



Maine Department of Education

# Culturally Responsive Pedagogy in the Classroom-Activating Critical Consciousness with Current Events

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# Today's Session

## Key Takeaways

- Understand how culturally responsive practices engage and empower students to activate their critical consciousness through the learning process.
- Strategies in applying a CR lens to planning and curating content for your classroom.

How do culturally responsive practices engage students and activate critical consciousness in the classroom?

# Intrinsic Motivation Framework



Engagement

Motivation

Emotions

Culture

- **Engagement** is a result of **motivation** which is heavily influenced by our **emotions**.
- In turn, our emotions are impacted by our **cultural identity**.

# CRT

## **Culturally responsive teaching:**

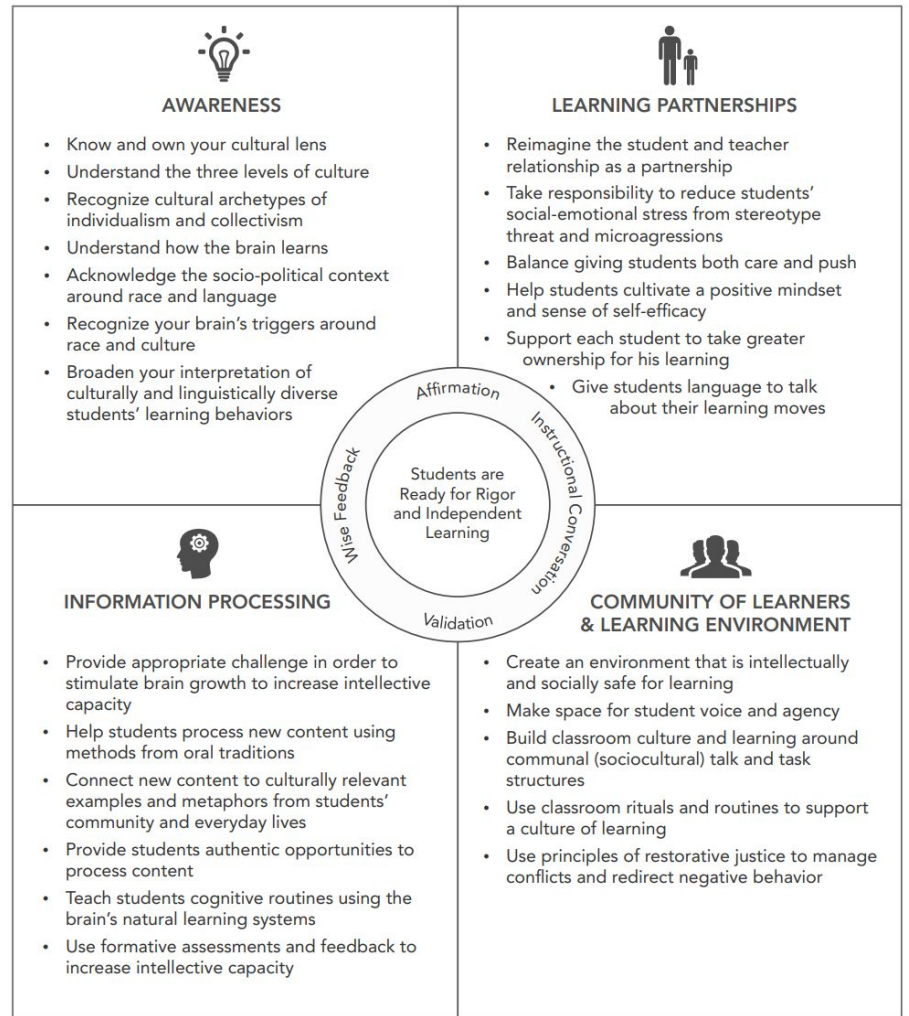
“An educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing...the educator understands the importance of being in a relationship and having social-emotional connection to the students in order to create a safe space for learning.”

-Zaretta Hammond, *Culturally Responsive Teaching and the Brain* (2015)



## Ready for Rigor Framework (2013)

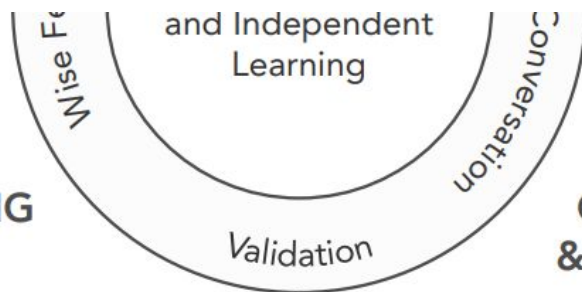
- Today, focus on how to channel “Information Processing” and “Community of Learners and Learning Environment” in planning.





## INFORMATION PROCESSING

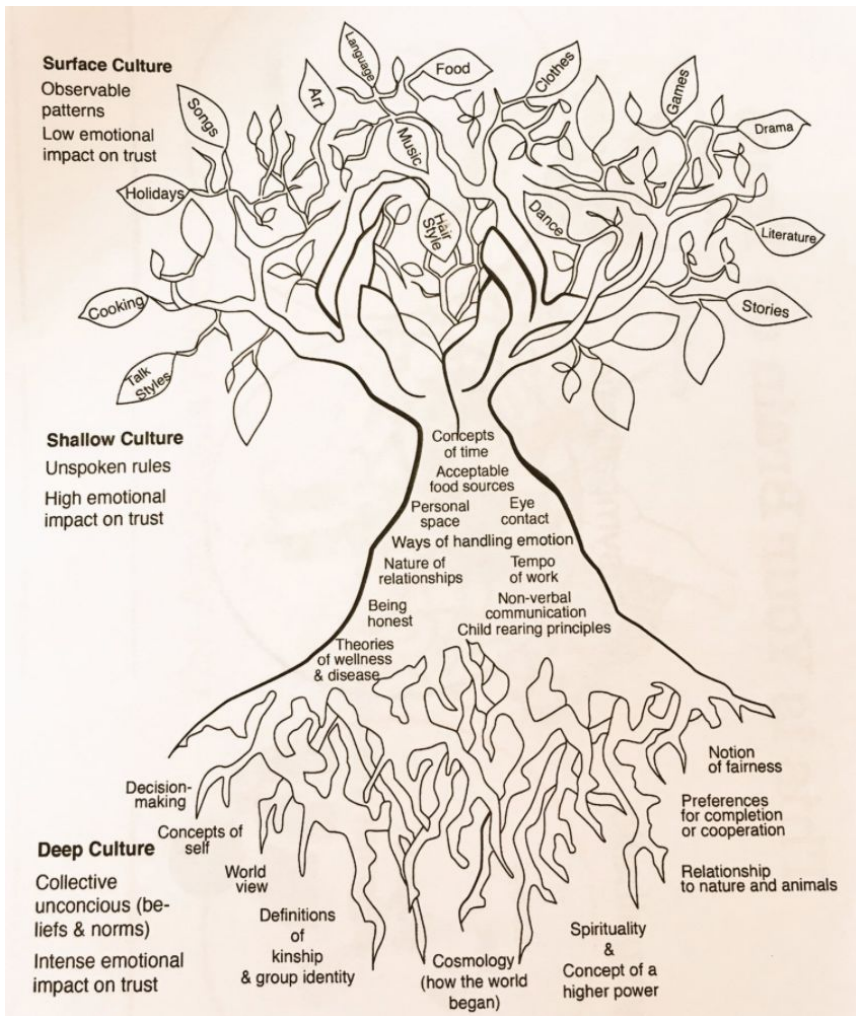
- Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems
- Use formative assessments and feedback to increase intellectual capacity



## COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative behavior





## Deep Culture:

Collective, unconscious [beliefs and norms] intense and emotional impacts on trust.

- Decision-making
- Concept of Self
- Worldview
- Definitions of Kinship
- Notions of Fairness
- Competition vs. Cooperation
- Relationship to nature and animals
- Spirituality and concept of a higher power
- Cosmology

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

– Paulo Freire, *Pedagogy of the Oppressed* (1975)

“...a **critical consciousness framework** that consists of the ability to **analyze, navigate, and challenge** the **oppressive social forces** **shaping one’s life and community... recognizing** the causes and consequences of inequality... the obstacles that oppression places in one’s path and **identifying** ways to circumvent those obstacles...**challenging** oppressive social forces is defined similarly to critical action (Diemer et al., 2015) in that it entails **engaging** in the collection social action necessary to overturn existing **systems** of oppression.

# Curating Current Events & Planning with a CRT Mindset to Activate Critical Consciousness

About This Strategy

Implementation Steps

Cultivating Critical Consciousness in Distance Learning

Related Strategies

# Cultivating Critical Consciousness by Exploring and Reflecting on a Lesson or Unit

Prior to developing a lesson or unit, reflect using questions that support drafting culturally responsive & culturally relevant instruction


 [Add to Favorites](#)

## About This Strategy

The purpose of this strategy is to coach educators through the process of examining and rewriting lessons or units that promote authentic student representation, increase student engagement, and incorporate multiple perspectives through the lens of racial, cultural, gender, physical, and learning differences. Teachers will use an action plan to guide the process in constructing lessons and units.

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STRATEGY AUTHORS



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[Planning Units/Lessons  
with CRT & Critical  
Consciousness in Mind:  
Questions to Ask](#)

**Let's apply some of what we tapped into today.**

- 1.** Go to [newsela.com](https://newsela.com) and create your **free account**
- 2.** Discover the content and collaboration that will help you to build meaningful learning experiences through CRT practices.
  - a.** [Link to a sample text set and lesson plan here.](#)
  - b.** How might you need to adapt the content and questioning for different grade bands?
- 3.** Share with your colleagues to create a space where you can reflect as practitioners for the betterment of your students!

## Additional Resources

- [The Anatomy of a Newsela Text](#)
- [Newsela Video 1: Discover Newsela's Free Content for your design!](#)  
[5 minutes]
- [Newsela Video 2: Leveraging Text Sets to Support Cross-Disciplinary Curation](#) [<3 minutes]



# 4 A's Protocol

- What assumptions does the author of the text hold?
- What do you agree with in the text?
- What do you want to argue with in the text?
- What parts of the text do you aspire to?

[Source: 4 A's Protocol Full Description of Approach](#)



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Thank You.