



Pre-Conference Readings: Making Connections

In the Verona Area School District, we are moving towards Personalized Learning, an instructional approach in which students are empowered to drive their learning with the guidance of their teachers. One of the main components of Personalized Learning is student voice and choice.

In the spirit of Personalized Learning, **we would like each MSAN Scholar to choose one of the following three readings.** Use the guiding questions as you read to connect the text and your thoughts to the conference theme: Exploring Deeper Roots. After reading, participate in a jigsaw activity to share your insights. Summarize the readings, address the guiding questions, and share your key thoughts with your peers. These readings will help inform the root-cause analysis activity and your action planning at the conference.



Readings

Each MSAN scholar chooses one of the following articles.

1. *Joaquín's Dilemma* by Pedro Noguera

Guiding questions:

1. How did Joaquín's sense of identity affect his school experience? What factors influenced this? Can you relate to his feelings?
2. Are stereotypes reinforced in your school setting? What are some possible causes of this?
3. What does Noguera mean by "Hidden Curriculum"? What messages does the "Hidden Curriculum" communicate to students?
4. How can educators work to make change? What role can students play in equity work? Why is it important for the burden of this work NOT to fall on students and what does this suggest about the need for building support for your MSAN Action Plan?

2. Readings for Diversity and Social Justice: *Defining Racism: "Can We Talk?"* by Beverly Daniel Tatum

Guiding questions:

1. What contributes to the development of prejudice?
2. Why is it important for everyone to examine their beliefs and behaviors about other people?
3. How does Tatum distinguish the concepts of prejudice and racism?
4. What are some of the systemic advantages related to white privilege?
5. In addition to race, what are other factors that play a role in a person's access to social influence and power?

3. Readings for Diversity and Social Justice: *Waking Up White* by Jan Arminio

Guiding questions:

1. What does the author mean by "waking up" white? What happened to increase her awareness of her whiteness as a part of her identity?
2. Why does Arminio consider race to be a burden of our society?
3. What is her call to white people? What are some specific questions she asks herself to disrupt the legacy of racism and to work towards a more just society?
4. How can you work to infuse these questions into your learning community?

Pre-Conference Readings: Jigsaw Activity

- In small groups, gather with your peers who read the same text as you.
- Share your responses to the guiding questions, thoughts, and reflections about the article.
- Prepare to summarize your discussion to share out as a whole group.
- After learning about all of the articles, as a whole group, connect the key concepts to the current situation in your school. How do the readings apply to your context?
- Take the conversation one step further by connecting the discussion to the MSAN Conference theme: Exploring Deeper Roots. You can use the questions below as a guide for your conversation if you wish.

Exploring Deeper Roots

Expose the Roots that Cause Racial Inequities

- What do you see as inequities that exist in your district (generally) and your school (specifically)?

Embrace the Roots of Who You Are

- What are your core beliefs about who you are? What is your truth?
- How do you define yourself?

Empower Yourself to Take Action

- How will you use this experience to empower yourself and your peers to take action in achieving equity for all students in your district?

The Verona Area MSAN Scholars are looking forward to meeting you and continuing the conversations in October!

References

Noguera, P. (December 1, 2002). Joaquín's dilemma: Understanding the link between racial identity and school-related behaviors. In *Motion Magazine*. Retrieved from steinhardt.nyu.edu/metrocenter.olde/resources/PDF/Joaquin's%20Dilemma.pdf

Tatum, B.D. (2000). Adams, M., Blumenfeld, W., Castañeda, C., Hackman, H.W., Peters, M.L., Zúñiga, X. (Eds.), *Readings for Diversity and Social Justice*. (pp. 65-68). London:Routledge.

Arminio, J. (2000). Adams, M., Blumenfeld, W., Castañeda, C., Hackman, H.W., Peters, M.L., Zúñiga, X. (Eds.), *Readings for Diversity and Social Justice*. (pp. 125-126). London: Routledge.