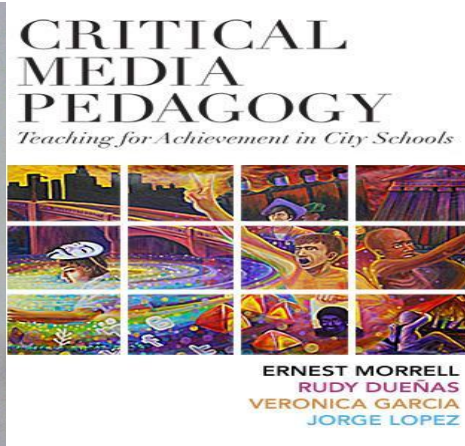
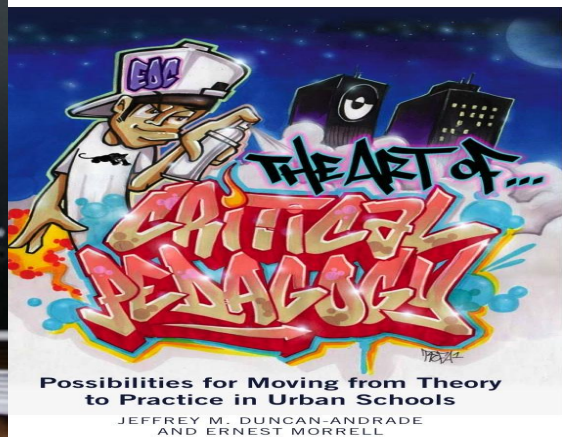


# Critical Catholic Pedagogy for Today's Urban Catholic Schools

The Art, Science and Gospel of Powerful Teaching



# Ernest Morrell

emorrel1@nd.edu



- Coyle Professor of Literacy Education at Notre Dame
- Professor of English at University of Notre Dame
- **Director of ND Center for Literacy Education**
- Alliance for Catholic Education
- Parent of three children attending Catholic Schools
- Past president of the National Council of Teachers of English
- 25 years in Literacy Education



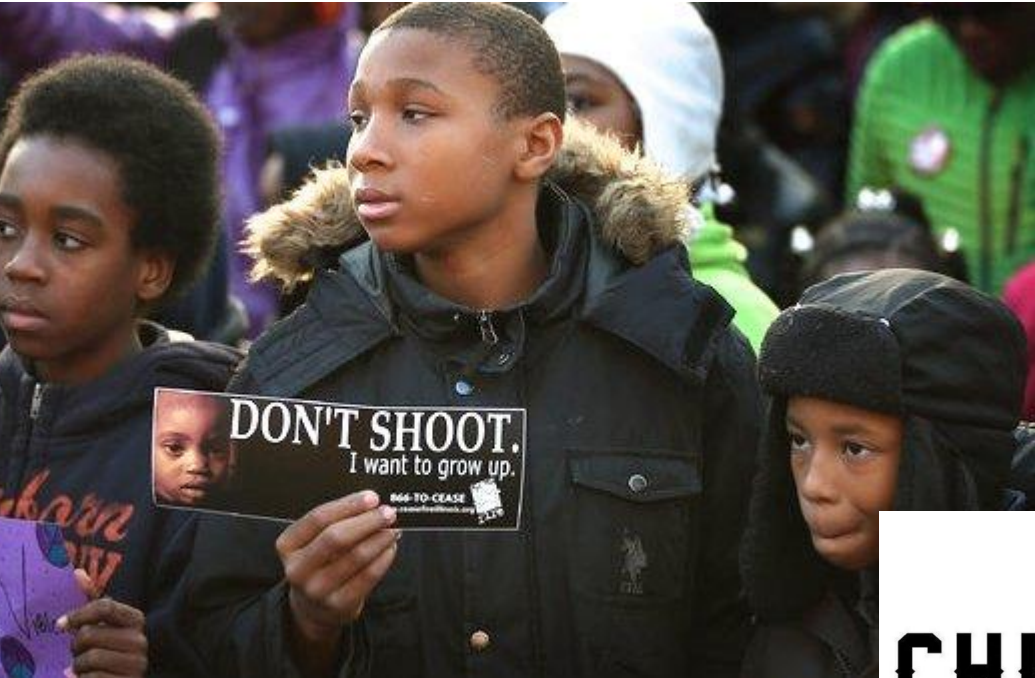
# Notre Dame Center for Literacy Education



- Leadership in Literacy Research
- Ongoing work in Urban (Arch) Diocesan Literacy Education
- Advocacy for Family Community-School Literacy Connections
- Formation of preservice and practicing teachers in Catholic Schools
- Provider of resources for teachers and leaders
- Publisher of materials through ACE Press

# On Trauma and the Language of Power

It exists , it is unjust, it causes trauma, and it can be subverted...



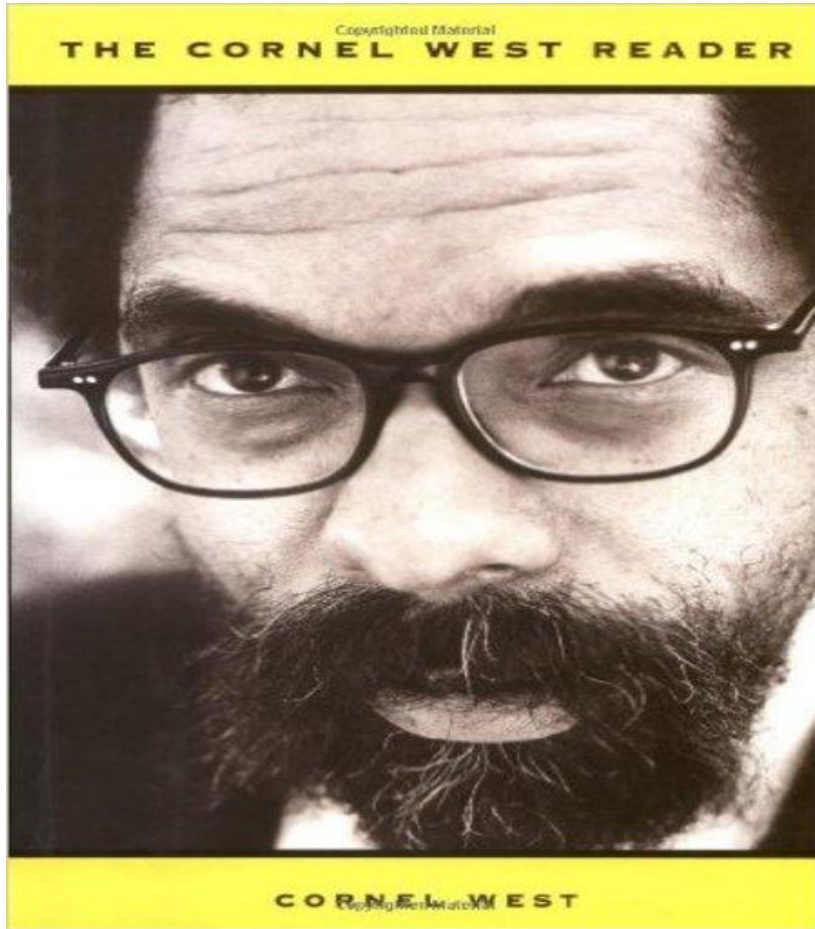
**CHIRAQ** ~~TOWN~~  
WE DON'T EMBRACE THAT.



**“Once you learn to  
read you are  
forever free”  
Frederick Douglass  
#PowerofLiteracy**

**“For these are all  
our children.”  
James Baldwin**

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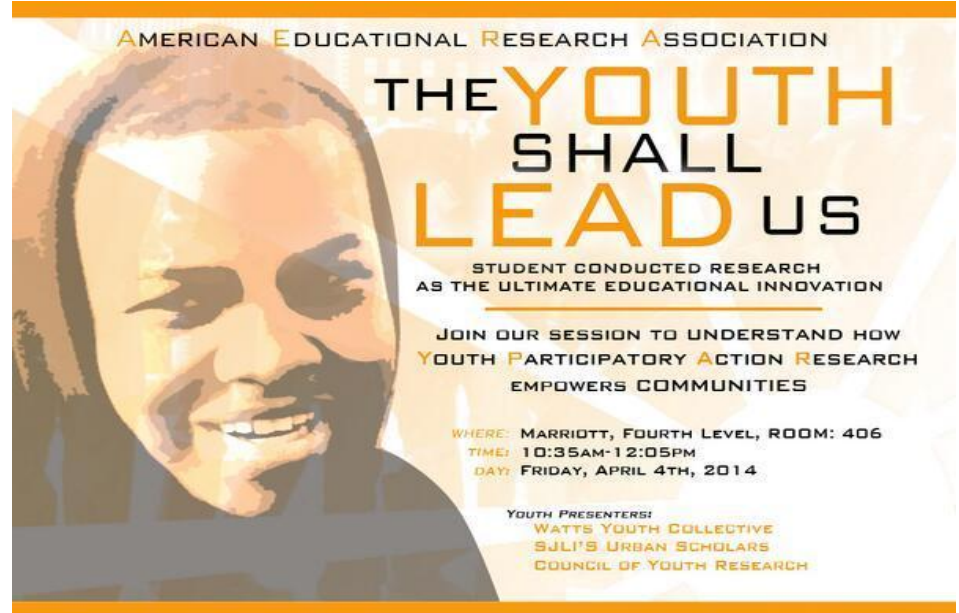


- “The two greatest problems in [our] community are too much poverty and too little self love.” —Cornel West (1993)
-



# Literacy, Self Love, and Social Change

- The Power of Educators!
- Literacy as 24/7/365
- Literacy and Radical Self Love
- Literacy and Cultural Transmission
- Literacy and Social Awareness
- Literacy and Academic Engagement



# Inspiring Literate Lives!

In Catholic Classrooms, Communities, and Homes





# Critical Catholic Pedagogy?

- ◆ How might the scriptures, the tradition of Catholic Education, and critical educational concepts lead to more humanizing and empowering practices in contemporary urban and multicultural Catholic Schools?
- ◆ How might we employ the core principles of Catholic Social Teaching to **engage** students and communities powerfully in 21<sup>st</sup> Century Urban and Multicultural Catholic Schools?

# Principles of Catholic Social Teaching

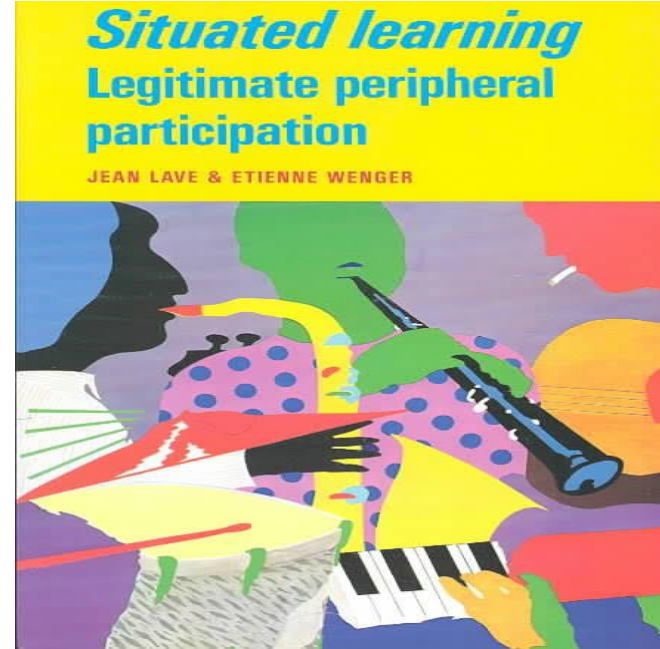


- Life and Dignity of the Human Person. ...
- Call to Family, Community, and Participation. ...
- Rights and Responsibilities. ...
- Option for the Poor and Vulnerable. ...
- The Dignity of Work and the Rights of Workers. ...
- Solidarity. ...
- Care for God's Creation.



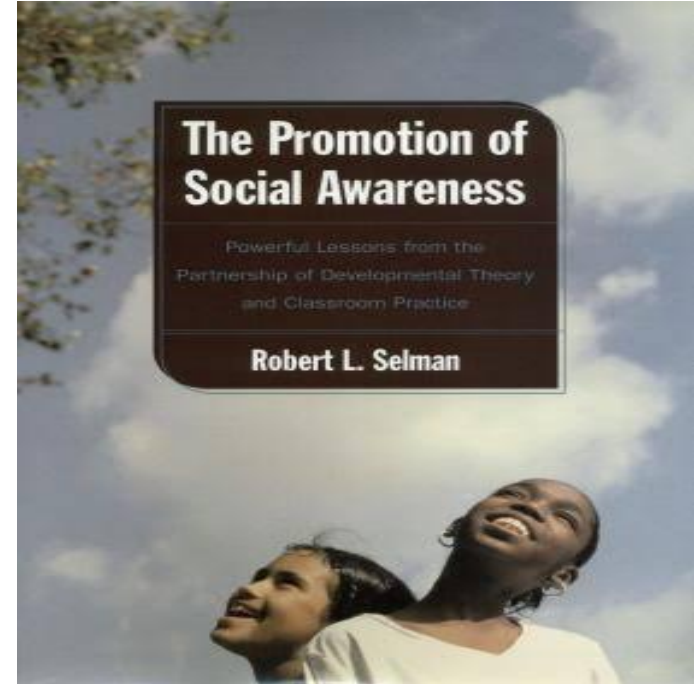
# How do we get students excited about learning?

“The Tiger Crouch” (Lave and Wenger, 1991)



# How do we develop students' literate identities?

(Robert L. Selman, 2003)





# How to make it culturally, socially & digitally relevant?

(Freire, 1997; Ladson-Billings, 1994; Morrell, 2008)



## Critical Literacy and Urban Youth

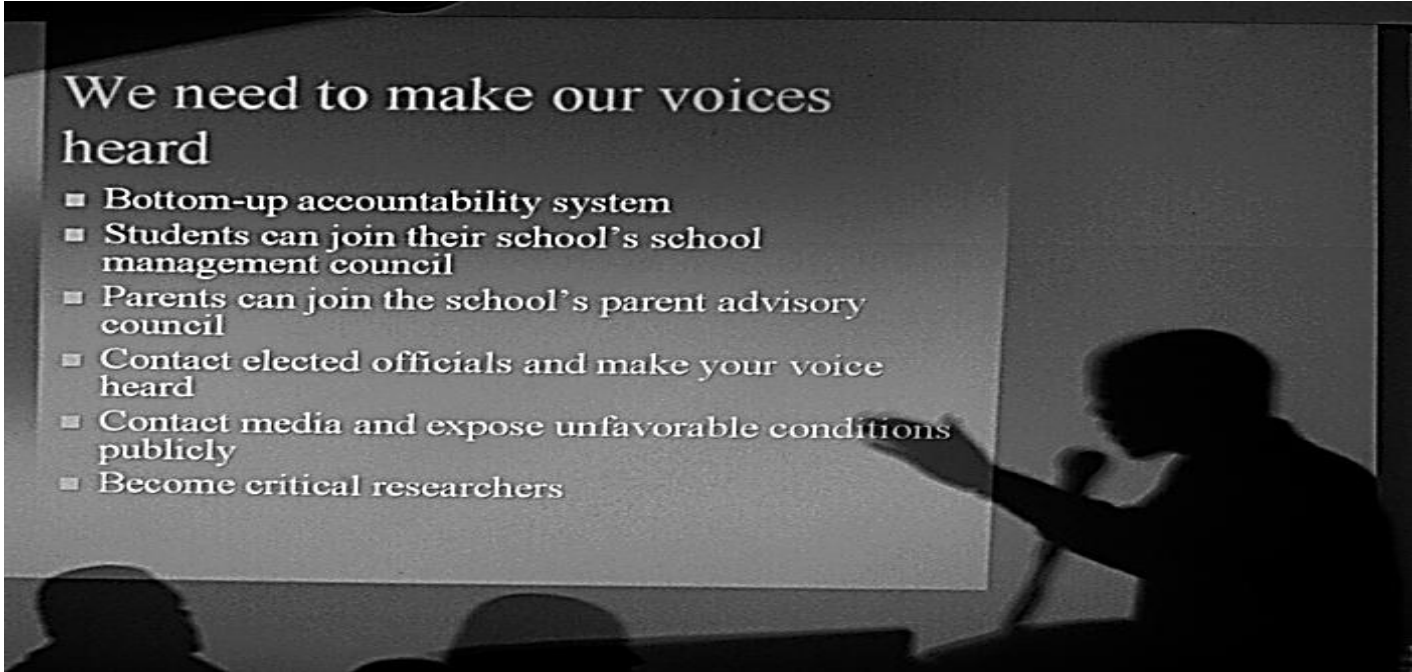
Pedagogies of Access,  
Dissent, and Liberation

ERNEST MORRELL

# The Principles

## We need to make our voices heard

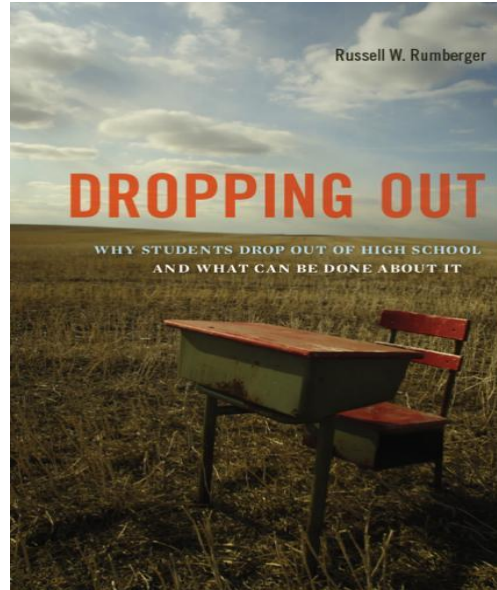
- Bottom-up accountability system
- Students can join their school's school management council
- Parents can join the school's parent advisory council
- Contact elected officials and make your voice heard
- Contact media and expose unfavorable conditions publicly
- Become critical researchers



# What the Research Says About Failure

(See Russell Rumberger and Edmund Gordon)

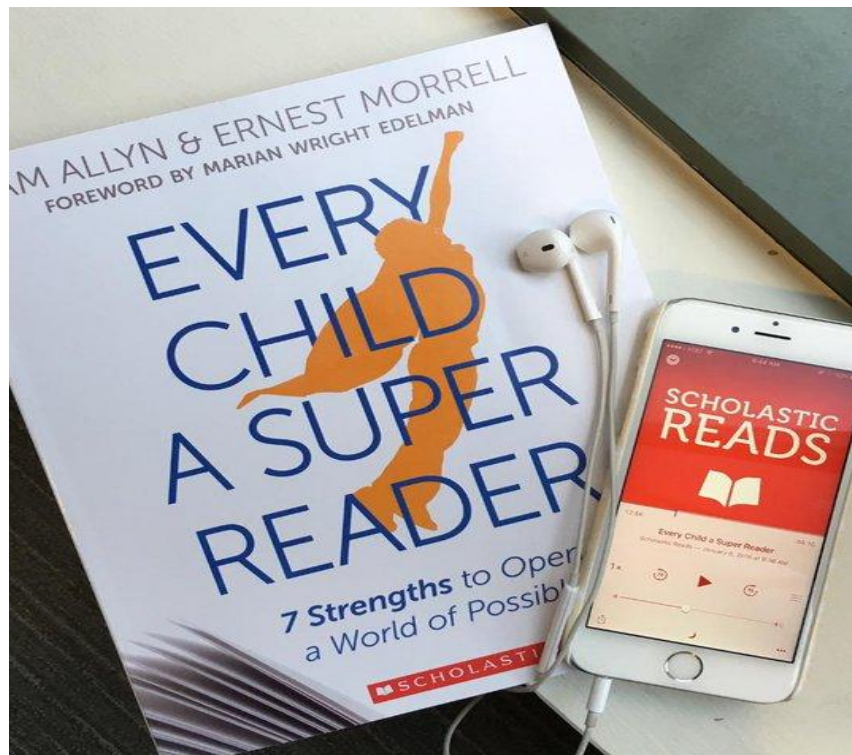
1. Lack of Confidence
2. Lack of Relevance
3. Lack of Engagement with high quality relevant literature
4. Lack of engagement with a community of learners
5. Lack of engagement with the social world





# A Social Emotional Framework

## 7 Strengths Literacy Instruction (Allyn & Morrell, 2016)



- Self
  - Belonging (1)
  - Curiosity (2)
- Others
  - Kindness (3)
  - Friendship (4)
- World
  - Confidence (5)
  - Courage (6)
  - Hope (7)

# Beautiful Noise

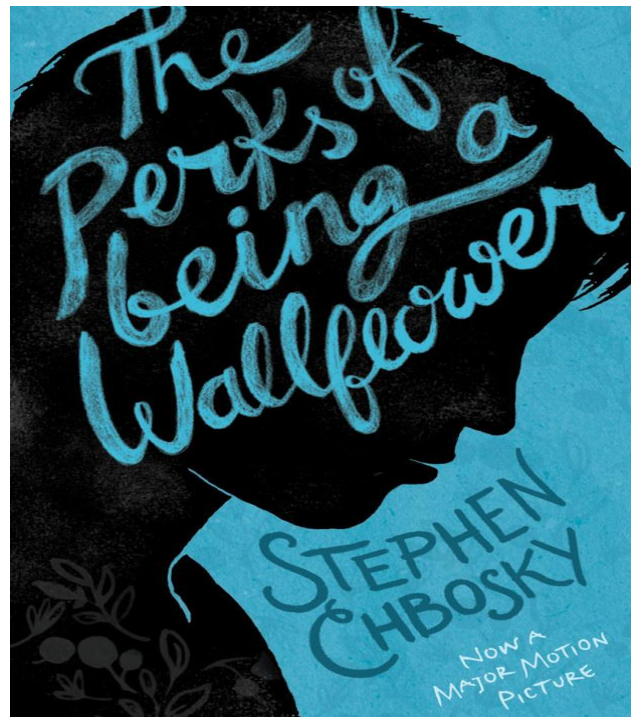
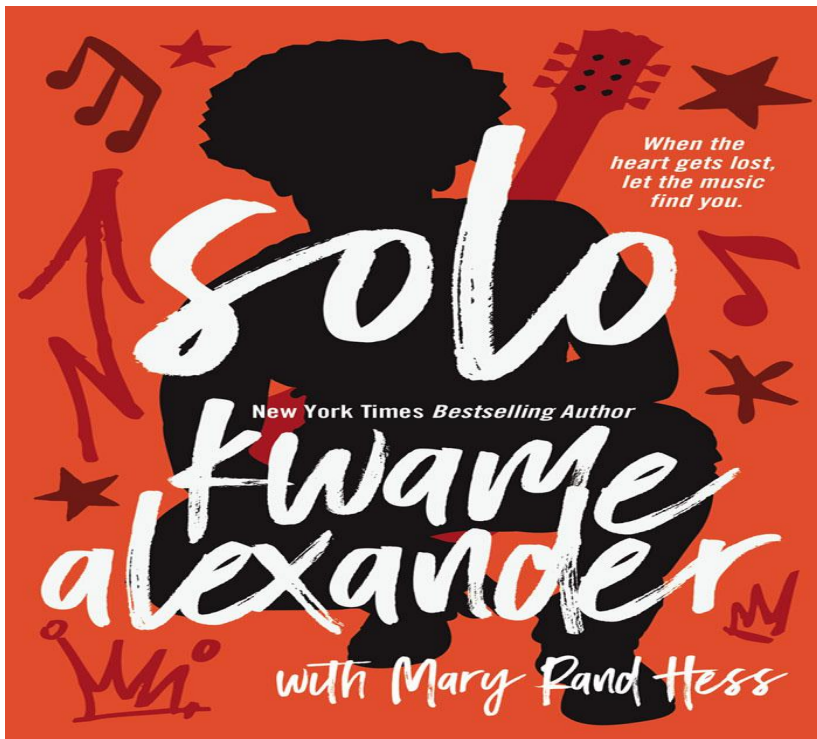
## Enhancing Student Voice in Polyvocal Classrooms

- Socratic Discussion
- Small Group Discussion
- Formal Presentation
- Mock Trial & Debate
- Electronic Communication



# A Critical Literacy Framework

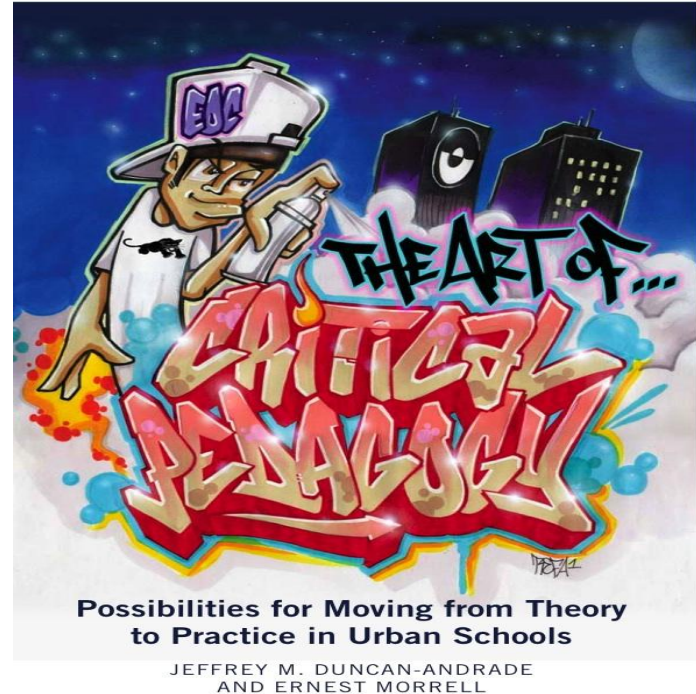
Re-Reading the World, Owning the Narrative, Producing Knowledge for Social Change



# Four Tenets of Critical Pedagogy

(Duncan-Andrade & Morrell, 2008)

- **Re-Reading the World.** Reading means not only decoding the words on a page (or screen), but understanding how these words may be used to maintain inequities in society
- **Praxis.** Praxis is the combination of action and reflection upon that action, Students will learn best through active engagement with the world around them.
- **Youth Empowerment.** Young people have always been motivated by the opportunity to serve and to make the world a better place
- **Revolutionary Love.** Encourages young people to love themselves, each other, and to love the world.



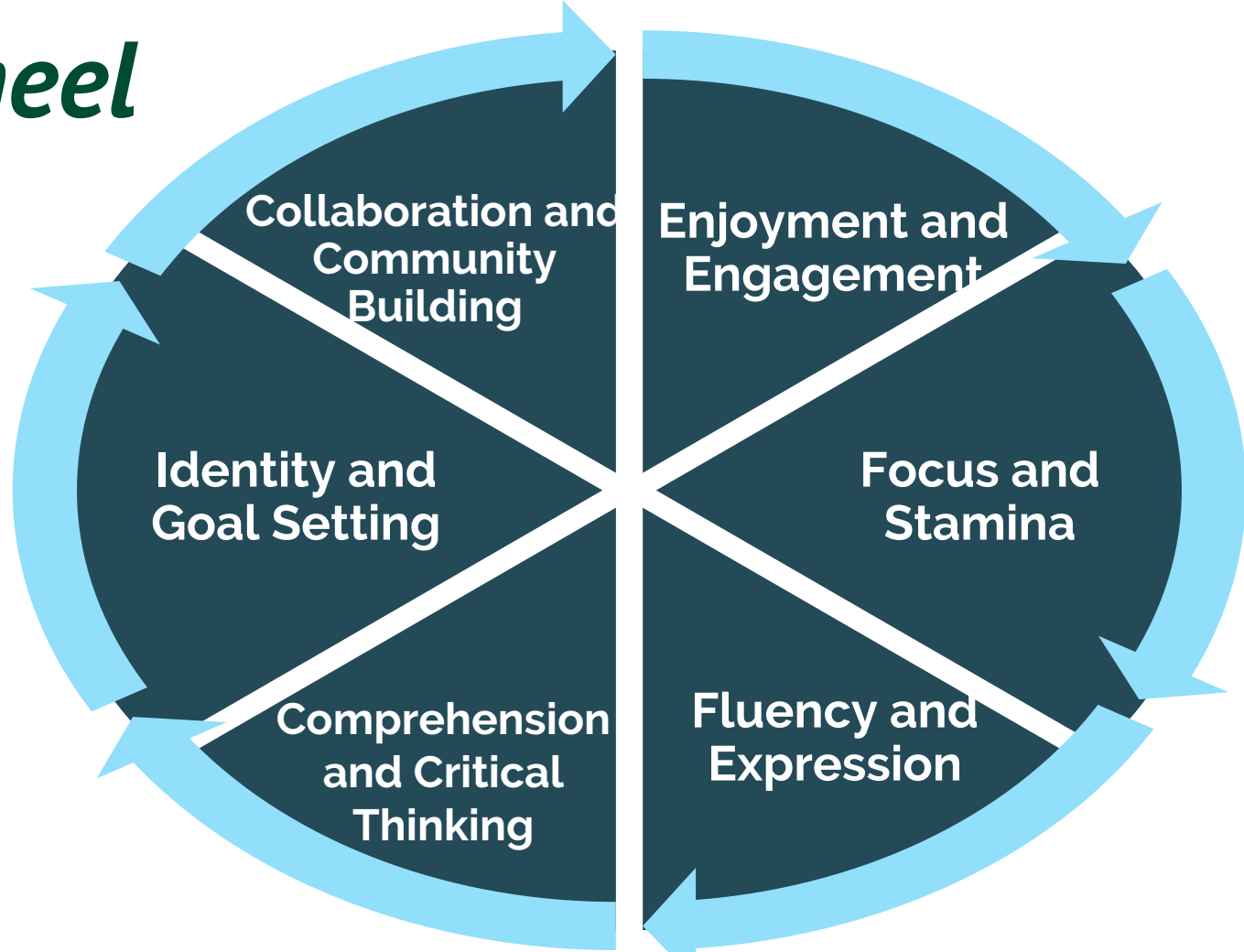


# Re-Reading the World



- What do we read?
- How do we read?
- What do we do while and after we read?
- **Most of the texts we now consider classics were once popular culture!**

# *The LitWheel*



# A look at what happens when only 10 minutes a day is added to a student's reading

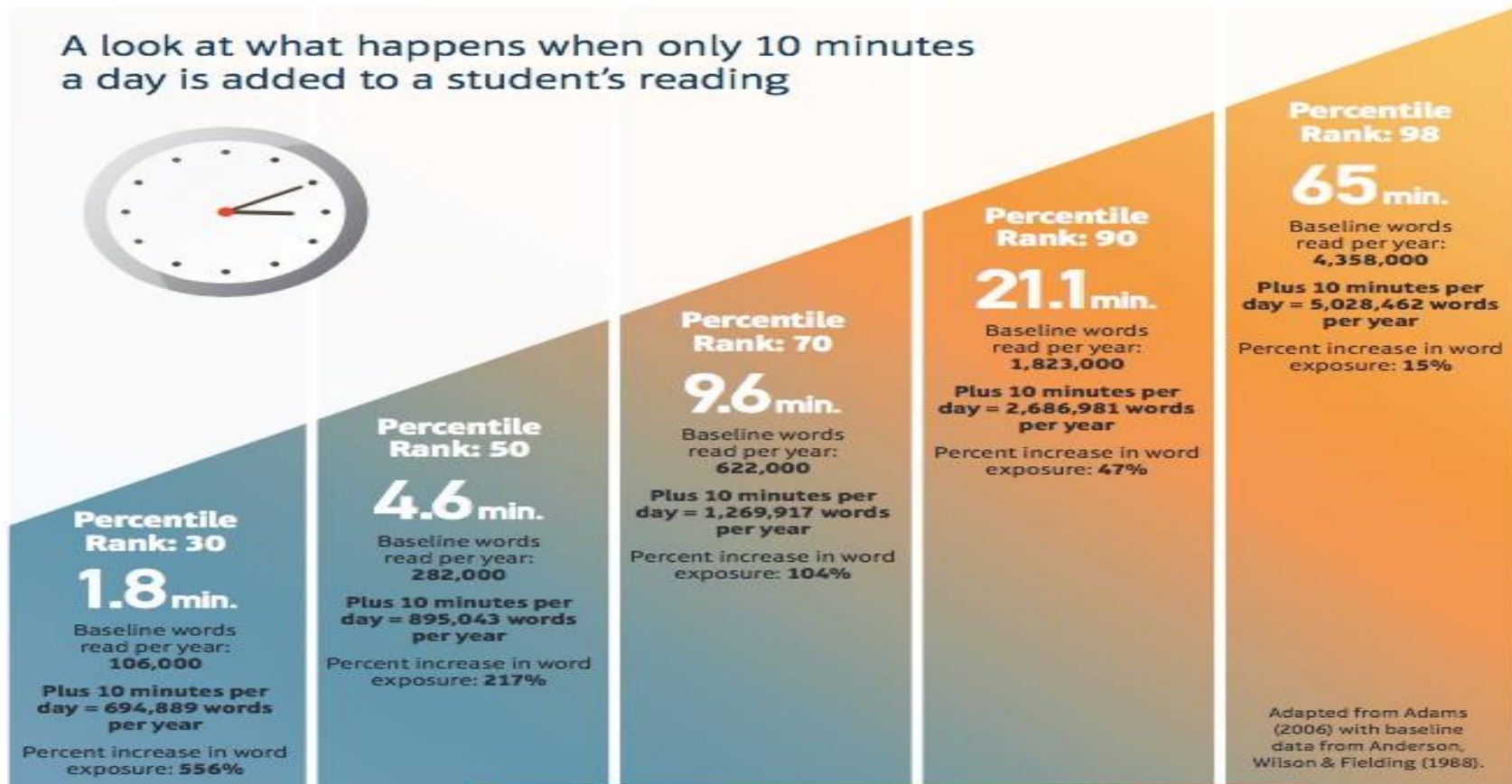
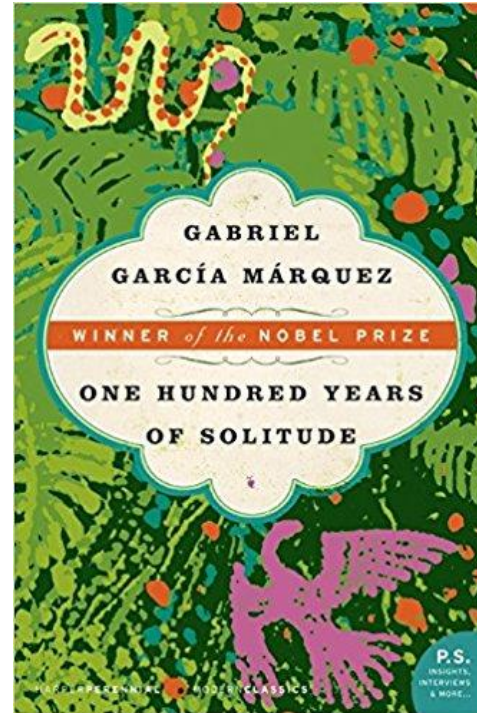
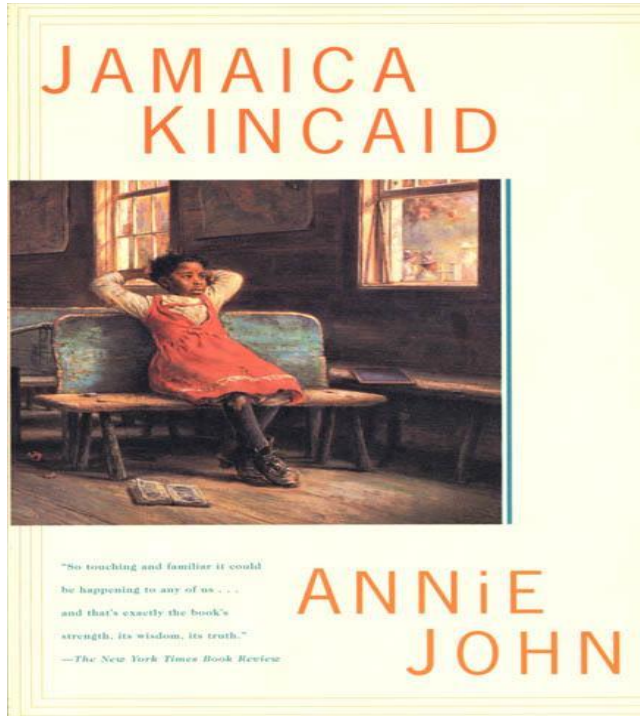


CHART I

*From Disrupting Thinking by Beers & Probst, p. 137*

# Different Reading. Reading Differently.

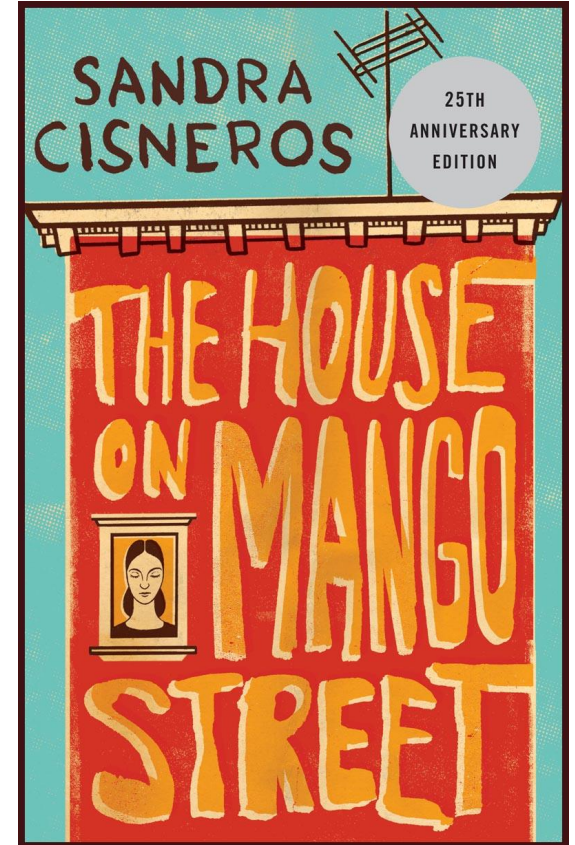
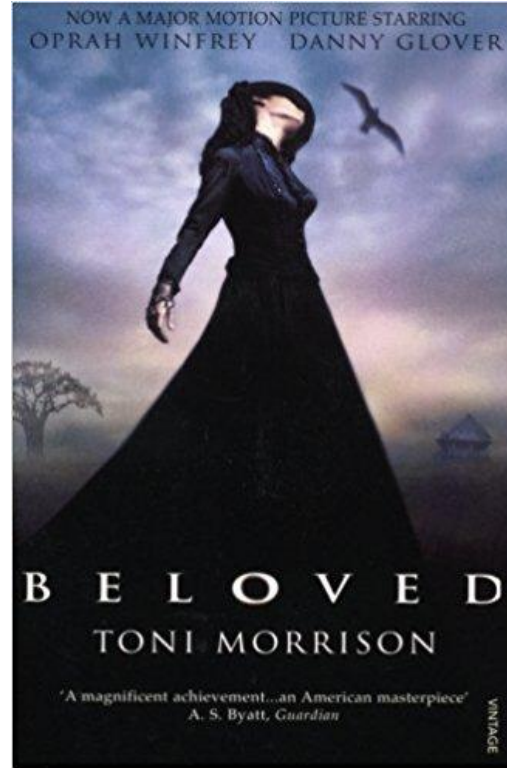
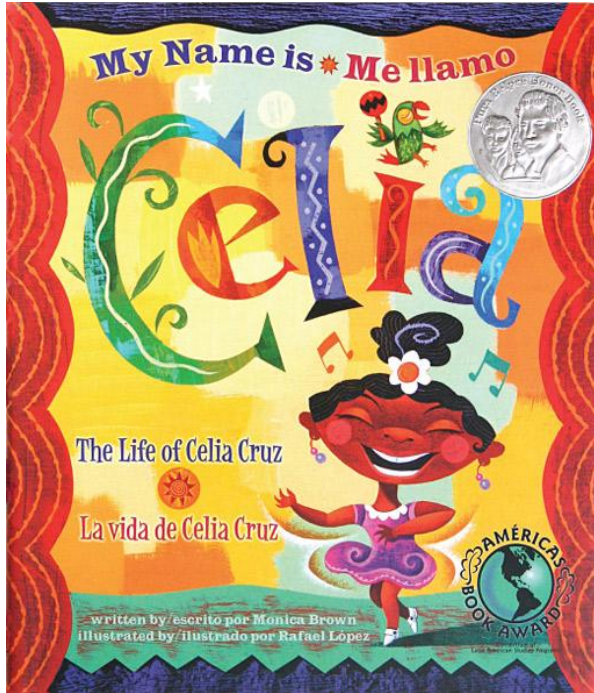
Global Lit, Media Texts, Classic Texts, Informational Texts

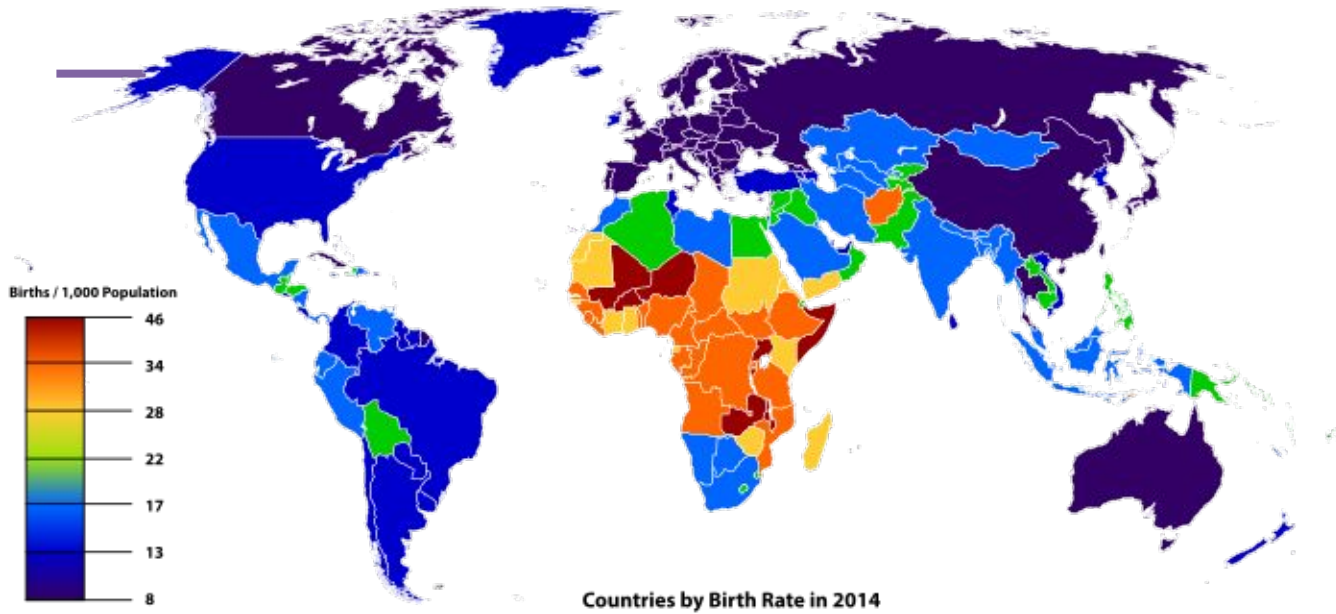




# Presence in Literature in English

What do our classroom and school libraries communicate about who matters in the world?





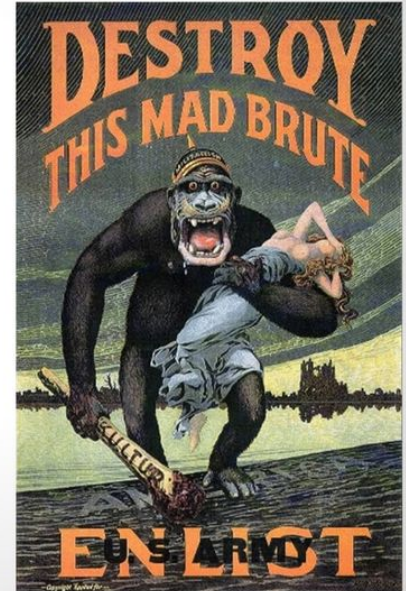
# The World of English

57 Countries with English as the Official Language



# Reading Behind the Text (Author Centered)

- Who is the author?
- When did he/she write the text?
- What historical or contemporary events would have influenced the construction of the text?
- Who was the immediate audience of the text? What were/are the beliefs, values of the audience? How did/do they see the world?
- What purpose did the text serve?
- How was the text received? What, if any, were the debates or contentions around the text?





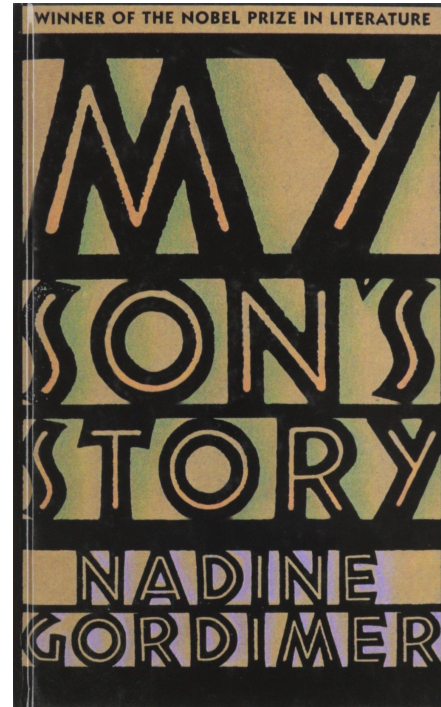
# Reading Within the Text (Text Centered)

- What happens in the text?
- Who are the characters? What takes place in the text? Where does the action take place?
- Who speaks and who is silenced?
- What social languages are used to communicate?
- What are the features of the text?
- What evidence can we find in the text of the historical, social, gender, cultural, racial, religious, and/or political life of the time?
- How is the text structured? What is its style?



# Reading In Front of the Text (Reader Centered)

- What are biases in the texts?
- How might certain readers find the text problematic?
- What contradictions or debates has the text generated or is likely to generate?
- What are alternative readings or interpretations of the text?
- How might gender, race, culture, religion, or politics affect how readers might respond to the text?
- How might the text provoke or inspire new thinking and action?



What makes a reading of a text more thoughtful, more nuanced, more critical, more reflexive or more “complex”?

Radical simply means "grasping things at the root.

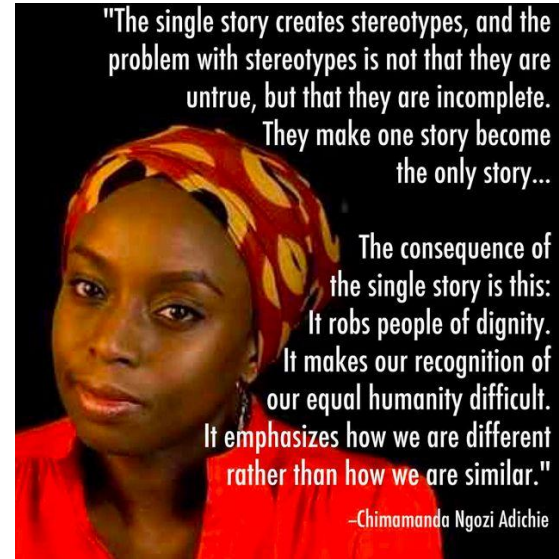
*Angela Davis*

*www.thequotes.in*



# The Danger of a Single (or Simple) Story

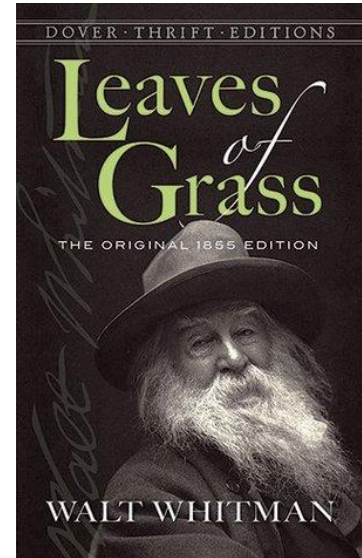
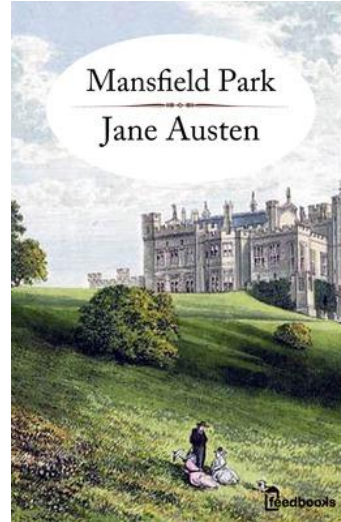
- Getting beyond the single, simple story
- How can you make arguments more nuanced and more complex?
- How can you bring more humility (and counter-evidence) to your own argument?
- How can you push past the simple argument, the one that doesn't even need to be made?





# Re-Reading the Canon

- 5 pages
- Draws on postcolonial theory
- Engages a text from the British or American canon (if you have questions you can ask me about your selection)
- What does it mean to read this text from a postcolonial lens? What different questions do you need to ask about the text? What historical context (of colonialism/race/etc.) do you need to bring to this text?
- You may, but are not required to submit a draft of your paper.
- MLA Citations



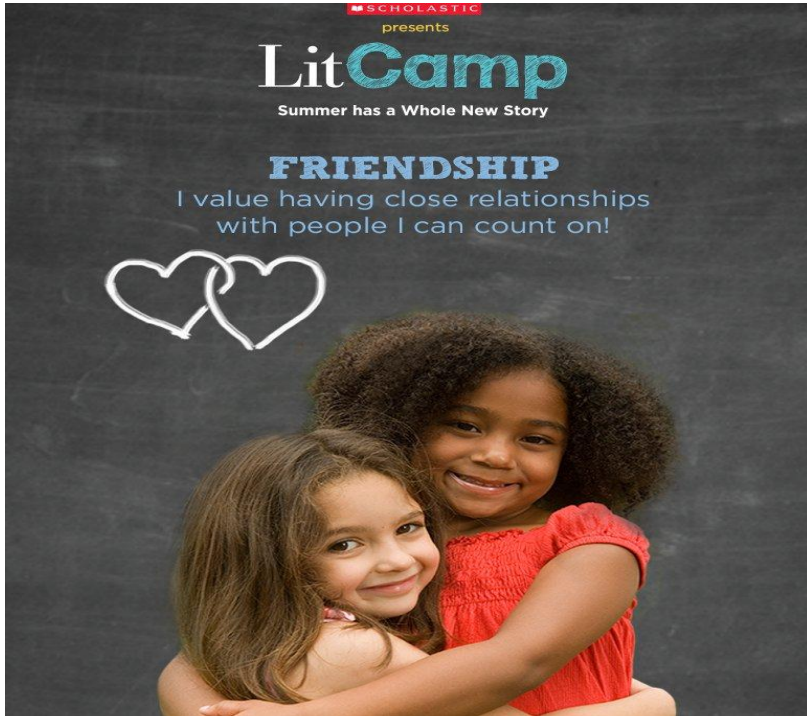


## Postcolonialism, Gender, and Popular Culture

## Post Colonial Theory Via *The Lion King*

- Complete a post colonial reading/watching/analysis of *The Lion King*.
- What are possible examples of colonial oppression?
- Are there certain species in power over others?
- Add your brief analysis to the free write that you completed earlier.

# Best Practices for Reading



- Promoting Critical Inquiry
- A multicultural, personalized library that reflects Catholic values in every classroom (> 200 books)
- Independent Reading at home and School (10 minutes a day)
- Family Literacy Nights



# Family Literacy Nights

Best Practices (3 or 4 times a year)

1. Food
2. Childcare and activities
3. Free Books
4. Discussion of Parents' Reading Identities
5. Sharing Data on Value of Reading at Home
6. Discussion of Read Alouds
7. Discussion of Independent Reading Time
8. Making Book Baskets
9. Strategies for adding to home libraries
10. Taking the Pledge

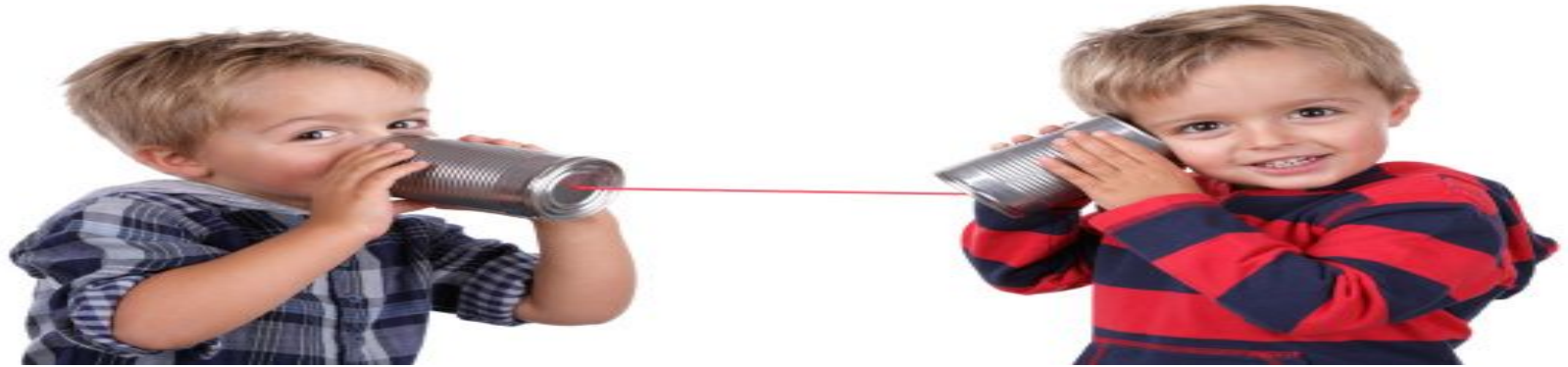


# Taking the Parent Super Reader Pledge

1. 10 minutes of independent reading each night
2. 10 minutes of child-centered discussion each night
3. 30 minutes of reading each day during the summer (1000 hours)
4. Creating a personalized book basket for my child
5. Getting and using a local library card
6. Being a reading role model for my child
7. Promote Belonging, Curiosity, Friendship, Kindness, Confidence, Courage, and Hope
8. Creating a home environment where reading is cherished
9. Participate in a school or local library summer reading program
10. Participate in my child's Family Literacy Nights at school

# Transforming Classroom Talk

Encouraging (and Developing) Student Voice and Oral Language



# Improving Whole Class Discussions

- Modeling thinking out loud
- Scripts
- Active Listening
- Open ended questioning
- Appropriate Turn Taking
- Socratic Voice
- Teacher Led-Student-Centered





# Improving Small Group Discussions

- The formation
- Co-facilitation
- Interdependency
- Small group voice
- Turns (length & frequency)
- How to use notes
- Student led-Student Centered



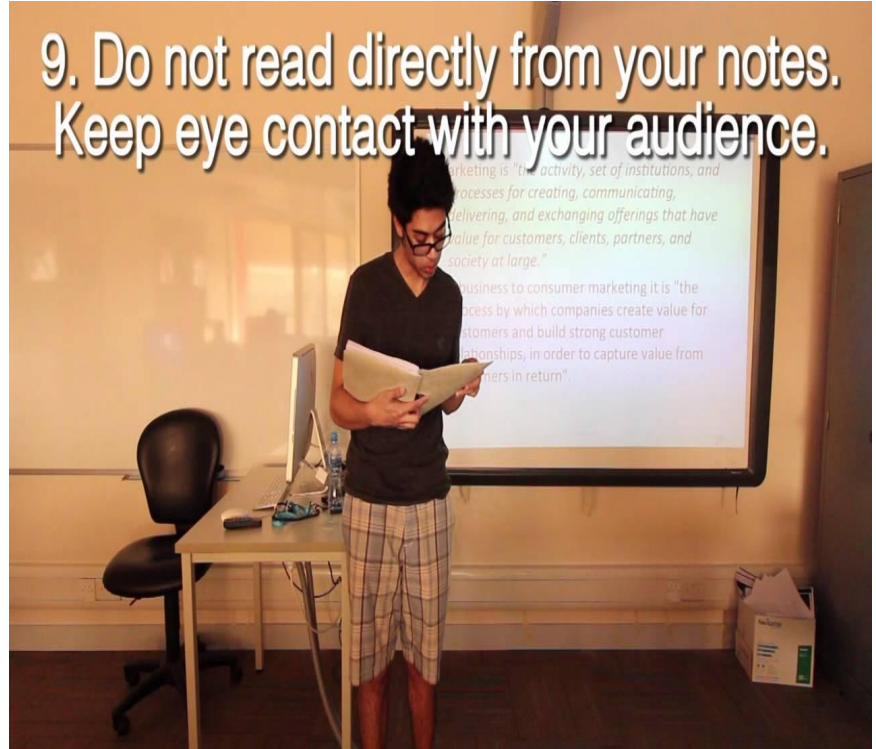
# Mock Trials and Formal Debate

- Developing Arguments
- Anticipating counterarguments
- Oral language
- Quick rounds
- The format
- Notes and preparation



# Multimodal Presentations

- Rhetorical Situation
- Audience
- Effective incorporation of technology
- Vocal exercises
- Starting Slowly
- Body language & attitude
- Performance

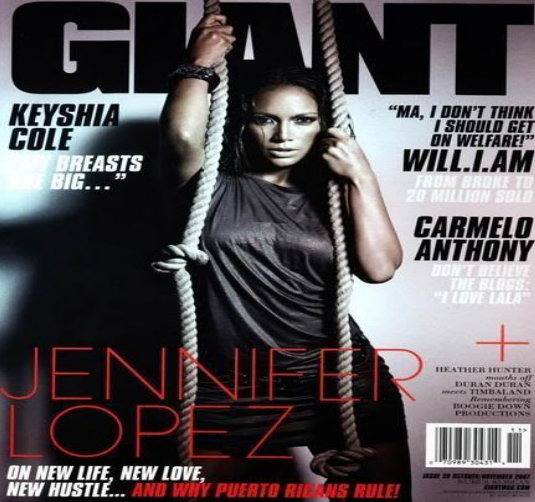


# Best Practices for Student Voice



- Mock Trials and Debates
- Student Presentations
- #ABookTalkADay (Student-led book talks)
- Developing Listening Skills
- After School Social Action Clubs
- Dinner Discussions
- Text-alerts to Parents (Question of the day)





# CRITICAL MEDIA PEDAGOGY

*Teaching for Achievement in City Schools*



ERNEST MORRELL  
 RUDY DUEÑAS  
 VERONICA GARCIA  
 JORGE LOPEZ

ernestmorrell@gmail.com



# Critical Media Analysis

## Developing Media Literacies Across the Disciplines

- What values or ideas are promoted?
  - What does it mean to be normal (or cool)?
  - What does it mean to have power?
  - What does it mean to be desired?
  - Who is marginalized or “Othered”?
- How is the audience/recipient constructed?
  - Who is targeted?
  - What assumptions are made about the audience?
  - How does the ad/image/artifact intend to make the recipient feel about him or herself?
  - What is an audience member compelled to do/believe?

### CRITICAL MEDIA PEDAGOGY

*Teaching for Achievement in City Schools*



ERNEST MORRELL  
RUDY DUEÑAS  
VERONICA GARCIA  
JORGE LOPEZ

# Reading 1950s Advertisements





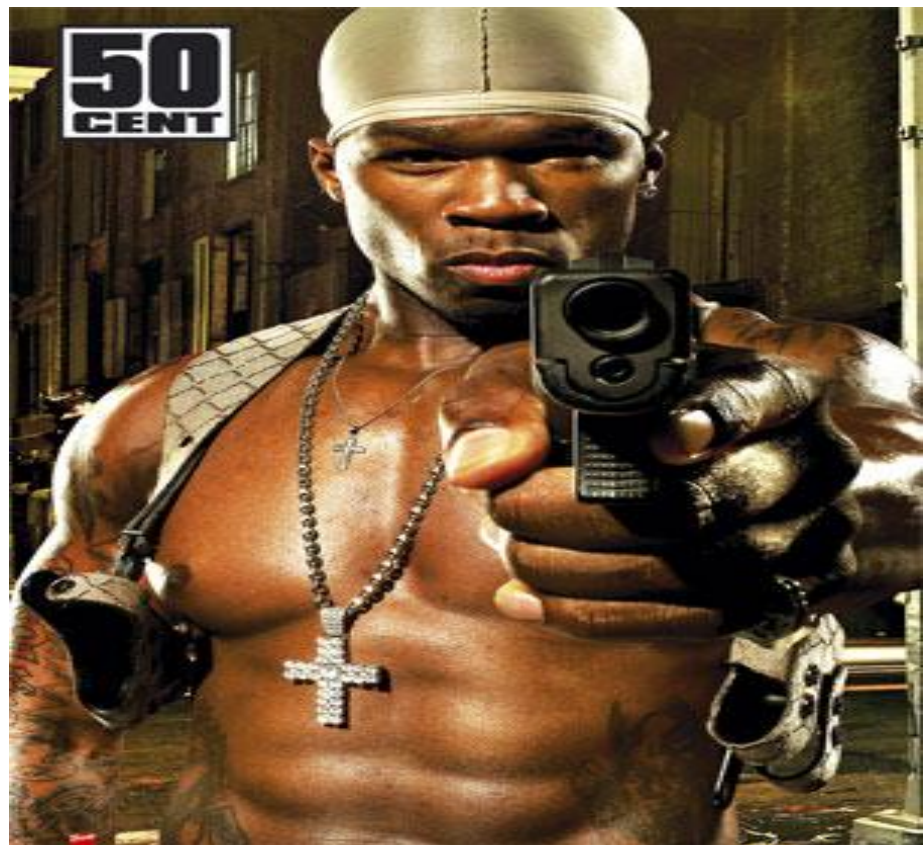


*"Dee-licious!"*



**Aunt Jemima Pancakes** READY-MIX FOR



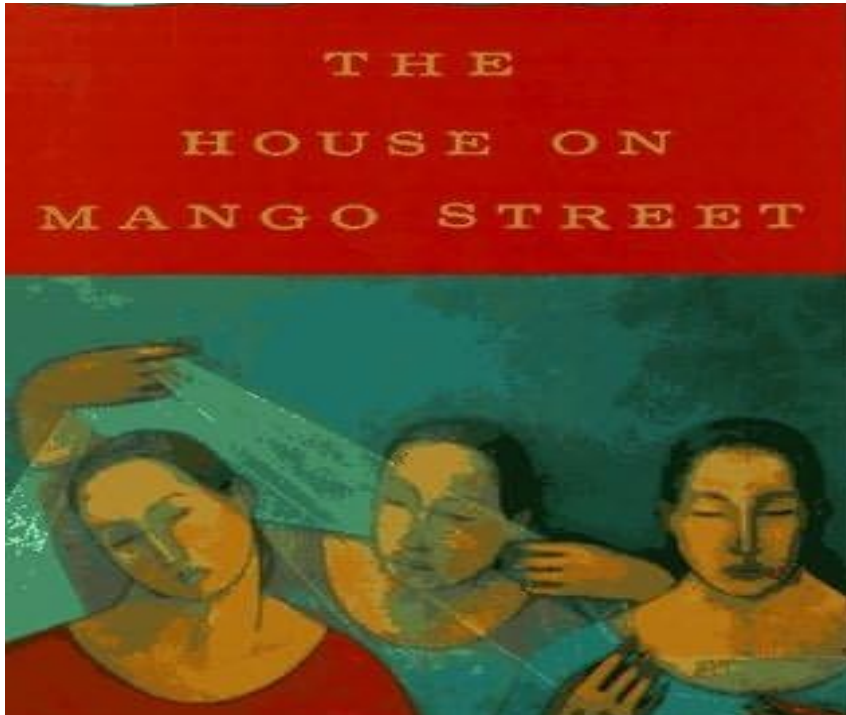


# Best Media Literacy Practices



- Talk to kids about what they watch and listen to (AMA & AAP)
- Discuss cyberbullying and appropriate internet behavior
- Teach Visual Literacies
- Encourage parents to pay attention to what their children watch
- Create opportunities for students to produce media content at school and at home.

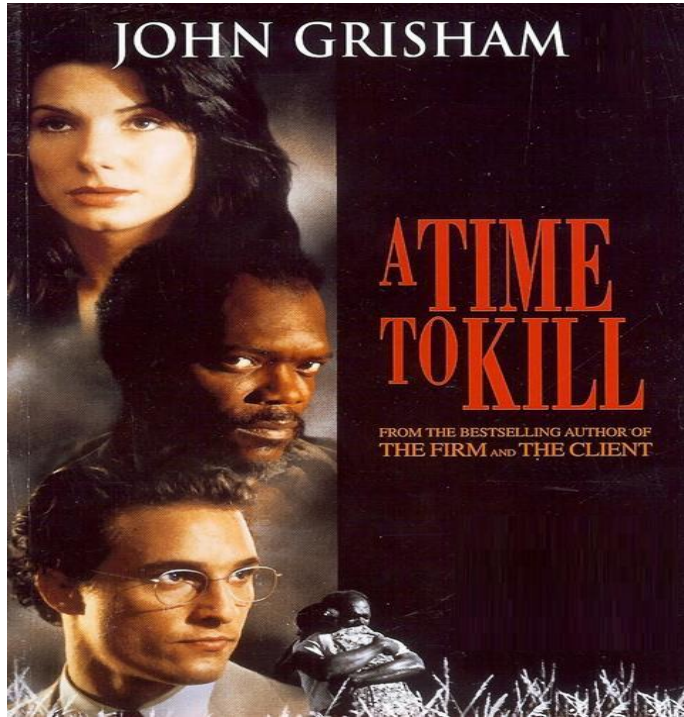
# Multimodal Theme-Based Units



1. Novel or Play
2. Film, TV Show or Website
3. Poems [Written or Spoken Word]
4. Popular Music
5. Magazines, News, Etc.
6. Informational Texts
7. Traditional Project
8. Multimedia Project
9. Social Action

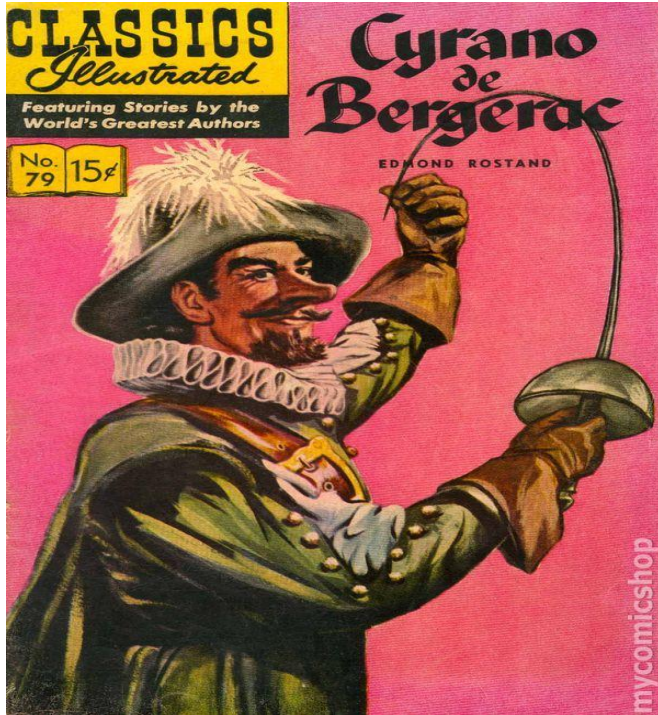


# Race and Justice Unit



1. Native Son
2. A Time to Kill
3. Contemporary Popular Music Songs on Race and Injustice
4. Baldwin “Fire Next Time” excerpts
5. Statistics about crime and incarceration
6. Bigger Thomas on Trial

# Beauty and Society Unit



1. Cyrano de Bergerac
2. Roxanne
3. Contemporary Hip-hop songs about beauty
4. Seventeen magazine Covers
5. Articles on eating disorders and teen depression
6. Counter-media Campaign



# Powerful Writing Across the Disciplines



# The Science Genius Project (Emdin, 2016)





# A Day in My Life

(Written essays & digital stories)

- What do you do in the morning?
- What do you see on your way to school?
- What happens in first period, second period, etc.?
- What do you do for lunch?
- What happens after school?
- What do you do in the evening?
- What happens before you go to bed?



# Final Product(ions)

- Critical Memoirs
- Digital Essays
- Reader's Theatre
- Theatre of the Oppressed
- Spoken-word Poetry
- Social Science Research
- Social Movements



# Student Research and Social Action Projects

(Mirra, Garcia, and Morrell, 2016)

- If you could change the world what is one thing you would do?
- If you could change your community what is one thing you would change?







# The Process

1. Identify a problem
2. Develop a Question
3. Design a study
4. Collect data
5. Analyze Data
6. Make Claims
7. Provide Evidence
8. Create Products
9. Disseminate Products
10. Social Action



# Youth Historians in Harlem

## Becoming Digital Archivists

59



Home Project Details Curriculum Resources

**Critically conscious history for critically conscious youth**

THE LASTING EDUCATION CRISIS  
CLAUDE M. STEELE  
The New Jim Crow  
HARLEM  
The Shame of the Cities  
The Color of Money  
The Color of Politics  
The Color of Deceit  
The Color of Lies  
The Color of Power

Alt to in: Imp pe cu revolves not around traditional teacher-student interactions but tapping into the critically conscious minds and hearts of students in urban schools.

### Welcome to the Youth Historians in Harlem Project!

The Youth Historians in Harlem (YHIH) project is a new critical approach to teaching history in urban schools in Harlem, focusing on empowering minority youth through their own cultural experiences, involving students in the practice of "doing" history through guided projects, programs, and participatory action research. Through a collaboration between the History and Education Program at Teachers College, Columbia University and



# CYPHERS FOR JUSTICE

SAT, JAN 23, 2016 AT 3:00 PM

## Cyphers For Justice "We Matter" Youth Summit

525 W 120th St, New York, NY

Youth Research - Hip Hop - Spoken Word - Digital Literacy

### YOUTH WORKSHOPS: AGES 14-19

We MATTER: our VOICES, our CULTURES, our JUSTICE

TC, Columbia university: Fridays, 4:30-6:30

# CYPHERS FOR JUSTICE

- Learn qualitative research skills
- Work w/ peers to complete social justice projects
- Learn Hip-hop, Spoken Word, and Digital Literacy Skills
- Present at the 2016 Cyphers For Justice Youth Summit
- Critically Analyze Race, Class, & Gender
- Work closely with a team of professors and graduate students

REGISTER: [WWW.SURVEYMONKEY.COM/R/2DBRSVN](http://WWW.SURVEYMONKEY.COM/R/2DBRSVN)

Orientation: Friday, Oct. 2

TEACHERS COLLEGE

525 W 120TH ST. NEW YORK, NY, 10027

FOR MORE INFO  
CONTACT ARIEL LAWRENCE  
AJL2224@TC.COLUMBIA.EDU

## CYPHERS FOR JUSTICE

Youth Research - Hip Hop - Spoken Word - Digital Literacy

[www.c4jwemattersummit.eventbrite.com](http://www.c4jwemattersummit.eventbrite.com)

## YOUTH SUMMIT

We Matter!  
Our Voices! Our Cultures!  
Our Justice!

Hip Hop - Spoken Word - Film - Youth Research  
Youth Social justice demands  
Live DJ

Keynote: Dr. Ernest Morrell

Live performance by Emcee Hired Gun

Live #HipHopEd Crew Cypher!!!

Saturday, Feb. 13th

@ 3pm

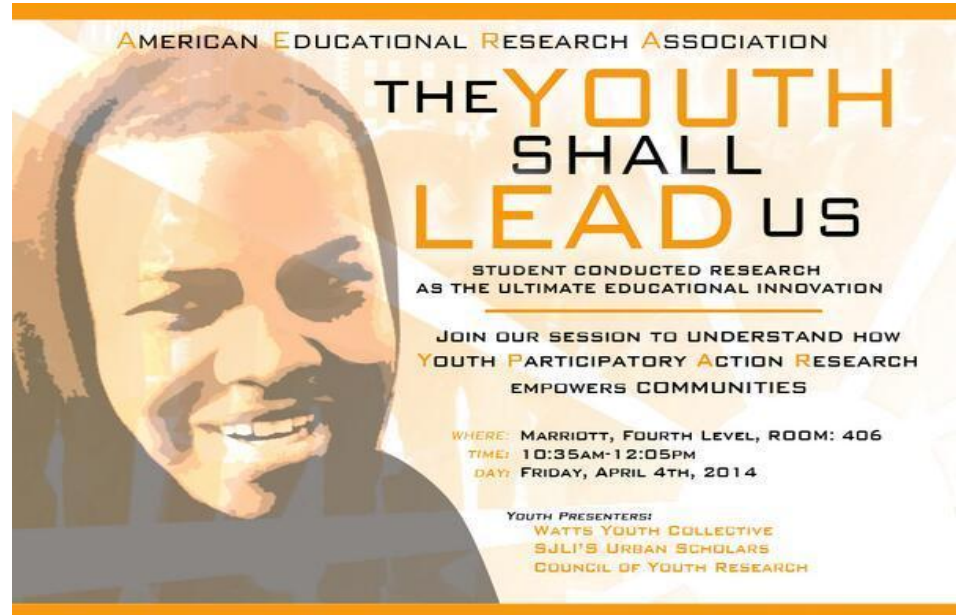
Milbank Chapel

PROGRESSIVE  
#HipHopEd  
EDUCATIONAL CONTENT

Institute for Urban and Minority Education  
Teachers College, Columbia University

# Youth Research and Academic Production

- Conference Presentations
- Policy Briefs
- Plays
- Digital Documentaries
- PowerPoint Slides
- Spoken Word Poems
- Hip Hop Songs
- Mobile Apps
- Social Media sites



AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

## THE YOUTH SHALL LEAD US

STUDENT CONDUCTED RESEARCH AS THE ULTIMATE EDUCATIONAL INNOVATION

JOIN OUR SESSION TO UNDERSTAND HOW YOUTH PARTICIPATORY ACTION RESEARCH EMPOWERS COMMUNITIES

WHERE: MARRIOTT, FOURTH LEVEL, ROOM: 406  
TIME: 10:35AM-12:05PM  
DAY: FRIDAY, APRIL 4TH, 2014

YOUTH PRESENTERS:  
WATTS YOUTH COLLECTIVE  
SJLI'S URBAN SCHOLARS  
COUNCIL OF YOUTH RESEARCH

The poster features a stylized, high-contrast portrait of a young person with a wide smile, set against a background of a faint American flag. The text is arranged in a clean, modern layout with varying font sizes and weights to emphasize key information.

# The Promise



- Healing and Resiliency
- College Access
- Radical Self Love
- Academic Literacies
- Cultural Competence
- Academic Achievement
- Teacher Engagement
- Safer Campuses
- Social Action



# Reading the Past, Writing the Future

99COVERS.COM

“If there's a book that you want to read,  
but it hasn't been written yet, then you must write it.”  
— Toni Morrison



f-covers.com

# What I've Learned from Mom and Dad

What WE do matters!

“I wanted to retire a dreamer”

“Don't let anyone take away the privilege of teaching”

“Teaching makes you eternal...”



# Teaching as an act of Love



“I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them”- Asa Hilliard