

# Using Text Sets to Incorporate Social Justice and Globalization in the Literacy Classroom

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# Why Social Justice Now?

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The current focus on standardization and accountability is producing a generation of students who are very good at looking for right answers and understanding a text based on an authority's opinion, but very deficient in forming their own opinions and interpretations (McDaniel, 2004).

Do you agree or disagree?

# We need students and teachers who....

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- Solve difficult problems
- Think critically
- View themselves as agents of change
- Process issues both collectively and independently
- Become justice oriented (Morrell, 2010)

# 3 Different Approaches to Teach Citizenship

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- 1. Personally Responsible Citizen: contributes to the cause (e.g. contributes food to a food drive)
  - 2. Participatory Citizen: actively participate in the cause (e.g. organizes a food drive)
  - 3. Justice Oriented Citizen: question, debate, and work to change systems that reproduce patterns of injustice (e.g. explore why people are hungry in the first place and address the root of the issue)
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- With a partner jot down an example.

# Students need classrooms that....

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- Feel safe
- Create opportunities where students can take a justice oriented stance
- Encourage a variety of opinions
- Open up space for dialogue
- Refigure boundaries
- “Make the familiar strange and the given problematic” (Giroux, 1992, p. 9)

# Today we will present strategies that...

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- Allow teachers to experience an evolutionary, democratic learning community
- Build content knowledge in literacy while simultaneously encouraging teachers to teach with an awareness of social justice
- Create opportunities to consider local, national, and global issues

# Strategy 1: Book Pass

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- *Strategy Purpose:* Allow students to consider their own views on text, listen actively to the views of others, and to take note of the variety of perspectives that may result from a single text.

# Strategy Implementation

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- 1. Compile several text sets.
- 2. Divide students into groups of 4-6, giving each group 1 text set.
- 3. Each student examines a single text from the text set, read for 3-5 minutes, and make notes on the book pass form.
- 4. Students pass their individual text to their left and repeat the process until everyone in the group has read the same texts.
- 5. Students discuss their observations about each text with their group, noticing differences and similarities in their noticings.

Now Let's Try It...

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# What was (potentially) achieved?

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- In what ways was the familiar made strange (Giroux, 1992, p. 9)?
- What approach was used (personally responsible, participatory, justice oriented)?
- How could this activity be extended?

# Strategy: Book Clubs

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- Strategy Purpose: Allow students to delve deeper into discussion and understanding of social justice issues.

# Strategy Implementation

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- 1. Select several books that may deal with globalization, social justice, or diversity.
- 2. Engage in a book talk about each book, and allow students to vote on their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choice.
- 3. Organize students into groups of 4 or 5 based on their top book picks.
- 4. Create a packet for students to keep track of their thoughts and observations.
- 5. Students spend time discussing relevant issues that arise during discussion.
- 6. Students complete a final book project about the book's themes or social justice issues (e.g. photo voice after reading *The Recess Queen*)

# Strategy: Advocating for Change

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- Strategy Purpose: Encourages students to move from a localized perspective to a more global perspective as they consider social justice issues.

# Strategy Implementation

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- 1. Students look back at a familiar text set and consider the social justice theme presented.
- 2. Students chart ways to be: 1) a personally responsible citizen 2) a participatory citizen 3) a justice oriented citizen
- 3. Students share the citizenship stance that they chose to address the issue.

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# Questions

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Thank you!

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