

Reflecting on Ability In My Life

Describe when and how you first recognized differences in ability. It could have been in a positive, negative or neutral way.

Did you feel threatened, minoritized or privileged in this moment? Why?

What's the most important image, encounter you've recently had regarding ability

Did you feel threatened, minoritized or privileged in this moment? Why?

Ability Reflection Graphic Organizer

<p>Family Does anyone else in your family have challenges with ability? How does the adults in your life respond to differences in ability?</p>	<p>Before starting school What messages did you receive about ability of yourself and others?</p>	<p>During Elementary School How did students respond to you or students with disabilities?</p>	<p>In Middle School Did the treatment of students with disabilities change in middle school? How did your challenges with ability impact you in middle school?</p>
<p>What content that we learned is related to these different experiences in the three stages?</p>			

Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Class In My Life			
Describe when and how you first recognized your socioeconomic class. It could have been in a positive, negative or neutral way.			
What's the most important image, encounter you've recently had regarding your class.	Did you feel threatened, minoritized or privileged in this moment? Why?		
Briefly describe how you felt about being a member of your socioeconomic class in different aspects and stages of your life.	Before starting school	During Elementary School	In Middle School

Socioeconomic Class Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			
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<h2>Intersectionality</h2>			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Gender Roles In My Life

Describe when and how you first recognized your gender as part of your identity. It could have been in a positive, negative or neutral way.			
What's the most important image, encounter you've recently had regarding your gender role?	Did you feel threatened, minoritized or privileged in this moment? Why?		
Briefly describe how you felt about being a member of your gender group (s) in different aspects and stages of your life.	Before starting school	During Elementary School	In Middle School

Gender Roles Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			
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Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Race In My Life

Describe when and how you first recognized race. It could have been in a positive, negative or neutral way.

Did you feel threatened, minoritized or privileged in this moment? Why?

What's the most important image, encounter you've recently had regarding race.

Did you feel threatened, minoritized or privileged in this moment? Why?

Family

- Are your parents the same race? Are your brothers and sisters? What about your extended family-uncles, aunts, etc.?
- Where did your parents grow up? What exposure did they have to racial groups other than their own?
- What ideas did they grow up with, regarding race relations?
- What messages do you recall getting from your parents about race?
- What messages did you get from others about race when you were little?

<p style="text-align: center;">Your Neighborhood</p> <p>What is the racial makeup of the neighborhood you grew up in?</p>	<p style="text-align: center;">During Elementary School</p> <p>What was the racial, makeup of the students in your elementary school? Of its teachers?</p> <p>What races were represented in your circle of friends?</p> <p>What experienced have you had with race as an elementary schooler?</p>	<p style="text-align: center;">In Middle School</p> <p>What is the racial makeup of this school?</p> <p>What is the makeup of your circle(s) of friends here?</p> <p>What experiences have you had with race as a middle schooler?</p>

Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Religion Reflection Graphic Organizer

Reflecting on Religion In My Life			
Describe when and how you first recognized your religion. It could have been in a positive, negative or neutral way.			
What's the most important image, encounter you've recently had regarding religion?		Did you feel threatened, minoritized or privileged in this moment? Why?	
<p>Family/Community Do you have a community with people of the same faith? Where do you go to worship?</p>	<p>Before starting school What did you learn about religion before you entered school?</p>	<p>During Elementary School Did you see your religion reflected in your school? Were your classmates of the same faith? Did the holidays and celebrations reflect your faith?</p>	<p>In Middle School How did religion impact you in middle school? Did your belief become stronger as you became older? Why? How did your peers feel about your religion and beliefs?</p>

Religion Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			

Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Sexual Orientation In My Life

Describe when and how you first recognized your sexual orientation.

What's the most important image, encounter you've recently had regarding your sexual orientation.

Did you feel threatened, minoritized or privileged in this moment? Why?

Family

Before starting school

During Elementary School

In Middle School

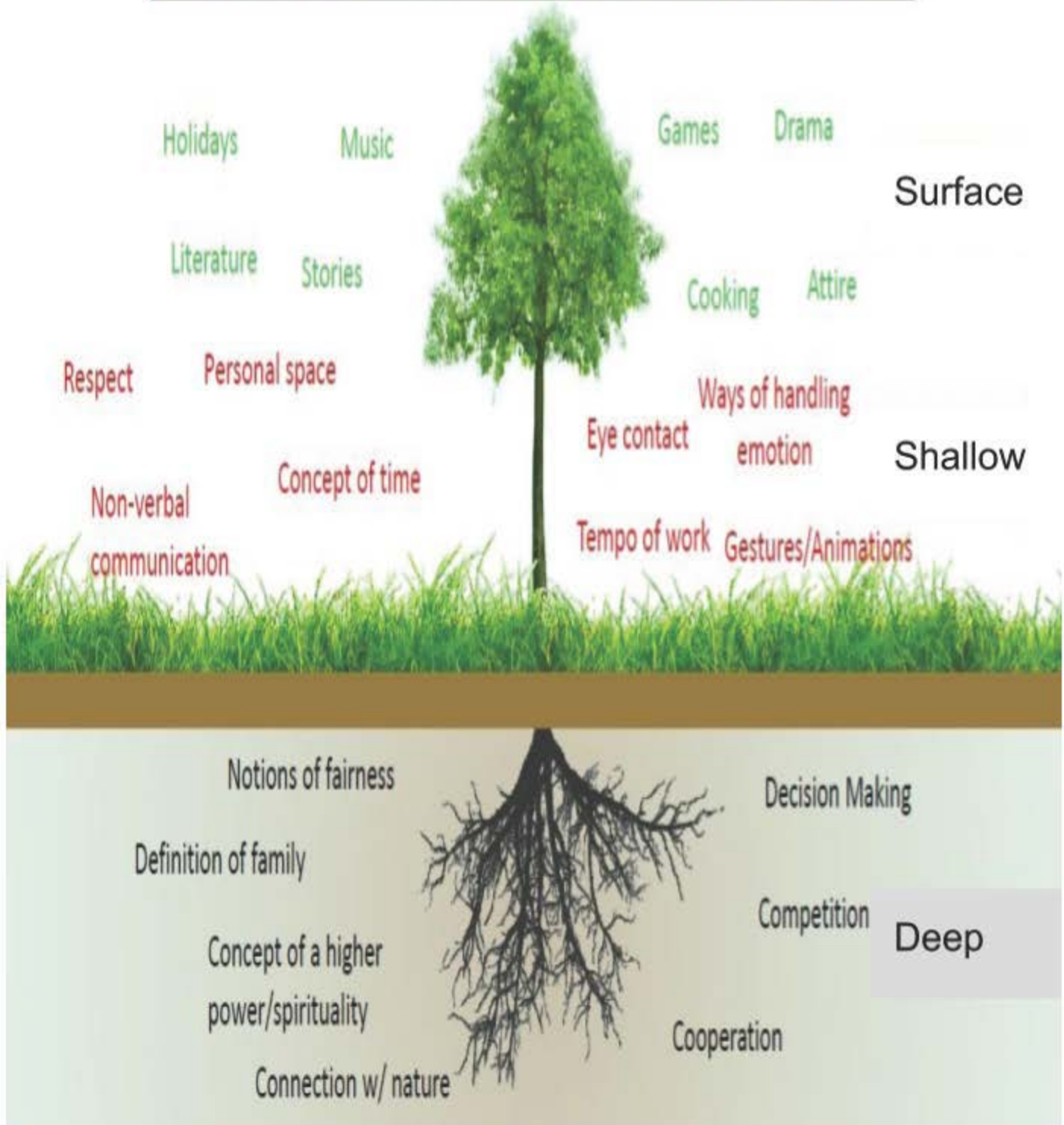
Sexual Orientation Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			
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Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

The Culture Tree

Our Cultural Frames of Reference



Capture Sheet Part 1: 3 Levels of Culture Assignment

Common Task: Student Culture Tree Graphic Organizer

Obtained via MIPA by Judicial Watch, Inc.

Write a paragraph for each level that will begin to help you define your own, personal culture. Guiding questions are provided to prompt thinking. You do not need to answer them all. Pick one or two guiding questions for each level.

Surface Culture: This level, **the leaves**, is made up of observable and concrete elements of culture such as food, dress, music, games, literature, stories, and holiday.

Guiding Questions:

- ★ How did your family identify ethnically or racially?
- ★ Where did you live - urban, suburban, or rural community?
- ★ What is the story of your family in America? Has your family been here for generations, a few decades or just a few years?
- ★ Were you the first in your family to attend college? If not, who did - your parents, grandparents, or great-grandparents?
- ★ What are some of your family traditions - holidays, foods, or rituals?
- ★ How would you describe your family's economic status - middle class, upper class, working class, or low income? What does that mean in terms of quality of life?
- ★ What family folklore or stories did you regularly hear growing up?
- ★ Who were the heroes celebrated in your family and/or community? Why? Who were the antiheroes? Who were the "bad guys"?

Write your paragraph here:

Shallow Culture: This level, **the trunk**, is made up of the unspoken rules around everyday social interactions and norms, such as respect, courtesy, attitudes toward elders, concepts of time, personal space, nonverbal communication, eye contact, ways of handling emotion, and gestures/animations.

Guiding Questions:

- ★ What metaphors, analogies, parables, or “witty” sayings do you remember hearing from parents, grandparents, aunts, and uncles?
- ★ What did your parents, neighbors, and other authority figures tell you respect looked like?
- ★ What physical, social, or cultural attributes were praised in your community? Which ones were you taught to avoid?
- ★ What got you shunned or shamed in your family?
- ★ What family stories are regularly told or referenced? What message do they communicate about core values?
- ★ How were you trained to respond to different emotional displays - crying, anger, and happiness?
- ★ How were you expected to interact with authority figures? Was authority of teachers and other elders assumed or did it have to be earned?
- ★ Were you allowed to question, or talk back to, adults? Was it okay to call adults by their first name?

Write your paragraph here:

Obtained via MPAA by Judicial Watch, Inc.

Deep Culture: This level, **the roots**, is made up of tacit knowledge and unconscious assumptions that govern our worldview, such as notions of fairness, definition of family, spirituality, competition, cooperation, decision making, and connection with nature

Guiding Questions:

- ★ What shapes your world view about teaching?
- ★ What messages did you get about intelligence? Did you grow up believing it was set at birth? Did you believe it was genetic?
- ★ Did you believe some groups were smarter than others?
- ★ What messages did you get about why other racial or ethnic groups succeeded or not?
- ★ What did you learn about “doing school”? Was it a place where your culture was comfortable?

Capture Sheet Part 2: Connecting with Your Culture

What do you want your teachers to know about your culture. What types of simple everyday interactions would make you feel welcome and valued in this class? What does your teacher need to know about you and your culture?

Brainstorm your list here.

Capture Sheet Part 3: Defining Culturally Responsive Teaching

Write in your own words what Culturally Responsive Teaching is based on today's learning.

What is Culturally Responsive Teaching?

Culturally Responsive Teachers: A Culturally Responsive Teacher is an teacher who recognizes her students' cultural responds positively to student of all cultures, and can relate to students who are different from them.

What should a culturally responsive teacher do for her students to create a safe and welcoming environments so all students can learn?