

Decolonizing Teaching & Learning: Creating Truly Inclusive Learning Environments for All Students



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XanEdu

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About XanEdu Publishing



With 20 years of custom publishing experience supporting both Higher Education and K-12 schools, XanEdu Publishing is uniquely positioned to help school districts **improve relevancy, equity and access** through customized instructional materials.

“Ultimately this is about equity and growth. What we see when schools are fully implementing XanEdu’s custom Guidebooks is that students are more engaged and take more ownership of their learning, which we know are true indicators of success.”

– Raquel Darling-Greer, Literacy Advisor for High School

Why Custom Publishing?



- One textbook does not fit all students' needs
- Individual districts require unique, high-quality, district specific materials that facilitate access, equity and outcomes
- Districts need flexibility to adapt materials to unexpected mandates, standards changes
- Costs of textbooks and instructional materials are at an all-time high, forcing districts to update materials in cycles

Contact XanEdu today



- **Increase student engagement** by providing them with relevant, meaningful learning experiences that get them excited about the topic(s) they're studying
- **Control the content, quality, and costs** of your instructional materials
- **Create materials that are culturally relevant and highly-aligned** to the subject matter and student experiences
- **Enable teachers to spend more time teaching** less time on administrative tasks

Examples of Custom Publishing



About Your Presenter



- Named one of South Florida's Top Black Educators by Legacy magazine
- Work and research have been featured in the Journal of Literacy Innovation: Rethinking Literacy Instruction

Developed courses including:

- Great Men and Women of Color Who Shaped World History
- Examining the African American Experience in the 20th Century through Music and Visual Arts
- Exploring Hip Hop as Literature, and
- The History and Contribution of Haiti in a Global Context

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What are the Goals of the Office of African, African American, Latino, Holocaust, and Gender Studies?



To help reform teaching and learning by creating an educational foundation where all students are affirmed and validated.

This is accomplished through the following steps:

- Normalizing teaching the histories and incorporating the cultures of all students in the classroom.
- Curriculum transformation where students can develop an understanding of the experiences and perspectives of different racial, cultural, ethnic, religious and gender groups.
- To support educators in implementing pedagogical strategies that address the cultural norms and learning styles of a diverse student population.

Framing Our Conversation



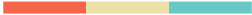
- The purpose of this conversation is to help us arrive at an understanding of the processes and questions involved in decolonizing thinking, education, and curriculum development on a classroom and systemic level.
- Colonization - The action or process of settling among and establishing control over the indigenous people of an area
- Colonization impacts indigenous people the following ways:
 - Subjugation
 - Deculturation
 - Acculturation
- Colonial Education standardizes the cultures, values, and traditions of the prevailing power in society.
- It does not affirm the histories, customs, or perspectives of colonized students.
- The goal is to “fix” these students through assimilation.

Why Decolonization?



- Shifting populations in the United States
- 80 percent of teachers in public education are White
- 53 percent of students are not White
- Traditional Curriculum and instructional approaches were not designed with non-White students and teachers in mind.
- There are academic outcome disparities between African Diasporic and Latinx and most White and some Asian American students.

Disposition: Cognitive Reframing and Change in Praxis



Colonial	Decolonial
Ally	Family
Individualism	Collectivism
Eurocentric Curriculum	Curriculum and epistemology that allows all students to center themselves
Teacher, Student, and Black/Latinx Communities Voices Ignored	Teacher, Student, and Black/Latinx Communities Voices Acknowledged
Assimilation	Authentic Self

Transformative Approach to Multicultural Education Reform



This approach changes the structure of the curriculum and encourages students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view. This type of instruction involves critical thinking and involves a consideration of diversity as a basic premise (Banks, 1999).

To achieve this in our curriculum, we must take the following steps:

- Abandon Eurocentrism, sexism and homophobia
- Develop insight of the history and culture of historically marginalized people (Example: Black and Latinx)
- Center the voices of all people involved in historical events/eras and move away from a single-story narrative

The results should be a seamless fusion of content that equally represent multiple experiences, values, and points of view.

Hip Hop Based Education

HHBE – Integrates Hip-Hop culture, most commonly rap songs into curriculum as resources to encourage engagement and literacy.



Exploring Hip Hop as Literature

Unit 1 – Introduction - Origins and Evolution

Unit 2 - The Growth and Commercialization of Hip Hop

Unit 3 - Identity and Social Activism

- Knowledge of Self

- The Women of Hip Hop and Feminism

- Latinx Influence

- Social Activism

Unit 4 - The Art of Storytelling

Unit 5 - Analyzing the Lives and Works of Tupac Shakur and Nipsey Hussle





Unit: Identity and Social Activism

Lesson: Knowledge of Self

Objective:

Students will perform textual analysis of Hip Hop based lyrics to identify and uncover underlying themes relevant to the author's purpose and social commentary related to the student's identity.

K.O.S. (Determination) By Black Star

At exactly which point do you start to realize that (life without knowledge is death in disguise?) that's why, knowledge of self is like life after death apply it, to your life, let destiny manifest.

Practice 1 - Conduct an analysis

Analyze and dissect the excerpt by writing a brief interpretation of each line. In your interpretations, please explain the message that you think the author (Talib Kweli) is attempting to convey.

Practice 2 - Knowledge of Self Rap

Choose one or more of the following topics:

- Your family history
- Your cultural heritage
- Your community
- The meaning of your name.
- Select an instrumental beat and create a rap song about your topic.
The song must be a minimum of 1 verse or 16 bars with a chorus/hook.
This exercise can also be completed with a partner or a small group

Ladies First Queen Latifah

The ladies will kick it the rhyme that is wicked
Those that don't know how to be pros get evicted
A woman can bear you break you take you
Now it's time to rhyme can you relate to
A sister dope enough to make you holler and scream
Ayo let me take it from here Queen
Excuse me but I think I'm about to do
To get into precisely what I am about to do
I'm conversating to the folks that have no whatsoever clue
So, listen very carefully as I break it down for you
Merrily merrily merrily merrily hyper happy overjoyed
Pleased with all the beats and rhymes my sisters have employed
Slick and smooth throwing down the sound totally a yes
Let me state the position: Ladies first, yes? (Yes)
Believe me when I say being a woman is great, you see
I know all the fellas out there will agree with me
Not for being one but for being with one

I Am a Woman MC Lyte

I am woman, hear me roar
When I grab the mic it's never a bore
When I'm on stage, sayin' a rhyme
I often wonder what ya think of mine
Is it fresh or weak, or is it live or dead?
Yo, it's got ta be somethin' if you're
boppin' your head
To the beat, can I get an amen brother?
Liked that rhyme? Well here goes
another



Unit: Identity and Social Activism

Lesson: The Women of Hip Hop and Feminism

Objectives:

Students will perform textual analysis of Hip Hop based lyrics to identify and uncover underlying themes relevant to the author's purpose and social commentary related to the student's identity.

Students will be to understand and discuss the social critique and criticality of feminism

Practice: After you read Ladies First and I Am a Woman, complete the following questions and tasks:

1. In what ways is the central theme and tone of both songs similar?
2. Reference line 3- 5 from Ladies First and lines 1-5 from I Am a Women. What can you infer about their feelings about asserting themselves as female rap artists?
3. Discuss how the tone of each artist is different.



Lesson: African Americans in S.T.E.M.

Grades : 6 – 8 (Can be modified for 3- 5)

Objectives:

Students will be able to discuss and describe the major contributors that Black people have made to STEM (Science, technology, engineering, and mathematics).

You Must Learn

Boogie Down Productions

- 1 I believe that if you're teaching history
Filled with straight up facts no mystery
Teach the student what needs to be taught
Cause Black and White kids both take shorts
- 5 When one doesn't know about the other ones' culture
Ignorance swoops down like a vulture
Cause you don't know that you ain't just a janitor
No one told you about Benjamin Banneker
A brilliant Black man that invented the almanac
- 10 Can't you see where KRS is coming at
With Eli Whitney, Haile Selassie
Granville Woods made the walkie-talkie
Lewis Latimer improved on Edison
Charles Drew did a lot for medicine
- 15 Garrett Morgan made the traffic lights
Harriet Tubman freed the slaves at night
Madam C.J. Walker made the straightening comb;
But you won't know this if you weren't shown
The point I'm gettin' at it might be harsh
- 20 Cause we're just walkin' around brainwashed

Practice 1

What does the author (KRS-One) mean in lines 3 -4 when he states, “Black and White kids both take shorts when one doesn't know about the other ones' culture ignorance swoops down like a vulture?”

Practice 2

1. Work with one of your classmates or within a small group.
2. Select one of the individuals that the author mentions in lines 8 – 17
3. Create and record a presentation about the person you selected. In can be completed in one of the following formats: Rap/Poem/Spoken Word (minimum of 1 verse or 16 bars and a chorus/hook), visual art piece, or digital Story

The teacher is of course an artist but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves - Paulo Freire





Learning Resources



Today's attendees will receive:

- Invitation to sneak peek new African American history reader:
 - xanedu.com/resources/customizing-your-curriculum-materials-to-be-inclusive-and-culturally-relevant
- Presentation slides
- Webinar recording
- Blog article - *Decolonizing Teaching & Learning: Creating Truly Inclusive Learning Environments for All Students*
- Downloadable – Sample lessons, scope and sequence from *Hip Hop as Literature*

Contact Information



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Teşekkür ederim

Aitah

Je vous remercie

Tak

Ačiū

Дзякуй

Dziękuję Ci

Dėkuji

Takk skal du ha

ارگنشر

謝謝

Спасибо

고맙습니다

Paldies

Grazie

Obrigado

Kiitos

Multumesc

Hvala

Хвала вам

Gracias tibi

Gracias

Tack

Danke

Дякую

Dank je

Aitah

Ευχαριστώ

Thank You!