

Curricular Interventions for Pre-Service Teachers: Cultural Palooza and Self Identity ITL384

Dr. Rochelle Brock

Purpose

- Provide students with opportunities to develop a critical and reflexive understanding of who they are as individuals and social beings,
- Examine how consciousness is/was constructed,
- Promote understanding through the complexity of difference.
- Encourage understanding and promote a more active/critical learner/citizen participation in the society in which we live, as well as globally.

Social Justice Field Experience

- The social justice component consists of the pre-service teachers working within local area community organizations identified to provide needed services to disadvantaged families and youth, and schools whose student population serve lower-income and working poor families.
- The pre-service teachers work with children on art projects, which reflect the child's own cultural identity and lived experiences. These projects are displayed at the cultural palooza (explained as the third component) at the end of the semester

Social Justice

- 10 Hours per student/per semester
- 300-400 students per semester
- 18,000 hours community service between 2002-2005
- Book/Food/Clothing Drive
- After School Help
- Penpal with Memphis TN elementary school
- Homework Help
- Fundraising
- Books on Tape
- Xanadu: Creating The Ideal World
- Kids on Campus Day

Social Justice

- Washington Elementary School
- Miller Elementary School
- Murdock Elementary School
- Sunnyside Middle School
- Tecumseh Middle School
- Oakhaven Elementary School—Memphis TN
- Diamond Academy Elementary/Middle School—Memphis, TN
- L. Rodriguez de Tio Academy of Future Tech.—Middle School, Bronx, NY
- Boys & Girls Club of Lafayette
- Women's Shelter
- Lafayette Urban Ministries
- Family Services
- Alliance Academy—Cincinnati, OH

The background features a dark blue gradient with several thick, flowing, wavy lines in lighter blue and teal. A large, horizontal pink oval is positioned in the upper half of the image, containing the text.

Kids Day on Campus







Xanadu

- Express their dreams for the future, visually and orally
- Reflect on living in a place made up of diverse peoples and learn of the similarities that connect them to children everywhere—emotions, relationships, and activities

- Help children understand community and its virtues of trust, respect, and cooperation
- Identify and choose the elements of an imaginary place
- Work together toward a common goal and learn the benefits of teamwork

- Improve their painting, drawing, compositional, and writing skills
- Receive recognition from the community for their hardwork



4th grade, Brooks Global Studies

My Xanadu has peace in the world.
Girls can go outside without getting hurt. And
boys can walk down the street without getting
shot.

— LaToya Cunningham, 5th grade

Nathaniel Alexander Elementary at Governors' Village



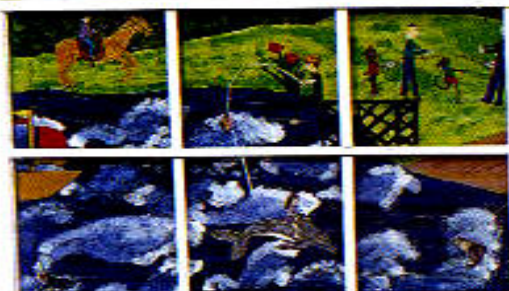
A world of friends • Catch waves in the afternoon sun



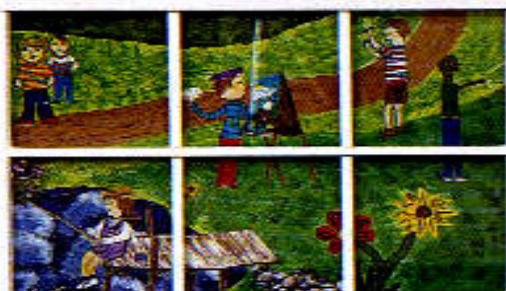
Place of friendship, happiness, and caring • Pleasant



All your dreams come true • Butterflies and flowers



Playing, working, sharing together • No violence • Love



Everyone lives in peace • Candy volcano • Respect



No pollution • No monsters under the bed • Singing

5th grade, Elmhurst Elementary School

To live in Xanadu is to ride horses into the sunset and to catch waves in the afternoon's hot sun. They have great piers for fishing, and if you don't fish there is plenty of fun. You can visit the volcano that spits out candy. It's plenty of fun hiking the ice-capped mountains. Then at night, you can kick back, relax, and watch Monday night football.

—Jenna Langston, 5th grade, Elmhurst Elementary School

Xanadu: My Perfect World



Self Reflection/ Cultural Expressions

- Throughout this semester the course readings, films, and class discussions have analyzed the various ways society both constructs and portrays the individual. The *Representation and Controlling Images Art Project* is your opportunity to express your understanding of how you are represented and how this representation attempts to control how you view yourself and how others view you. Although the images may be false they are nevertheless believed by many and sometimes internalized by the individual. The theme of your final assignment, *Representation and Controlling Images*—requires you to answer the question--How do you see yourself and what is the difference between how you view yourself and how others view you?
- Your Art Project is a visual representation expressing this theme through drawing, photography, media, etc. In this assignment your job is to provide a visual representation of the liminal space which exists between these separate views. In addition to the art project you need to submit a 3-4 page double-spaced explanation.

Self Reflection

Method for the Study of Self

- Inward—the internal conditions of feelings, hopes, aesthetic reactions, moral dispositions, etc
- Outward—existential conditions; the environment, reality
- Backward and forward—temporality past, present and future

Dinner Time
Anne Farr
November 2001

[illegible]

1964-1970, Catholics, Protestants, Heretics, Skin Heads, Dead Heads, Tax
Eaters, Street Kidnappers, Terrorists, White Sups, Dream Blue
Collars, White Collar, War Mongers, Fanatics, Suicidal, Jack Idols,
Mugging, Drop Outs, Friendless, Homeless, Peniless, Depressed,
Presidents, Residents, Foreigners and aliens, Disasters, or
Persecution, Xenophobes, Chauvinists, Evolutionists, Situationists,
Fascists, Bull Lords, Dead Beasts, Quakers, Professors,
Colonies, Bachelors, Blepharists, The Choir, Wife and
Hypocrites, Maniacs, Philanthropists, Blunders, Whites,
Police, Obey, Law, Government, Sex, Masters, Tax
Collectors, Criminals, Rejects, Atheists, Scientists, Racists,
Sadists, Biographers, Photographers, Artists, Pornographers,
Gays and Lesbians, Denegators, and Theologians, The Disobedient,
Preachers, Teachers, Meantime, Wife Beaters, Judges and
Jurys, Long Hairs, No Hairs, Everybody, Everywhere, ...

BREATH DEEP THE BREATH OF GOD.























White Picket Fence of Privilege





The Things I Wear

Josh Clayton

PURDUE

USA
11
USA



Who am I?

This is a question that many of us ask at least some point in our lives

Who am I?

This is a question that others of us ask each day of our lives.

I am Burma. When I turned 16 this country became a part of my life. Although I had always been Burmese American I did not understand so much of who I was until I travelled there.

I am Burma
When I was 18 I "journeyed" there for a second time seeing my grandmother for the second and last time

I am Thai
Spending many nights in the airport, looking at the Kings palace, spending one night in Bangkok at a fancy hotel

Je suis Française
I am French. Spending "une soirée" one evening at a club - Le Duplex in Paris. Visiting La Notre Dame and Le Pompidou. Learning French Culture and la joie de vie is one thing

Ciao! I am Italian
To see the Coliseum, Roman ruins, baths and to visit the Vatican City is something many of us only dream of. To understand the true meaning of Michelangelo's David, visit Pompeii and learn all the intricacies of art history is amazing!

I am German
My grandmother is from the Sudetenland. I have never been to Germany but from a young age have been told stories of German culture. Saying a prayer in German may be unusual for the typical American but not for me - Da!







Cultural Palooza .

What it is.

How it looks?

What are its benefits.

The Event









ATH

MOSSIMO
MOD-KART RACING

MAX MODIFIED









The

Poo















