

Mount St. Mary's College

Center for Cultural Fluency and Education Department present:



**Critical
Teaching**
in Action

The Arts and Social Justice

**Bringing educators and youth together to
share innovative social justice curricula**

Conference Program

Conference Program



Agenda

- 8:00 – 9:00 am Continental breakfast / Registration**
(patio – Rose Hills Auditorium)
- 9:00 – 10:30 am Welcome – Dr. Julie Feldman-Abe,**
Director, Center for Cultural Fluency;
Dr. Eleanor Siebert,
Provost, Mount St. Mary's College
2010 Cultural Fluency Award presented to youTHink
Keynote Speaker: Ariel Luckey
(Rose Hills Auditorium)
- 10:45 – 12:00 pm Workshop Break-out Sessions**
(Building 4 classrooms)
- 12:00 – 1:00 pm Lunch** *(Donohue Center)*
and Fireside Chat with Ariel Luckey
(Wigwam Building)
- 1:15-2:30 pm Workshop Break-out Sessions**
(Building 4 classrooms)
- 2:45 – 4:30 pm Greetings: Dr. Linda Moody,**
Graduate Dean, Mount St. Mary's College
Dr. Shelly Tochluk,
Chair, Education Department, Mount St. Mary's College
Closing Performance: Freeland, with Ariel Luckey
Conference Close – Dr. Julie Feldman-Abe
(Rose Hills Auditorium)

Agenda

2010 Cultural Fluency Award presented to youTHink



Presented by **Dr. Julie Feldman-Abe**, Director, Center for Cultural Fluency, Director Elementary Teacher Preparation, Mount St. Mary's College

The Center for Cultural Fluency Award recognizes cross-cultural leadership in Los Angeles. This year we honor **youTHink** for their outstanding work educating teachers and students in Los Angeles on arts and social justice. **youTHink** is an innovative education program of the **Zimmer Children's Museum**. **youTHink** uses the power of art to foster critical thinking, engage diverse learners, promote literacy and serve as a tool for social change. **youTHink's** School Services provide art/education lessons in Los Angeles area public schools along with professional development opportunities for teachers. Youth Services provide meaningful art, leadership and community involvement opportunities for middle and high school youth beyond the classroom. www.youthink.org

Keynote Speaker



Ariel Luckey is a hip hop theater artist whose community and performance work dances in the cross-roads of education, art and activism. Articulate, insightful and passionate, Ariel seamlessly weaves storytelling, spoken word poetry, dance, acting, and hip hop music in compelling narratives of personal and political transformation. Ariel's lyrical language and political vision have inspired and transformed audiences from the streets of Seattle's WTO demonstration to Café Cantante in Havana, Cuba to the Nuyorican Poets Cafe in New York City. He has been a featured artist at the North Bay Hip Hop Theater Festival, La Peña Cultural Center's Hecho en Califas Festival, the White Privilege Conference, and the Intersection for the Arts' Hybrid Project and has performed at theaters, conferences, community centers and classrooms across the country. www.arielluckey.org

He will be performing his show: Freeland for the Conference close

Freeland

Ariel Luckey, Performer; Ryan Luckey, D.J.

Freeland is a dynamic hip hop theater solo show written and performed by conference keynote speaker **Ariel Luckey**, directed by **Margo Hall** and scored by **Ryan Luckey**. The show follows a young white man's search for his roots as it takes him from the streets of Oakland to the prairies of Wyoming on an unforgettable journey into the heart of American history. During an interview with his grandfather he learns that their beloved family ranch was actually a Homestead, a free land grant from the government. Haunted by the past, he's compelled to dig deeper into the history of the land, only to come face to face with the legacy of theft and genocide in the Wild Wild West. Caught between the romantic cowboy tales of his childhood and the devastating reality of what he learns, he grapples with the contradictions in his own life and the possibility for justice and reconciliation. Freeland weaves spoken word poetry, acting, dance and hip hop music into a compelling performance that challenges us to take an unflinching look at the truth buried in the land beneath our feet.

www.freelandproject.com



This conference performance is co-sponsored by community partners:
AWARE-LA, Youth Mentoring Connection, and the ShadeTree Multicultural Foundation

Keynote Speaker

Morning Workshop Descriptions

10:45 am – 12:00 pm Workshops

(Building 4 classrooms)

Quilting: Chilean Women's Protest Art: Learning History, Expression & Social Justice via Art (7-12)

Poetry and Art can be used as an entry point for learning history—as modeled in this session with Women's Protest Art in Pinochet's Chile. We will use primary sources, poetry, and the quilts known as Arpilleras to launch an exploration of seeking justice under a dictatorship. The strategies can be replicated for other historical content, and the primary resource to be used (*Stitching Truth*, from **Facing History & Ourselves**) is available in Spanish as well as English. www.facing.org

Mary Hendra After 8 years teaching at LA-area public schools, Mary Hendra works with teachers throughout the LA region to engage students in reflective learning through the use of *Facing History & Ourselves* resources and strategies.

Advocacy for Human Rights Through Filmmaking (K-Higher Ed.)

This workshop will demonstrate how to create a short documentary, which can be applied to any topic. We will talk about storyboarding for the documentary, setting up a film shoot, and then filming it. Topic focus will be advocating for human rights through filmmaking. The goal is to demonstrate how filmmaking can be used to actively engage students on virtually any topic in the classroom.

Dr. Pam Haldeman, Professor of Sociology, Director of Film & Social Justice Program, Mount St. Mary's College
Charles Bunce, M.A. Instructor of Film & Social Justice, Mount St. Mary's College

Putting Technology & Media into Action as Critical Teaching (K-Higher Ed.)

The presenters will begin by demonstrating examples of student created media from different public school classrooms within a frame of critical media literacy. Then the presenters will guide the audience members through the process of creating an original

multimedia project. This workshop will involve the participants in the process of collecting data with their cell phones, digital cameras, and colored pencils. The audience members will then assemble their representations into a digital multimedia presentation with images and sound. This will be a fast moving workshop that will conclude with an original piece of media created by the collaborative work of all the participants.

Jeff Share is a Faculty Advisor in the Teacher Education Program at UCLA and his research focuses on theoretical frameworks and practical applications for teaching critical media literacy in inner-city classrooms.

Daye Rogers is an independent filmmaker, researcher and technologist with a focus on integrating technology and storytelling not only in the classroom, but to marginalized peoples at large.

Antero Garcia is an English Teacher at Manual Arts High School focused on integrating new media into the curriculum and an Urban Schooling doctoral student at UCLA.

Robert Barker is an English and Social Studies teacher at John Liechty Middle School in LAUSD.



Detail of quilt as protest art

Doll Making: A Telling of a Story (K-Higher Ed.)

A participatory introduction, including discussion of the function of persona dolls, followed by an opportunity to work with affordable materials to create an original doll with its own story...I began assigning persona dolls in my teacher preparation courses as a way to encourage teachers to develop a character that they could use in their classroom settings. What I discovered was quite unexpected. The adults, more often than not, found the making and telling of the doll's story a deep and profound experience in the development of personal voice. Persona dolls can provide a valuable resource for learning, exploration of identity, culture and "tender topics". www.artaidsart.org

Dorothy Yumi Garcia, MA, co-founder and Art & Education Director of Art Aids Art, has 30 years of teaching, arts education and teacher training experience in public and private K-12 and graduate programs.

Using Process Drama to Explore Social Issues (4-Higher Ed.)

This workshop focuses on using process drama (in which participants play roles to develop solutions to a common problem through perspective taking and improvisation) to explore social issues in the classroom. As an example, participants will consider the experiences of English language learners and the creation of a school language policy by taking the perspectives of different stake holders (students, teachers, parents, staff, administration, district personnel and community members). The participants will explore the question, "Should our school be English only?" We will discuss various applications of the technique with different student populations.

Sharon Chappell is Assistant Professor of Elementary and Bilingual Education at CSU Fullerton; her research focuses on young people's art making on social justice issues, as well as arts-based research on language minority youth in schooling.

Drew Chappell teaches in the department of theatre and dance at CSU Fullerton; his research and creative projects analyze the spaces in which children's and adults' interests and experiences intersect.

Developing a Democratic Action Plan for Art/Social Justice at Your School (K-Higher Ed.)

Participants will complete a critical analysis of their work/school sites and then follow a six (6) step plan to develop a Democratic Action Plan that can be used to negotiate for art or other area of interest at their school site. Teachers will have analyzed their schools/classrooms from a critical perspective to focus on what is relevant to improve instruction for their students. Participants who are not teachers will be coached to analyze from the perspective of parents, students, and teachers to gain support for school programs.

Dr. Hough-Everage is an Associate Professor of Education at the Victor Valley Campus of Brandman University and has worked for the university for nine years.

Visual Scanning: Meaningful Connections for Diverse Learners (K-Higher Ed.)

To address arts education disparities, the focus of this presentation is aesthetic scanning. Aesthetic scanning is a structured viewing experience designed to engage learners, promote critical thinking, and increase perceptual abilities. Sometimes called visual scanning or visual thinking, aesthetic scanning can be implemented in a variety of K-12 and higher education settings. For example, art prints can inspire first-person narratives.

Advertisements and artwork offer opportunities for comparison of key historical events, and photographs prompt inquiry and understanding of community. In every case, learners use perceptual and critical thinking skills to engage in rich discourse about what they see and understand.

Maureen Reilly Lorimer is Assistant Professor in the School of Education at California Lutheran University. She engages in research and teaches courses designed to promote the arts in varied educational contexts, social justice and equity in every classroom, and powerful educational experiences for all learners.



Photo courtesy of youTHink

Using Art to Explore What it Means to Be a Social Justice Educator (4- 12)

What does it mean to be a social justice educator? Through this interactive session, participants will explore brief selections of text from scholars including bell hooks, William Ayers, and Sonia Nieto addressing this question. Using a process-oriented art activity and small group discussion, participants will have an opportunity to reflect on the question, and share their ideas and perspectives, working to achieve common ground.

Melinda Mann Rivera is a former elementary school teacher with a background in arts, social justice, and change making. She currently works at youTHink, facilitating social justice art projects with students and organizing meaningful, integrated professional development with educators and the youTHink Teacher Network.
www.youthink.org



Afternoon Workshop Descriptions

1:15-2:30 pm Workshops

(Building 4 classrooms)

Storytelling as Survival: The Women of El Mozote (6-Higher Ed.)

Poet and novelist Marcos Villatoro is now at work on making a movie called "Tamale Road," about his family in El Salvador. Along the way he made friends with 5 women who survived the largest massacre in late 20th century American history — the 2-night killing of 1700 people in a village called El Mozote. Villatoro made a short film about these women, which he will show in his workshop.

After watching the 35 minute short, Marcos will facilitate a discussion with the audience about storytelling — how our stories make us whole, especially those of us who have survived certain horrors. He will share how he uses storytelling — both his own and that of his students—in the classroom. Writing is essential to his methodology: students write essays, short stories and poetry to learn how art can help in one's own development.

This will be a lively discussion in which teachers are invited to tell their own accounts of how storytelling in the classroom can lead to a more wholistic education.

Emmy Award-winning Marcos M. Villatoro is the author of 8 books that have been translated worldwide, including 5 novels, 2 collections of poetry and a memoir. He writes for National Public Radio, KCET TV (PBS) and holds the Fletcher Jones Endowed Chair of Writing at Mount St. Mary's College. www.marcosvillatoro.net

Creative Dance and Music as Entry Points for Creating a Safe Engaging Space for Students (K-12)

The arts have the potential to provide opportunities for authentic empowerment for our students but also have the potential to become one more area where they feel disengaged and disempowered. This session will explore the role that "emotional scaf-

olding" plays in the arts being a positive force in the classroom. It will provide opportunities to explore our "languaging" and how it affects students' ability to find their creative voices, and will make transparent simple, accessible tools for bringing movement and music into the classroom, even for those without a background in these art forms.

Jan Kirsch is the Director of Professional Development at Inner-City Arts, an art center in the Skid Row area of L.A. that brings arts engagement to 8,000 students and 1,000 teachers each year. In her 25+ years in the arts in education field (17 at Inner-City Arts), Jan has been working passionately to bring the possibilities of creative expression to children, youth and community. www.inner-cityarts.org



Student at Inner-City Arts

Photo Story Telling: Using Photography to tell stories (K- 12)

The workshop will give participants basic information about the history of photography and camera operations as well as how to photographically tell stories with their work. The discussion will give ideas to teachers on how to get more involved with their students and learn about their lives. The workshop will highlight the work of community members who have told their stories through photography.

Mia Jamie Watson is a professional photographer and uses her camera to tell stories.

Recycled Materials: The Innovative Child (Pre-K- 5)

Dwindling natural resources and public schools that fail to retain students are front-page news stories. The Innovative Child session will arm teachers with knowledge about integrating cast-off materials in their classroom for hands-on learning. We aim to help teachers address these problems through a workshop to inspire a shift in teachers' and parents' thinking about children as innova-

tors and critical thinkers. Project-based learning rich in hands-on experiences and thought-provoking activities fosters the development of a young student's ability to think creatively and connect with subject matter.

Sylvia Gentile uses recycled materials as a resource to promote critical thinking in her classroom at UCLA Lab School and has been involved with the UCLA Lab School Critical Thinking Institute. **MaryBeth Trautwein** is the Director of the re-Discover Center and uses arts-integrated curriculum to promote environmental awareness and critical thinking. www.rediscovercenter.org

that can be used in K-12 classrooms, as well as pre-service and in service classrooms. Through a critical approach to teaching and learning, these activities promote arts integration in the curriculum as a vehicle to transform, and empower students and their communities in order to promote social change, civic involvement, and social action.

Luz Chung is on the faculty of the Education Studies Program at the University of California, San Diego, where she lectures on equity and diversity issues.

Micrography: Giving Voice to Individuals through Art (6-12)

Overview of Micrographics and how students can use it to express their thoughts and feelings on social justice. Micrographics is the scribal practice of employing minuscule script to create abstract shapes or figurative designs. A traditional Jewish art — but does not have to be about religion.

Anne Marie D'Agostino is a veteran Art Teacher and artist who makes art accessible to all with easy and fun.

Mary Hendra After 8 years teaching at LA-area public schools, Mary Hendra works with teachers throughout the LA region to engage students in reflective learning through the use of **Facing History & Ourselves** resources and strategies. www.facing.org

Demystifying Heroes: Media Literacy & Visual Arts in the Classroom (K- Higher Ed.)

The purpose of this workshop is to engage educators in conversations about using art-based activities to promote critical dialogue about issues of social justice, through a multicultural transformative lens. This will be an interactive workshop that will lead participants through a series of art-based activities



Student at Inner-City Arts

Using Theater to Teach Character Education (6-Higher Ed.)

Many Middle Schools use various character education curricula which focus on virtues such as trustworthiness, respect, responsibility, fairness, caring, and citizenship along with making ethical and effective decisions. Students may understand what character education means but they need a safe environment to try out these suggested behaviors. In this workshop participants will have an opportunity to experience "Rehearsing for Real Life" exercises that apply to character education issues. In addition, participants will work with some of Augusto Boal's Image and Forum Theater exercises as applied to character education. Dr. Engdahl will also share his basal theater exercises and, as a group the participants will generate a list of theater exercises they use in the classroom. **Dr. Eric Engdahl** In addition to teaching at CSU East Bay is the Director of Art & Public Education at the East Bay Center for the Performing Arts in Richmond. He has been an Arts Anchor Artist in the Schools for Alameda County's Art Is Education program and has led classes and professional development workshops at and for all grade levels. www.eastbaycenter.org

Conference at a Glance

8:00 – 9:00 am	Continental breakfast/Registration (patio-Rose Hills Auditorium)							
9:00 – 10:30 am	Welcome/ 2010 Cultural Fluency Award/Keynote Speaker: Ariel Luckey (Rose Hills Auditorium)							
10:45-12:00 pm	Quilting: Chilean Women's Protest Art: Learning History, Expression & Social Justice via Art Room 117	Advocacy for Human Rights Through Filmmaking Room 212	Putting Technology & Media into Action as Critical Teaching Room 214	Doll Making: A Telling of a Story Room 119	Using Process Drama to Explore Social Issues Room 216	Using Art to Explore What it Means to Be a Social Justice Educator Room 114	Developing a Democratic Action Plan for Art/ Social Justice at Your School Room 207	Visual Scanning: Meaningful Connections for Diverse Learners Room 110
12:00-1:00 pm	Lunch and dialogue (Donohue Center) Fireside Chat with Ariel Luckey (Wigwame Building)							
1:15 – 2:30	Storytelling as Survival: The Women of El Mozote Room 114	Creative Dance and Music as Entry Points for Creating a Safe Engaging Space for Students Room 216	Photo Story Telling: Using Photography to tell stories Room 212	Recycled Materials: The Innovative Child Room 119	Micrography: Giving Voice to Individuals through Art Room 117	Demystifying Heroes: Media Literacy & Visual Arts in the Classroom Room 214	Using Theater to Teach Character Education Room 110	
2:45 – 4:30 pm	Greetings/ Freeland performance/ Conference Close (Rose Hills Auditorium)							



Critical Teaching in Action, March 13, 2010



Mount St. Mary's College
Doheny Campus,
10 Chester Place,
Los Angeles, CA 90007
www.msmc.la.edu

Mount St. Mary's College Education Department:

Located on the Doheny campus in the heart of central Los Angeles, the Mount St. Mary's College Education department maintains strong links to local schools. The education faculty are committed to social justice, inclusiveness, and leadership. We offer Level 1 and level 2 Credential and Masters programs in elementary, secondary and special education: mild/moderate disabilities, as well as a new Masters in Instructional Leadership for experienced teachers.
www.msmc.la.edu

Center for Cultural Fluency

The Center for Cultural Fluency was created by the Education department to provide classroom resources and professional development opportunities for teachers about issues of cultural diversity. Our library of multicultural materials is searchable online at:
www.culturalfluency.org

Critical Teaching in Action committee: Julie Feldman-Abe, Kelli Agner, Carol Johnston, Nancy Pine, Shelly Tochluk, Sylvia Bagley, Kimmie Tang

Center for Cultural Fluency Advisory Committee: Kelli Agner, Sylvia Bagley, Jody Baral, Carol Johnston, Montserrat Ranguan, Lia Roberts, Nancy Pine, Shelly Tochluk, Kimmie Tang,

Logo/ Graphic Design: Mauricio Feldman-Abe

Special Thanks to: Mount St. Mary's College (MSMC) President Dr. Jacqueline Powers Doud; Program Enhancement Grant (PEG) committee and Dr. Eleanor Siebert, Provost MSMC; MSMC Art Department Chair, Dr. Jody Baral; MSMC Film and Social Justice Program: Dr. Pam Haldeman for their support of this conference; Center for Cultural Fluency (CCF) Graduate Intern: Tina Damaryan; CCF Student Worker: Jeanette Vasquez; Rose Foskarino and Jill Verceles, Jackie Fisher, Jeanine Savedra, Robin Gordon, Pat Disterhoft, and Sister Kieran Vaughan of the Education Department; And, of course, Bernadette Robert, Maria Lyons, Lisa Melou, Cynthia Velasquez, Paul Trautwein and Jose Espinoza for their ongoing support of the conference!