

[Donate](#)


PUENTE | ANTHOLOGY



PUENTE

[ABOUT PUENTE](#) [PROGRAMS](#) [MEDIA](#) [RESOURCES](#) [CONTACT](#)

Liberated Schools

Curriculum



"According to Rendon (1994, 2002), academically validating experiences occur when classroom environments are created that affirm underserved students' possibility of academic success, convince students of their ability to contribute to the process of knowledge creation, build on students' previous knowledge--often subjective knowledge acquired outside the traditional academic classroom, and encourage students to develop their own voices."

—Ronald E. Hallett et al., 2019.

[Donate](#)

NOTE TO THE EDUCATOR

- Note to the educator:
- Since its founding in 1981, educational equity has always been at the very heart of the Puente Project. A central part of our professional development requires self reflection that is guided by equity driven approaches, such as the Community Cultural Wealth as described by Yosso, Rendon, Kanagala, and Nora. This approach focuses on our student's assets.
- Puente students enter a system that was not designed for them. Facilitating discussion on educational equity and sharing experiences about navigating the educational system can be empowering.
- Our objective is for students to understand that their insights are valid, valuable, and essential. "Rat Ode" is a great piece to frame this conversation with your students or share this poem the day before an essay is due to uplift and validate student voice.
- Students of color, LGBTQ+ students, and disabled students are often treated as "problems" and offered strategies such as "growth mindset" or "grit" as ways to make up for incorrectly perceived deficits in knowledge, skills, and culture. This is because systems of oppression and negative cultural attitudes that paint students this way are pervasive.

Key Term / Definition

Liberation pedagogy is defined as:

"a pedagogy which must be forged with, not for, the oppressed (whether individuals or peoples) in the incessant struggle to regain their humanity. This pedagogy makes oppression and its causes objects of reflection by the oppressed, and from that reflection will come their necessary engagement in the struggle for their liberation. And in the struggle this pedagogy will be made and remade." —Paulo Freire, [Pedagogy of the Oppressed](#)

Learning Objectives

These pieces have been selected as a way for students to:

- Gain a deeper understanding of their own educational experiences—past, present, and future—through personal reflection and evaluation.
- Analyze the forces that have shaped inequity in school through multiple media and modalities.
- Understand the challenges of education in their communities.
- Gain the knowledge and tools necessary to advocate for themselves and their communities.

Essential and Guiding Questions

- What are the forces that have shaped inequity in schools? What does a fair and just educational landscape for all look like and how do we get there?
- How have students of color been historically excluded from and/or discriminated against in educational spaces?
- How have LGBTQ+ and disabled students been historically excluded from and/or discriminated against in educational spaces?
- What kind of challenges do marginalized students face when they enter higher education beyond high school?
- What are some of the circumstances that undocumented students face?
- How have marginalized students built collective power to address oppressive educational systems and improve their learning outcomes?

Suggested Activities

- **World Café: Selected Educational Equity Readings** [MS, HS, CC]
 - The World Café method is designed to create an environment in which to intentionally connect multiple ideas and perspectives on a topic in several rounds of small-group conversation. Another way to do this activity is on a [Jamboard](#), especially in a virtual setting. Curate the articles to reflect your class discussion.
- **Working with Data** [HS, CC]
 - Provide the following government resources to students. Ask students to spend some time exploring each website and report back 5 things they learned to the class.
 - [National Center for Education Statistics](#)
 - [U.S. Dept of Education: Data & Statistics](#)
 - Use the brief student findings to generate a conversation about student resistance movements. You may want to show the following documentaries about student organizing during the civil rights and ethnic studies movements:
 - [The Little Rock Nine](#)
 - [San Francisco Strike 1968: Black Students & Third World Liberation Front](#)
 - Ask students to develop their own questions for a research project related to education statistics and present their [educational data narratives](#) to the class.
- **Friere "Banking Model of Education"** [MS, HS, CC]
 - Read Freire excerpt (linked above) together and have students identify strong lines and questions they have about the text in small groups.
 - Create a class definition of the "banking model" together.
 - Free-write Activity: Think about the structure of your previous classrooms. Describe the environment and/or activities of a classroom that helped you be more successful. Why was it helpful? Describe the environment and/or activities of a classroom that was challenging to your learning. What made it challenging?
 - Share out with a partner and/or small groups
 - Class Discussion Question: Based on our experiences, what similarities do our helpful classrooms have?
 - How can we shape our most ideal classroom from these similarities?
 - Optional addition: connect with bell hooks "Teaching Community:" how do the values of our Puente community connect with Friere and hooks's concept of liberatory education?
 - Poster or Jamboard session: What does educational equity look like in our Puente classroom?
- **Educational Autobiography** [MS, HS, CC]
- After studying [Community Cultural Wealth](#), assign students the task of writing an educational autobiography to help you understand student strengths, needs, and goals. Consider a prompt such as:

- o Tell me the story of your educational journey, both the highs and lows. Choose specific moments to share which are meaningful to you. Upon reflection, what are two kinds of Community Cultural Wealth that you bring to the classroom with you? Were these assets frequently recognized in your life as a student? Be as detailed as you can so that I can start to get to know you and learn about your experiences.

- **Malcolm X's Education Journey** [MS, HS, CC]
- Ask students to briefly discuss what facts they know about Malcolm X. List his accomplishments as a class. This discussion may be informed by reading [X: A Novel](#) and [The Awakening of Malcolm X](#) or The Autobiography of Malcolm X.
- Inform students of Malcolm X's contributions to the civil rights movement and his legacy. This does not need to be a lengthy lecture, but a few key points about why he was a significant historical figure can be found [here via Britannica](#).
- Then, ask students to reflect on the scene in Malcolm X's autobiography and biographies when as a child, [he told his teacher he wanted to be a lawyer, and the teacher shot down his dream due to anti-Black racism](#).
- Discuss as a class [how Malcolm X found his own way of educating himself while in prison](#). Consider the following questions for group discussion and/or a reflection paper:
 - o *Why is it significant that Malcolm X still found a way to teach himself? How did self-empowered learning make him feel? How did his own version of education end up helping him and his community? How did his learning influence his later accomplishments? What can we learn from Malcolm X's journey of educational discrimination, self-empowered learning, and community building?*
- **Education Reflections** [MS, HS, CC]
- Study and discuss the following poems as a class:
 - o ["Rat Ode" by Elizabeth Acevedo \(video\)](#)
 - o ["Blindness Locked Me Out" by Emily K. Michael \(text\)](#)
- Then, ask students to read aloud [Sins Invalid's 10 Principles of Disability Justice](#). Ask students to rewrite the 10 principles in their own words. Ensure that their own definitions of each principle are accurate and in line with Sins Invalid.
- As a class, discuss the relationship between the 10 Principles of Disability Justice and the content of the poems above. How can we incorporate the principles of disability justice in the classroom to create educational justice?
- Assign students the task of creating a reflection paper, visual artwork, poster board, short story, or skit answering the following questions: What are your past and present experiences in school? What has most impacted your educational journey? Has the classroom been a validating positive learning environment?

Text Selections

POETRY

- Acevedo, Elizabeth. (2018). ["Rat Ode"](#) (Video) [MS, HS, CC]
- Amichai, Yehuda. (1999). ["The School Where I Studied"](#) (Text) [MS, HS, CC]
- Brown, Ariana. (2018). ["Dear White Girls in My Spanish Class"](#) (Video) [MS, HS, CC]
- Brown, Ariana. (2020). ["For the Black Kids in My 8th Grade Spanish Class"](#) (Video) [MS, HS, CC]
- Davis, Imani. (2017). ["color theory"](#) (Text and Audio) [HS, CC]
- Germain, Jacqui. (2014). ["Conjuring: A Lesson in Words and Ghosts"](#) (Text) [HS, CC]
- Girmay, Aracelis. (2007). ["For Estefani Lora, Who Made Me a Card"](#) (Animated Video) [HS, CC]
- Hughes, Langston. (2002). ["Theme for English B"](#) (Text) [MS, HS, CC]

- Katwiwa, Mwende "FreeQuency". (2014). ["Lessons on Being An African Immigrant in America"](#) (Video) [HS, CC]
- Lorde, Audre. (1978). ["A Litany for Survival"](#) (Text) [MS, HS, CC]
- Lozada-Oliva, Melissa. (2016). ["Like Totally Whatever"](#) (Video) [HS, CC]
- Marie, Aurielle. (2022). ["gxrl gospel ii: when thrown against a sharp white background"](#) (Text and Audio) [CC]
- Michael, Emily K. (2021). ["Blindness Locked Me Out"](#) (Text and Audio) [MS, HS, CC]
- Monet, Arianna. (2022). ["Alternate universe in which my professor asks if anyone in the room...."](#) (Text and Audio) [HS, CC]
- Naderi, Marjam. (2019). ["Learning My Name"](#) (Text and Audio) [MS, HS, CC]
- Pineda, Janel. (2015). ["To Be a Latina Woman on a College Campus"](#) (Video) [HS, CC]
- The Black Bruins. (2013). ["The Black Bruins"](#) (Spoken Word) [MS, HS, CC]
- Smith, Patricia. (2019). ["Building Nicole's Mama"](#) (Text and Audio) [HS, CC]
- Yu, Brian. (2017). ["Reasons Why I Hate Student Loans"](#) (Video) [MS, HS, CC]

FICTION

- Avila, Lorraine. (2023). [The Making of Yolanda La Bruja](#). (Novel) [MS, HS, CC]
- Eric Thomas, R. (2022). [Kings of B'More](#) (Novel) [HS]
- Good, Michelle. (2020). [Five Little Indians](#) (Novel) [HS, CC]
- Grande, Reyna. (2013). [The Distance Between Us](#) (Novel) [HS, CC]
- Webstad, Phyllis. (2018). [The Orange Shirt Story](#). (Picture Book) [MS, HS, CC]
- Wagamese, Richard. (2018). [Indian Horse](#) (Novel) [HS, CC]
- Watson, Renee. (2018). [Piecing Me Together](#) (Novel) [MS]

NONFICTION

- Bermudez, Esmeralda. (2019) ["Just miles from USC and the admissions scandal, these students sell food for college money"](#) (Article) [MS, HS, CC]
- Bridges, Ruby. (1999). [Through My Eyes](#) (Autobiography) [MS]
- Campaign for College Opportunity. [Left Out](#) (Report/Infographic) [MS, HS, CC]
- CSRC. (2015) [Still Falling Through the Cracks](#) (Report/Infographic) [HS, CC]
- Diaz, Jaquira. (2016) ["Girlhood: On \(Not\) Finding Myself in Books"](#) [HS, CC]
- Dupuis, Jenny Kay and Kathy Kacer. (2018). [I Am Not a Number](#) (Graphic Memoir) [MS, HS, CC]
- Education Trust-West. (2017). [The Majority Report](#) (Report/Infographic) [HS, CC]
- Escoto German, Lorena. (2021). [Textured Teaching: A Framework for Culturally Sustaining Practices](#) (Book) [CC]
- Freire, Paulo. (1970). [The "Banking" Concept of Education](#) (Excerpt) [HS, CC]
- Gamboa, Suzanna. (2022). ["Librotraficantes' fire up to fight latest attacks on race, ethnicity, LGBTQ studies"](#) (Article) [HS, CC]
- Grisby Bates, Karen and Shereen Marisol Meraji. (2019). ["The Student Strike That Changed Higher Ed Forever"](#) (Article) [HS, CC]
- hooks, bell. (1989) ["Keeping Close to Home: Class and Education"](#) (Essay) [HS, CC]
- hooks, bell. (1994). [Teaching to Transgress](#) (Essays) [CC]
- hooks, bell. (2000). ["Learning in the Shadow of Race and Class"](#) (Essay) [HS, CC]
- Jack, Anthony. ["I Was a Low-Income College Student. Classes Weren't the Hard Part."](#) (Article) [HS, CC]
- Jackson, Rebecca (ed.) (2021). [Self+culture+writing: Autoethnography For/As Writing Studies](#) (Anthology) [CC]
- Jimenez, Francisco. (1999). [The Circuit Series](#) (Memoir) [MS, HS]
- Laymon, Kiese. (2014). ["My Vassar College Faculty ID Makes Everything Okay"](#) (Essay) [HS, CC]
- Ledesma, Alberto. (2017). [Diary of a Reluctant Dreamer](#) (Comic Memoir Excerpt) [MS, HS, CC]
- Lee, M.E. (2011) ["Maybe I'm Not Class Mobile, I'm Class Queer"](#) (Essay) [CC]
- Lomas Garza, Carmen. (1991). ["Pedacito De Mi Corazón"](#) (Essay) [MS, HS, CC]
- Lopez, Brian. (2022). ["Texas Has Banned More Books Than Any Other State"](#) (Article) [CC]
- Maraj, Louis. (2020). [Black or Right: Anti/Racist Campus Rhetorics](#) (Essays) [CC]

- Pitcher, Michelle. (2023). ["Students Taking Back 'Ownership' of Education"](#) (Article) [CC]
- Spring, Joel. (2021). [Deculturalization and the Struggle for Equality](#) (Essays) [HS, CC]
- T'Shaka, Oba. (nd). ["Africana Studies Department History: San Francisco State University"](#) (Essay) [CC]
- Tatum, Beverly Daniel. (2008). [Can We Talk about Race?: And Other Conversations in an Era of School Resegregation](#) (Essays) [HS, CC]
- Villaseñor, Victor. (2005). [Burro Genius](#) (Memoir) [MS, HS]

[Donate](#)

VIDEO & AUDIO

- Democracy Now! (2013). ["El Librotraficante" Tony Diaz Defies Ethnic Studies Book Ban With Caravan to Arizona](#) (News Interview) [MS, HS, CC]
- Erase Racism (ND) [A Tale of Two Schools](#) (Documentary Film) [MS, HS]
- Labor Video Project. (2014). ["The Turning Point' The San Francisco State '68 Strike"](#) (Documentary Film) [HS, CC]
- Levitt, Fern. (2011). [The Little Rock Nine](#) (Documentary Film) [MS, HS, CC]
- Morris, Monique. (2018) [Why black girls are targeted for punishment at school -- and how to change that](#) (TED Talk) [MS, HS, CC]
- PBS. (2021). [Trail of History: Historically Black Colleges & Universities](#) (Documentary Film) [MS, HS, CC]
- Rouda, Saul. (2014). [San Francisco State Strike 1968, Black Students & Third World Liberation Front](#) (Documentary Film) [HS, CC]
- Wood, Luke. (2018) ["Tidepools: How Men of Color Experience Community College"](#) (Video) [HS, CC]

Resources:

Reference materials
for the educator,
background,
databases

Consider pairing this with the [Puente Language, Identity, and Culture \(Lengua\) unit](#) or [Michelle Gonzales' unit on Linguistic Justice](#) and to consider how the hierarchy around language (esp "academic" language) is a major factor in educational experiences. [CC]

NEXT CHAPTER: Cultura: Language, Culture, Identity

[Donate](#)

The Puente Project

Center for Educational Partnerships
University of California, Berkeley

Email: info@thepuenteproject.org

Phone: 510-642-7677

Northern California Office:

Center for Educational Partnerships
201P Sproul Hall
Berkeley, CA 94720

Southern California Office:

1 N. Indian Hill Blvd., Ste 300
Claremont, CA 91711

Stay in touch!

Enter Email

[Sign Up!](#)

Quick Links

[About](#)

[Support Us](#)

[News](#)

[Events](#)

[Contact](#)

© 2023 by The Puente Project | [Terms of Use](#) | [Privacy Policy](#)