

# Middle Mosaic

BCTELA, Embracing Equity in Text: The Power of Mode and Perspective

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# It's a question of equity!

- We need structures and strategies to open opportunities for children and families to
  - Have easy ACCESS to learning activities that count
  - ENGAGE more
  - Experience JOY in learning
  - See themselves as CAPABLE and ABLE learners
  - BELONG to a community of learners
  - Engage in DEEP and THOUGHTFUL discussion around significant issues

# Critical Literacy

- What do we infer about the beliefs of the writer? Of the photographer? How do you know?
- How do these beliefs align with yours? Would you stand with this person? Why or why not?
- Whose voice is heard? Whose voice is not represented?

# Critical Literacy

- A virtual teacher, 2 classroom teachers, 2 classes in person, and 6-7 transitional learners
- Grade 6/7
- Co-planned by Jean-Ann Stene and Faye
  - 2-3 weeks on critical literacy and the media, democracy, government, perspective, bias
  - examining images and quotes

# Curricular Connections

## Big Ideas

- Systems of government vary in their respect for human rights and freedoms.
- Media sources can both positively and negatively affect our understanding of important events and issues.
- Exploring and sharing multiple perspectives extends our thinking.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

## Curricular Competency

- Question, gather, interpret, and analyze ideas; and communicate findings and decisions
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations.
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.
- Synthesize ideas from a variety of sources to build understanding.
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Exchange ideas and viewpoints to build shared understanding and extend thinking.
- Transform ideas and information to create original texts.

# Lesson 1 – one hour

Together

- 40 second write – What is democracy?
- Share out and add on

Parallel Groups

- Whip around and examine the image
- Create a class web

Together: Share out and add on

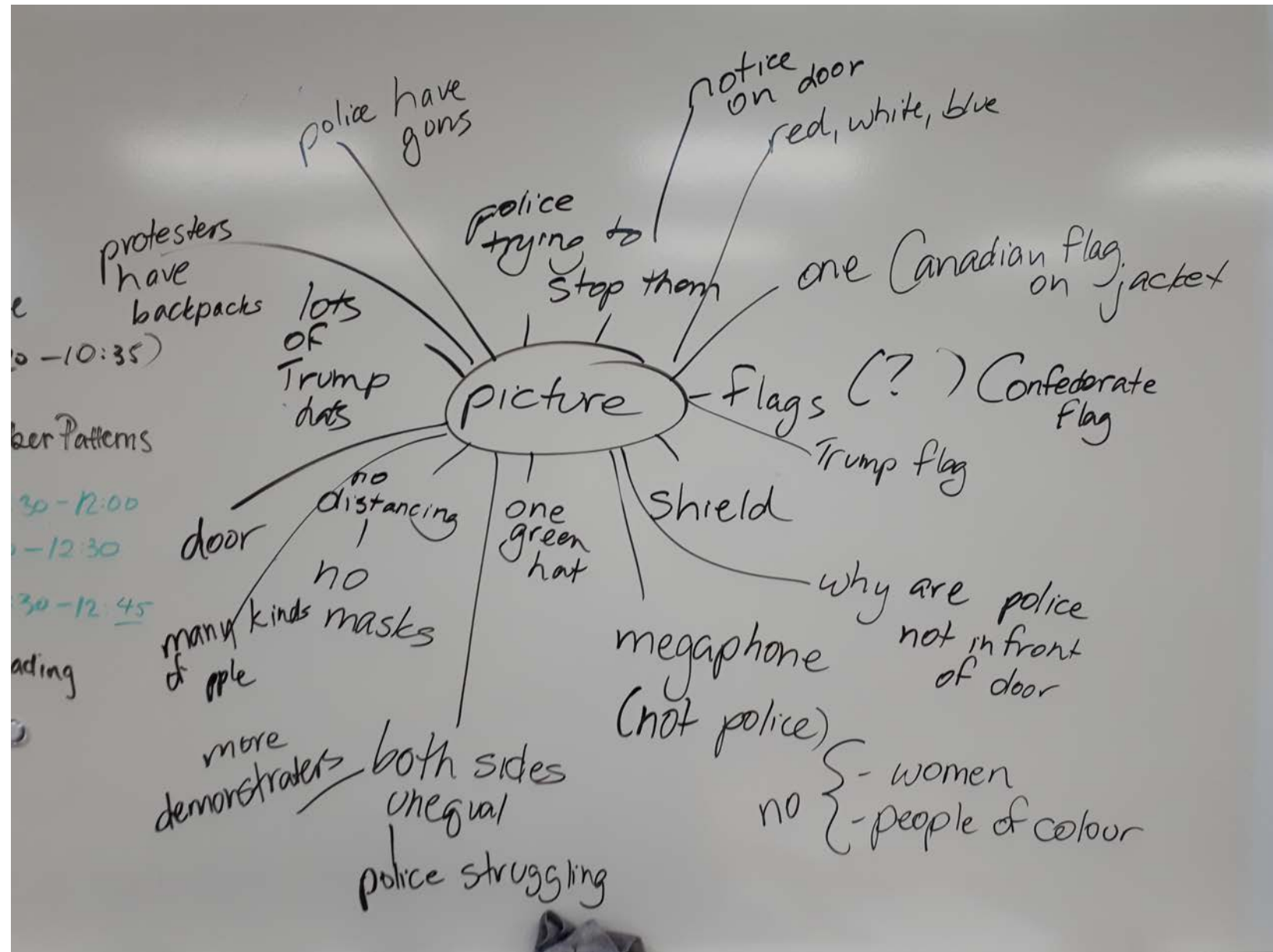
- Write: What is the story behind the picture? What meaning does the photographer want us to have? What is your evidence? 5-6 minutes, beginning with a 40 second write by virtual teacher and students 'noticing' what was in the writing
- Share out a word, phrase, sentence that is positive.
- Summary comments by virtual teacher.

Read in Bloomberg:

<https://apple.news/AcCSnYzycS9yOZURtVr7tSw>



Demonstrators clash with police officers as they enter the U.S. Capitol building in Washington, D.C., on Jan. 6. *Photographer: Victor J. Blue/Bloomberg*



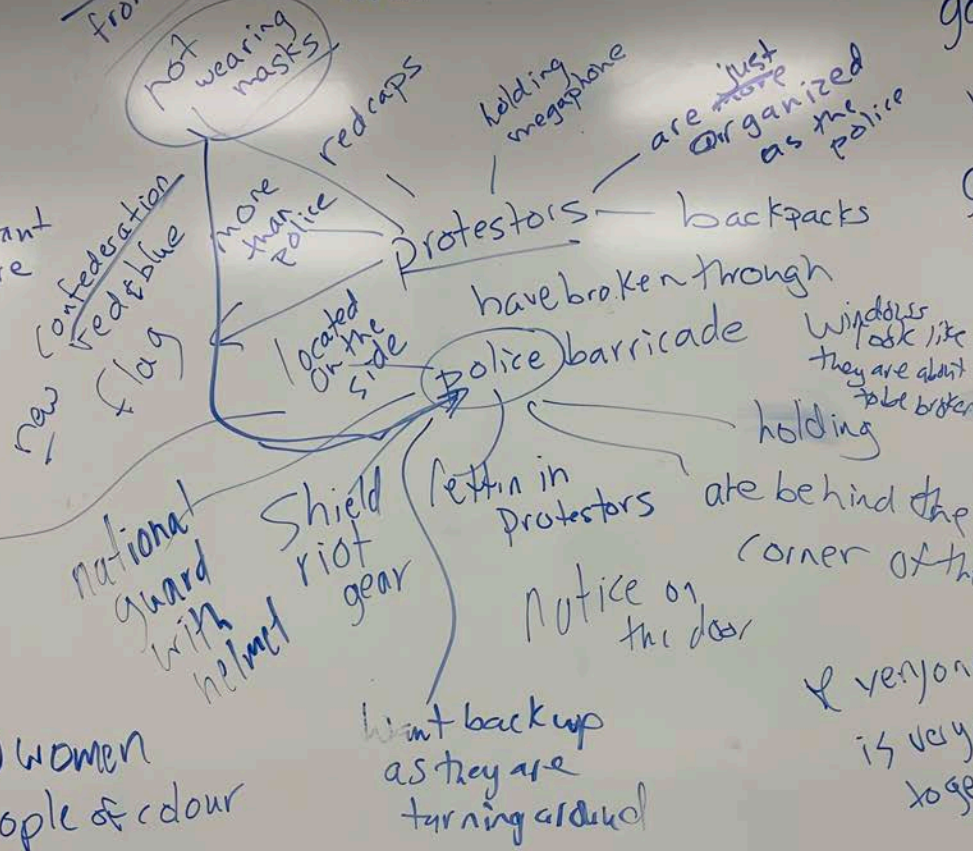


view  
from news rep

# What is a democracy?

- evidence
- person

- What is important  
- in this picture

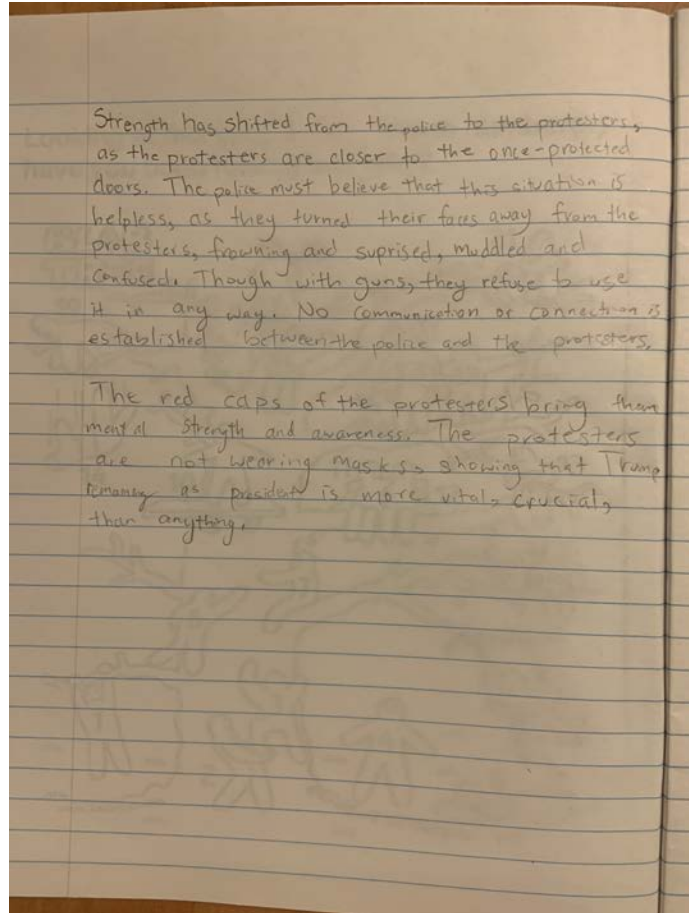


government that has  
power  
votes to chose  
leader  
Gov. system -  
everyone has voice  
lots of voting involved  
majority vote wins  
way to make decisions  
Canada USA  
no limit 4 years 1 term  
max 2 terms  
so 8 years total

Mississippi  
→ More Black people  
than white people  
So when they got  
black people got the vote  
Vigante Redshirts  
group  
Intimidated  
the black vote

40 seconds What do you notice about the writing? What am I trying to do in my writing?

Power has shifted. It was with the police, but now it is with the protesters, as evidenced by the great numbers, the crowding, the lack of a look of fear on their faces. The police seem intimidated and where are their masks?!??!



Strength has shifted from the police to the protesters, as the protesters are closer to the once-protected doors. The police must believe that this situation is helpless, as they turned their faces away from the protesters, frowning and surprised, muddled and confused. Though with guns, they refuse to use it in any way. No communication or connection is established between the police and the protesters.

The red caps of the protesters bring them mental strength and awareness. The protesters are not wearing masks, showing that Trump remaining as president is more vital, crucial than anything.

What is a democracy?

Democracy is when everyone's voices are heard. Everyone gets to voice their opinion and everyone has their voice is being acted with.

I think that the police are just letting them in, evidence is from how the officers were taking pictures with protesters. Protesters have also been faking injuries, one woman faked that she got maced, she just used an onion to fake her tears. Compared to the BLM protests, police treated them nicely, this was probably from racism. Since Trump is still the president, he could've ordered police to be nicer against the protesters since he started this. We can also see huge crowds, could this mean a massive spike of COVID cases? What is also suspicious is that Trump made a speech about this incident, even though he could've inspired his supporters to start this.

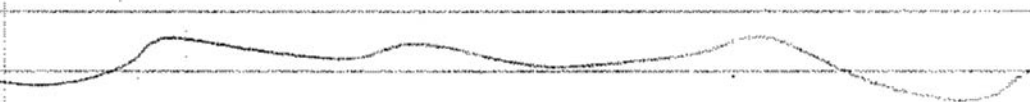


I  
KNOW  
NOTHING :-

Ppl are already breaking in already, the police do not seem like much help, due to the fact that <sup>the</sup> protesters seem to be bigger in size, and amount. No one has masks on, Covid can spread as easily as ~~paper~~ ripping a ~~per~~ piece of paper, and there is absolutely no social distancing. It's probably really loud, tho I can't hear anything since it's a picture. (Which I'm kinda glad for.)

Sun 11 What is a Democracy

A Democracy is a contry where a leader is elected by people and the Person with the most votes is going to be the leader.



I saw the protesters breaking into the capitol building. I saw many MAGA hats and confederate flags. I noticed that the police and guards were on the side and the protesters were already going inside the capitol building. I think the police could have stopped the protesters if they shoot a round into the air the the protesters might have stopped.

# Day 2: Using student response to build next steps

- Strengths I noticed in the responses
  - Use of detail from the picture
  - Use of evidence to back up opinions and inferences
  - Beginning to take a stand interpreting the picture
  - Use of background knowledge and context
- Other thoughts I had to add on to my response
  - Protesters are facing toward the door, moving past the police
  - Police are holding their shields against the protesters
  - Police are not in front of the door
  - Ratifying the vote inside the building (claim of unreliable vote)
- To consider
  - What is said
  - What is not said
- Criteria
  - The big idea of the picture (what you infer)
  - What the photographer wants you to believe
  - Evidence in the details to support your big idea
  - Connection to democracy





Capitol Police are overwhelmed by pro-Trump rioters on Jan. 6. *Photographer: Anadolu Agency/Anadolu Agency via Getty Images*



Chaos reigns. The protesters, from all walks of life, are mixed in extremely tight quarters, with the police. Inside now, a few have masks, the police have their visors down, but there is clearly no social distancing or attention being paid to Covid 19. The mob is focused on being inside, capturing the moment with their cell phones, showing no fear. **Who is in control?** What is the plan now that they are inside? Are they feeling safe? The crowd appears to represent all people of the USA - man middle aged, both men and women, wearing MAGA hats, or cycling helmets, or bare-headed. Above this mayhem, gigantic scenes of American history, circle the room. It is incongruous...



National Guard walk through the Rotunda of the U.S. Capitol. Photo: Saul Loeb/AFP via Getty Images



Power. Order. Control. possible punishment. Others are watching you. The scene in the Rotunda is clearly meant to convince the American people that all is well, that they are safe, that their elected leaders are and will continue to be protected. As the men and women of the National Guard walk in line, across the glistening marble floor, it feels like a movie in the making, not like a critical incident, threatening peace and security in a powerful nation. No visitors are present. No protesters. No government officials. No cleaning staff. The only sign of life is the National Guard, those who sole guard purpose it is to impose order and keep the nation safe. They are staying for a while; hence the coffee cup, the belongings under the couches, the sleeping Guard. What do these soldiers think about, when they give up a normal family life to protect the nation? Do they look at the former scenes of American democracy and are proud that they are entrusted with continuing the

This is from Serena #3CL

I noticed that the place they're at is the same as the last photo I saw. Everyone is wearing a military/como suit. I see bags and a few clothings beside the couch. And there appears to be someone sleeping/resting near the couch tea. People are wearing masks, and are social distanced.

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### This is from Danika #3 CL

Critical Literacy 1/14/2021

Police in camouflaged clothing, exhausted and busy, walk past statues of former presidents. To finish their mission on protecting citizens from danger due to violent protests. Sleepy and homesick, the police settle down in the Rotunda, sleeping under couches and missing family and home. Men and women walk orderly on the reflective, smooth floor hold guns for protection. One holds a coffee cup, to keep him alert. Is this what protesters want? Is this what they think to be "democracy"?

Peace is only held in the moment, no visitors, only the tired guards, social-distanced and well-dressed with masks.  
How long with peace last?...

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## Moved to Guided Practice

- Students worked in table groups, each with the same image
- Table groups reported out 2-3 key observations or inferences with support
- Individual write – 8 minutes - too long 😊