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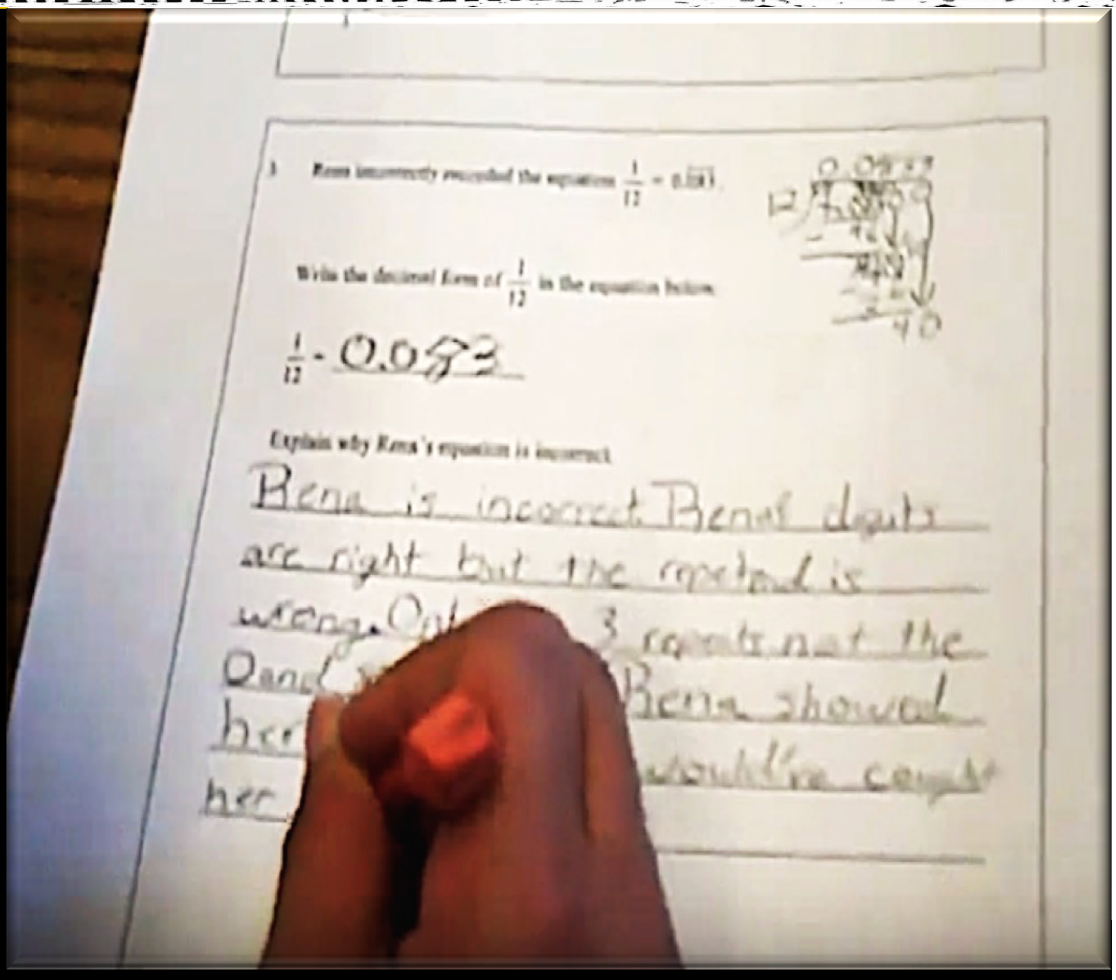

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AIMS & SCOPE

Literacy & Social Responsibility eJournal is an international peer-reviewed forum published by the Literacy and Social Responsibility Special Interest Group of the International Literacy Association. This journal provides a venue for educators to promote the intersection of literacy and social responsibility for life long learners through policy, research, and/or practice.

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INTERNATIONAL LITERACY ASSOCIATION

THE FUTURE OF LITERACY

CONTENTS

EDITORIAL INTRODUCTION

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Welcome to Volume 9 of the *Literacy & Social Responsibility eJournal*.

Each volume of the *Literacy & Social Responsibility ejournal* (LSR) intentionally creates a space for marginalized voices. Therefore, we pay special attention not only to the rigor of the research being presented but also whose voice is privileged within each piece. With the advent of a new era in American politics framed by heightened social, racial, and economic tensions and spurred by "alternative facts," inflammatory rhetoric, and isolationist and protectionist policies, as literacy teachers and researchers, we all have the responsibility to reflect on the affordances and limitations our current literacy processes and practices offer in service of social change. Specifically, we have a responsibility to use our processes and practices to disrupt and resist deficit discourses and intolerant ideologies. We hope to lead that charge with this publication.

Issue 1 is comprised of three *Feature Articles* grounded in empirical data, a *Take Action Article* focused on reinforcing and expanding notions of social responsibility through literacy and literature, and one critical *Text Review*. Each of this issue's pieces explicitly or implicitly challenge current conceptualizations of what it means to "do literacy" and invite us into the conversation – to grapple with our notions of literacy and interrogate its transformative power.

This issue begins with an article by Jemimah Young showcasing how Black girls are unique K-12 learners that bring specific funds of knowledge to the reading classroom. Her single group summary of the achievement of Black girls in 4th grade reading over a decade of NAEP administrations suggests that, despite the consistent rhetoric of underachievement, from 2003 to 2013 Black girls have made statistically significant gains. We then turn to an article by Stephanie Troutman which examines notions of citizenship in relation to literacy/ies. Specifically, she considers how educational curriculum, particularly via filmic text, provide ways of reading and knowing, and therefore belonging (or not) within socio-historical iterations of American identity politics? We continue with an article by Margarita Gomez Zisselsberger and Lauren Catts which outlines in print and hyperlinked video supplementary material how writing is an essential component of the mathematics classroom. Their results highlight how effectively teaching mathematical literacy requires an awareness of practices that foster teacher and student agency and connect the process of learning math and expressing mathematical knowledge for each student.

In this issue's Take Action article, Janet Wong pushes us all to think about "What's Next" and how to act in the spirit of social responsibly in our classrooms, communities, and country. Finally, the book review featured in this issue illustrates powerful uses of literature in multicultural classrooms and communities.

In closing, we wish to thank the authors and members of the Editorial Review Board who shared their expertise, insights, and time to make this issue representative of our mission.

We look forward to continuing the conversation.

Ty and Leah

One Book and One Girl at a Time: Analyzing and Explaining Black Girl's Reading Achievement in Elementary School

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***Abstract* —** Black girls are unique K-12 learners that bring specific funds of knowledge to the reading classroom. These experiential learning tools are underutilized as pedagogical scaffolds - apparent by the consistent challenges Black children present on national assessments. This study showcases a single group summary of the achievement of Black girls in 4th grade reading over a decade of NAEP administrations. The achievement results of 25,527 Black girls suggest that despite the consistent rhetoric of underachievement from 2003 to 2013 Black girls have made statistically significant gains. Based on the specific achievement gains and growth patterns of Black girls, the study provides strength based recommendations for teachers, families, and Black girls to spark a reading revolution - one book and one girl at a time.

Keywords: *Black girls, Reading, Academic Achievement, Achievement Gap, NAEP*

Early reading is an area that requires an emphasis on engagement and discovery; as opposed to the literary scavenger hunt approaches proscribed in hard to staff urban schools across the nation. Literacy has the ability to transform the academic outlook of children of color when situated in a context that sparks interest and connects to the experiential power of funds of knowledge. Moreover, Black girls possess unique funds of knowledge that equip them to be comparatively more academically resilient than Black boys (Young & Scott, 2016). This unique academic resilience is observed in the consistent academic achievements of Black women and mothers throughout the United States. Black girls outperform Black boys in every measured academic domain (Saunders, Davis, Williams, & Williams, & 2004; Varner & Mandara, 2014). However, comparing groups to one another has little instructional value from a strength-based, knowledge-gains approach. For example, one major limitation of ethnic or gender comparative designs is that when group differences are found, investigators are left to speculate on the cause of those differences (Dotterer, Lowe, & McHale, 2014). These activities perpetuate the trend of "gap gazing" and fail to yield information that is practical and significant for classroom use (Young & Young, 2016). Homogeneous within-group, content-oriented designs could allow researchers to identify causes in achievement differences between groups by pinpointing content specific knowledge gaps and, more appropriately, knowledge gains.

The perpetual preoccupation with the achievement gap has stifled the creativity of Black girls by forcing teachers to explore their learning through a summative, rather than a formative, instructional lens given high stakes testing. To help to redress this regressive reading reality, this study presents an exploration of data for 4th grade Black girl reading achievement patterns on the National Assessment of Educational Progress (NAEP) and addresses content knowledge concerns through an affirming strength-based, knowledge-gains approach.

Literature Review

Gender Socialization

One popular adage of the Black community is that mothers "raise their daughters and love their sons." By "raising" their daughters, this idiomatic folk expression suggests that Black mothers prepare their daughters for challenges of life, while shielding their sons from possible eventualities of life (Varner & Mandara, 2014). This form of gender socialization is in stark contrast to traditional gender socialization patterns. Empirical evidence suggests that parents raise their daughters and sons differently (Bornstein et al., 2008). There is longstanding research to support the notion that Black mothers foster competence and self-reliance in their daughters, thus they are firmer with their daughters than their sons (Collins, 1987; Smetana, J., & Chuang, 2001; Staples & Johnson, 1993). While, "the traditional pattern of gender role socialization suggest that parents want their sons to be independent, self-reliant, highly-educated, ambitious,

hard-working, career oriented, intelligent, and strong-willed while their daughters to be kind, unselfish, attractive, loving, well mannered, and have a good marriage to be a good parent" (Block, 1983, p. 1341).

Black girl's gender socialization is also unique when compared to other ethnically diverse students of color. For instance, according to Weiler (2000) parents of Latino and Asian girls generally expect their daughters to be obedient, responsible, dependable, and submissive, which parallels with Eurocentric gender expectations. Black families typically experience a "gender dilemma" where mainstream gender ideology conflicts with life's realities, thereby causing a divergence from traditional gender socialization patterns (Hill, 2001). For example, Black girls are often taught not to rely on marriage for economic security (Collins, 2005; Higginbotham & Weber, 1992). As such, they are socialized to pursue academic and professional careers that allow them to achieve financial independence. Decades of research suggest that Black girls are taught to be self-reliant, and this dynamic remains steadfast (Evans-Winters, 2005; Hill, 2002; McAdoo, 1988; Staples & Johnson, 1993; Whitmire & Bailey, 2010). This unique gender dynamic accounts for some of the differences in achievement between Black girls and boys.

The Socialization of Achievement

Achievement ideologies can be socialized and may differ across ethnic and gender groups. These ideologies are shaped by history, experiences, and social interactions. Given the historical accounts of discrimination endured by Black Americans, many parents believe that education is the only way their children will have opportunities in a world where they are consistently confronted with racism (Franklin, Boyd-franklin, & Draper, 2002). Imparting the value of long-term educational achievement is therefore an essential socialization goal for Black families (Hill, 2001). Within the Black community, this message is imparted through the aforementioned gender socialization patterns that tend to better support achievement in Black girls.

Parenting practices are frequently associated with achievement. Moreover, the relationship between parental involvement and student achievement is robust and remains one of the major indicators of student academic success. However, considerable research on Black parental involvement portrays them as deficient because collectively they irregularly visit or volunteer at their children's school (Luster & McAdoo, 2002). Contrarily, in comparative analyses, Black parents account for the highest frequency of home-based involvement practices (Jeynes, 2003). In a study of Black school involvement, Suizzo, Robinson, Pahlke (2008) found that participants in their study expressed the importance of preparing their children for school because they had to be more advanced than their peers upon entering school and to maintain good academic standing as Black students. Therefore, much of the school related parental involvement that takes place in the Black community is situated in the home and involves preparing students to successfully navigate the educational system. These parenting practices are differentiated by gender and thus lead to differing outcomes in Black girl achievement.

Parents are instrumental in helping children develop positive self-concept and identity through socialization (Thomas & King, 2007). Child rearing practices are typically the mechanism through which these ideals are socialized. Furthermore, many socialization practices are highly dependent on gender (Raley & Bianchi, 2006). Consequently, research consistently concludes that differences in socialization lead to differential achievement outcomes for Black boys and girls (Annunziata et al., 2006; Kapungu et al., 2006; Mandara, Varner, & Richman, 2010). These differences affect student success across the entire achievement spectrum. According to Wood et al. (2007), Black student achievement on assessments are directly related to differences in parent socialization based on gender (Wood et al, 2007). Subsequently, 59% of Black girls graduate from high school compared to only 48% Black boys (Lewin, 2006). Investigating the differences related to these gender patterns of school achievement warrant further examination (Meece, Glienke, & Burg, 2006).

The NAEP

The NAEP is a nationally representative and continual assessment of what U.S. students know and can do across several academic areas (Campbell, Voelkl, & Donahue, 1997). For this reason, the NAEP is traditionally referred to as the *Nations Report Card* (NCES, 2009a). The administration of the NAEP began in 1969 with a narrow focus on achievement. However, in 1990, six ambitious national goals were adopted for the 21st century: (a) fostering child school readiness, (b) increasing high school graduation rates, (c) higher levels of education achievement, (d) promoting mathematics, (e) science, and literacy achievement, and (f) promoting a drug and violence free classroom environment (Executive Office of the President, 1990). Now, the NAEP is used to collect achievement data for U.S. students in mathematics, science, reading, writing, history/geography, and other fields. Each of these fields is assessed separately.

The NAEP Reading Assessment.

The NAEP reading assessment framework remained consistent until 2009, when the framework was modified from the 1992 framework (NCES, 2010). This new

framework increased the emphasis on literary and informal texts, a redefinition of reading's cognitive processes, a new systematic assessment of vocabulary knowledge, and the addition of poetry to 4th grade (NCES, 2009a). The new framework utilizes both multiple choice and constructed responses to assess students' reading comprehension. Along with the changes to the overall framework, changes were also made to the cognitive target areas. Students' comprehension skills are measured in three target areas: (a) locate/recall, (b) integrate/interpret, and (c) critique/evaluate (NCES, 2009b). These target areas are part of the overall achievement framework that is based on scores at the *Basic*, *Proficient*, and *Advanced* Level. Scale score cutoffs and associated skills at each achievement level are presented in Table 1.

Specifically, the reading NAEP design utilized scientifically-based reading research that embraces dynamic cognitive process that allow students to: (a) understand text, (b) develop and interpret meaning, and (c) use meaning as appropriate to the type of text, purpose, and situation (NCES, 2009b). The skills assessed on the reading NAEP are scored on a scale score of 0-500.

It is important to note that the change in the framework of the exam did not alter the minimum scale score for each of the recognized achievement levels. This enables researchers to compare student performance from year to year despite the change in the framework of the exam. However, the rigor was increased; thus, this must be accounted for in any evaluation using both frameworks. The achievement of Black girls in reading is enhanced and hindered by the intersections of their identity as Black and female in public school settings.

Repositioning The Achievement Gap

Historically, one of the key features of the NAEP was the assessment of racial and gender achievement gaps. As a national measure of achievement, it is important to consider the prevalence of the Black-White achievement gap on the NAEP. The NAEP is a powerful tool when investigating the nuances of the achievement gap for several reasons. First, a long-standing argument against standardized testing includes the proliferation of racial bias (Camara & Schmidt, 1999; Koretz, 2000). Research suggests that most tests lack empirical evidence to support the validity and reliability when administered to

Table 1. Reading Scale Scores for 4th Grade NAEP

Achievement Level	Minimum Scale Score	Description
Basic	208-237	4th grade students performing at the *Basic* level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.
Proficient	238-267	4th grade students performing at the *Proficient* level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.
Advanced	268-500	4th grade students performing at the Advanced level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment.

culturally and linguistically diverse populations (Craig, Thompson, Washington, & Porter, 2004). These issues, although not completely void from the NAEP, are minimized by the nature of the assessment, sampling, and administration procedures. However, for the purpose of this study, establishing Black girl content knowledge baselines are paramount.

Purpose

The purpose of this study was to utilize an ethnically homogeneous design to examine Black girl content specific knowledge. Achievement gap analyses and educational reform efforts habitually seeks to identify programs and teaching methods that target the social, emotional, cultural, and psychological dimensions of Black students. These efforts provide a conceptual lens that is necessary for working with diverse populations of students, but little is known about how Black girl's subject-matter knowledge may influence achievement differences. Between group analyses impede the identification of within group content specific strengths and weakness. For example, if Black student achievement is always compared to their White counterparts, the focus is always based on closing the gap, when attention should be placed on identifying the knowledge and skills that require further growth. This research study excludes the ethnic and gender comparative distractors, and, thus, eliminates the need to speculate on the causes of between-group differences.

Methodology

The NAEP is referred to as a representative-sample assessment. Therefore, the assessment solicits responses from participants representative of a population, region, and school. To maintain the representativeness, participants are selected by the National Center for Education Statistics (NCES) and its contractor according to a sampling frame (National Assessment Governing Board, n.d.). The typical sample size is approximately 10,000 students per grade from approximately 500 private and public schools (National Assessment Governing Board, n.d.). To gain a baseline understanding of Reading achievement of Black girls, this study utilized two subsamples of 4th grade Black girls from the 2003 and 2013 NAEP (N = 25,527). The participants in this study were part of a representative national sample of Black girls; therefore, the students were selected from schools with varying levels of diversity and socioeconomic compositions. Examination of the data proceeded logically from descriptive to comparative analyses. First, descriptive statistics examined characteristics of the two subsamples within the dataset. Mean differences between Black girls Reading scale scores for the 2003 and 2013 4th grade NAEP administrations were calculated and accompanied by 95% confidence intervals and p-values. Finally, differences in Black girls specialized Reading content knowledge were assessed using both descriptive statistics and a one-way analysis of variance (ANOVA). Statistically significant mean differences were examined using NAEP Reading scales from the 2013 administration as outcome variables: (1) Gain Information scale, and (2) Literary Experience scale. Appropriate post hoc testing and a subsequent plot of the 95% confidence intervals for the mean scale score point estimates followed *ANOVA* results.

Results

The descriptive results presented in Table 2 suggest that the overall achievement of Black girls across a decade of reading NAEP assessments can be categorized as at or below the *Basic*. Scores ranged from 197 to 214.95. The data in Table 3 suggest that across all reading subscales Black girls made statistically significant gains. The largest gain was observed on the gain information scale, which was subsequently the area with the lowest initial scores in 2003. The results of the *ANOVA* further suggest that Black girls' achievement is differentiated by content subscale, which suggests more focus should be placed on leveraging the inherent strengths of Black girls to produce larger gains from one year to the next.

Table 2. Descriptive Statistics and 4th grade Black girl Reading

	Year	*N*	*M(SD)*	*CI*
Composite	2013	5068	211.60(34.10)	[210.62, 212.57]
	2003	3864	203.23(34.50)	[202.11, 204.34]
Gain Information	2013	4572	208.24(35.43)	[207.18, 209.31]
	2003	3256	197.00(36.12)	[195.73, 198.27]
Literary Experience	2013	4886	214.95(35.23)	[213.93, 215.98]
	2003	3881	208.32(35.82)	[207.17, 209.47]

Table 3. Growth data for the 4th grade Black girl NAEP Reading scales

	M2-M1	*CI*	*t*	*p*
Composite	8.37	[6.93,9.81]	11.42	.00*
Gain Information	11.24	[9.63,12.85]	12.85	.00*
Literary Experience	6.63	[5.13,8.13]	8.13	.00*

A goal of the present study was to test for differences between Black girls mean scale scores on the Gain Information and Literary Experience on the reading NAEP. The ANOVA results were statistically significant, $F(1, 9{,}456) = 85.21$, $p < 0.0001$. A pictorial representation of the mean differences is provided in Figure 1. Figure 1

presents the 95% confidence intervals in bar graph form for Black girls mean scores on each of the 4th grade Reading content strands.

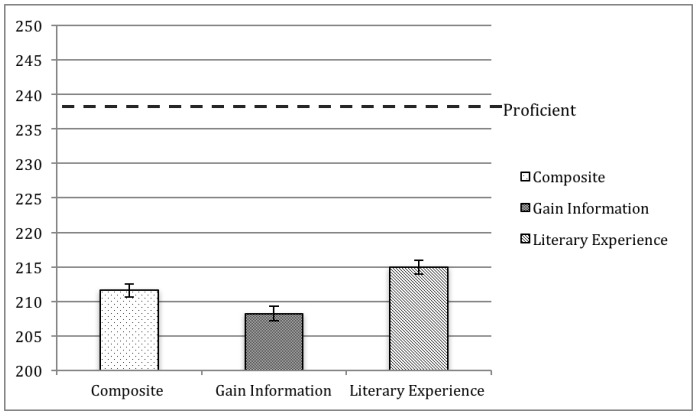

Figure 1. Bar graphs with 95% CI for Mean Scale Scores for the 4th Grade NAEP Reading Assessment Measures

The results presented in figure 1 suggest that Black girls scored statistically significantly lower on the Reading scale based on the lack of overlap between the confidence interval bands. Score differences between the *gain information* and *literary experience* scale scores were statistically significantly different based on the lack of overlap between confidence bands. We would be remiss to not recognize that these average scale scores fall well below the 238 required to be considered reading proficient. Explicit suggestions and recommendations are presented in the following discussion to support the reading achievement of Black girls.

Discussion

At the fourth grade level, students at the basic level should be able to make simple inferences about characters, events, plot and setting and be able to identify a problem in a story and the relevant information that supports the interpretation of the text. To assist Black girls to move beyond this basic level to develop skills requires both modification of reading strategies to use a strengths-based approach and a growth mindset. We recommend the following strategies to enhance the reading achievement of Black girls.

1. **Multicultural literature**. Multicultural literature helps to provide Black girls material that they are interested in reading - books about themselves that are written by Black authors. Since the early nineties, Harris has emphasized the need for Black literature (Harris, 1992). According to Harris, such literature can: 1) increase student knowledge and vocabulary, 2) improve comprehensions and enable children to practice reading skills/strategies, 3) provide models for oral and written language and develop visual literacy, 4) increase understanding of literature and how it works, and 5) explore critical issues and prompt imagination (Harris, 1991). All of these benefits can assist in enhancing reading achievement. While reading studies have provided support and recommendations for multicultural reading, one fifth grade Black girl, named Marley Dias, was so irritated about having to read about boys and dogs that she started a book drive to find 1000 Black girls books with the campaign #1000blackgirlsbooks. She could relate to what Harris was writing about back in 1991 - that Black girls must have books that relate to them. Multicultural literature can help Black girls understand themselves and others and helps them to identify their strengths in applying their understanding of a text to draw conclusions and make evaluations as they read narratives that are relatable. The following are specific multicultural literacy strategies:

    a) *Black Girl's Book Club* – Have Black girls write stories and select one at a time to share as part of a book club. Whether as a counter narrative to a traditional story, such as *Goldilocks and the three Bears* (i.e. Goldi"Dread"locks and the three Beauticians) or a non-fictional account of their lived experiences.

    b) *Scavenger Hunt* - Have students locate 100 books about Black girls within their schools, homes, and communities. This list should be updated annually and disseminated nationwide to further the impact of its implementation.

    c) *Curricular Alignment* – Multicultural books should not be used as options or extra credit to coursework, rather as an integral part of class assessments and assignments.

2. **Teachers' Self-Efficacy**. Teachers must be prepared to teach Black girls, especially in reading/language arts. They must have the self-efficacy to teach Black girls reading. According to Bandura, self-efficacy is the belief in a person's ability to succeed in a level of performance (1977). Bandura further noted that perceived efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances. Siwatu et al. concludes by stating that 'becoming a teacher of Black students, requires both the acquisition of related skills and the efficacy to put these skills to use" (p.57, 2011). Black girls need teachers who believe that they can teach them and that they have appropriate skills associated with their beliefs. The strategies presented below are specific to

the development of educators of Black girls:

a) *Self-Reflective Survey* – Teachers should assess and reflect on their own Culturally Responsive Teaching Self Efficacy (CRTSE) beliefs about teaching Black girls. Examples might include the CRTSE survey or Siwatu's Self-Efficacy scale.

b) *Technology Resources* - Utilize digital resources, such as Michelle Obama's Open eBooks national initiative to access reading resources. https://www.whitehouse.gov/blog/2016/02/23/now-available-library-opportunity

c) *Principles to Practice* - Shadow teachers who have successful experiences with working with Black girls in reading. Additionally, develop a knowledge base of successful strategies for working with Black girls by attending relevant conferences and participating in professional development opportunities.

3. **Parental/Family Engagement**. Research has noted that involving parents in early reading activities will increase the child's interest in reading. Research consistently shows that family practices and involvement are more important for helping students succeed in school than family structure, socioeconomic status, race, family size or age of child (Hildalgo, Sui & Epstein, 2004). The need to have parents and family members involved in reading activities with their children is well-documented and is especially significant for parents of color (Kendricks & Arment, 2011; Malcom, 2010). For many families of color, a nuclear family structure may not be the norm, and as previously discussed, gender socialization patterns of Black families differ from that of the mainstream racial groups. Moreover, the Black family structure is often more communal in nature, thus educational stakeholders might include grandparents as caregivers, spiritual leaders, and Godparents. Strategies could include:

    1. *Transform familiar places into reading spaces* - Use spaces that serve as community fixtures, such as the "beauty shop" or churches to create small libraries, which can serve the entire family unit.

    2. *Navigating Narratives* - Encourage and guide family members to write narratives or counter narratives about their lived experiences, which Black girls can read and respond to.

    3. *Lead by Example* – Families should emulate reading as a daily routine. Whether a bible, newspaper, cookbook, magazine, or trade books, families must guide Black girls in understanding the necessity and practicality of everyday reading.

Conclusion

Leveraging the transformative power of reading for Black girls means implementing more than the content integration that Banks (2015) describes in his first dimension of Multiculturalism. As evident from the NAEP results, there are considerable areas of growth in pinpointing content specific knowledge-gaps and appropriate knowledge-gains. While it is important for Black girls to be represented in the literature they consume, it is an equally necessity to affirm and support the whole child in their reading proficiency. For Black girls, this means taking into account their gender socialization, family structures, and lived experiences.

More research is needed to better ascertain the descriptive outcomes of this study, and, moreover, the connections to the recommendations for classroom praxis. All researchers should champion the cause to illuminate academic achievement from a growth-gains perspective, rather than a deficit ideology. Disaggregating large scale data, such as National and State assessments, by the intersection of race and gender should be mandatory and accessible by all educational stakeholders. As with this study, bridging quantitative methodologies with practical applications is a participatory obligation of every educational researcher, school district, and other entities who utilize such data. The aforementioned recommendations should serve as guides to increasing the reading achievement of Black girls and create culturally responsive classroom communities, which engage the learning of all children. Based on these specific recommendations for teachers, families, and Black girls, we can spark a reading revolution one book and one girl at a time.

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Mr. Smith Goes to Washington...and into the classroom: the (Re)Construction of Citizenship Identity in Post-9/11 American Curriculum

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The category of the stateless is reproduced not simply by the nation-state but by a certain operation of power that seeks to forcibly align nation with state, one that takes the hyphen, as it were, as chain.

-Judith Butler, 2006

Foreword

The term 'literacy/ies' circulating in contemporary education(al) discourse, has shifted from contested signifier to one of innovative and expansive possibility. As Paulo Freire posited that literacy/ies refer to reading the [written] word and the world, scholars and educators have widely embraced such a conceptualization. This proverbial embrace has produced a vast array of research studies, pedagogical imperatives, and practical knowledge(s) related to the transformation of lives through literacy. From the act of traditional reading and interpreting written messages (alphabetic and non) to the 21st century utilization and deployment of technology/ies and social media to make or compose and share knowledge meaning, literacy/ies are at the forefront of educational movements at both the personal and institutional levels. As a process, literacy/ies capacitate the political and the critical, while paving (and rediscovering) pathways toward social justice.

With this idea in mind, this article explores notions of citizenship in relation to literacy/ies: how does educational curriculum, particularly via filmic text—in this case, Hollywood classic, *Mr. Smith Goes to Washington* (directed by Frank Capra in 1939) provide ways of reading and knowing, and therefore belonging (or not) within socio-historical iterations of American identity politics? In other words, what does the *Story of Movies* curriculum for *Mr. Smith Goes to Washington* (and the film itself) teach students about who they are and whether or not they fit- in terms of race, ethnicity, and status, within post-9/11culture, the period roughly defined as the decade (2001-2011) following the attacks of September 11, 2001. Literacies of citizenship are integral to projects of identity, education and social justice. This article represents a conceptual examination of ideas related to American citizenship in post-9/11 culture via the *Story of Movies* curriculum for *Mr. Smith Goes to Washington* and via the film itself. It draws on multimodal literacies and new literacies frames in order to combine and understand interdisciplinary objects and theories in hopes that other educational researchers and literacy/ies scholars will experiment with pedagogies and curricula that help us to grapple with and see the world (specifically, U.S. history, society and culture) with new eyes and open minds as we consider and develop the literacies of citizenship that will be integral to projects of justice and sustainability in the wake of inauguration day 2017.

Introduction

According to historian Eric Foner, (2003) "like all momentous events, September 11th is a remarkable teaching opportunity—but only if we use it to open rather than to close debate. Critical intellectual analysis is our responsibility—to ourselves and to our students" (p. 30). He also elaborates on the critical intellectual analysis he calls for stating:

...it is our [educators'] task to insist that the study of history should transcend boundaries rather than reinforcing or reproducing them. In the wake of September 11, it is all the more imperative that the history we teach must be a candid appraisal of our own society's strengths and weaknesses, not simply an exercise in self-celebration.... (p.30)

Foner's challenge to educators and students, might suggest that we take up his imperative in the form of curriculum analysis. Hence, this article interrogates and attempts to theorize and describe the role of citizenship as it is constructed within *Mr. Smith Goes to Washington* within the *Story of Movies* curriculum. Because research on the film (see Smoodin, 1996) locates it as providing a spectacle of "history" and "patriotism," I assert the

importance of evaluating these concepts as they interface with post-9/11 society: the precursor to present-day American culture. Additionally, Smoodin points out that the film (as a form of cultural production) became "the place to depict the nation's history, to explain its government, and to promote unproblematic loyalty to its institutions" (p. 9). I not only agree with Smoodin, but I contend moreover that the *Story of Movies* curriculum is reliant upon the recuperation of *Mr. Smith Goes to Washington* because of its textual systems that function thus, in an attempt to re-create, in the years immediately following September 11, "an official culture that could be shared by all Americans despite deep ethnic, regional, racial, religious, and class differences" (p. 9). The same imperative to "legitimate a national culture of patriotism" that, according to Foner (2003) is "newly relevant" now—that of the nation as homogenizing force with mediating 'difference' as insignificant—also guided the post-Civil War and post-WWII eras, according to Smoodin.

In keeping with patriotic ideals of the past—particularly as connected to national government and leadership, each of the films featured in the *Story of Movies* curriculum series showcase white, male leadership in small communities and in government offices. Women and "people of color" are marginalized within the original contexts of the films, a fact that the curriculum materials attempt to expeditiously justify as unproblematic with minimal controversy. The *SoM* materials provided for *Mr. Smith Goes to Washington* (particularly the Teacher's Guide) are fraught with excuses as to why gender and race are configured as such.

With attention to women's roles and Afro-descended persons, I argue these depictions as the most salient "other" identities in the film and materials. Moreover, I use them to exemplify larger concerns with regard to racial diversity and ethnicity that are bound up within the curriculum's reification of a black/white binary, its monochromatic terminology "people of color," and its politically correct movement toward a neoliberal post-race or colorblind stance. Toward notions of citizenship, I argue that conceptually race and gender in *Mr. Smith Goes to Washington* become instrumental in two ways. First, each in its own right must be examined for the ways in which its multiple/plural constructions are produced and enforced in the film and corresponding materials, and secondly that these categories must be understood together in terms of the ways in which their absence, dismissal, and reversal are integrated into the version of citizenship that the curriculum and film perform, and thereby promote as the desired form to students. While considering citizenship literacy/ies throughout this article, I attempt to synthesize notions of femininity and Afro- descended personhood in the *SoM* curriculum (and the film) to extrapolate and comment more broadly on other systems relevant to the production of American (post-9/11) citizenship.

Post-9/11 scholarship figures heavily here, as does the curriculum's use of war and national conflict (namely the Second World War/WWII) in conjunction with Frank Capra's biography as a site for locating the white, American immigrant. I also cite the film's themes, plots, and imagery in an attempt to further identify features that are symbolically indicative of nationhood and patriotic citizenship. In other words, this study devotes itself to tracing the desired citizen based on a culmination of readings and interpretations (literacies work) on race and gender (as seen through examining marginalized groups—women and Afro-descendants) as brought into proximity with curriculum materials that centralize the becoming of nation/national citizen through socio-political processes. This mode of synthesis and analysis provides possible understandings of how the film *Mr. Smith Goes to Washington* and contemporary materials interface with elements of post-9/11 culture (with implications for present day American culture) to produce a desired version of nation and citizen.

Literacies work constituted by and through intersectional analysis—including an ideological critique, feminist deconstruction, and an applied post-9/11 theoretical reading through the gaze of new historicism, reveal three primary ways in which citizenship works within the curriculum: through engagement with the Second World War, by using aesthetics of visual culture/American patriotic iconography to strategically highlight the nation, and by paradigmatically aligning director Frank Capra's (immigrant) autobiography with characteristics of patriotic service and belonging. It is noteworthy here that women's roles and the roles of non-white persons (Asian, Latina, African, Muslim, Chicana, and otherwise) are subordinated within and subordinate to each of these areas, as the continued focus of the curriculum places emphasis on dominant paradigms of white masculinity as the normative signifier of national identity and citizenship.

Methods/Interpretive Framework

In order to address the aforementioned areas, visual iconography and geography of place (location) factor heavily in this analysis. The film creates a national aesthetic by highlighting (multiple times) American ideology as visible in the nation's capital, Washington D.C. In addition, it is important to note the imagery and language used in the curriculum materials in conjunction with the film, which taken together enable the maintenance of a narrow portrait of American citizenship—past and present. This type of citizenship, particularly when taking into consideration the post-9/11 environment as marked by increased attention to and surveillance of racial and ethnic identity/ies (particularly those of Muslim and Middle Eastern descent) has been used to create and sustain racist policies, boundaries in relation to immigration law, and restrictions on civil

liberties and other social sanctions.

To account for the original, social context of *Mr. Smith Goes to Washington* as an American cultural artifact and in its subsequent *SoM* incarnation, the theoretical frames created by cultural historian, Judith Smith (2004) provide a more nuanced account of identity politics as represented by and through American Cinema in the WWII and immediate post-WWII time frames. Smith's work extends important dialogues on race and gender in the films of this period. According to Smith, popular cinema in American culture during the war years (1940-45) was dominated by what she terms 'looking back stories.' Such stories feature a nostalgic embrace of ethnic, working-class families making the transition to the middle-class mainstream, striving for the (white) American Dream.

When tracing American film representations from those 'war years' to these 'war years' (2001-present) in terms of thematic tropes, I turn from Smith's appraisal to the work of Quay and Damico (2010) on film in relation to 9/11 and post-9/11 popular media. Conversely, following September 11th 2001, Quay and Damico document that Superhero and Action-Hero films exploded in popularity and were the top grossing features at the box office. A proliferation of films directly dealing with war and middle-eastern conflict also emerge. Furthermore, they assert that "the popularity of these kinds of films can be understood from a number of perspectives relevant to post-9/11 life: an assertion of traditional masculinity; the idea that Americans wanted to be "saved" by superior, yet flawed heroes, etc...." (p. 181). In this vein, *Mr. Smith Goes to Washington* is fittingly recuperated by the *Story of Movies*, as it advances its main character, Jefferson Smith, as a hero of the people: a flawed, but idealistic man who believes in his country. This national (so-called) desire for salvation through characters like Smith (and even contemporary, larger than life heroes) interlocks with war and national conflicts that threaten to jeopardize or unseat the dominant order. The curriculum materials include several activities that contextualize *Mr. Smith Goes to Washington* in accordance with its proximity to the escalating global events that would eventually culminate in American entry into WWII. Here, one begins to see parallels between *MSGtW* in its original context and in its contemporary one: as an American artifact whose value changes through the prism of war(s).
Across multiple contexts and possible frames for reading and interpretation it is clear that race, gender, and post-9/11 culture are working in concert, and sometimes in overlapping fashion, to create uncomplicated, linear modes of citizenship and participatory democracy. As Patricia Hill Collins (1998) points out:

...the United States as a large national family with racial families hierarchically arranged within it. Representing the epitome of racial purity that is also associated with U.S. national interests, Whites constitute the most valuable citizens. In this racialized nation-state, Native Americans, African-Americans, Mexican- Americans, and Puerto Ricans become second-class citizens.... (p. 70)

The curriculum's oversimplified nation and citizenship discourses imply a just society, thereby totally obscuring the challenges and barriers inherent within existing structures, failing to address their continued legacy of exclusion, as Collins notes here. Additionally, the shortcomings inherent in these nation-citizen discourses become even more pronounced in their formations of race, given an increasingly globalizing set of socio-identity relations.

A third distinct area emerges within the data set that includes the student materials that specifically position Frank Capra as a model (European and white) immigrant-citizen. Autobiographical materials frame Capra in a story of American meritocracy as the hard-working immigrant who, through service to his country and talent in filmmaking, was able to transcend his lower/working class status and achieve the American dream of success as defined by and through achieving status, fame, and fortune. The American Dream remains central to citizen goals and corporate agendas even now. Like Capra before them, a plethora of racially, ethnically diverse young people immigrate to America in search of this dream. Ideologically, the dream is connected to the notion of 'freedom' in the most conservative sense; not freedom constituted as (or through) an exercise or performance of progressive, inclusive visions of American identity/ies seeking the redefinition of 'citizen' beyond the hyphen or beyond the 'nation.'

Citizenship within the parameters of national identity/ies and social relations is one of many factors that influence students' relationships to classroom texts. So what happens when the content of particular texts position and/or exclude particular identities, not just in terms of representation, but along the lines of race and gender mandates in accordance with foregrounding a particular version of history in tandem with contemporary (i.e. post-9/11 and present day) social paradigms?

In attempting to answer this question, it becomes important to understand how the *Story of Movies* and *Mr. Smith Goes to Washington* frames students as spectator-citizens of sorts. While one could focus solely on the implications of 'history' as it exists within the film and materials, because *SoM* frames the materials as cultural *and* historical, it is important to note the implications of contemporary cultural contexts in which students (could potentially) receive this curriculum. I hypothesize that who they are now, or perceive themselves to be, is informed by national imperatives to promote a very narrow version

of diversity and to restore Americans to a conservative sense of citizenship, justified by and through September 11, 2001— the subsequent policies it spawned within post-9/11 culture and the present day issues of global security, #BlackLivesMatter, and the recent presidential election.

War and the Legacy of National Belonging

The aftermath of 9/11 (henceforth referred to as 'post-9/11') was really a continuation of or return to a perceived need for increased loyalty and belonging under the auspices of national identity. Various scholars indicate that such 'national imperatives' to unify diverse populations under a rubric of shared cultural history and identity have been popular since the end of the Civil War period and peaked in the 1930's, as traced by increases in patriotic events and public icons. The ethnic composition of the U.S. has shifted dramatically in the last twenty years, making it more complex to corral the various ethnic/racial groups into a solitary, easily defined 'American citizen.' This dilemma has no probable resolution, and therefore must be understood along a historic trajectory that accounts for identity-based social relations from WWII to the present. However, the scope here will account only for the time that *Mr. Smith Goes to Washington* debuted (1939) World War II and the post-9/11 period in which the film becomes the focus of an interdisciplinary curriculum created by and for the *Story of Movies.*

The term 'post 9/11' means various things. Mostly it conjures thoughts/memories directly connected to the actual event of September 11, 2001; it also invokes imagery of New York City immediately following the attacks, but here it becomes critical to understand the ways in which scholars have used 'post-9/11' to theorize history, culture and national identity. as these areas are the focal point of my work. When combined, the various perspectives offered through scholarship across a variety of fields offer a kaleidoscopic lens that can be shifted slightly to form an array of possible views and/or meanings. Embedded in literacy practices, these views and meanings offer critical knowledges that may inform, support and promote equity and social justice work.
A good starting point for situating aspects of cultural identity in relation to post-9/11 (U.S.) nationality comes from Samuel Huntington (1996), as quoted in Jennifer Jackson Preece (2005):

In the post-Cold War world, the most important distinctions amongst peoples are not ideological, political or economic. They are cultural. Peoples and nations are attempting to answer the most basic question humans can face: who are we? And they are answering that question in the traditional way humans have answered it, by reference to the things that mean most to them. People define themselves in terms of ancestry, religion, language, history, values, customs and institutions. (2005, p. 1) Of course, one could argue particularly from a critical race, postcolonial, or feminist standpoint that ideological, political, and economic distinctions *are* the very 'institutions' through which ancestry, religion, language, history, customs and values come to have meaning and social implications. These mutually constitutive and not separate enterprises are among the plethora of factors that form categories whose flexibility contracts during and after national/global conflicts and crises. Similar to the aftermath of WWII, the post-9/11 cultural environment contends with the aforementioned areas of life identified as belonging generally to the 'post-Cold War world.'

Important and central to all cultural foundations of citizenship formation is conflict and/or war. In the context of schooling and society in the U.S., specifically in terms of the materials being examined in here, war is central in the production of citizenship because of its participatory requirements: one must choose a side. But Preece (2005) goes on to rhetorically ask: "Is there any evidence to suggest that a multicultural paradigm of security is gaining adherents in the wake of September 11?" Furthermore she notes "identity, culture and security questions of identity and culture are among the most contested issues in political life because they speak to an inherent tension in human affairs between competing desires for freedom and belonging" (p. 2).

In his academic/scholarly blog postings, Grant McCracken (2002) also takes up issues of freedom and belonging. McCracken points out that:

9/11 created a great lining up of the heavens–a return to all the old verities and traditions as we closed the wagons against the intruder, and now, little by little, we are returning to the full diversity of American life. There will always be an irreducible remainder here, a changed sense of Americanness, but slowly and surely it is a return to business as usual, and this is individualism in the marketplace (so that great outpouring of collectivity now goes away) and in the cultural world in a way this is a part of the war effort: after all, it is in some sense a struggle between open and closed societies. (para 3)

McCracken's assertion has complex implications for national identities. He doesn't elaborate on his notions of closed versus open societies in relation to the war efforts impacts on individual and collective structures as specifically related to post-9/11, but he does well to indicate the way in which 'Americanness' both contracted and expanded as a response to 9/11. However, a "return to the full diversity of American life" remains to be seen. By carefully interpreting curriculum cues, the question of what even constitutes "the full diversity of American life" is at stake in relation to institutional (cultural and public

policy) structures whose power extends to influence the ways in which individuals enact their identity/ies as citizens.

An articulation of the post-9/11 American citizen, in terms of national identity and status, is taken up by feminist philosopher Judith Butler and post-colonial scholar Gayatri Spivak. According to Butler and Spivak (2006), in the wake of the events of September 11th, 2001 (and even possibly preceding it due to various military forays into the Middle East starting in the 1990's (i.e. Operation Desert Storm, Operation Desert Shield, and so forth), U.S. citizens find ourselves both "juridically bound" and simultaneously unhinged by the notion of the nation-state. The nation-state as a nuanced formation in an ever-globalizing world context is important to grasp in terms of social identity/ies and citizenship status. As noted in their text *Who Sings the Nation-State?*:

...the state binds in the name of the nation, conjuring a certain notion of the nation forcibly, if not powerfully, then it also unbinds, releases, expels, banishes...it expels precisely through an exercise of power that depends upon barriers and prisons and, so, in the mode of a certain containment. (p. 4)

As boundaries shift and become more fluid, we find ourselves in a state of constant flux as citizens. This flux includes attempts to fit our ethnicity/ies and cultural plural identities (those items we privilege in defining ourselves, according to Jackson- Preece, 2005; 2006) into traditional forms of nationhood and patriotic requirements contained therein. In other words, what it means to be and perform 'citizenship' identity is contradictory given the intricate and often conflicting imperatives of U.S. imperialism on one hand, and global interdependence of nations. Historian Eric Foner (2003) offers a critique of the re-emergence of U.S. imperialism in the wake of 9/11 stating:

The idea that the West has exclusive access to reason, liberty, and tolerance, ignores both the relative recency of the triumph of such values within the West and the debates over creationism, abortion rights, and other issues that suggest that commitment to such values is hardly unanimous. The difference between positing civilizations with unchanging essences and analyzing change within and interaction between various societies is the difference between thinking mythically and thinking historically. If September 11 makes us think historically-not mythically-about our nation and its role in the world, then perhaps some good will have come out of that tragic event. (p. 30)

Leaning on these key concepts, attributes, and criteria to assess configurations of who the ideal U.S. citizen 'is' in a post-9/11 society and how those configurations interface with and are promoted or rejected by and through the *Story of Movies* curriculum for *Mr. Smith Goes to Washington* is critically important to a project of citizenship literacy/ies.

National Identity and the Historical Politics of Representation

Within each configuration of nation/citizen a culture of war and/or war itself is established as central to the development of citizenship and national identity. The primacy of war in civilian-nation relations that culminate in citizen identity is evident within *Story of Movies MSGtW* curriculum materials, particularly because the unit on propaganda featured within this section is structured exclusively around WWII. It does not, however, provide any U.S.-based social context for understanding the war's impact on gender and race relations, prioritizing instead an oversimplified narrative of rival governmental ideologies, democracy versus totalitarianism, and a need to defeat the enemy defined as the Axis Powers in an archetypal "good versus evil" mythology. Additionally, the curriculum never makes any direct connections between World War II and any of the subsequent wars in which the U.S. has participated, including the Vietnam War, the multiple conflicts/occupations constituting the War on Terror, and the military occupations, operations, and deployments it has spawned and justified.

In the film *Mr. Smith Goes to Washington* (and in the corresponding curriculum materials) citizenship can be defined by and through cultural customs as posited by Preece (2005; 2006) and Foner's (2003) 'new historicism' or the notion that history develops based on contemporary happenings through which reflection on past relations and present discourses/conditions can be traced. Using a literacies approach to resituate these philosophical understandings within tensions between personal identity/ies and national requirements of freedom and belonging may contribute to greater understanding of how the curriculum packages American citizenship in ways that are recurrent and generalizable even now.

The capital, Washington D.C., is recognizable as a site of monuments that commemorate war and government, the nexus of our patriotic core. Furthermore, this ideal signifier is coupled with another important feature of American discourse: meritocracy as a powerful mythological construct that supports capitalist epistemology and has come to be regarded as central to achieving the American Dream of success and wealth (McNamee and Miller, 2004). *Story of Movies* advances the myth of meritocracy by showcasing director, Frank Capra's personal narrative—namely his transition from immigrant to culturally assimilated citizen, then coupling his narrative with a strategic insistence on American superiority as evidenced by the nation's role in World War II, all of which are significant in understanding the current cultural

climate alongside discourses of who belongs and who does not that figure so prominently in and are central to current electoral politics and party lines.

Visual Rhetoric, Nation and the Ideal(ized) Citizen

Visual cues are central to an understanding of how *MSGtW* uses the cultural iconography of the nation's capital (Washington D.C.) to connect and impart patriotic sentiment and government (politics) to students. Because so many decisions have been made with consideration to 'pre' and 'post-9/11' with attention to the relationship(s) between masculinity/gender, race, and national pride (Yuval-Davis, 1997; Faludi 2007; Maira, 2009; Dowler, 2002), the performance of the "proper citizen" is newly relevant (Foner, 2003) and requires the establishment of a direct connection between young adults and the (version of) American 'history' that precedes them. In other words, films like *Mr. Smith Goes to Washington* become the visual reality of a mythological past, steeped in American-defined democratic virtues that claim to promote a just society, governed by fair laws, that provides equal opportunity for all.

Unsurprisingly, *Mr. Smith Goes to Washington* features a predominantly male cast, with white hegemonic masculinity at the fore. Jefferson Smith as played by Jimmy Stewart is the consummate, average, white man who redeems the nation from the kind of corruption that potentially leads to fascism. The film reminds viewers of what (white) men need to do for their country. The film's prominent featuring of men (the members of Congress and the Press) and boys (specifically Boy Rangers, who are depicted as readers of *Boy Stuff* and as Congressional pages in Washington, presumably the next generation of leaders) make it an easy target for gender analysis. However, beyond gender issues, it becomes important to recognize the connection between maleness and leadership as essential characteristics of ideal citizenship. After all, white men hold the majority of governmental leadership positions. White men typically outrank women in terms of military status, in spite of the fact that since Vietnam, African-Americans have served disproportionately in our armed services.

This promotion of white-male leadership in the film and curriculum materials neatly parallels the prominence of older, white, experienced men who serve in the majority of government (and other national) leadership positions in the post-9/11 U.S. (Faludi, 2007; Damico and Quay, 2010; Dowler, 2002). In terms of the U.S. Senate (since this is the specific capacity in which Smith serves in the film, and much of the film's plot relies upon the U.S. Senate) there are currently 20 female senators. Historically, there have been only three black female Senators—one of whom (Kamala Harris, D-California) will begin her appointment in 2017.

There is language within the *SoM* curriculum that states:

"Mr. Smith Goes to Washington was made during a period of history that generally excluded women and people of color from holding political office. Society's attitudes in 1939 were such that the realm of politics belonged to men, primarily white men. Those shots depict historically accurate practices." (Chpt.4, L.1) Based on the curriculum language, the attitude that "the realm of politics belonged to men, primarily white men" is squarely rooted in the past—1939 to be exact. But as mentioned previously, current U.S. government statistics reflect that such an attitude still exists, which the curriculum completely ignores—possibly because an acknowledgment of this sort may interfere with, disrupt, or impede their desire to portray racism, sexism, and inequality as bygone social issues. The post-race frame and colorblind multicultural imperatives herein require a progress narrative of minority inclusion. Thus, we can never ask *why* the U.S. Senate is still predominantly a white male enterprise in the new millennium, and what that may mean for policies and laws enacted to govern a diverse population. During this same period, in alternative venues and public outlets outside of the American government, society's attitudes about the realm of politics were being argued, debated, and critiqued in artistic and activist social movements, namely The Harlem Renaissance (1920's-30's), though the curriculum materials never engage with this.

Also, while the curriculum includes consideration of some historical materials representing events and trends before, during, and after the Second World War, the curriculum producers made no effort to include information on male and female Afro- descendants' participation in U.S. military efforts and in the U.S. government directly following the film's release. This dearth of diverse representation may not be shocking and pointing it out may not be a groundbreaking observation, but what is crucial to note here is the way in which it implies leadership as white and male-dominated within the public realm, re-relegating women and U.S. ethnic minorities to the status of second-class citizens. This is in keeping with social practices that enable the U.S. to convey hierarchal levels of citizenship in accordance with race, ethnicity, and immigration status (Hill Collins, 1998). This trend (exclusion/erasure of non-whites) in the curriculum seems anti- progressive in light of the increasing classroom diversity of post-9/11 U.S. students (for more on diversity and post-9/11 youth culture, see Maira, 2009 and Fine and Sirin, 2007).

Furthermore, conspicuously absent is any dialogue on race/ethnicity more widely represented and portrayed in art, literature, theatre, and film in the years around the Second World War, as a means of interrogating social conditions and citizenship identity in the U.S. In her book,

Visions of Belonging: Family Stories, Popular Culture, and Postwar Democracy, 1940-1960 (2004), Judith Smith identifies a fascinating moment of opportunity during WWII/in between WWII and McCarthyism and the Cold War Era, when left-leaning writers were able to challenge contemporary views of ethnicity and race and expand their representation in cultural artifacts. Smith also notes that the New Deal and popular anti-fascism made ethnic inclusion more acceptable during this time. The absence of this information within the curriculum materials is problematic.

The curriculum makes room for multiple discussions of war and for the autobiography (including the *European* immigration narrative) of Frank Capra—the film's director, while dismissing or glossing over direct, sustained discussions of race and gender. In no way does the curriculum attempt to link or account for multi-ethnic identified students—or teachers for that matter. Maira (2009) refers to this trope as "assimilative citizenship implying that we are all Americans" (p. 75) or citizens, first and foremost, as our primary category of identification. Though Hill Collins' (1998) work reminds us that:

...the United States [can be seen] as a large national family with racial families hierarchically arranged within it. Representing the epitome of racial purity that is also associated with U.S. national interests...Native Americans, African- Americans, Mexican-Americans, and Puerto Ricans become second-class citizens, whereas people of color from the Caribbean, Asia, Latin America, and Africa encounter more difficulty becoming naturalized citizens than immigrants from European nations." Although, "via the principle that all citizens stand equal before the law...the United States aims to craft one nation out of many and to transcend the limitations of ethnic nationalism. (p. 76)

Generally, both women argue that non-white minorities in the U.S. are unified by the nation-state through citizenship to the maximum extent possible in the fight against the enemy, but unification here acts more as an illusion of equality, rather than a cogent form of solidarity. Interestingly, these theorizations on war and identity/ies are in relation to the wars in Afghanistan and Iraq, but they could easily be read onto or mapped against the ways in which World War II is operationalized in the *SoM* curriculum.

Consider again that Capra created the short pseudo-documentary, *The Negro Soldier* (1943) devoted to recruiting African-Americans for military service, with the promise of greater access to the benefits of American citizenship. In other words, minorities are encouraged to ignore their own marginalization in the local context in order to support a national context that relies on what Butler and Spivak (2007) term "geostrategic imperatives of empire and imperial practices that belie the U.S. rhetoric of freedom and democracy" (p. 41). Butler and Spivak take this concept even further by asking us to consider the meaning of immigrants singing the U.S. National anthem in Spanish. The complications of multiracial and multiethnic identifications and citizenship status are removed by the *SoM* curriculum, in favor of an attempt at achieving an apolitical stance that in turn does little more than re-inscribe white masculinity as the dominant mode of citizenry, which corresponds with a post-race philosophy that is merely the repackaging of white ideals.

Since the film itself is not diverse in terms of racial representation, the flattening of difference amongst U.S. citizens as strategically deployed by *SoM* throughout the unit on WWII and propaganda is even more problematic. An intersectional focus reveals that the curriculum's language of diversity always appears as the homogenizing phrases, "people of color" and/or "women and minorities." These neo-liberal parlances are recognizable through a variety of literacy/ies practices that critically seek to critique and deconstruct the languages of othering and marginalization. Such general monikers never consider (with due diligence) the relationships between American students of German, Italian, and Japanese descent in relation to the World War II materials presented; nor do they engage the context of U.S. Muslim and Middle-Eastern minority students in the post-9/11, U.S. environment. This, coupled with the film's overall disregard of race/ethnicity form a curriculum discourse that is akin to the pervasive rhetoric of faux, self-appointed 'color-blind' subject positionality that is rampant in our society's verbiage today, while recent activity at the U.S. ballot box paints a decidedly more retrograde (in terms of both race relations and gender roles) picture of (American) identity/ies.

Comparatively, Smoodin (1996) pinpoints similar rhetoric (as illustrated in the newspaper quote) in many periodicals circulating at the time of the film's release in 1939. In fact, value-laden statements and speech regarding the film's iterations and representations of American freedom and democracy as patriotic citizen ideals are so common that they actually comprise what Smoodin terms "a standard response to *Mr. Smith*" (p. 7). Also, the *Photoplay Guide*— the *SoM*'s curriculum forerunner—signals teachers to "persuade students not to view the film politically," going so far as to "instruct each student to disregard any possible link between *Mr. Smith* and contemporary politics" (pp. 14-15). In Smoodin's estimation, it was possible for the *Photoplay Guide* curriculum to function so blatantly because during this time, perspectives in Education (philosophical, curricular, foundational) "generally supported the notion of education-as-indoctrination into American values" (p. 14). However, contemporary literacies studies, frameworks

and practices *require* us to critically interrogate, resist and upend such notions of education and schooling.

Side by side, the 1940 curriculum and the 2006 curriculum both aspire to position students as less than critical in relation to the film as a cultural text. To this end Smoodin notes, "The [*Photoplay Studies*] guide to *Mr. Smith* gave students a seemingly thorough instruction in citizenship...and in the history that all citizens need to know" (p. 15). The concept of instruction in citizenship is central to immigrant Americans in that, "those who wish to become adopted citizens must undergo a socialization process whereby they study important elements of U.S. culture" (Hill Collins, 1998, p. 72). But what are these so-called "important elements of U.S. culture"? Taken in terms of *Mr. Smith Goes to Washington* in the *SoM* curriculum, the history that *all citizens* need to know does not include the fact that only a handful of non-white women has ever been a U.S. Senator (out of a meager total of 50 women senators) or that only 23 minority men (Afro-descended, Asian, Hispanic, and Native-American) in total, have been United States Senators from 1870 to the present. (www.senate.gov)

Frank Capra: The Model (European) Immigrant and the American Dream

The final element in the *Story of Movies* version of *Mr. Smith Goes to Washington* is Frank Capra's (immigrant) biography. As mentioned previously, the *Story of Movies* curriculum for *Mr. Smith Goes to Washington* utilizes Frank Capra's narrative as a model for imparting citizenship standards. Capra's is a rags-to-riches story that traces his humble beginnings as an immigrant to his assimilation into dominant white, male culture, and his rise through years of hard work (bootstraps meritocracy) in the film industry, to the status of legendary Hollywood director. Included in this narrative is his service in the U.S. armed forces as a Major for the Army. In this narrative, Capra is the foil to his own main character, Jefferson Smith; he is overcome with pride and belief in the great nation of America, in awe of its founding fathers, and seeking to serve as a model citizen protecting the virtues of freedom. In much the same way, through the teacher's guide and student materials, students are presented representations that would have them seek to identify with Smith and Capra under the logic of what Lauren Berlant (1993) deems "construction of a patriotic youth culture" and teachers are called upon to emphasize and reinforce this positioning while they too are being discursively produced as citizens by the curriculum.

In Reading Activity 1-4: "The Panic," an excerpt from Capra's biography, *The Name Above of the Title*, takes students into the mind of the director through a narrative of Capra's visit to Washington in 1938. It provides initial exposure regarding the pending American involvement in the Second World War. This activity introduces the concept of national solidarity in a time of war and establishes the "greatness" of America. Here, Capra is linked to the character of Jefferson Smith in terms of the awe he felt upon arriving in the nation's capital. The text in the Student Activity Packet (2006) intimates that upon Capra's arrival in Washington D.C. he attended a press conference at the White House. "The president (Franklin Delano Roosevelt) sat...smiling confidently. Here was the leader of the greatest democratic country in the world." Capra says to himself: "Panic hit me. During a crisis, shouldn't all Americans stand behind their leaders*? What am I doing? This is no time to make a movie criticizing the United States Senate!"* (p. 4). This activity establishes the connection between *MSGtW* and the U.S.'s pending entry into World War II, though this linkage is not further explored.

Also, here the text tends towards promoting Maira's (2009) 'assimilative citizenship' concept, that the nation/citizen identity has priority over all other personal, ethnic, gender, or sexual identities in times of conflict/crisis/war. What's more, Capra establishes himself as humble before "the leader of the greatest democratic country in the world" (p. 4) here, by questioning his own personal liberties, in this case, freedom of expression. Capra resolves his personal crisis about the plot and content of *Mr. Smith Goes to Washington* with a visit to the Lincoln Memorial, much like the one Jefferson Smith makes in the film when he is feeling wary and defeated.

In Screening Sheet 2.1: "Meet Frank Capra," students complete a Q&A sheet that goes along with an autobiographical documentary film-clip that briefly details the time period from Capra's immigration to the U.S. through his early career as a filmmaker. It tells a story of meritocracy by describing and using the subsequent questions to focus on getting students to recount, "the jobs Capra did to earn his way through college" and the "other jobs in the film industry he had when he was first starting out." Meritocracy as a concept integral to the American Dream resurfaces in question 8, when students are asked to interpret the statement that "Frank Capra believed in the promise of America."

The activity sheet also champions Capra as a director who "sings the songs of the poor and the afflicted...fighting for their causes on the screens of the world" (*MSGtW* Student Activity Packet, pp. 52-53). In other words, Capra's immigrant status is highlighted to support the narrative of America as a land in which freedom and opportunity are available to all as well as a point from which freedom spreads into the world (as evidenced in the "Cheers Overseas" activity in the previous section). While I do not doubt that Capra, the son of Italian immigrants, found tremendous opportunity in the U.S. and indeed championed a "common man versus Big Power" perspective, what is entirely absent alongside the conflation of "common man" with "Euro-American" and

"man" and the social, political and economic conditions in the U.S. that afforded Capra and *not others* (particularly those with longstanding and or original connections to the land—connections that predate white colonial settlement) these opportunities. Since race in the U.S. "is constructed via assumed blood ties, race influences the differential distribution of citizenship rights and responsibilities" (Hill Collins, 1998, p. 7). But because the curriculum attempts to assume an apolitical stance on issues of race, instead Capra's apocryphal biography becomes a model of citizenship, amplified through the content of his films and his war documentary series *Why We Fight*.

Reading Activity 4-6: "Major Capra Makes a Documentary" explains how Capra joined the military and was commissioned as a filmmaker for the wartime recruitment effort; students read the text and answer content-based questions. Again (like in most of the activities in the propaganda lesson) the nation's superiority is structured by and through the mandate of war. Capra's work for the military culminated in the "documentary" series *Why We Fight*, whose clips and segments are seen throughout the curriculum materials for the *MSGtW* unit and featured/explicated within this article.

The materials provided seem to recuperate Capra as an American hero/Hollywood legend of sorts- detailing in *multiple* activities how Capra enlisted in the military, made 'documentaries' for the military, and acted as the 'model immigrant' by achieving the 'American Dream' and assimilating into the dominant American culture and politics of the time. Interview excerpts, multiple films by Capra, and two excerpts from his autobiography are included for study in Unit 4 of the materials. The varied portrayals of Capra culminate with him being positioned for students as a patriot and a hero.

The curriculum passes the chance to explore in more nuanced detail the experiences of diverse immigrants during the early part of the 20th Century, as well as comparisons between Capra's immigrant experience and contemporary immigration laws and citizen experiences…. Subsequently, issues of immigration and citizenship (within the United States context) have only become more remarkably timely— and contentious— over the decade that has elapsed since the curriculum was introduced and made available in 2006. One might point to this exclusion of a sustained dialogue on immigration as an attempt to skirt issues of race and identity. The mobilization of Capra's narrative as one of race, ethnicity, and immigration would have been a good segue into race relations and ethnic identity in a post-9/11 U.S. context, had the curriculum producers seen fit to include it as such. Instead, the curriculum explicitly states: "like thousands of patriotic Americans, Frank Capra volunteered for military service" (Reading Activity 4.6, 2006). The valorization and conflation of voluntary military service as synonymous or part and parcel with patriotism and Americanism is should not go unnoticed nor unchallenged; critical literacies offer a departure from pedagogies of complacency and acceptance and a way forward into social justice education.

Conclusion

"We believe ...that the picture [*Mr. Smith Goes to Washington*] develops a theme of true Americanism, showing under our democratic procedures that the least experienced of peoples' representatives could arise in the highest of legislative halls, expose political chicanery, and through existing Senate rules with sympathetic aid of presiding Senate officers make justice triumph over one crooked senator." (Harry Cohn/Frank Capra, 1939)
I begin this final section with a quote from Reading Activity 4-4: "Letters of Protest."

Here, the students are asked to read and answer questions about three correspondences. These correspondences are among Ambassador Joseph Kennedy, Will Hays (Motion Picture Producers and Distributors Association), Harry Cohn (the film's producer-Columbia Pictures), and Frank Capra (director of *MSGtW*). The curriculum materials note that their correspondences were copied to President Roosevelt. Cohn and Capra wrote this letter to Kennedy in response to his letter alleging that the film misrepresents American government, and that this negative portrait will effect foreign relations by influencing people to believe that the U.S. Congress is full of corruption. To Cohn and Capra, the testimony to American greatness lies not in the perfection of its leaders, but in the built-in capacity of the system to be self-correcting. While the premise that goodness overcomes corruption is highly dubious to begin with, more notable still is the assertion that American government and the form of participatory democracy it promotes are systematically sound. The letters are part of an important ideological argument in which participation is featured in the film (and indeed enacted in the letter exchange) as the property of Euro-American (white) men. Nowhere in the artifacts selected or in the activities provided, are such beliefs challenged or even questioned.

In the current context, researchers and cultural correspondents alike have noted that the attacks of 9/11 raised the social 'fear-factor' (through the threat of 'terror') to a new level of public awareness and daily social consciousness, there has been a backward turn (Faludi, 2007; Farrah, 2004) toward trusting 'older, more experienced' [read: white, male, conservative, i.e., Bush, Cheney, Petraeus] leaders to restore and preserve the safety and greatness of the U.S. within the post-9/11 cultural landscape and most recently, with the casting of electoral votes for a presidential candidate whose

opponent (a woman) won the majority of the popular election by over two-million votes. In light of this most recent political event (whose repercussions are untold) among many other politically charged socio-cultural occurrences that have come to pass in the wake of 9/11 and post 9/11, it becomes increasingly important for relevant curricula to take up the complicated ways in which gender, sexuality, race/ethnicity, and class (socioeconomic status) manifest within national, institutional imperatives of the nation—how government, schooling, military, and the like set the agenda for proper or desired citizen status with continued efforts to recolonize the most vulnerable and disenfranchised members of the population.

While it could be argued that *Mr. Smith Goes to Washington* features critique of the Senate/U.S. government, creating a "controversy" which the *SoM* curriculum materials evidence and mobilize in four different activities, Jefferson Smith's argument is really with his peers—other white men. It is a semantic argument over definitions and practices associated with concepts like liberty, democracy, freedom, and human rights. In the scenes depicting his filibuster before the Senate, Smith unproblematically alludes to the founding fathers and repeatedly reads from and cites the U.S. Declaration of Independence and the U.S. Constitution. This focus on a previous 'golden age' of American freedom and rule perpetuates the illusion such that it comes to be regarded as true rather than as the poor (and flawed) imitation of life that it is.

Indeed, Jefferson Smith's patriotic rhetoric in the final filibuster scene supports the visual and auditory messages that combine to provide interlocking 'citizenship cues' as described Screening Sheet 2.7. Though Smith clears his name in the Senate and inspires others to revisit the principles of democracy and human rights, no significant impacts or long-term change can be assumed. How can one advance a curriculum on democratic virtues and civic participation that excludes women and non-whites and, moreover, shuns opportunities to engage and connect dialogues on social justice with historical reflection? Eric Foner (2003) reminds us that:

Equality before the law regardless of race is a very new principle in American life. Only in the last few years did racial and ethnic profiling by public authorities come to be seen as illegitimate—a position now apparently reversed in the aftermath of September 11. One "surprise" of the last several months has been how willing the majority of Americans are to accept restraints on time-honored liberties, especially when they seem to apply primarily to a single ethnically identified segment of our population. Like other results of September 11, this surprise needs to be understood in its historical context." (p. 34)

Pointedly touching on the intricate connections between liberty/freedom and race, this perspective on social justice, current events, and history clearly reflects the absence of such a model for looking in the *Story of Movies'* (*Mr. Smith Goes to Washington*) curriculum materials. *SoM* prioritizes reifications of war, nation as empire within the U.S. context, and white hegemonic masculinity as the combined ingredients for ideal citizenship. The curriculum tries to apoliticize this stance under the guise of 'history' which careful analysis debunks as mythology. Even Smoodin notes that the (1940) *Photoplay Guide* curriculum for *Mr. Smith Goes to Washington*, "insisted that 'Washington' and 'American history' and 'aesthetic accomplishment' were in fact complementary categories that created a logical, non-threatening, smoothly working system of power between people and institutions" (p. 15).

While the *SoM* curriculum does acknowledge the potential to read *MSGtW* against Capra's WWII documentary series, as "fascinating counterparts," it falls short of its aspiration to make such analysis/theorizing a reality for students. Nor does it offer or encourage alternative teaching models, such as critical, feminist or culturally relevant/sustaining pedagogy/ies, for classroom educators. By ignoring civil liberties implications, the curriculum is complicit with traditionally established norms and re-emergent, retrograde national discourses on what it means to be an American citizen. Luckily (though you'd be hard-pressed to see it in the *SoM* curriculum) what constitutes American identity—especially given the post-9/11 multiethnic context— has been and remains contested territory ripe for decolonial teaching methods, culturally relevant pedagogy and feminist social justice literacy/ies imperatives.

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About the Author

Dr. Stephanie Troutman is a Black feminist scholar, single mother and first-generation college student. She is the Assistant Professor of Emerging Literacies in the Rhetoric, Composition and Teaching of English program. Her passion is working with marginalized students in the university setting at both the graduate and undergraduate levels. Dr. Troutman is the University of Arizona faculty fellow to African-American Student Affairs.

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Exploring the Process of Developing Written Mathematical Explanations in a Culturally and Linguistically Diverse Fifth-Grade Classroom

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Abstract — Disciplinary literacy researchers have increasingly called attention to the development of mathematical literacy (Bossé & Faulconer, 2008; Shanahan, Shanahan & Misischia, 2011). This call echoes those of the National Council of Teachers of Mathematics (2000) which assert that children should be writing in the mathematics classroom, and that writing is "an essential part of the mathematics and mathematics education" (p. 60). This is especially true for culturally and linguistically diverse learners. Issues of effectively teaching students mathematical literacy requires an awareness to the social responsibilities associated with mathematical practices that foster teacher and student agency and connect the process of learning math and the process of expressing mathematical knowledge for each student.

Keywords: *elementary mathematics, sociocultural mathematical practices, student agency*

Recently, teachers of mathematics have been working to fully understand the Common Core State Standards (CCSS) and their implications for the teaching and learning of mathematics. Implementing the content standards and nurturing the standards for mathematical practice, while inherently connected, need to be considered differently. Although mathematical content and process standards are not new, there is a newfound regard for them as assessments are developed to measure student progress of mathematical literacy. As such, mathematics instruction calls for creating mathematical discourse communities that can reflect children's logic and reasoning in communicating and writing mathematics (Gutiérrez, Sengupta-Irving & Dieckmann, 2010). According to Meaney, Trinick, and Fairhall (2009), "Writing explanations and justifications supports students to think mathematically and this can begin in the early years" (p. 21). Moreover, to do so in ways that are socially just and responsible to the development of these practices for and by all students requires examining the interconnections of teaching students to develop agentive roles when learning to write mathematical justifications (Brown, 2005).

The shift from the recommendations made by the National Council of Teachers of Mathematics' Principles and Standards for School Mathematics in 2000 and the National Research Council's five strands of mathematical proficiency in 2001 to the accountability metrics attached to states' adoption of the Common Core State Standards' content and process standards for mathematics in 2010 created a new sense of urgency and heightened awareness. CCSS aligned assessments developed by Partnerships for Assessment of Readiness for College and Careers (PARCC) seek to measure students' abilities in these areas more concretely, specifically by designing high-level mathematical tasks, which students must solve and then explain in writing (CCSSO, 2012; Civil & Turner, 2015). This involves using the writing process in order to communicate clearly the method utilized to solve mathematical tasks and/or the justification for the process used to arrive at a mathematical solution. These tasks are generally more focused on conceptual understanding than those to which students have been previously exposed.

Conceptual understanding of mathematics requires teachers to develop new approaches to planning and teaching. Teachers, then, need a framework to approach mathematics units of study, selecting and introducing cognitively demanding mathematical tasks, modeling and scaffolding problem solving strategies, and orchestrating ongoing mathematical discourse (Jackson, Shahan,

Gibbons & Cobb, 2012). There is a need for research that investigates students' development of mathematical literacy and writing in mathematics as a way to promote equitable practices for all students. This paper explores research based instructional practices that foster student thinking and reasoning and collaborative discourse methods, and the extent to which these practices support the development of written explanations and justifications within a multicultural classroom context.

Theoretical Framework

Disciplinary literacy research suggests that the discourse and language feature requirements are different depending on the specific discipline (Halliday, 1978; Fang & Schleppegrell, 2008; Huang & Normandia, 2008; Shanahan, Shanahan & Misischia, 2011). Shanahan and Shanahan (2012) describe disciplinary literacy as "emphasizing the unique tools that the experts in a discipline use to engage in the work of that discipline" (p. 8). By extension, functional language analysis (Halliday, 1978) serves as a way to examine what language can do and how it does it in the disciplines. Thus, examining the language and literacy related to mathematics problem solving and processes as a lens through which to make sense of the linguistic patterns associated with developing mathematical explanations is an important facet in understanding how to construct and engage in developing mathematical knowledge. Familiarity with the mathematical register involves expression using, "new styles of meaning, ways of developing an argument, and of combining existing elements into new combinations" (Halliday, 1978, p. 196). Therefore, the language patterns associated with written mathematical explanations are distinct and involve technical vocabulary (to explain processes and concepts), nominalizations and complex noun groups (to pack more complicated information into shorter comprehensible sentences), conjunctions of cause/reason (as a resource towards logical reasoning and justifications), the use of symbols (to explain the "'fit' between verbal expression and mathematical notation") (Halliday, 1978, p. 204), and finally the use of being and having verbs (to describe attributes and identify relationships of identity and equality) (Schleppegrell, 2007).

In relation to mathematical processes, Yackel and Cobb (1996) state, "what constitutes an acceptable mathematical reason is interactively constituted by the student and teacher in the course of classroom activity (p. 496). The interaction of mathematical discourse contributes to students, "generating their own personally meaningful ways of solving problems instead of following procedural instructions" (p. 406). This interaction of discourse is particularly important for culturally and linguistically diverse learners that may not have had the same exposure to standard English genre structures or implicit knowledge of disciplinary literacy (Kibler, 2011). Diverse students need more explicit modeling, scaffolding and support from their content area teachers, who may or may not have metalanguage to articulate how genres in their content area are constructed. Kibler (2011) argues, "Content area teachers do not often see language as their area of specialty, but helping secondary teachers focus on how language works in their disciplinary texts might give math, science, literature, and social studies teachers both a concrete way to talk about language and a genuine expertise" (p. 224). Examining how students use other cultural, linguistic, and literacy resources as a lens provides a valuable tool in examining the language patterns and can contribute to informing teachers and teacher educators about the specifics of mathematical explanations and thus shape the strategies and approaches of content area literacy in mathematics (Schleppegrell, 2007).

Research Questions

Given the call toward developing more socially responsible methods for developing mathematical justifications by all students, we posed the following research questions:

1. What are the instructional practices that help students develop written mathematical explanations representative of a conceptual understanding of mathematics?
2. What are some of the language features that students utilize when developing agency as they learn to write mathematical explanations?

Literature Review

Selecting and Introducing Cognitively Demanding Mathematical Tasks

Researchers have stressed the importance and challenge of selecting an appropriately demanding mathematical task while maintaining high levels of engagement and thinking during the implementation of the task. Smith and Stein (2011) identify four categories of cognitive demand: memorization, procedures without connections to concepts or meaning, procedures with connections with connections to concepts or meaning, and "doing mathematics." The first two categories are considered lower-level and the latter two categories are considered higher-level. They describe memorization tasks as those tasks that, "Involves reproducing previously learned facts, rules, formulas or definitions" and which are tasks that do not connect to concepts because these tasks involve "exact reproductions of previously seen material" (p. 16). The procedures without connections are those in which students are able to use algorithms with limited thinking

about the conceptual understanding of the "underlying procedures being used" (p. 16). Procedures with connections are defined as those that require "the use of procedures for the purpose of developing deeper levels of understanding of mathematical concepts and ideas" (p.16). Finally, the "doing mathematics" category requires students to "explore and understand the nature of mathematical concepts, processes, or relationships" and making appropriate uses of "relevant knowledge and experiences" (p. 16), while solving mathematical tasks. While teachers should use a variety of these tasks, Smith and Stein (2011) argue that the majority of mathematical tasks assigned should be at the "doing mathematics" level to develop conceptual understanding.

Engaging in tasks at the highest level of cognitive demand has been shown to develop students' ability to think and reason (Stein, Grover, and Henningsen, 1996). Teachers need to be aware of both the factors that contribute to maintaining the high level of cognitive demand during the implementation of the task and the factors that contribute to the decline in the high level of thinking and engagement. Stein, Grover, and Henningsen (1996) found that mathematical tasks that build on prior knowledge, showcase competent performance modeled by a teacher or able student, and scaffolding understanding were all practices that supported the maintenance of high level of thinking required by cognitively demanding mathematical tasks.

Likewise, Henningsen and Stein (1997) found that the appropriateness of the task and the supportive actions by the teacher, including scaffolding, encouraging students to explain their thinking, and making connections between concepts also supported a high level of thinking. However, they found a decline in the level of thinking, which was marked by an increase in the time allotted, the appropriateness of the task, and the removal of challenging aspects of the task (Henningsen & Stein, 1997). In order to effectively set up and implement tasks at the highest level of cognitive demand, teachers need to have a solid understanding of the progression of learning and where individual students fall along that continuum.

Problem Solving and Mathematical Discourse

Smith and Stein's (2011) work on orchestrating productive mathematical discussions provides teachers with a concrete method for engaging students in productive mathematical talk by: 1) anticipating student responses, 2) monitoring students' work, 3) selecting certain students to share their work, 4) sequencing responses in a specific order, and 5) connecting responses to key mathematical ideas. Anticipating student responses requires the teacher to solve the mathematical task in advance of the lesson and consider possible ways students could approach the problem. While students are working collaboratively to solve the task, the teacher monitors students' conversations and asks questions to clarify their thinking. Doing so provides students with an opportunity to refine and revise their thinking and their solutions. Smith and Stein (2011) explain that throughout the monitoring stage, the teacher is also able to begin selecting and sequencing student responses to share in the closing whole class discussion. Ultimately, the teacher connects the range of approaches presented in order to help students evaluate the accuracy and efficiency of each approach and notice patterns across the solutions.

To support the anticipation of student responses, teachers need to consider their instructional goals and the duality between students' thinking and understanding (Weber & Lockwood, 2014). Weber and Lockwood (2014) build on Harel's (2008) research on the duality principle as a way to approach unit and lesson planning. The duality principle describes two outputs from a mental act: a product, or way of understanding, and a characteristic, or a way of thinking. Set in the context of the mathematical classroom and framed within mandated state standards, the "product" is the solution to the content standards being addressed and the "characteristic" is the problem-solving strategy, the thinking and reasoning, embedded within the process standards. Harel (2008) notes, "Students develop ways of thinking only through the construction of ways of understanding and the ways of understanding they produce are determined by the ways of thinking they possess" (p. 490). Given how intertwined the content and process are in developing mathematical thinking and the ability to communicate mathematical explanations, there is a need for teachers to plan lessons that specifically support the standards for working through the processes involved in mathematical practice as well as the content.

Wilburne and Kulbacki (2014) recommend deconstructing each mathematical task in terms of the process and content standards it will elicit. As such, this study focused on the first three standards for mathematical practice. The first standard for mathematical practice asks students to, "Make sense of problems and persevere in solving them" (CCSSO, 2012). This is also one of the overarching mindsets of mathematicians. The second and third standards combine reasoning and explaining. Students must "reason abstractly and quantitatively," and "construct viable arguments and critique the reasoning of others" (CCSSO, 2012).

Research in designing mathematical tasks and supporting students' mathematical discourse also suggests that teachers monitor student interactions as they solve the mathematical task (Herbel-Eisenmann & Breyfogle, 2005). Herbel-Eisenmann and Breyfogle (2005) argue that teachers should be mindful of the types of questions that limit or facilitate discussions. Herbel-Eisenmann and

Breyfogle (2005) discuss Wood's (1998) research on funneling and focusing questions. Funneling questions force students to work through teacher-directed procedures to arrive at the solution. Focusing questions are asked when the teacher listens to the students' responses and moves the discussion forward based on their thinking. When teachers select, sequence, and connect students' solutions, there is also an opportunity for teachers to intentionally model their own thinking (think aloud) about the problem-solving strategy used (Trocki, Taylor, Starling, Sztajn & Heck, 2014). By thinking aloud, teachers provide students with an approach to solving the task rather than simply demonstrating procedures, which Trocki et. al. (2014) describe as "prescriptive." While research varies regarding the use of the think aloud, it points to the need for additional studies to investigate the effectiveness of this approach to introduce students to different problem solving strategies and build a bank from which to choose, especially at the elementary level. Researchers of reform-based mathematics argue that more research that focuses on developing student agency throughout the process of engaging in cognitively demanding mathematical tasks in multicultural classroom contexts is sorely needed in order to provide more equitable practices and opportunities to fully participate in mathematics classrooms (Gutstein, 2003; Langer-Osuna, 2015; Martin, 2000).

Additionally, researchers concerned with equitable practices of mathematics also draw attention to the need for better understanding of how to scaffold and support non-dominant students' acquisition and participation in mathematical discourse communities (Cirillo, Bruna & Herbel-Eisenmann, 2010; Langer-Osuna, 2015; Moschkovich, 1999; Avalos, Zisselsberger, Langer-Osuna & Secada, 2015). Cirillo, Bruna and Herbel-Eisenmann (2010) suggest that teachers explicitly attend to fostering language development in mathematics for language learners.

Moreover, the literature on social responsibility and equity research calls for using literacy as a means toward supporting culturally and linguistically diverse students in understanding how mathematical concepts are constructed through the use of specific mathematical language (Avalos, Zisselsberger, Langer-Osuna & Secada, 2015; Cirillo, Bruna & Herbel-Eisenmann, 2010; Langer-Osuna, 2015; Schleppegrell, 2007). This study includes explicit modeling in order to make thinking visible as a way to build student independence and, ultimately, support students' transference of strategies from mathematical task to mathematical task in support of developing student agency in mathematics learning (Gutstein, 2003; Martin, 2000).

Methods

Background Context of the Study

This qualitative case study of a teacher's specific intervention in using mathematical discourse and writing practices to develop mathematical reasoning and written mathematical explanations was developed from a common interest in supporting and developing ways for students to become more agentive in developing mathematical knowledge and written explanations. The elementary school was located in the Mid-Atlantic region of the United States and has a large culturally and linguistically diverse population. In the 2013-2014 academic year (the year in which the study occurred), 83% of students received Free or Reduced Price Meal (FARMS) assistance. Most students were African American (49%), approximately 32% identified as White, 9% identified as Two or More Races, 8% identified as Hispanic/Latino, and 2% as American Indian/Native American. The students in the classroom reflected the diversity of the school, which resulted in diverse cultural and linguistic representation of students.

Participants

Teacher. The teacher in this study was identified in the summer of 2013 through purposive sampling (Patton, 1990). The teacher attended various workshops at her school and at the district level on implementing the Standards for Mathematical Practice (CCSSO, 2012) and had conducted some action research on developing written mathematical explanations. Thus, she was an ideal candidate for examining how to help students develop mathematical explanations. Ms. Catts sought out ways to improve her teaching of mathematics and to impact her students' learning of mathematics. After several meetings and conversations, Ms. Catts agreed to participate in a collaborative research project on examining the process of developing students' mathematical written explanations (Please note that all names in this study are pseudonyms).

Ms. Catts was an energetic White native English-speaking teacher. She was in her twenties and had been teaching for five years. Additionally, Ms. Catts volunteered as a Teacher of English to Speakers of Other Languages for adults learning English. She had a good grasp of working with language learners and was highly regarded within her school and school district. While she was not a native Spanish speaker, she had a good command of the language and could identify with many of the diverse language learners in her classroom and used her skills to meet the needs of many of the culturally and linguistically diverse learners in her fifth-grade gifted and talented (GT) mathematics class. Students in this classroom were all identified by the school district as GT and receive

advanced academic classes, such as advanced mathematics in the fourth and fifth grade.

Students. There were fifteen participants of varying cultural and linguistic backgrounds in the classroom in Ms. Catts's sixth period GT mathematics class (the last period of the day). Of these student participants, twelve were female and three were male. While some of the students spoke a language other than English at home, all of the students were classified as fully English proficient (FEP) by the school district. Three focal students were selected to illustrate how different students had different understandings and developed mathematical writing at their own pace. The focal students ranged in their process toward writing mathematical explanations and justifications and thus demonstrate a range for how they took up or initially resisted the work and the approach toward developing mathematical writing. Jocelyn was an African-American female. Joseph was a caucasian male of Polish decent. Sara was a Hispanic female, and stated that she came from a bilingual home where Spanish and English were spoken, she stated that while she understood Spanish, she felt her primary language was English.

Problem Solving with Rational Numbers Unit

As part of the district developed mathematics unit on problem-solving with rational numbers. A rational number is any number that can be written as a ratio of two integers (i.e. fractions and decimals). The researchers collaboratively discussed ways to develop mathematical discussions and to use the discussions to support the written mathematical explanations for the different tasks related to rational numbers. The tasks and all mathematics curriculum for this class was developed by the PreK-12 Office of Mathematics of the school district. These units were given to the teachers prior to the specified time on the curriculum maps. It is important to note that in some cases the curriculum units were provided to teachers only a week before the unit was supposed to begin.

In the summer prior to conducting the unit, Ms. Catts had attended a Reading and Writing Project seminar at Teachers College (Calkins, 2013). Ms. Catts saw many parallels in thinking about the process and development of mathematical thinking (Harel, 2008) and discussed with the researcher ways in which to implement the ideas from the reading and writing project into teaching students to think about and discuss their thinking about mathematics. Additionally, we discussed how this could be used to scaffold the students as they learned to write more developed mathematical explanations and justifications of that thinking and problem-solving to supplement the scaffolding process for the units developed by the district.

As an additional component to the units, Ms. Catts designed an intervention aspect that included examining the exemplar anchor papers provided by the district for the written mathematical explanations. She used these as mentor texts (Dorfman & Cappelli, 2007) to extrapolate what were the linguistic features prevalent in the mentor texts. The analysis included looking at the use of technical vocabulary versus non-technical vocabulary, verbs and tenses, temporal and causal connectives (i.e. first, then, next, because, so), and ambiguous referents (referring to a reference whose antecedent is not clear). Further, Ms. Catts decided to use her knowledge of linguistic features of math (Schleppegrell, 2007), along with a T-chart format, to allow students to then apply what they had learned from analyzing the exemplars to analyzing their own written explanations.

Students were asked to identify the linguistic features present or missing from their own mathematical explanations. Students were taught to code each of their three writing samples. The teacher taught the students the types of codes to use and then modeled how to code each word, number, and symbol, line by line. Through a series of partner, small, and whole group discussions, students analyzed their writing samples (from September to October, October to November, and across all three) using the "What do I notice? What do I wonder?" observation and thought prompts. There was an emphasis placed on the Common Core State Standards for Mathematical Practice #1: Make sense of problems and persevere in solving them and #3: Construct viable arguments and critique the reasoning of others in order to develop student self-awareness and productive dispositions.

Lesson structure. The structure of the overall lessons in this math unit consisted of the teacher gathering the class on the carpet in teams (small groups of about 3-4 students in each team). She would then pose a problem on the board using a document camera or the smartboard and have teams begin to discuss and think through how they would go about thinking about the problem. The problem-solving tasks typically were tasks that provided a scenario where a student misinterpreted or made an error in solving a task, and the students would then have to explain why the student's method or interpretations were incorrect. In implementing these tasks, the teacher would pause after the initial discussion to bring up different team's thinking and continue to pose questions to help facilitate further discussion. As mentioned above in the literature review, the research on supporting students' mathematical thinking and reasoning includes maintaining a high level of engagement and not lowering the cognitive demands of the task by providing answers or possible solution paths. Ms. Catts, in keeping with this, pushed students thinking. When she overheard students trying to state that there was not a possible

solution, she often stated, "We cannot just say that this does not make sense" (observation, November, 2013), thereby maintaining the high cognitive demand of the task. Then, she reworded the question and asked students to consider what some teams had pointed out and to use that information to persevere in solving the task.

While students continued to discuss and dialogue about the solution, Ms. Catts would listen in and facilitate further discussion of the teams. She provided time for the students to use oral discussions to prepare for the independent writing of the mathematical explanations of their thinking. Students were then given another opportunity to share their thoughts with each other and attempt to co-construct responses. Following the teamwork, students worked independently for twenty-thirty minutes to utilize their oral discussions to write their mathematical explanations and justifications. After their independent attempts at writing, Ms. Catts introduced the intervention on examining the written language of their text and compare and contrast with features found in anchor paper exemplars for similar tasks provided by the district.

Data Collection and Analysis

The data for this study on developing written mathematical explanations with rational numbers (i.e. fractions and decimals) included a three-month period where Margarita observed (video-recorded) and took field notes once a week as part of a year-long study (September, 2013 through May, 2014). These observations were focused on the mathematics lessons and students' mathematical discourse and writing development, their questions, and peer-to-peer and student-to-teacher interactions during the process. During these observations, Margarita often sat in the back of the room taking notes or walked around to be able to record student work and discussion. Students came to see her as another adult in the room and asked questions or used her as a sounding board for their developing mathematical explanations; thus, Margarita's role as an observer oscillated between nonparticipant and participant observer.

Three problem-solving tasks were video-recorded. The written samples of each of the three problem-solving tasks and the students' language analysis of the use of mathematical language features were collected and analyzed to examine how the intervention was impacting the development of mathematical written explanations. Ms. Catts also collected the formative problem-solving tasks to gauge students' progress on developing written mathematical explanations as a result of their dialogic explorations. Thus, three samples, one for the month of September, October, and November were collected from the three focal students for a total of nine samples. Additionally, our own analyses of their mathematical explanation/justification were also collected and analyzed.

We used open-coding independently to examine the data for themes and emerging patterns. We each added our notes and reflective memos (Charmaz, 2000) prior to meeting to discuss the themes and patterns (Miles & Huberman, 1994). Finally, patterns in our notes and the videos were triangulated to describe some similarities and differences among the students' mathematical writing development.

Findings

How do we support a group of diverse students' (race, class, ethnicity, gender, ability) participate meaningfully in mathematical classrooms and scaffold the process by which develop mathematical literacy? To begin to answer this, we examine our first research question, "what are the instructional practices that helped students develop written mathematical explanations that represented students' conceptual understandings?" We look at the teachers' mathematical task set-up and the discourse community/teamwork that she utilized to develop the oral expression of their thinking and justifications. We then look at question two and examine how students used their burgeoning knowledge of linguistic features of mathematical explanations to develop agency over their own process for representing their mathematical thinking.

Scaffolding the Development of Mathematical Explanation: Dialogic Inquiry as Sense Making

As part of the process of understanding how students began to develop mathematical written explanations, we noticed that the written explanations were directly connected to students' oral explanations and discussions. The interactions between the teacher and students, and equally important between students and their peers helped them make sense of their developing mathematical knowledge. While the district focused on the mathematical standards, there were no scripts about how to go about creating more inquiry in math classrooms, thus the discussions in the "math meetings" and with the "math teams" contributed to learning that explanations involved more than just stating memorized procedures, but included the thinking process and viewing math as sense making. The following episode from November illustrates how the teacher interpreted what it meant to have an inquiry math discussion and how teacher and students co-created mathematical thinking and problem solving that helped students develop agency as mathematical problem solvers.

The task the teacher and students are discussing is whether Rena (a fictional student in one of the

mathematical tasks has correctly represented the numerical form of the division of the fraction 1/12. In this excerpt the teacher and students are discussing whether the answer provided in the task is correct or incorrect and whether the answer "makes sense." The students are in teams of two or three pre-arranged groups on the carpet in the front of the room during the discussion (this is where most math team meetings are held). See Video 1.

Ms. Catts: *Is it less than half? Is it less than five tenths or fifty hundredths? No? Let's look.*

Miles: *Nods head, says yeah*.

Ms.Catts: [To Miles] *Yeah, so that's what he said at the beginning, is it close to zero? Right we have to use our number sense. Ok. 3,2,1…*

Ms.Catts: [To whole class] *So the first thing that we talked about is that we wanted to use our number sense because some of us were still forgetting one twelfth. Oh my, do I write it one divided by twelve or am I writing it twelve divided by one?*

Class: *One divided by twelve*

Ms.Catts: *So we said we wanted to use our number sense because one twelfth is going to be so small. It's not only going to be less than one, it's going to be less than one half. What would it be if we are talking twelfths?*

Student: *Six twelfths would be half*

Ms.Catts: *Six twelfths so it is going to be less than six twelfths because it's one and that's only a little bit more than zero. Is Rena's answer gonna make sense? Number sense? Does it make sense?*

Class: *Yes.*

Ms. Catts: *Could her answer be right if we didn't know it was incorrect?*

Class: *Yes.*

Ms. Catts: *We might say sure, using my number sense her answer is right. It's less than one. It's less than half and Miles and I were checking and we even put five tenths up there and we compared them vertically. How we learned before we could look at them vertically. Less than half so we might and it's less than half so we might say sure her answer makes sense. So in our explanation, we can't say that it doesn't make sense, because it does, it does make sense. But we might say, even though it makes sense she made that mistake of putting the repetend over all three digits instead of just the three.*

Here the teacher poses the problem and has teams of students discussing whether the answer makes sense, this routine has created the mathematical inquiry and sense-making that gives students the opportunity to discuss with each other in small groups the thought process for arriving at a solution. In each of the groups, the students have to justify and defend the responses to their teammates and rehearse that sense making process. It is interesting to note that after listening to student responses she feels that Ms. Catts needs to offer more support thereby somewhat decreasing the cognitive demand of the task. She also provides vocabulary and language support to students in the form of reinforcing the term "repetend" and in this way students are more likely to use the language in their written responses.

However, it is also worth noting that while she uses the term, she does not explicitly state that this term should be used in the written response. Thus, there is still some implicit negotiation needed by the students about what type of language and specific technical terms might be required in this task (Kibler, 2011). The next segment of exchanges consequently does focus on specific and more explicit drawing of students' attention on how to transition from the discussion to the written explanation/justification. The segment (further captured on Video 1) continues as follows:

Jocelyn: *Because you can't say 96 is more than 96.*

Dylan: *What?*

Jocelyn: *Because the eight…*

Ms.Catts: *Oh, explain to me what you mean Jocelyn?*

Jocelyn: *Because like eight times twelve would equal 96.*

Sara *Ohh*

Ms. Catts: *Right, so it sounds like you are saying if the number were to continue repeating then the math down here would be wrong, because 40 minus thirty-six is four. It's not going to give you that your next digit up here is zero and then an eight and then a three. Right it would be 3, 3, 3. So how would you word that? I'm not sure how you would word that? How might you word that back to what Sara was saying we could prove she was wrong because look at this is what her number would do as opposed to what our number is going to do. How might you word that to say that the math, the solving of the equation was wrong. I don't know… How might you word that. Talk to each other.*

Ms. Catts: [Kneeling with one of the student teams] *So would her equation 083, 083 be correct? Somewhere along the line you'd have to say whoa, whoa, whoa, whoa that should be a zero if she is correct.*

Student: [In the team] *Okay, you could do [unintelligible] then you could.*

Sara: *If you already knew she was wrong then you can say why.*

Ms. Catts: *Ohh, maybe she should say that.*

Team: *If she showed what she did.*

Ms. Catts: *3, 2, 1. So I heard a couple of different teams say, You could just simply say Rena, if Rena could show her work you would be able to see where she went wrong. So we can't see 083, 083, because if she showed her work, we would actually be able to see. So you might just talk about Rena showing her work. And what would end up in the tenths, hundredths, thousandths, ten-thousandths place. What are we expecting Rena's work to show in the ten thousandths place?*

Class: *Zero*

Ms. Catts: *Zero, so you might even include that, that in the ten thousandths place that you would expect to see a zero in Rena's work, if she showed her work. Okay, so right now, thinking about what you just talked about with your team, using some of the ideas, symbols, words, work that we talked about, I'm going to give you, I'm going to give you a new sheet and I want you to revise your explanation. So you can quietly walk back to your seat.*

The process of encouraging students to discuss and explain their thinking led to the justifications for the problem solving procedures. These justifications enabled students to develop more conceptual understanding of the procedures used. In many ways, this process is very similar to the mediating process described by Gibbons (2003) on how teachers might work toward scaffolding the oral language to the written language for diverse learners in content area classrooms. The interactions with the teacher also helped students understand the tools and language that were involved in mathematical explanations and justifications. Students took cues from the teacher about whether to use words or symbols, or a combination of the two forms. This helped clarify for students that mathematical written work includes mathematical language, often containing symbols (which may or may not always be accompanied by words) (Cirillo, Richardson & Herbel-Eisenmann, 2010).

Developing Agency through Linguistic Knowledge of Mathematical Written Explanations/Justifications

In September, the mathematical task posed to teams involved rounding of decimal numbers. The problem read,

> *Adam has made up his own method of rounding. Starting at the right-most place in a number, he keeps rounding to the value of the next place to the left until he reaches the place to which the number was rounded. For example, Adam would use the following* steps to round:
>
> 11.3524 → 11.352 → 11.35 → 11.4
>
> *Is Adam's method a valid way to round? Explain why or why not. (*GT5, Unit 1, Number Theory and Fractions Concepts, Office of Mathematics PreK-12).

This problem posed a challenge to the entire group. Their conceptual understanding for applying the method stated in the problem to other numbers to test whether this was an appropriate method was just developing and none of the teams suggested doing this in their team discussions of the response. As students discussed the problem, Ms. Catts allowed them to cognitively grapple with problem. She did not correct the students' initial findings that the method was correct. She allowed them to analyze their

written responses and code the responses for linguistic features before reviewing another sample. Then, students learned how to examine and question problems that ask students to test models. Jocelyn's linguistic analysis of her written mathematical explanation included that there was more use of non-technical versus technical vocabulary in her response (See Figure 1.1). However, Jocelyn was the only student to realize in the coding process that students should not have words coded as "referent ambiguous" and that this would be confusing to the reader. She was able to communicate this to her peers, who had been coding the responses, but were not clear about what the codes meant.

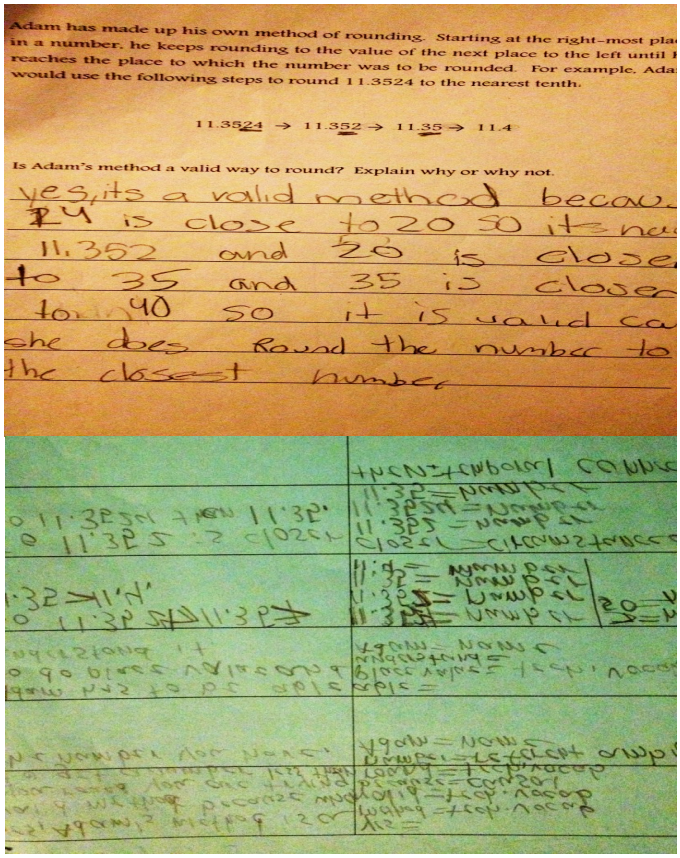

Figure 1.1: Joceyln's Problem Solution and Linguistic Analysis in September

Joseph was frustrated by the problem and decided not to answer the question at all. He crumpled and threw his problem solution sheet into the trash bin and poked holes through his analysis sheet (See Figure 1.2).

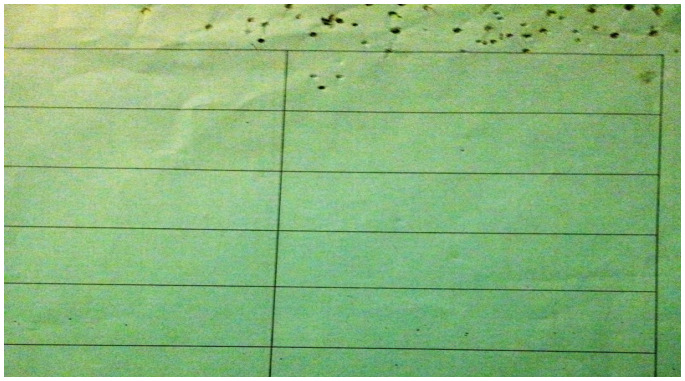

Figure 1.2: Joseph's Problem Solution and Linguistic Analysis in September

Sara was able to use the codes to note a number of technical terms in her response. She used mathematical symbols, and recognized that she should code these as part of providing justifications for the written explanations (See Figure 1.3). Both Jocelyn and Sara also noted which words were circumstances of place and how that helped to communicate in writing where on the number line a specific number should be placed.

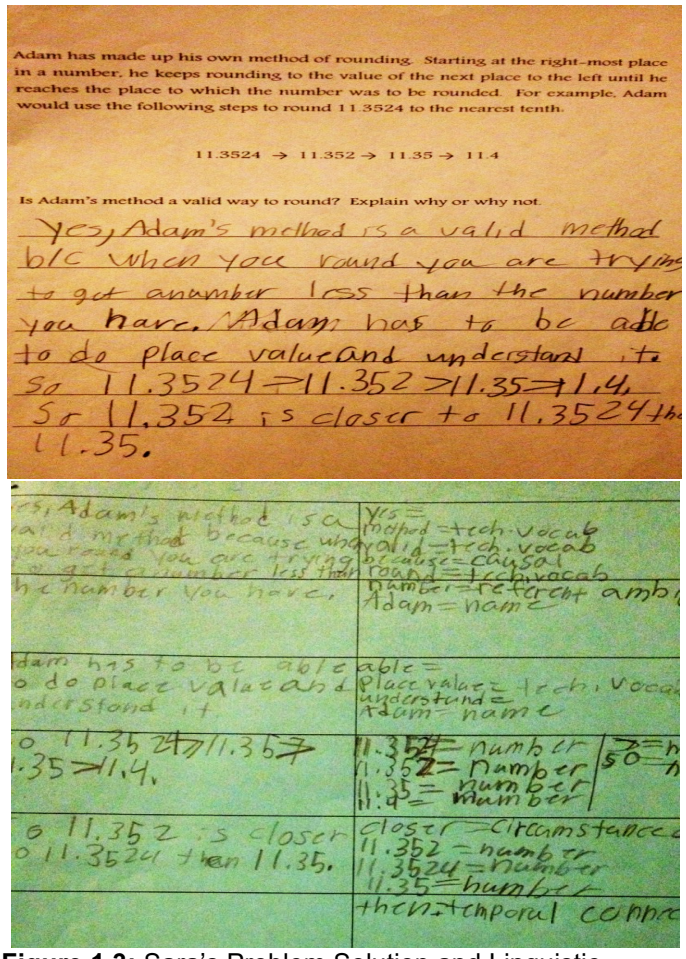

Figure 1.3: Sara's Problem Solution and Linguistic Analysis in September

Both female students, Jocelyn and Sara, took up the teacher's modeling and applied the codes for the different linguistic features of their own mathematical writing, while Joseph did not. In this case, the female students' conceptual (mis)understandings did not impede their ability to write mathematical explanations, despite not being correct. However, for Joseph, not having the conceptual understanding to answer the question impeded his ability to take on the task of providing an explanation/justification. Additionally, Joseph did not have experience writing mathematical explanations and so while he enjoyed math, he did not consider himself a writer and so the task of writing when struggling to understand was doubly frustrating.

In October, another problem-solving task was given to students. This task involved comparing and ordering fractions. The problem read,

> *At a Frisbee throwing contest, the contestants were asked to throw a Frisbee as far as they could. Tanae threw the Frisbee 3/25 km, Patricia threw the Frisbee .11km, and Davon threw the Frisbee 1/10 km. Step A: Order the distances the Frisbees were thrown from shortest to farthest distance. Step B: Explain how you ordered the distances the Frisbees were thrown. Use what you know about comparing and ordering fractions and decimals in your explanation. Use words, numbers, and/or symbols in your explanation. The Frisbee throwing record is 2/15 km. Did any of the three contestants break the record? Explain why your answer is correct.* (GT5, Unit 3, Number Theory and Fractions Concepts, Office of Mathematics PreK-12).

All three students provided explanation/justification in a variety of modes. Jocelyn was able to provide an explanation for how she ordered the fractions despite having limited understanding of how to use a common denominator to be able to compare and then order the fractions (See Figure 2.1).

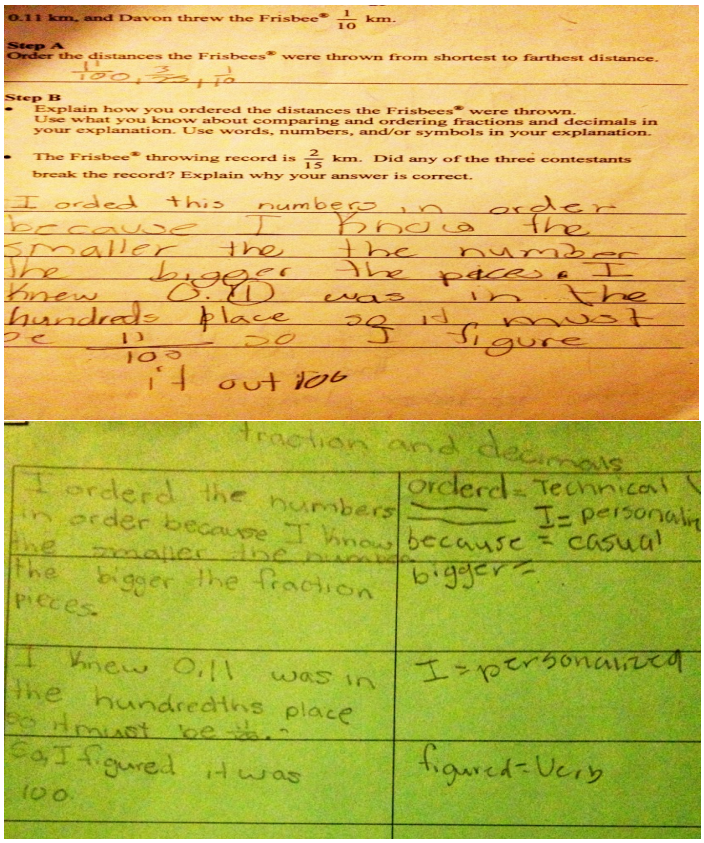

Figure 2.1: Figure 1.1: Joceyln's Problem Solution and Linguistic Analysis in October

Joseph had a better conceptual understanding for how to compare and order fractions. However, we see that he still struggled to produce a written explanation that used words. Instead, his problem-solution that he turned in was a blank sheet with his calculations. Joseph used the analysis sheet to begin an attempt at explaining what he had done using symbols in written form. He was only able to complete a phrase "I know the order is because" (See Figure 2.2).

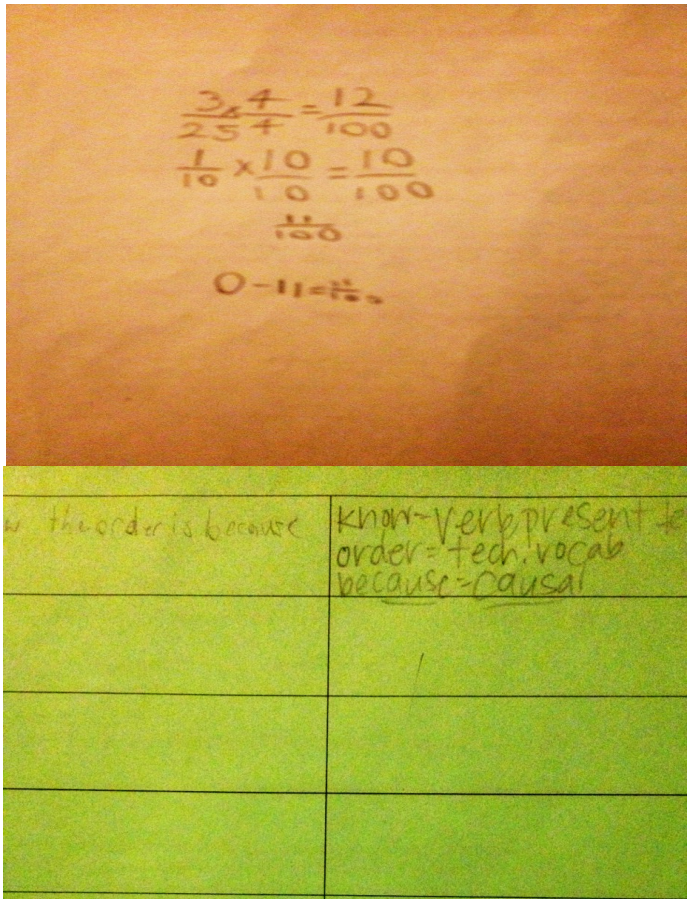

Figure 2.2: Joseph's Problem Solution and Linguistic Analysis in October

Sara was also able to use her conceptual understanding of how to compare fractions and decimals to be able to write an explanation of her procedures and justifications for performing certain operations (multiplying fractions, converting a decimal into a fraction) (See Figure 2.3). In her analysis of her written response, she notes that she personalized her response by using first person singular "I."

She also identifies use of technical vocabulary, verbs, and several temporal and causal connectors. Her writing incorporates more of the features that were in the exemplar anchor papers provided by the district. She also stated verbally, "today's new learning becomes tomorrow's background knowledge" (Classroom Observation, October, 2013).

From the October student writing samples, we see that students are using an equal number of technical vocabulary, and using more temporal and causal connectives that are appropriate to the task (comparing and ordering).

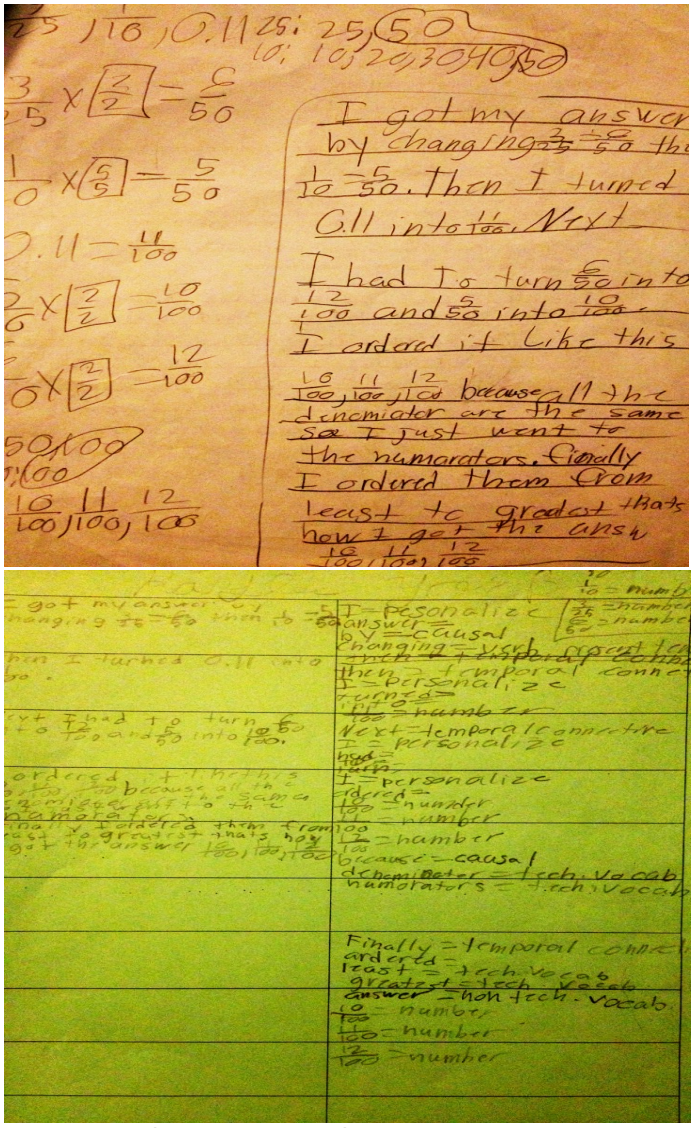

Figure 2.3: Sara's Problem Solution and Linguistic Analysis in October

Finally, November's problem on fractions and decimals was also intended to help students apply the background knowledge from the prior two problems to evaluate why a student's response was incorrect. The problem read:

> *Rena incorrectly recorded the equation 1/12=0.*083 *[line over the .083 to indicate a repetend]. Write the decimal form of 1/12 in the equation below. Explain why Rena's equation is incorrect.* (GT5, Unit 3, Number Theory and Fractions Concepts, Office of Mathematics PreK-12).

In general, most students used a combination of technical and non-technical vocabulary to explain the answer. Student's also displayed varying degrees of conceptual understanding. Student continued to occasionally use

ambiguous referents. However, they were beginning to be more comfortable in using both mathematical symbols and words to write their mathematical explanations and justifications, which captured the multimodal processes of mathematical communication. The three focal students demonstrate the range of responses.

Jocelyn uses technical terms, such as "repetend" and "tenth's place" to indicate place value (See Figure 3.1). She is able to use her conceptual understandings developed in the team discussions to be able to communicate her understanding of the error and how to correct the error posed in the problem. Her response about Rena "showing her work" came from the class discussion on how using mathematical symbols and processes helps a reader to understand the thinking process that occurs when solving a mathematical task.

For this task, Joseph used the problem sheet and used mathematical processes of division to demonstrate his understanding about which number in the decimal repeats, and therefore which number would require the repetend. Again, his explanation on the problem-solving worksheet provided by Ms. Catts only utilizes mathematical symbols to communicate the process. He labels his mathematical calculations as all technical vocabulary (See Figure 3.2). Joseph tells Ms. Catts that he notices his progress in feeling more comfortable to describe his thought processes, because he realized that he could use "his own way" to be able to explain his mathematical thinking and sense making. Joseph felt more confident when he realized that writing in math could include mathematical symbols and arrows to demonstrate his particular thinking and solution path.

Sara uses a combination of mathematical symbols and processes and words to complete the task. Similar to Jocelyn, she also takes up the rhetoric from the team discussions and discourse to reflect that the student in the problem should have shown her work (See Figure 3.3). Additionally, she continues to identify the causal connectors used to justify her response.

The students' written responses and use of mathematical symbols and procedures in addition to the linguistic analysis that students completed of their own writing demonstrate that there is a developmental process when going from procedural tasks to conceptually based problem solving tasks. While the students initially grappled with providing explanations and how to "write" or record their mathematical thinking using multimodal processes, they all eventually realize that they have some agency in deciding how to demonstrate their conceptual understanding (i.e. privileging words over mathematical symbols and procedures, privileging symbols over words, or some combination of the two).

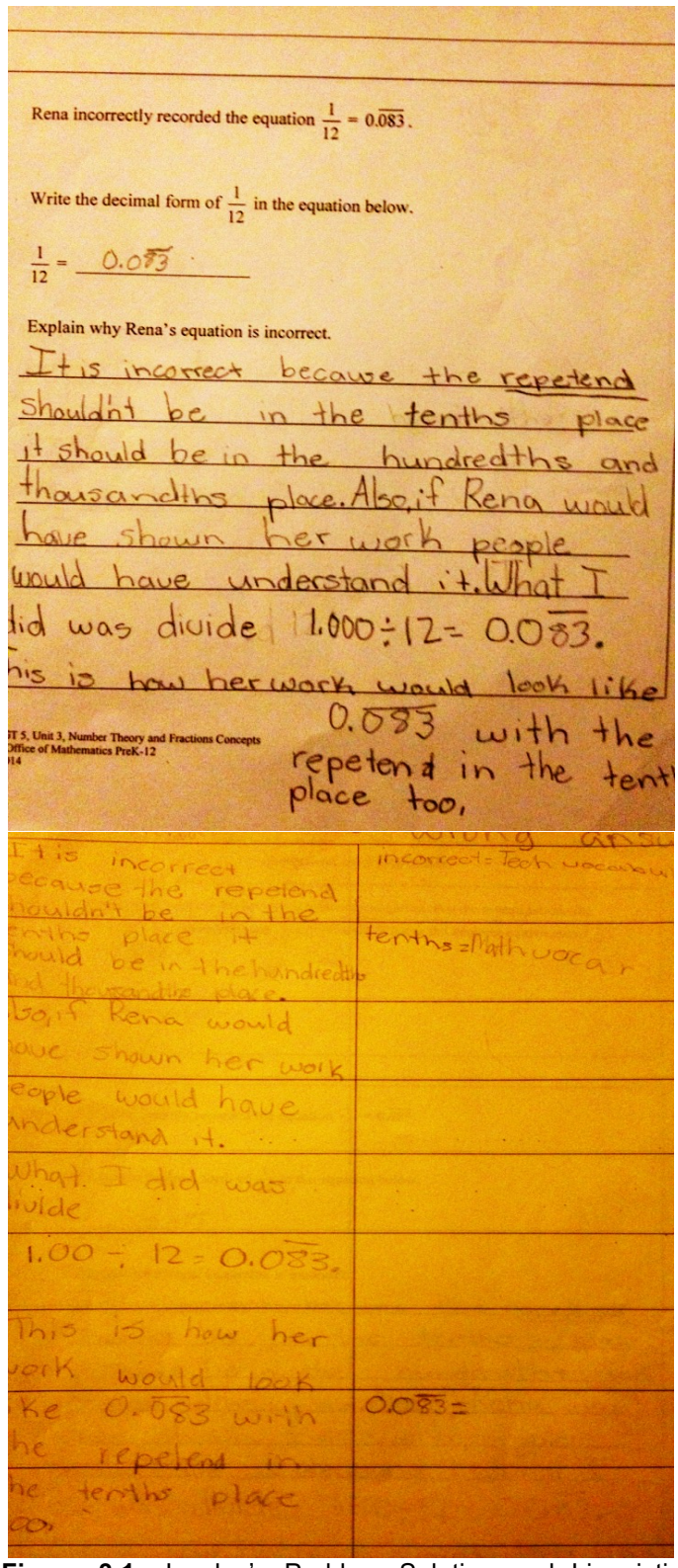

Figure 3.1: Jocelyn's Problem Solution and Linguistic Analysis in November

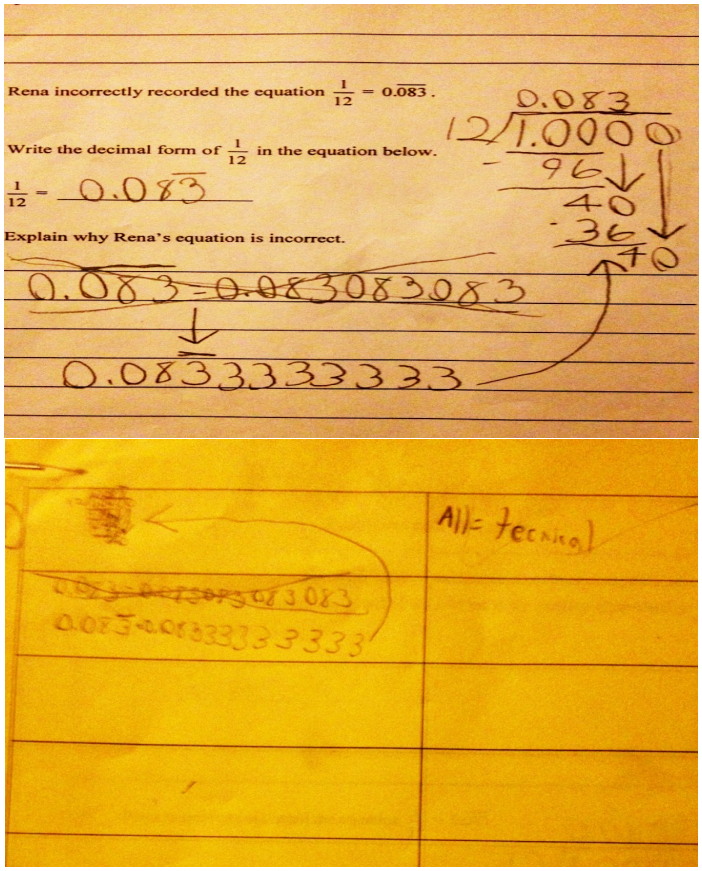

Figure 3.2: Joseph's Problem Solution and Linguistic Analysis in November

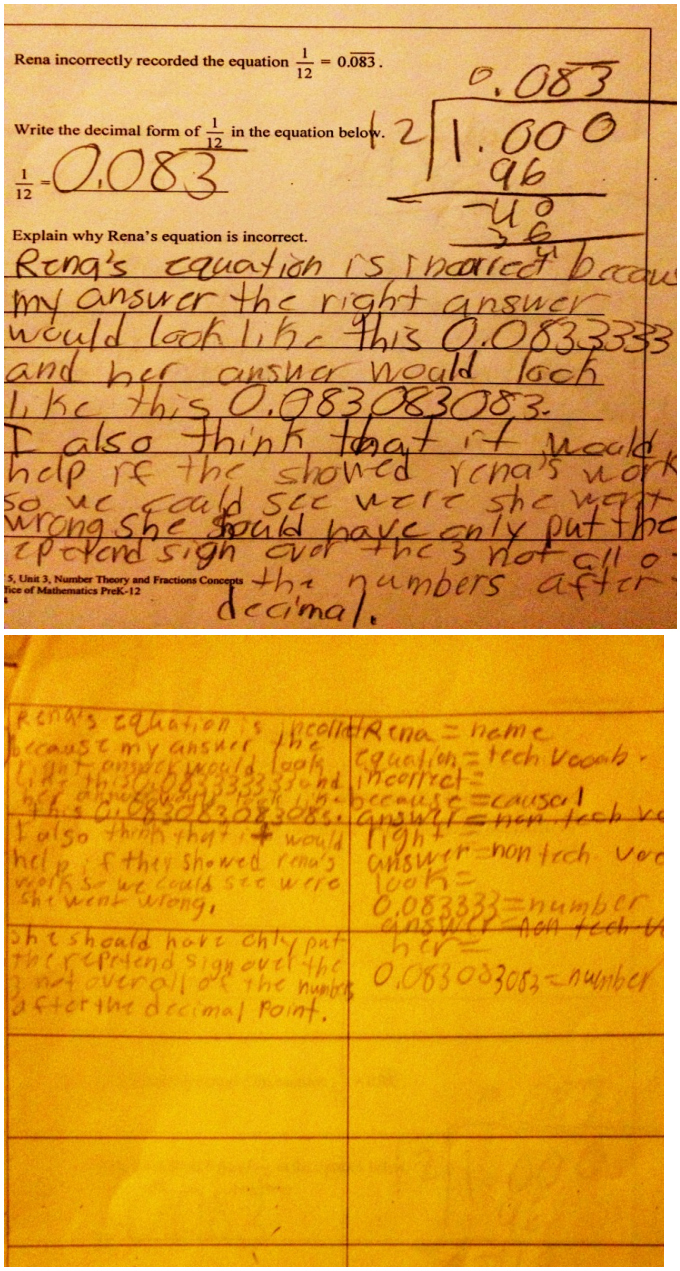

Figure 3.3: Sara's Problem Solution and Linguistic Analysis in November

Discussion of the Findings

Teacher practices such as creating mathematic discourse communities around problem-solving and sense making suggest that mediating and scaffolding the process of engaging, persevering, and revising mathematical thinking helps support culturally and linguistically diverse learners. Arguably, all learners can translate their thinking around sense-making from oral-like language toward more written-like language associated with the discipline of math (Gibbons, 2003). Jackson, Shahan, Gibbons and Cobb (2012) advocate that teachers use cognitively demanding tasks and that retain the demands of the task by refraining from providing answers. Instead, they suggest using ongoing mathematic discourse communities to challenge students to think through and persevere in solving mathematical tasks. They caution teachers not to provide answers or "hints" but instead to facilitate discussion around what students are saying and to provide ways for students to discuss and evaluate their mathematical thinking of the problem. This is no small task for teachers. Ms. Catts took up this challenge and utilized her district's mathematic curriculum to create discourse communities that would engage each other in rich mathematical thinking around problem solving. In this way, a diverse range of student responses and experiences were allowed to enter the space and offered students more autonomy in how they went about problem-solving. This opened up opportunities for students to utilize their ways of thinking, being, and speaking into the mathematics classroom and students were able to utilize their abilities to more comfortably "participate meaningfully in mathematics classrooms" (Langer-Osuna, 2015, p. 53).

Moreover, students burgeoning understanding of writing a mathematical explanation underwent a transformation. Students began to understand that writing in math can be a multimodal process and that numbers, symbols,

mathematical processes, and operations as well as words were important tools for conveying mathematical sense making (Cirillo, Richardson & Herbel-Eisenmann, 2010). In the beginning of the study, students had different ideas of what comprised a mathematical explanation. However, by the end, each student developed agency in understanding that they, as students, get to decide how they want to represent their mathematical understanding. Further, they can decide how to privilege their strengths (words, symbols, or a combination of the two) to adapt and adopt different methods for conveying their mathematical sense-making. Thus, the students developed agency and awareness over their mathematical representation of their understandings and the choices that they have in expressing their thinking (Brown, 2005).

Conclusions and Implications

Students be able to not only provide their method for solving a problem, but also their mathematical thinking that goes beyond algorithmic understanding. Many students are able to provide a correct answer to a problem, without a conceptual understanding of how they arrived at this solution. Providing students the opportunity to engage in speaking and writing activities surrounding mathematical concepts is critical to their understanding of the mathematical domain (Kostos & Shin, 2010) and arguably a socially responsible practice in providing equal opportunities for non-dominant, often marginalized groups (Martin, 2000). The results of our study indicate that continued integration of probing questions during instruction (Kostos & Shin, 2010), can enhance mathematical communication which represents students' thinking and understanding of mathematical concepts.

The analysis of the mathematical inquiry discussions and the student writing samples reveals a number of ways students understood what it meant to "explain their thinking." Students were able to use the strategies and tools that were provided through the joint inquiry of mathematical tasks that required them to "do mathematics" (Smith & Stein, 2011). Consequently, students were able to develop thinking about conceptual understandings and procedures as a way to make sense of the mathematical task. As a result of instruction modeling mathematical thinking and writing, as well as sense-making strategies, students incorporated more justifications to support their conjectures in both their oral discussions and written work. Students also used more of the language features associated with this type of writing, including the use of technical vocabulary, temporal connectors indicating a logical progression, and conjunctions, such as because, when, and since to express justifications (Huang & Normandia, 2008).

Assessing and identifying the students' development of mathematical explanation writing contributes to the development of frameworks for integrated mathematics/writing instruction (Siebert & Draper, 2008). Additionally, examining the context in which this writing development occurred also contributes to the knowledge base on strategies and approaches that support mathematics teachers in conceptualizing the role of writing in mathematics instruction for culturally and linguistically diverse learners (Applebee & Langer, 2006; Siebert & Draper, 2008).

Literacy educators encourage content-area teachers to infuse literacy instruction into their teaching of content-area material. Despite these efforts, little progress has been made in this area of pedagogy. While it is easy to blame this disconnect in vision and understanding regarding literacy instruction and mathematics instruction upon content-area teachers, literacy experts must take an alternative perspective, and instead analyze more closely how instruction can be modified to serve the goals of mathematics teachers (Siebert & Draper, 2008). This study looked at how fifth-grade students developed mathematical explanations that are representative of a conceptual knowledge of mathematics through written discourse. Furthermore, it analyzed the specific language features that characterize these mathematical explanations, written by both native English speaking students as well as students with varying levels of English proficiency. Mathematics classrooms of the 21st century must be evolutionary in their implementation of instruction, moving beyond a curricular emphasis on skills, and instead integrating aspects of communication and problem solving, which provide students the opportunity to demonstrate their mathematical thinking and understanding (Fello & Paquette, 2008).

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About the Authors

Margarita Gomez Zisselsberger is an assistant professor of literacy education at Loyola University Maryland, where she teaches courses in assessment and instruction of literacy and second language and literacy development. Her research aims to better understand how classroom contexts play a critical role for culturally and linguistically diverse students' writing development. Margarita earned her doctoral degree in Language, Learning, and Literacy from Boston College, and was previously a bilingual elementary school teacher in California and an inclusive elementary teacher in New York.

Lauren Catts is currently a 4th grade teacher in New Jersey. She also taught 5th grade for seven years in Maryland. Ms. Catts earned her MA in Leadership in Curriculum and Instruction from Loyola University Maryland. Her grant experience includes the Teaching American History grant, the Fulbright-Hays Latin American Studies Abroad grant, and the Summer Justice Scholars grant.

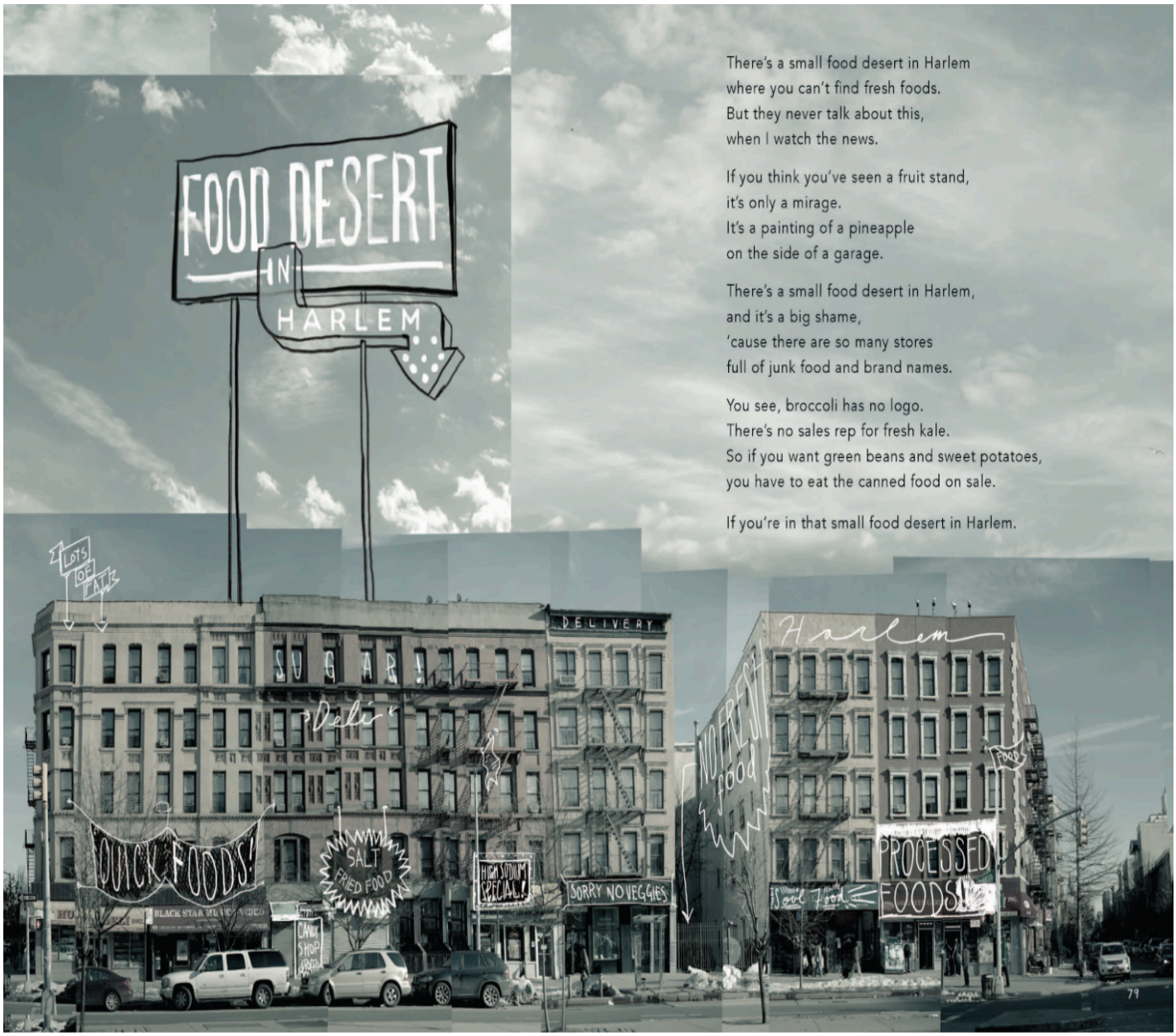
Take Action Article

What Now?

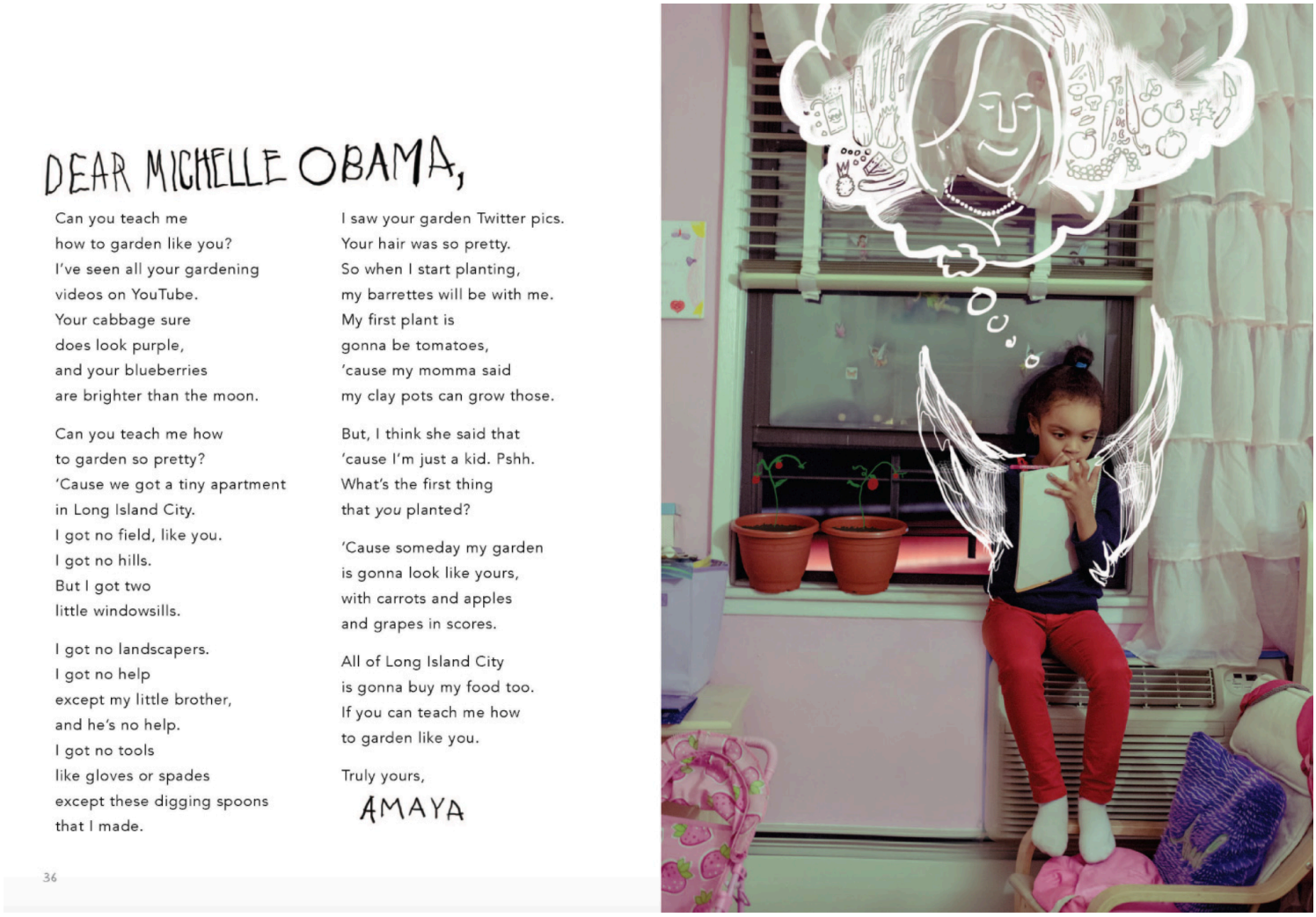
Janet Wong
Children's Poet, Program Chair
Literacy & Social Responsibility-Special Interest Group (LSR-SIG)

In July of 2015, I was given the task of choosing a topic for our LSR-SIG session in Boston in July 2016. I considered a traditional approach focusing on social justice literature about poverty, war, and civil rights—but I thought it was time to expand the definition of "social justice literature" and bring a discussion about community and access to healthy food to the International Literacy Association.

The work of author-illustrator Eric-Shabazz Larkin, illustrator of *Farmer Will and the Growing Table* and creator of *A Moose Boosh,* was a perfect fit. Take a look at some of his work here.



I write this now, on Wednesday, November 9, 2016—the day after the election. As basic as our right to nutrition might be, it now feels somewhat meaningless to talk about food. But, we still will continue to have students who cannot learn without healthful food to fuel their brains. Food justice is an issue that isn't going away soon; in fact, the problem will likely grow worse. And, it will have to share crowded space with so many other issues that we thought we had moved off the table.



DEAR MICHELLE OBAMA,

Can you teach me
how to garden like you?
I've seen all your gardening
videos on YouTube.
Your cabbage sure
does look purple,
and your blueberries
are brighter than the moon.

Can you teach me how
to garden so pretty?
'Cause we got a tiny apartment
in Long Island City.
I got no field, like you.
I got no hills.
But I got two
little windowsills.

I got no landscapers.
I got no help
except my little brother,
and he's no help.
I got no tools
like gloves or spades
except these digging spoons
that I made.

I saw your garden Twitter pics.
Your hair was so pretty.
So when I start planting,
my barrettes will be with me.
My first plant is
gonna be tomatoes,
'cause my momma said
my clay pots can grow those.

But, I think she said that
'cause I'm just a kid. Pshh.
What's the first thing
that *you* planted?

'Cause someday my garden
is gonna look like yours,
with carrots and apples
and grapes in scores.

All of Long Island City
is gonna buy my food too.
If you can teach me how
to garden like you.

Truly yours,
AMAYA

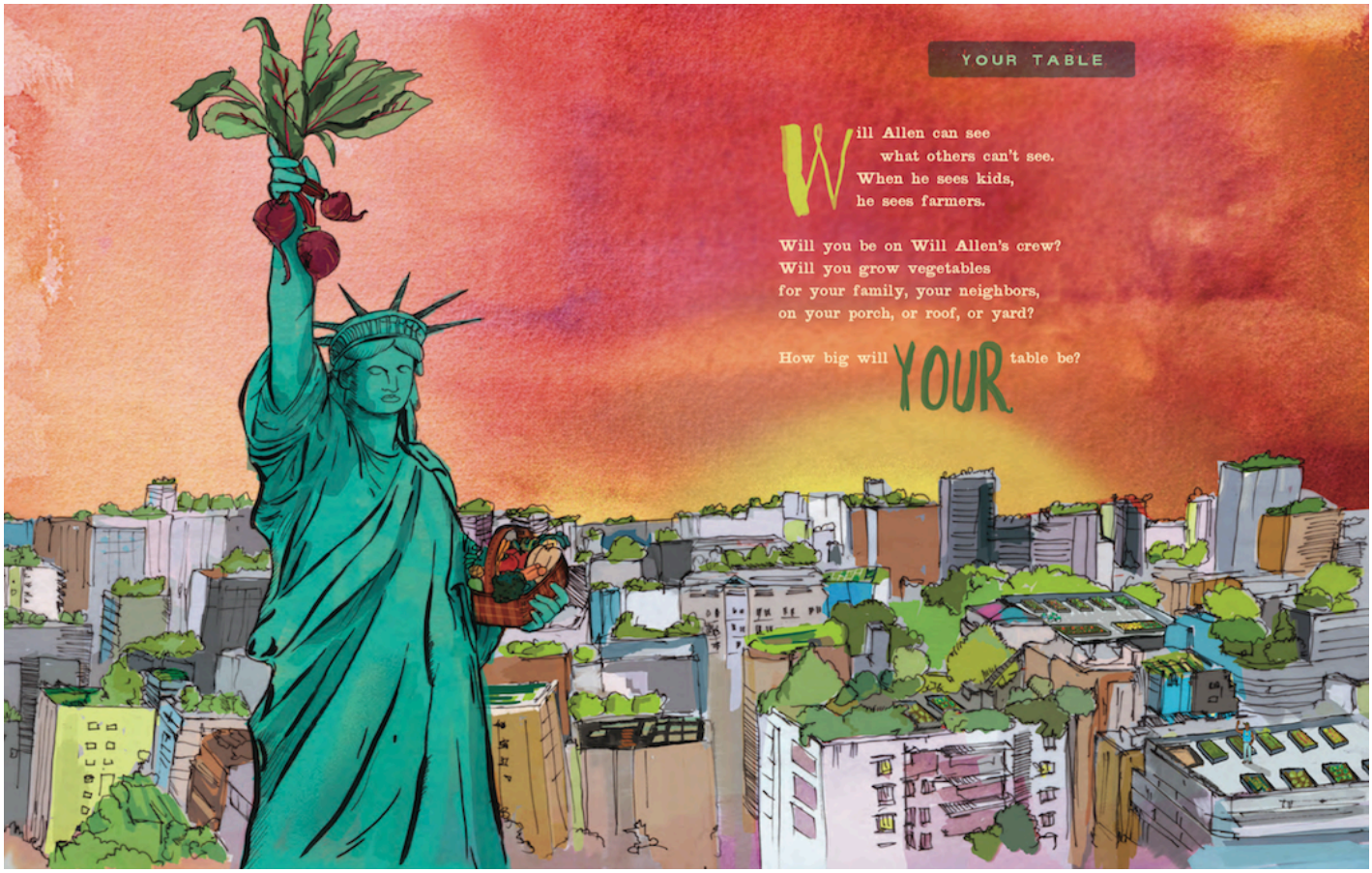
36

Which brings us to the question of the day, What Now?

As much as we might feel like hibernating for the next four years, it's time for us to launch even more passionately into spreading the word about social justice literature.

Children have heard hateful language from the mouths of our president and his most vocal supporters—hurtful language targeting their families, neighbors, and friends. They are confused and afraid. And so we need, more than ever, to share diverse books of affirmation, insight, and comfort. Print out lists of our LSR-SIG Social Justice Literature Award winners as well as the Notable Books for a Global Society lists. Go to your libraries and find these books. Read aloud for five minutes every day to remind them that we value kindness and inclusion.

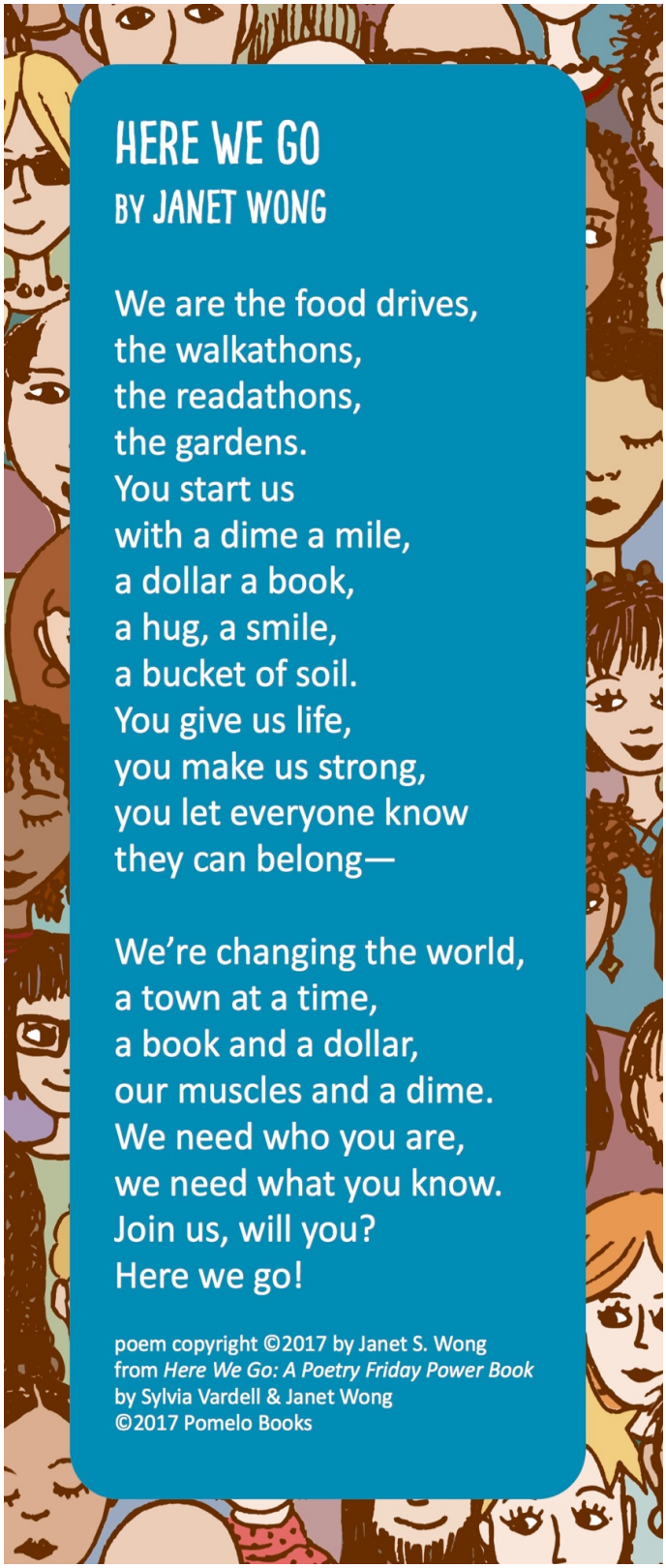
And let's prepare for the worst: children whose families have no respect for diversity will hear increasingly hateful rhetoric at home from people emboldened by the election. Be ready to educate young bigots and bullies. We must engage them in diversity discussions that make clear that bigotry is wrong, that acceptance is non-negotiable, and that teamwork is the only way. Seek out the Teaching Tolerance resources and share them widely. Membership in our Literacy and Social Responsibility SIG is free to ILA members; please get out and spread the word. Lady Liberty is watching with hope.



—from *Farmer Will Allen and the Growing Table*
written by Jacqueline Briggs Martin and illustrated by Eric-Shabazz Larkin

Post Script -

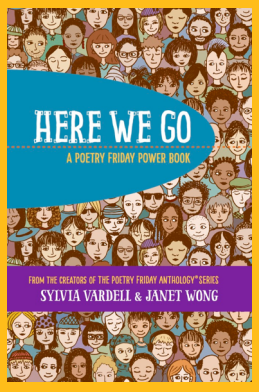
It is now January 26, 2017, and my response to the election has taken a tangible form, a new book created with Sylvia Vardell. *Here We Go: A Poetry Friday Power Book* is a story in 36 poems in a writing journal format, with 24 writing/prewriting prompts that encourage children to think about social justice issues. I leave you with the title poem from *Here We Go* in the hope that it will get you and your children one step closer to making your own plans for change in your community and our world.

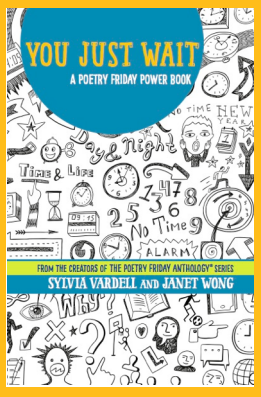


About the Author

Janet Wong is a graduate of Yale Law School and former lawyer who switched careers and became a children's poet. Her dramatic career change has been featured on *The Oprah Winfrey Show*, CNN's *Paula Zahn Show*, and *Radical Sabbatical*. She is Program Chair of the LSR-SIG and author of thirty books for children and teens.

Janet Wong and Sylvia Vardell are the authors of ***The Poetry Friday Anthology®*** series books. Launched in 2012, the series is used by thousands of teachers and librarians nationwide. The series is currently comprised of two books, ***You Just Wait: A Poetry Friday Power Book***, and ***HERE WE GO: A Poetry Friday Power Book***.





Review of Text

Helot, Sneddon, and Daly's *Literature In Multilingual Classrooms: From Multiliteracy to Multimodality*

Emily Machado
University of Illinois, Chicago

Hélot, C., Sneddon, R., & Daly, N. (Eds.). (2014). *Children's literature in multilingual classrooms: From multiliteracy to multimodality*. London, U.K.: Institute of Education Press.

In June of 2011, researchers from around the globe gathered in Oslo, Norway for the eighth International Symposium of Bilingualism. While the conference had always focused on intersections between language and pedagogy, the 2011 meeting was the first to dedicate a colloquium to research in multilingual children's literature. It was during that colloquium that Christine Hélot, Raymonde Sneddon, and Nicola Daly's (2014) edited volume, *Children's Literature in Multilingual Classrooms: From Multiliteracy to Multimodality* began to take form. Their book, which presents a collection of nine studies from across Europe, North America, and Australasia, builds on the work of Hornberger (2003), The New London Group (1996), and Cummins (2000) to highlight powerful uses of children's literature in multilingual classroom and community settings.

In *Children's Literature in Multilingual Classrooms,* Hélot, Sneddon, and Daly set out to help readers "imagine innovative approaches to literacy teaching in our multilingual, multimodal world of reading and writing" (p. 15). Though each of their nine chapters uses differing theoretical lenses and methodologies, all are united in their strong support of linguistic diversity and emphasis on using children's literature to improve outcomes for traditionally marginalized groups.

The editors begin with an introduction, written by Hélot, which addresses the fundamental subject of the text—how educators can promote multiliterate and multilingual pedagogy in a variety of instructional contexts. Hélot articulates the editors' belief in the transformative power of literacy education, defining literacy as not only reading and writing, but also "finding one's place in society," "understanding who we are," and "developing an awareness of the power language gives us to act in our world" (p. 9). Hélot ends the introduction with an overview of the three parts of the text, each of which consists of three chapters.

Part One, titled *From Translation to Translanguaging in Children's Literature*, highlights translation in both published and child-created texts. Chapter One, written by Maria Gonzalez Davies, takes the reader to Catalonia, Spain through a depiction of Catalan translation practices throughout the twentieth century. Gonzalez Davies argues that translation is always an inherently social, political, and ideological act and illustrates this point by contrasting two Catalan translations of Lewis Carroll's (1865) *Alice's Adventures in Wonderland* written in 1927 and 1996. Most interestingly, Gonzalez Davies takes a multimodal approach to translation, contrasting the semiotic differences between images used in the two versions alongside the text. In Chapter Two, Nicola Daly outlines four studies that highlight the use of te reo Māori loanwords in children's literature in New Zealand. Using methods ranging from statistical analysis to interviews and focus groups, Daly analyzes the use of loan words in more than 400 picture books and consults with authors, translators, and families about their effects.

In Chapter Three, authors Catarina Sugranyes Ernest and Maria Gonzalez Davies bring readers back to Catalonia for a mixed-methods study of translation as an instructional strategy with heritage language learners in an elementary school. Arguing for the creation of a plurilingual—rather than bilingual—context that honors the languages of Catalonia's diversifying population, the chapter details how a group of students translated their writing into their heritage languages with support from their families. Ultimately, Sugranyes Ernest and Gonzalez Davies argue that this plurilingual approach can break down social boundaries between linguistic groups and help children draw connections between languages.

Part Two, titled *New Pedagogies of Multiliteracy: Metalinguistic Awareness, Multimodality, and Funds of Knowledge,* highlights how innovative literacy practices can push back on traditional dichotomies between

languages, the home and school, and majority and minority linguistic communities. For example, in Chapter Four, Roy Lyster pushes back on linguistic dichotomies in a school setting, highlighting a study of Canadian dual-language teachers who problematized language separation through student-centered morphological instruction.

Chapter Five, by Heather Lotherington, highlights a partnership between teachers and university researchers in Toronto, Canada that sought to serve students who spoke languages other than English and French. In this project, children used digital media to create multilingual, multimodal versions of traditional folk tales to better represent their identities. Importantly, teachers actively bridged home and school communities as they relied upon local and digital language communities for linguistic "crowdsourcing" (p. 93) when students needed additional language support. In Chapter Six, Judith Oller brings readers to Catalonia, Spain through a study of adult language pedagogy in out-of-school spaces that bridges majority and minority language communities. Describing an action research project conducted with African immigrant mothers in a public library, Oller explains how creating culturally relevant bilingual books helped the women develop a sense of pride in their languages and introduce the community to their cultural traditions.

Part Three, titled *Multiliteracy Pedagogy in Practice: Children as Authors,* describes book-making projects in three European countries. Chapter Seven, by Raymonde Sneddon, focuses on Albanian and French-speaking students in London's East End. Sneddon highlights how bilingual writing projects helped children gain confidence and develop literacy skills across both of their languages. Chapter Eight, by Anne Pitkanen-Huhta and Sari Pietikainen, describes the creation of "little books" with a group of Finnish students who speak Sami, an endangered European language. Pitkanen-Huhta and Pietikainen take a critical perspective, pushing back against the "polarized binaries" of an L1/L2 divide, which they argue are rooted in "relative fixed views on social and linguistic worlds of speech communities and on flat literacies" (p. 139). In Chapter Nine, the final one in the book, Christian Schreger and Stefan Pernes describe the same "little books" program in Vienna, Austria and highlight the social, emotional, and linguistic benefits of creating these texts.

The nine chapters in Hélot, Sneddon, and Daly's text are united by several themes. Most salient among these themes is the book's positioning of linguistic diversity as an academic, social, and cultural strength. Through chapters emphasizing the benefits of a plurilingual language approach in schools, community centers, and even the publishing industry, the editors clearly highlight the strengths of multilingual language development. This positioning is especially evident in Oller's chapter on bilingual fairy tale development with immigrant mothers. Oller's project positioned the mothers, who as speakers of African languages were often disenfranchised in Barcelona's bilingual language context, as experts and storytellers. Oller's project not only helped the women develop language proficiency and literacy skills, but also made their cultural traditions and practices valued within the broader community.

A second theme throughout the volume is an emphasis on flexible language use and the intentional drawing of connections between languages. Hélot, Sneddon, and Daly push back on the assumption that languages must be learned through immersion approaches; they highlight the way that translation can and should be used to help children consider the cultural and linguistic similarities and differences between languages. Several chapters also offer strategies to promote flexible language use in contexts with restrictive language policies. For example, Lyster describes how dual-language teachers can begin an assignment in one language and ask their partner teachers to help students finish it or extend upon it in another.

From my perspective, Hélot, Sneddon, and Daly's collection of studies is a strong contribution to the extant literature on multilingualism and literacy. Their engaging, diverse collection of research helps readers rethink traditionally restrictive views of language and literacy and consider more flexible approaches. Moreover, through the examples of teachers and researchers across the globe, they provide an excellent resource for scholars and practitioners alike. While each chapter is rooted in theory, many also offer specific pedagogical suggestions that are small in scale, making them suitable for immediate classroom application with a variety of age groups. In fact, many of the strategies used with elementary school-aged children, such as book making or translating fairy tales could be used with an older audience simply by choosing more mature literature.

In my opinion, the book fell short in two respects. The first concerns the diversity of contexts for research across the text; all of the studies were conducted in Europe, North America, or Australasia. Future work in this area might include more truly diverse and representative examples of countries and communities using multilingual literature from across the globe. The second concerns the way that the editors conceptualized "literature" in classrooms; the majority of the studies involved the creation or examination of narrative picture books. In future editions, the editors might consider taking up multilingual approaches using a broader variety of genres and semiotic tools. Perhaps their argument could be extended through the creation of a multilingual, digital graphic novel or the creation of a multilingual, multimodal informational text.

In spite of those shortcomings, *Children's Literature in Multilingual Classrooms* is a powerful and relevant read in our current era of language homogenization and standardization. As many of our languages—particularly indigenous ones—begin to fade away, it is critically important that educators and administrators value linguistic and cultural diversity in their local schools. Ultimately, through their collection of multilingual and multiliterate practices across the globe, Hélot, Sneddon, and Daly help readers both appreciate and actively promote plurilingual pedagogical approaches for children and adults. I strongly recommend this book for researchers and teachers alike.

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About the Author

Emily Machado is a doctoral student studying Literacy, Language, and Culture at the University of Illinois at Chicago. Previously, she worked as an elementary school teacher in the Washington, D.C. Public Schools. She is interested in equity-oriented writing pedagogies in linguistically and culturally diverse elementary school classrooms. Correspondence: machado2@uic.edu.

INTERNATIONAL LITERACY ASSOCIATION

By: Aimee Rogers
Assistant Professor
University of North Dakota

Award Criteria

The following criteria are used to evaluate the books:

- Overall literary and artistic quality
- Appeals to the intended audience
- Fosters respect and understanding of diverse populations
- Promotes equity, justice, peace, and/or social responsibility
- Presents social issues in their complexity
- Addresses social responsibility towards individuals, communities, societies and/or the environment
- Invites reflection and socially responsible action by the reader
- Analyzes causes of past injustices and/or challenges recent injustices by opening the imagination to other possibilities

The Literacy and Social Responsibility Special Interest Group (SIG) of the International Literacy Association awarded the **2016 Social Justice Literature Awards** at the International Literacy Association's 2016 Conference in Boston, MA.

An award was given in four categories: **Fiction Novel, Fiction Picturebook, Nonfiction and Nonfiction Picturebook.** *Paper Things* by Jennifer Richard Jacobson won in the fiction novel category. *The Color Thief*: A Family's Story of Depression by Andrew Fusek Peters and Polly Peters, illustrated by Karin Littlewood won in the fiction picturebook category. *Watch Out for Flying Kids: How Two Circuses, Two Countries and Nine Kids Confront Conflict and Build Community* by Cynthia Levinson won in the nonfiction category. And, *Voice of Freedom, Fannie Lou Hamer: The Spirit of the Civil Rights Movement* by Carole Boston Weatherford, illustrated by Ekua Holmes won in the nonfiction picturebook category.

The Literacy and Social Responsibility SIG initiated this award to recognize outstanding works of children's and young adult literature that illustrate, in their complexity, issues of social justice and that foster socially responsible action by children, young adults and others

Read on to learn more details about each of the 2016 Winners!

Fiction Novel

Paper Things

By Jennifer Richard Jacobson

Paper things are the only “toy” Ari carries in her backpack. They are a homemade paper doll family where she can pretend a perfect family; even though her dad died in the service before she was born and her mom died four years ago. Eleven-year-old Ari and her 19-year-old brother find themselves homeless when they leave the shelter of their overbearing guardian’s home. Ari narrates the story of navigating schoolwork, school activities and homework while her and her brother sleep in shelters, on friend’s couches and outside. Her goal to be accepted into the gifted middle school next year seems to be slipping away as she struggles just to be clean for school, to have lunch and to keep up her grades. The homeless, although they surround us, are often invisible; *Paper Things* by Jennifer Richard Jacobson pulls back this veil of invisibility provides a nuanced picture of one young girl’s experience of being homeless.

Paper Things

Jennifer Richard Jacobson, Author

Publisher: Candlewick, 2015

384 pages

ISBN-13: 978-0763663230

Age Range: 10 and up

Grade Level: 5 and up

Lexile Measure: 0830

INTERNATIONAL LITERACY ASSOCIATION

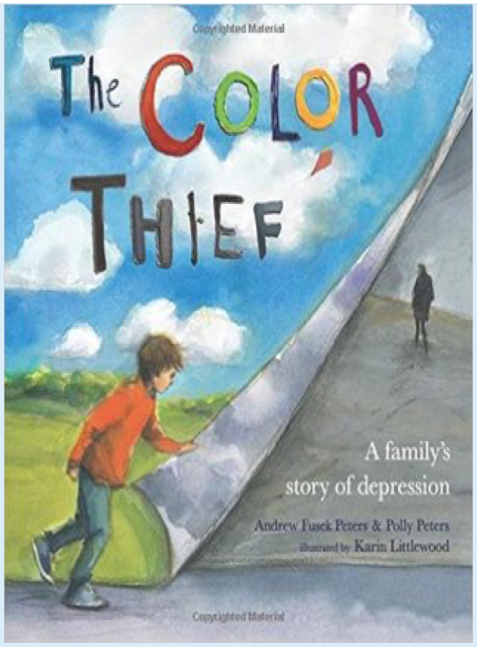
Fiction Picturebook

The Color Thief: A Family's Story of Depression

By Andrew Fusek Peter and Polly Peters

Illustrated by Karin Littlewood

The Color Thief is about one family's story of dealing with depression. Through the use of watercolors and figurative language, the story reveals a dad's depression as viewed and understood by his son. The story invites the reader to see the complexity, process, and effects of depression in a simple way. After a depressive episode, which is portrayed as a world without color, readers experience dad's return to a world of color as he, with help, leaves the latest episode behind. ***The Color Thief*** gives voice to a common and often misunderstood mental health issue.



The Color Thief: A Family's Story of Depression

Andrew Fusek Peter and Polly Peters, Authors

Karen Littlewood, Illustrator

Publisher: Albert Whitman & Company

24 pages

ISBN-13: 978-0807512739

Age Range: 4 - 8

Grade Level: Preschool – 2nd

Lexile Measure: AD510L

INTERNATIONAL LITERACY ASSOCIATION

Nonfiction

Watch Out for Flying Kids! How Two Circuses, Two Countries, and Nine Kids Confront Conflict and Build Community

By Cynthia Levinson

Prior to reading *Watch Out for Flying Kids! How Two Circuses, Two Countries, and Nine Kids Confront Conflict and Build Community* by Cynthia Levinson I was unaware of social circuses, which is a movement that strives to promote social change through circuses and circus performance. In her nonfiction book, Levinson tells the story of two circuses for young people that have sought to bridge cultural, economic and social gaps within their communities. Circus Harmony, in St. Louis, Missouri, has brought together participants from inner city and suburban neighborhoods. The participants in the Galilee Circus, in Israel, are Jews and Arabs. The two circuses connect and form a partnership as they work together to build performance skills and ties across national borders and identities. In order to provide a more intimate look into Circus Harmony and Galilee Circus, Levinson elected to focus on the experiences of nine members of the two circuses. Readers of *Watch Out for Flying Kids!* will discover that sometimes all it takes is a red rubber nose or a somersault to break down barriers.

Watch Out for Flying Kids! How Two Circuses, Two Countries, and Nine Kids Confront Conflict and Build Community

Cynthia Levinson, Author

Publisher: Peachtree

224 pages

ISBN-13: 978-1-56145-821-9

Age Range: 10 - 13

Grade Level: 5 – 8

Lexile Measure: 930

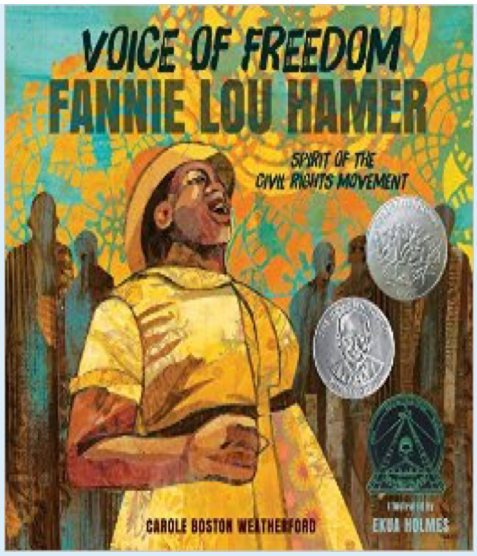
INTERNATIONAL LITERACY ASSOCIATION

Nonfiction Picturebook

Voice of Freedom, Fannie Lou Hamer: Spirit of the Civil Rights Movement

By Carole Boston Weatherford
Illustrated by Ekua Holmes

In 1962, when Fannie Lou Hamer attended a meeting at the William Chapel Church about voter registration she wasn't planning on becoming one of the powerful voices of the civil rights movement. Hamer is credited with coining the phrase, "I am sick and tired of being sick and tired." In *Voice of Freedom, Fannie Lou Hamer: Spirit of the Civil Rights Movement*, Carole Boston Weatherford presents the biography in verse of Hamer. Weatherford's sparse, yet compelling, verse is accompanied by gorgeous collage illustrations by Ekua Holmes. In addition to being selected as the 2016 nonfiction picturebook winner for the Social Justice Literature Award, *Voice of Freedom* also was named a 2016 Robert F. Sibert Honor Book and a 2016 Caldecott Honor Book. In addition, Ekua Holmes was selected as the 2016 John Steptoe New Talent Illustrator Award Winner.



Voice of Freedom, Fannie Lou Hamer: Spirit of the Civil Rights Movement

Carole Boston Weatherford, Author
Ekua Holmes, Illustrator

Publisher: Candlewick Press

56 pages

ISBN-13: 978-0-7636-6531-9

Age Range: 9- 12

Grade Level: 4-7
Lexile Measure: 820

Lexile Measure: 1010L

INTERNATIONAL LITERACY ASSOCIATION

INTERNATIONAL LITERACY ASSOCIATION

LITERACY & SOCIAL RESPONSIBILITY

An eJournal of The International Literacy Association

Volume 10

Deadline to Submit Manuscripts is August 1, 2017

Publication – Winter 2018

As we move as an organization to focus **on transforming lives through literacy**, this peer-reviewed eJournal provides an international forum for educators, authors, and researchers from all levels to promote the intersection of literacy and social responsibility for learners of all ages. Some topics of interest include: community engagement, service-learning, informed and participatory citizenship, social justice, activism, the transformative power of literacy, and/or stewardship - among others. Manuscripts highlighting an appreciation for sociocultural and/or linguistic diversity of participants and researchers are encouraged. Manuscripts containing hyperlinked digital supplements/data displays are particularly welcome. Particularly, we seek submissions that highlight our 2017 conference theme, ***Reimagine Literacy.***

Types of Manuscripts Considered:

• **Full-length manuscripts** should not exceed 5,000 words excluding all references, figures and appendices (approximately 20-25 pages), and should not be published or under consideration for publication or public dissemination by another entity. Submissions must be blinded by (1) removing authors' names and affiliations from bylines, (2) blinding references to authors' published work, and (3) masking any geographic or institutional affiliation, or links to personal websites.

• **Book reviews** of professional literature and children's/adolescent literature are typically 750-1500 words and can focus on a single text or multiple, related texts. Reviews of children's/adolescent literature should suggest themes relating to community engagement, service-learning, informed and participatory citizenship, social responsibility, activism, the transformative power of literacy, and/or stewardship.

In submitting manuscripts, please attend to the following guidelines.

1. The submission has a separate cover letter stating that the manuscript has not been previously published, nor is it under consideration for another journal and that requirements for the manuscript type along with the 10 listed guidelines have been followed.
2. The submission has a separate title page with institutional affiliation, position, and contact information (physical address and email address) as a separate document.
3. A running head is used to identify the manuscript, along with page numbers, throughout the document.
4. An abstract of no more than 120 words is included along with 4-6 key words.
5. The submission file is in Microsoft Word format.
6. All URL addresses are active (live).
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