The background of the slide features an abstract design with overlapping geometric shapes in shades of blue, yellow, and white, creating a sense of depth and movement. The text is overlaid on this background.

Imagine some of
the problems your
students face on a
day-to-day basis.



Welcome:
Student
Protest and
Voice –
Diverse Texts
for All
Students

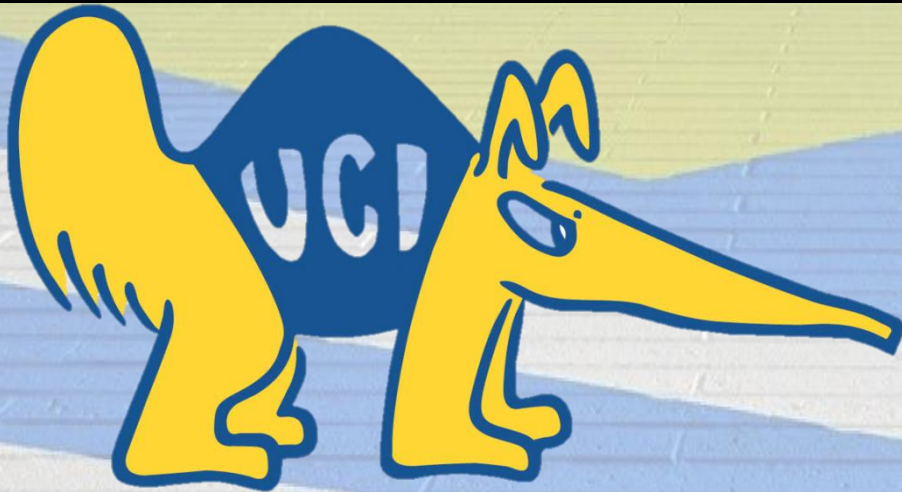
Community Norms

- ✓ Respect opinions and ideas of others/be open to learning
- ✓ Step up/step back
- ✓ Be aware of power and voice in the room
- ✓ Challenge people respectfully
- ✓ Release yourself from your cell phone

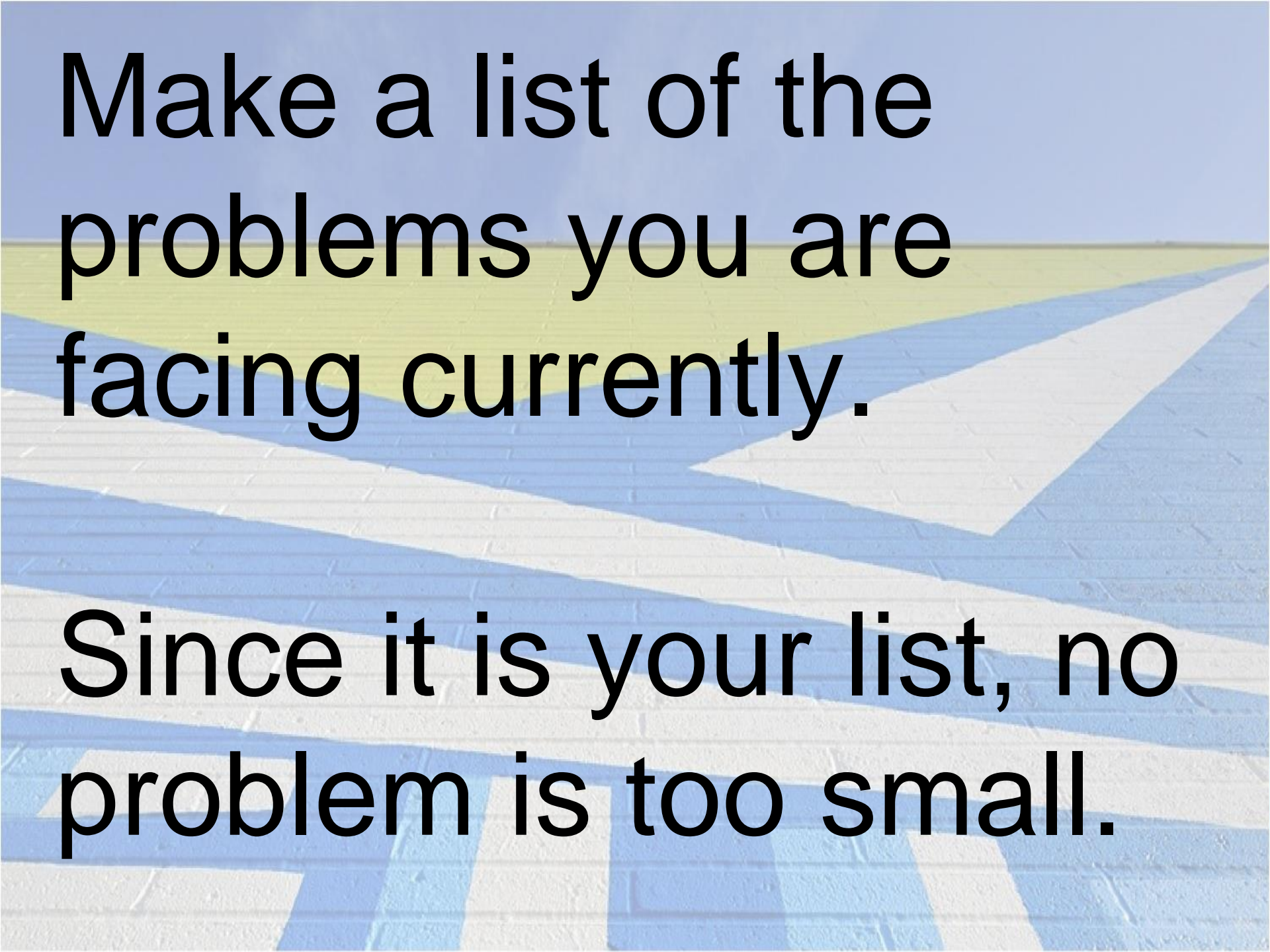


UCLA WP

WRITING PROJECT

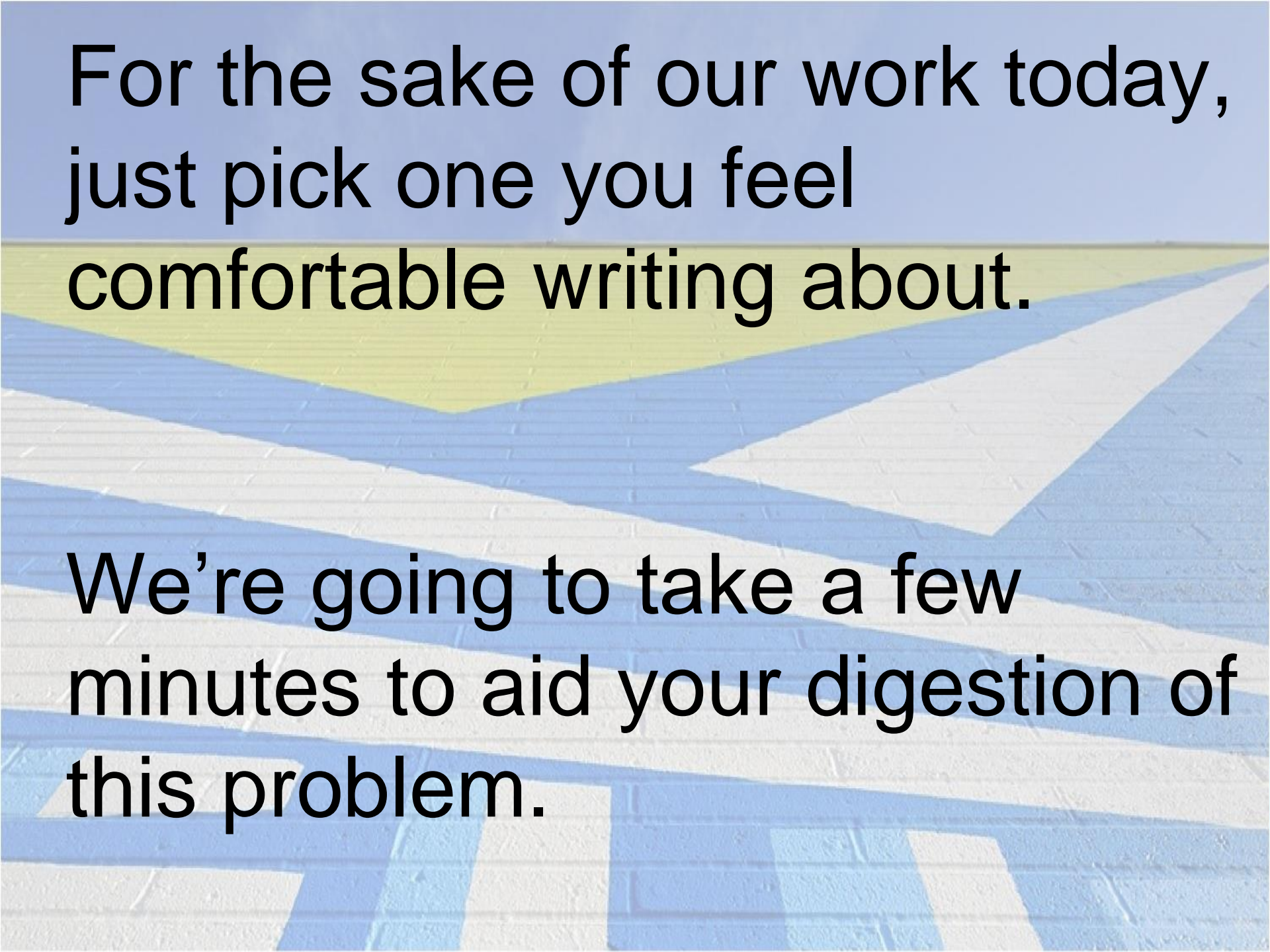


We all have
writing in
common.



Make a list of the
problems you are
facing currently.

Since it is your list, no
problem is too small.

The background of the slide features a series of overlapping, semi-transparent geometric shapes in shades of blue, yellow, and white, creating a layered, abstract effect. The shapes are primarily triangular and quadrilateral, arranged in a way that suggests depth and movement.

For the sake of our work today,
just pick one you feel
comfortable writing about.

We're going to take a few
minutes to aid your digestion of
this problem.



1

How did you come to realize this problem existed? What preceded the problem? What side effects did it have?

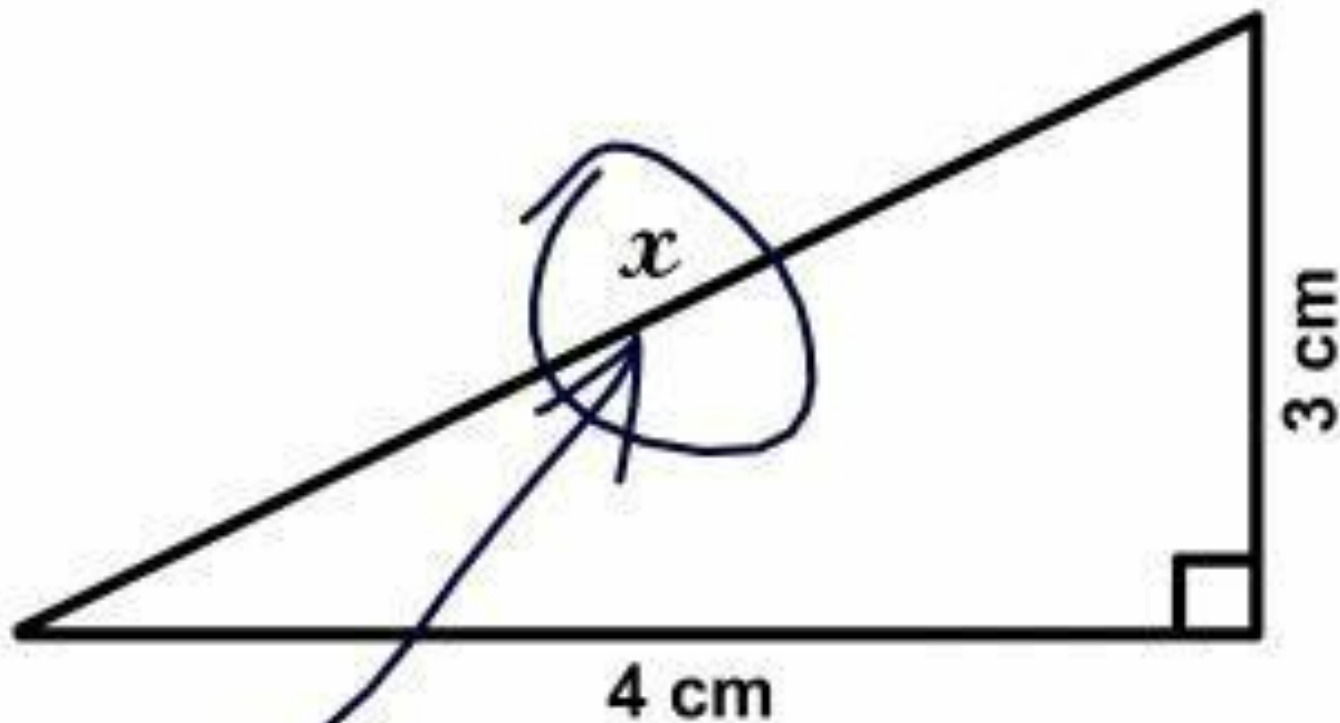
2

What resources did you consult to deal with the problem? Did you research? If so, how and where?

3

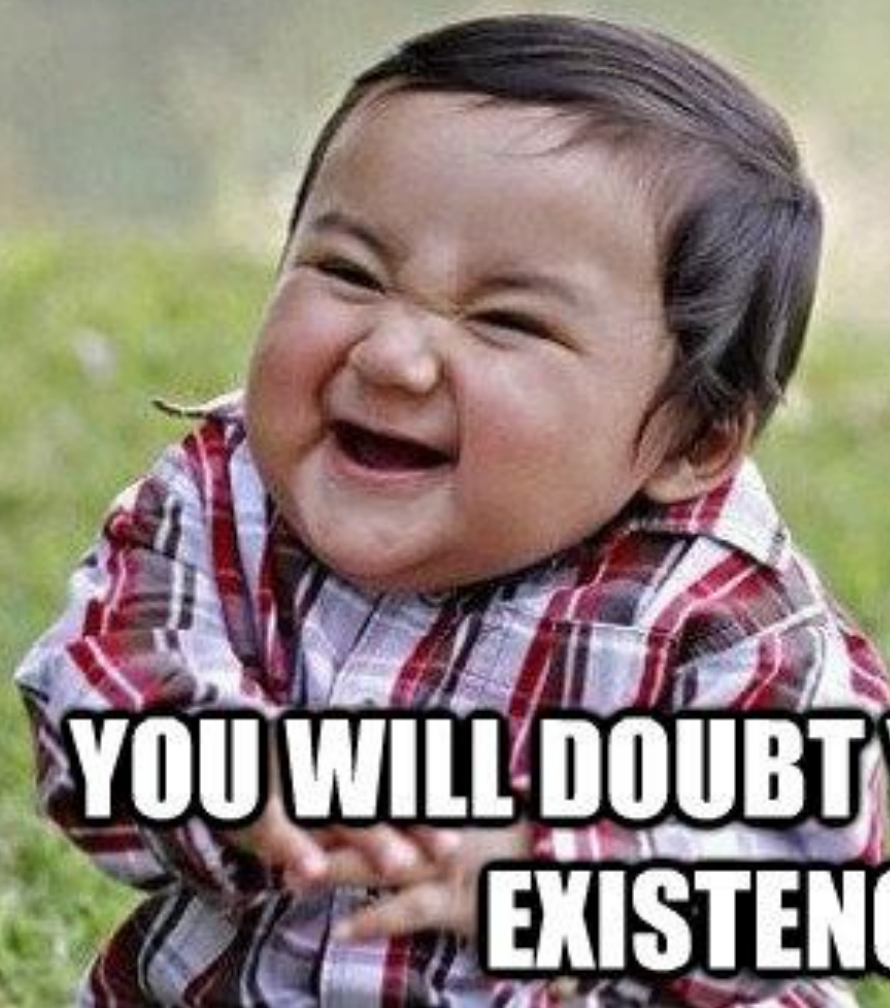
What stakeholders did you leverage to gain support? Who did you call for help? If no one, why not?

3. Find x .



Here it is

I'M GONNA IGNORE YOU SO HARD



**YOU WILL DOUBT YOUR OWN
EXISTENCE**

Framing our work today...

☹ Common Core and
Common Test Burn-out

☹ Banking vs.
Collaborative Learning

✓ Application of theory to
transform our community

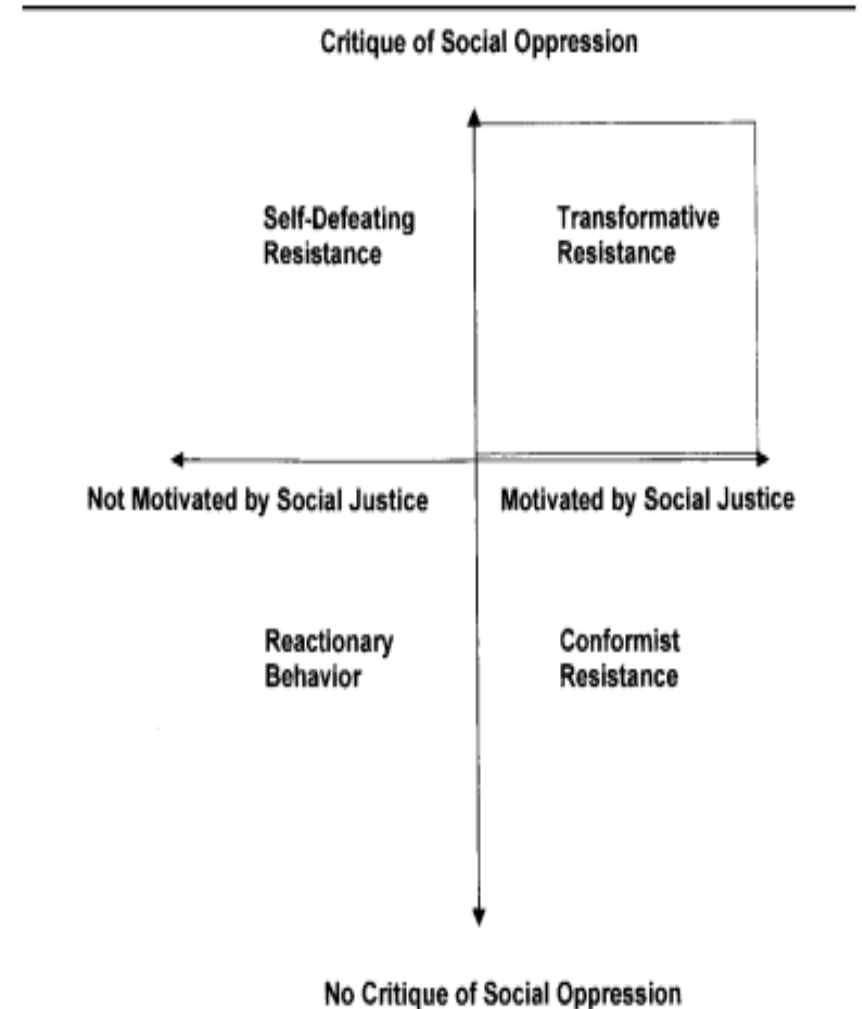


FIGURE 1 Defining the Concept of Resistance

Reexamining
Societal Structures

The diagram is set against a background of a blue sky and a field with a path. At the top, a blue semi-circular banner contains the text 'Reexamining Societal Structures'. Below this, a light blue oval contains three circles: a pink one on the left with 'Lord of the Flies', a dark red one on the right with 'The Prison Industrial Complex', and a light purple one at the bottom with 'Student-Led Protest'. Two blue diagonal banners, 'Social Action' on the left and 'Our Role as Educators' on the right, point towards the bottom. A large white arrow points from the bottom of the central oval to the text 'Transformative Resistance' at the very bottom.

Lord of
the Flies

The
Prison
Industrial
Complex

Student-
Led
Protest

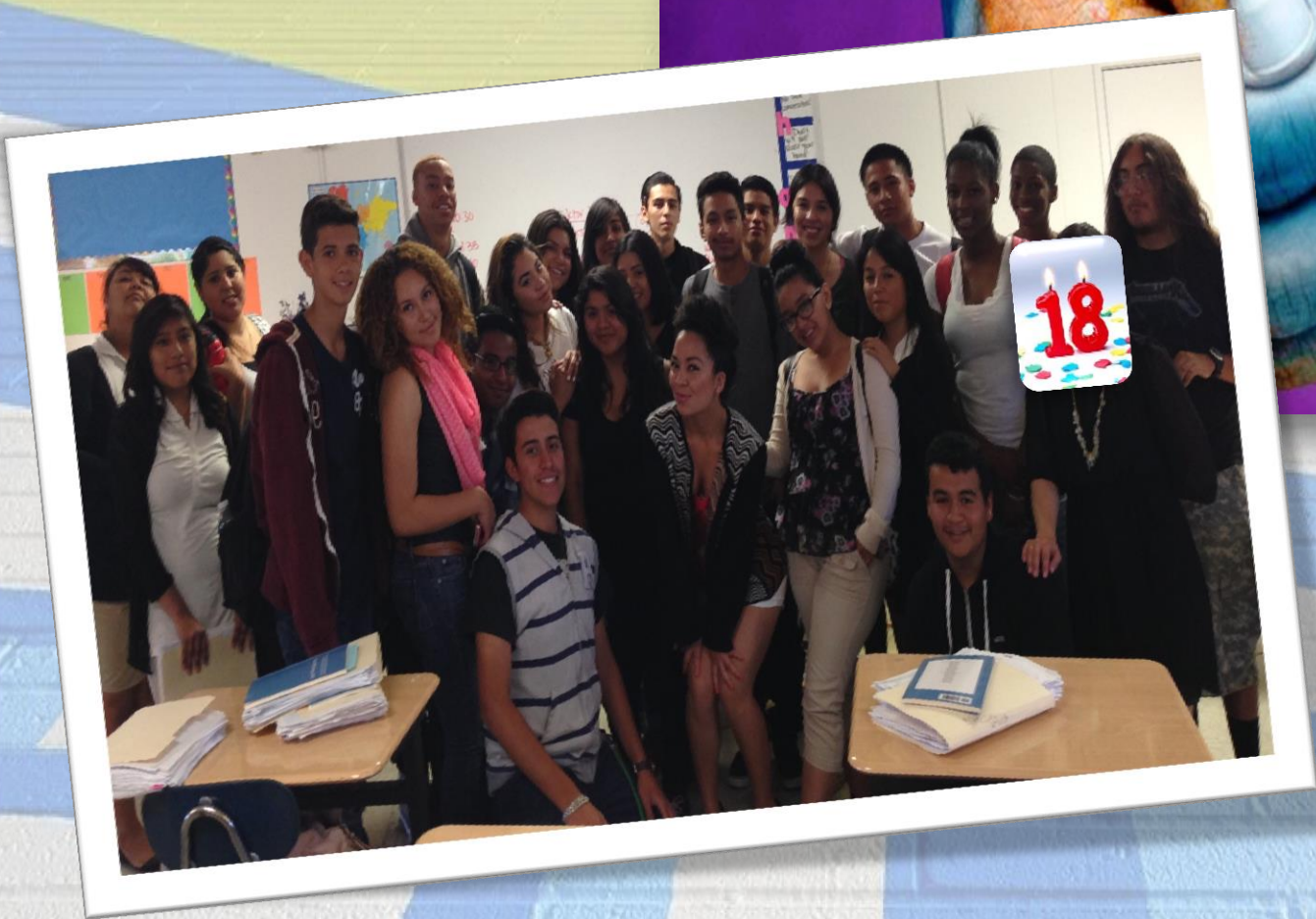
Social Action

Our Role as Educators

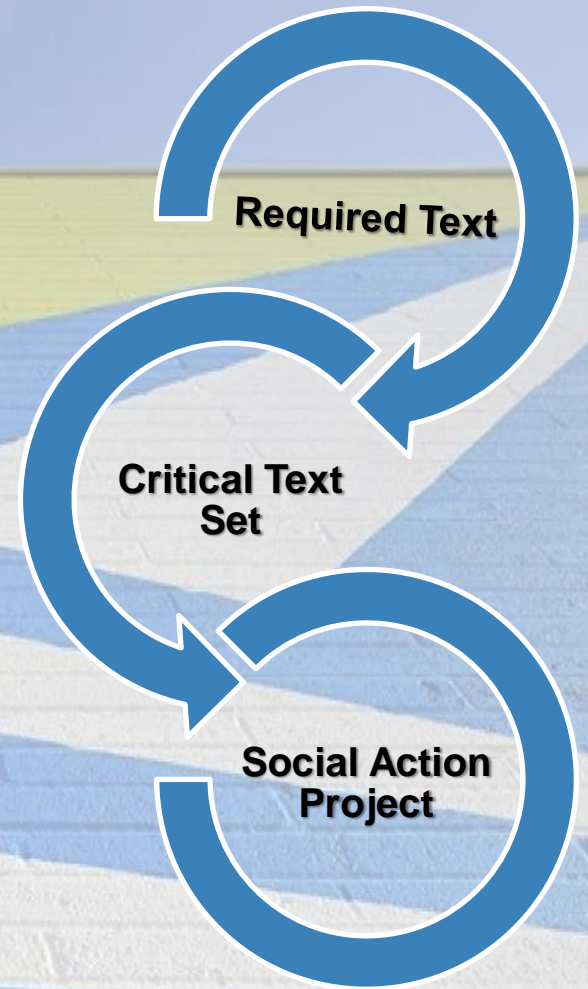
Transformative
Resistance

Reframing the Conversation...





Howard asks, “How do we respond to the pain and suffering that young people experience in their homes, schools, and communities?”



What is justice?

**How can one
fight injustice
and
oppression?**

WITH RACE AND
CULTURE
IN SCHOOLS
Closing the Achievement Gap
in America's Classrooms



“Each of us has a moral responsibility to ponder what role we are taking to challenge injustice, what questions we are posing to eradicate discrimination, and what actions we are engaged in to end exclusion and oppression no matter what shape or form it takes.”



Motivated by Social Justice

What is the purpose of the justice system?

How can we fight oppression in the prison system?

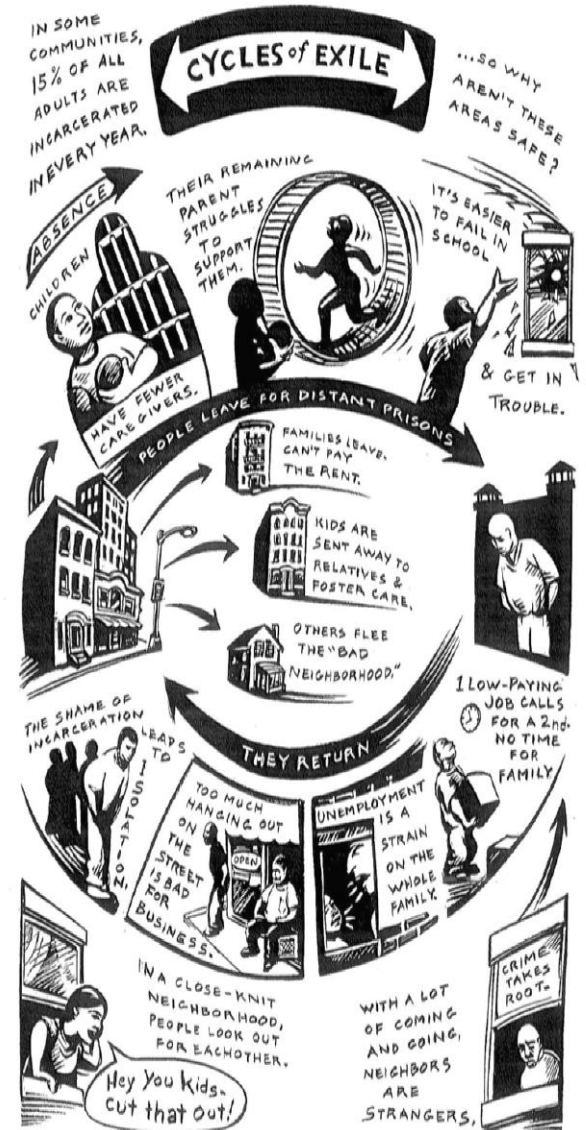
Our Unit

Sesame Street clips

The Real Cost of Prisons Project Comics

“The Prison Industrial Complex” from *The Atlantic*

“Viewpoint: What’s Missing from Sesame Street’s Parents in Prison Toolkit” from *Time*



These ideas are based on the work of Dina R. Rosen and Todd R. Clear: "Incarceration, Reentry and Social Capital: Social Networks in the Balance," 12/01
Prisoners of the War on Drugs by Sabrina Jones • © 2005 The Real Cost of Prisons Project • www.realcostofprisons.org

Student Results

Dear Governor Brown,

...Therefore, the amount we are spending prison should go to better situations that are in serious in need. This also can be avoiding by taking out some nonviolent offender that can be help, and we wouldn't have to build more prisons and waste the money. Above all we would be helping everybody some nonviolent offenders, their children, communities that need the money, and our state reputation...

Justifying My Work

Standards

Close reading,
synthesis,
comparing
sources

Student Inquiry

Class
discussion,
comparing
themes,
addressing
misconceptions

Proving Behavior

Letter to
Governor
Brown to
support
Prop. 47

**What about
Hobbes?**

**No...not that
Hobbes...**



Childhood abuse
or neglect

Physical

33%

More than **33% of youths** exposed to community violence will experience Post Traumatic Stress Disorder, a very severe reaction to traumatic events.

Grief and
loss

*People can and do
recover from trauma*



TRAU

Post-traumatic stress disorder (PTSD) is a mental health condition that can include flashbacks, nightmares and severe anxiety.

Are the boys in Lord of the Flies evil? Are humans evil?

(And really, what
does it mean to tell a
young person that
humans are evil?)

audience is for
can relate to this art.
color pencils, markers

This art is based on prop.
like to see family reunited.

The intended audience is joining to prop⁴⁷
for families can be happy

The intended audience

It is made of cardboard and Paint

Away from home.

The topic of this art is how children behave without rules and with rules.

This girl is based on The Lord of the Flies.

The intended audience is the students in my class.

It is made of pencil, carbon, pastels
Paint.



od: 1 ~~Math~~ 1 How Score: 20 / 20

From Chapter 8 of Lord of the Flies

usually enjoy the shadows under the trees. There was no wind and they were
black silent as the shadows under the trees. There was no wind and they were
and sweating in the silence and they stole away again and instructed his hidden hunters
small boys, by the largest one of the trees an ear flapped idly. A little
row of piglets that slept on the ground. The boy was black and pink; and the great
black stopped, and his arm, straightening, pointed at him. The boy looked round in
dread and the other boys nodded at him. The row of right arms slid back.
and at a range of only ten yards the wooden spears with fire-hardened points
with a demerced rush, rushed into the sea. The roar of Roger's spear behind it
and the sound of the spears sticking in her fat flank. The boys shouted and rushed
towards the first

Period: _____

Section: _____

Name 1 How are you today? Score: 1

...deep maternal bliss, lay the shadows under the...
...fringed with a row of...
...on the dove-lark...
...in everyone...

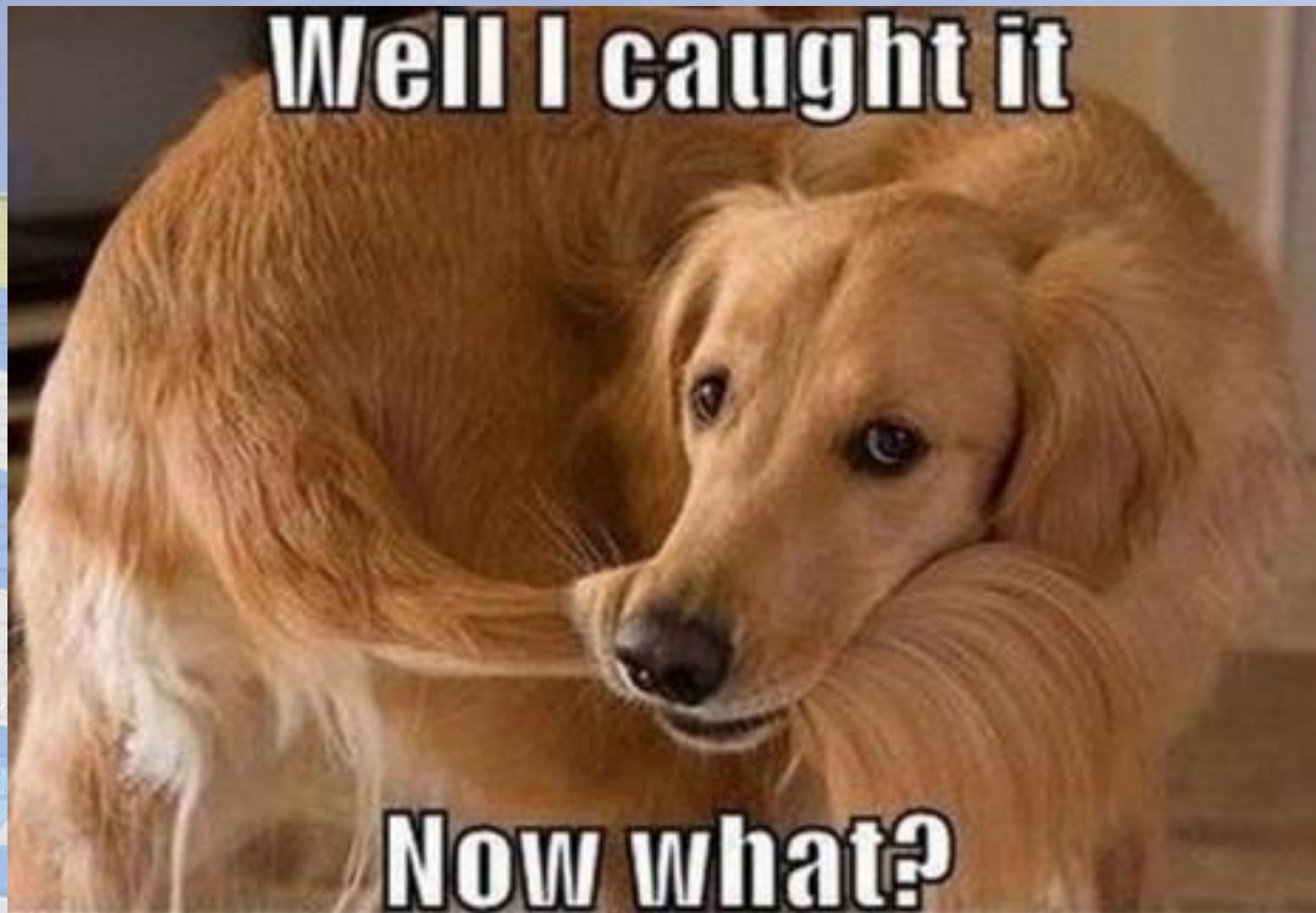
Review - Week 10
Name: Mick
and the

Name: Michaela Bort Week 10
Read the following selection:

...bags of fat, sent
...and practice had m
...they all began to in
...om the rest, sunk in
...Fifteen yards was
...inquiry to make su
...The "Now!"
...flew tow
...The s
...fo

Well I caught it

Now what?





Chicago teachers deserve a

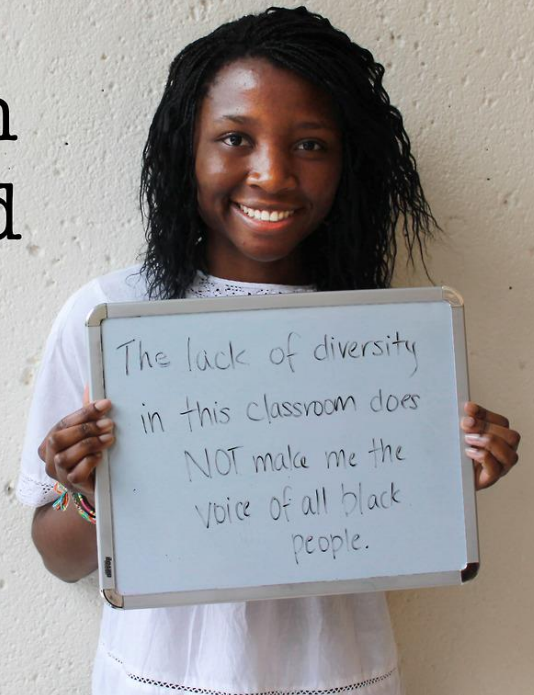


Fair Contract MEOW!

Newsela.com

www.Memegenerator.net

#itooam
harvard







BEFORE IT'S TOO LATE

There is a woman somewhere
Hiding her tears because of a man
Who vented his anger on her
Trying to demonstrate his power

This woman is scared of speak out,
She knows that a hit can ^{shut} her mouth.
People don't know what they talk about
When they say it's easy to stop it now

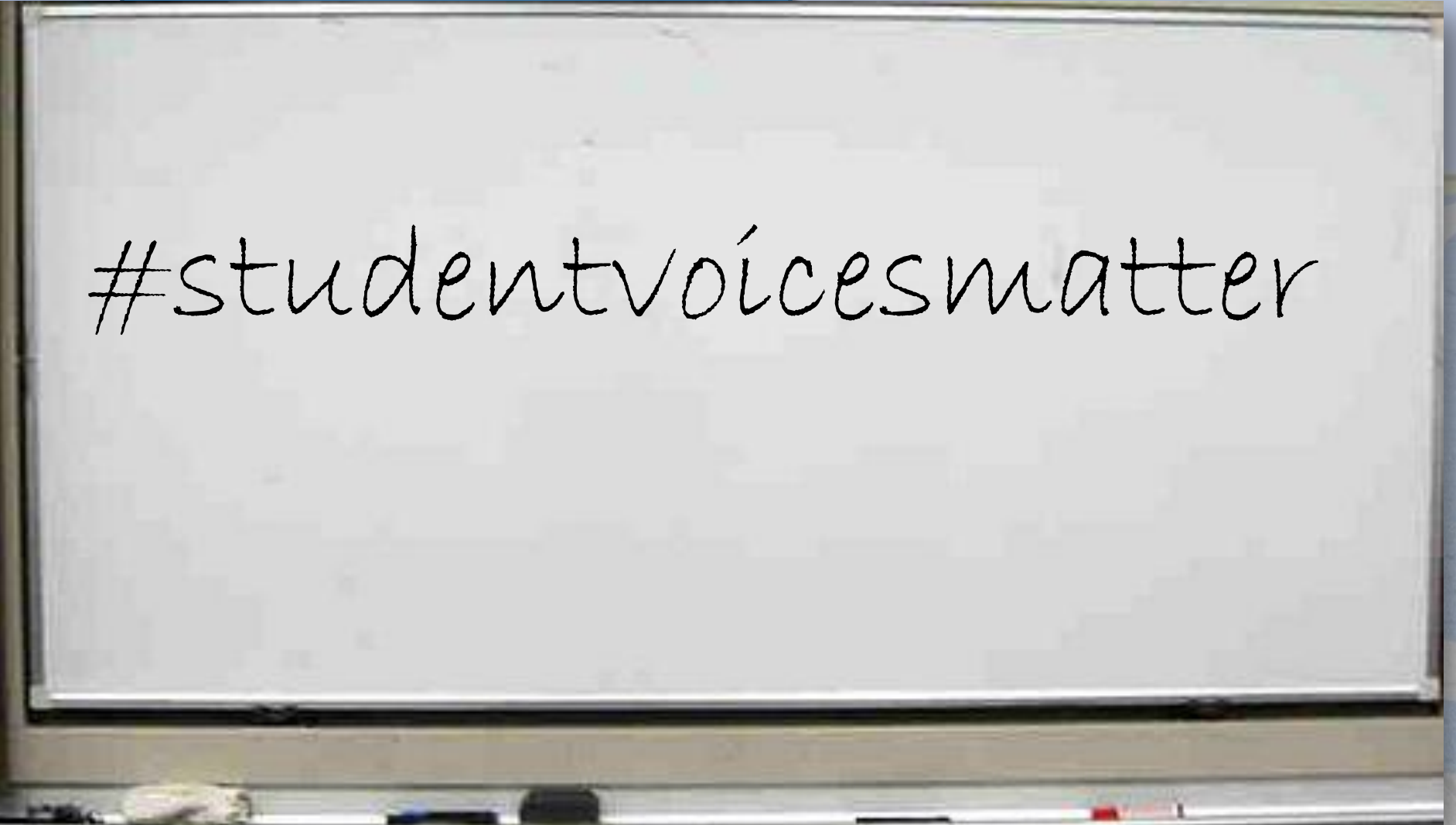
^{going to}
Who's gonna be the first one to help her?
Who's gonna be the first one to stop it?
Who's gonna be the first one to end it?
Before it's too late for her.



NOT SURE IF HAD GREAT IDEA



**OR JUST REMEMBERED SOMETHING
SOMEBODY ELSE DID**



#studentvoicesmatter

- **“Wood” Carving Press**