<td>Doctor</td>
<td>Asian</td>
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