

CRP and Appalachian Culture

April 27th, 2022: Session 3

Agenda

- Follow-up on Cherokee studies with Amy West
- Appalachian Literacy - classroom approaches
 - Question Formulation Technique
 - Jigsaw exploration of Literacy in Appalachia
 - Literacy and a Cultural Relevant Pedagogical perspective
 - Reflection (Standards and Texts)



Welcome!

- * Member of the Eastern Band of Cherokee Tribe
- * MHU graduate, Spring 2019
- * 2nd grade teacher at Cherokee Central Schools
- * Serves on MHU Alumina Board
- * Miss Cherokee 2019-2021
- * Organized the "Every Child Matters" walk

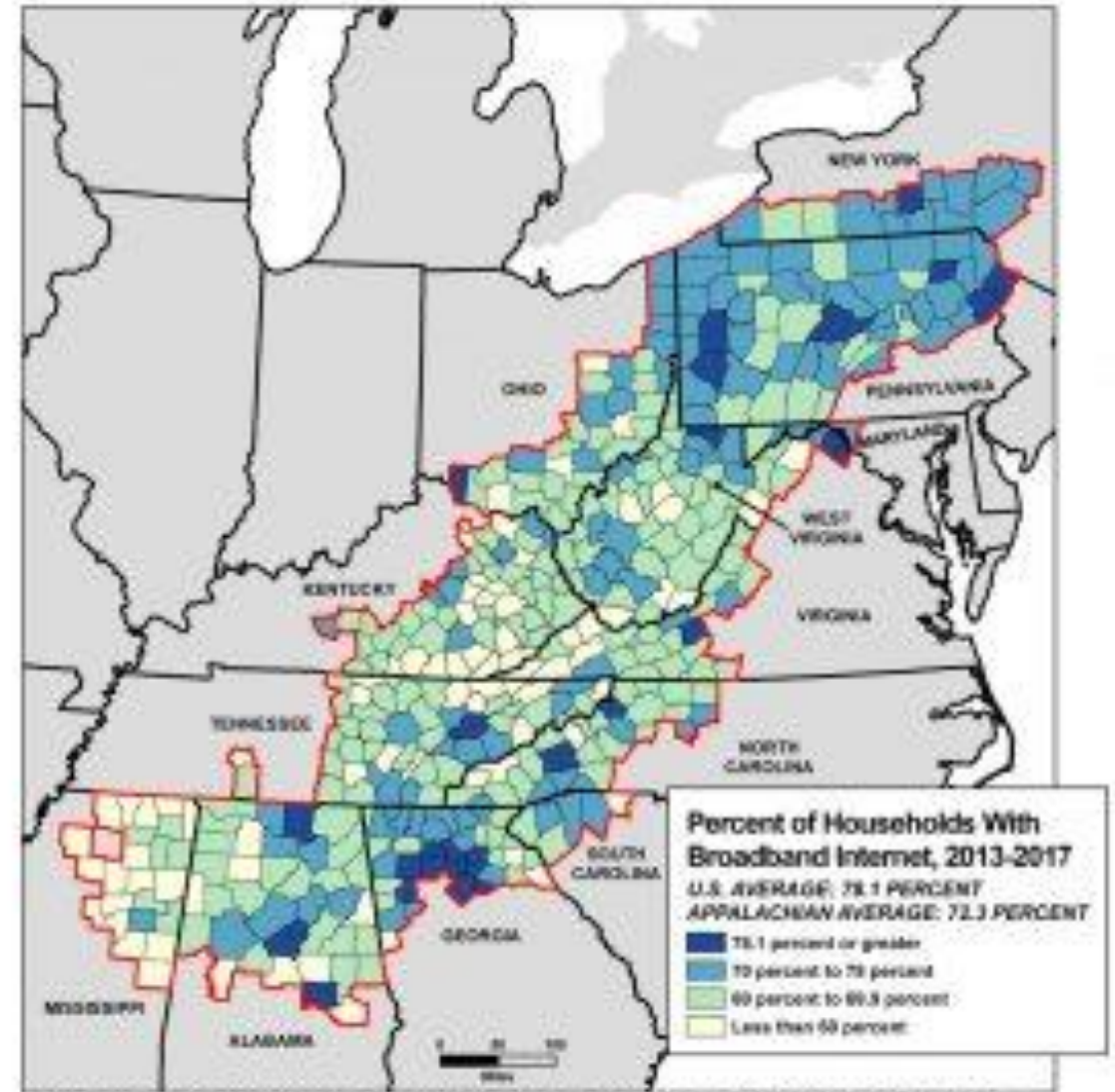
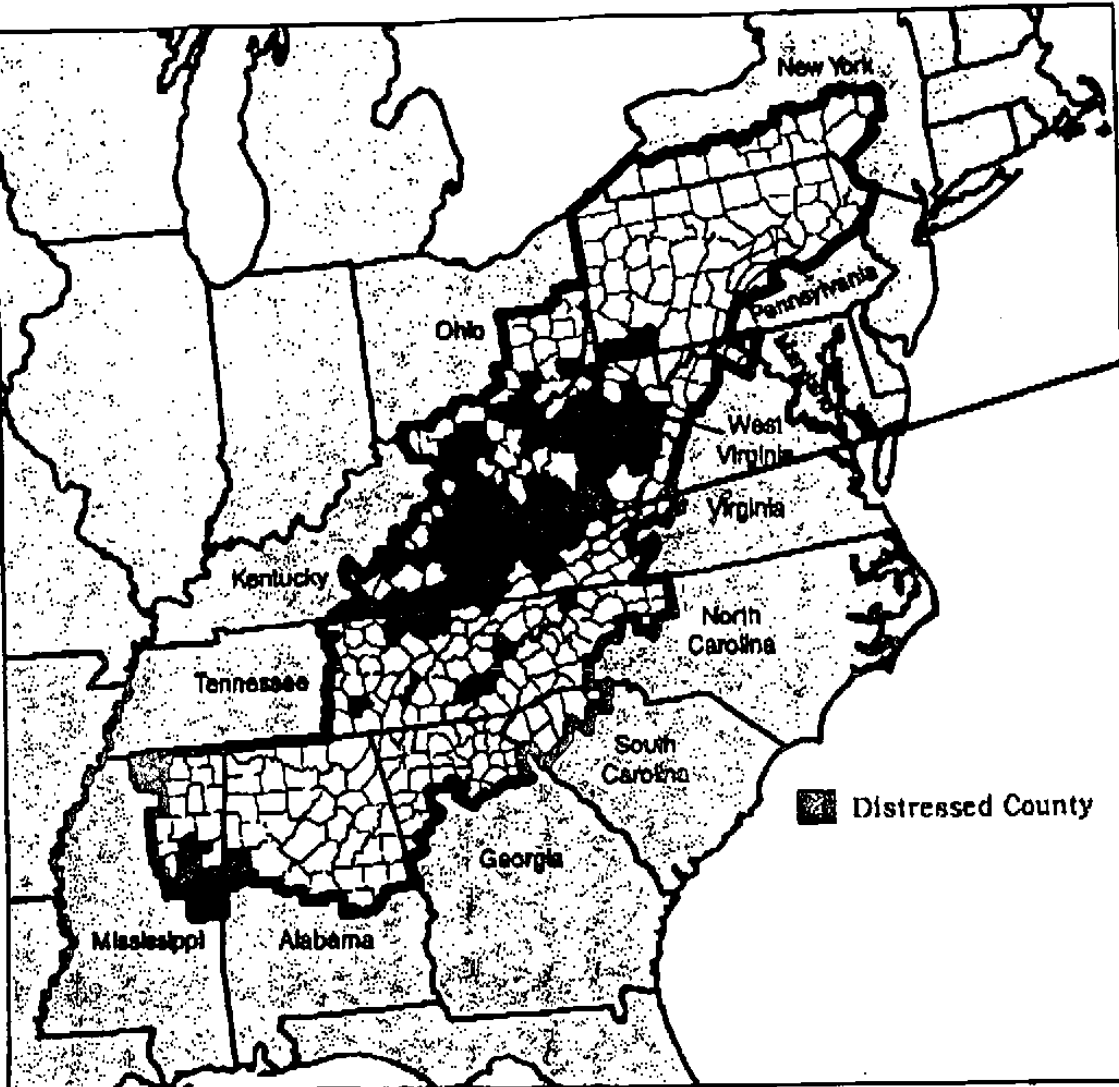
*Strategy
Focus*

QUESTION
FORMULATION
TECHNIQUE **IN**
90 SECONDS

InquirED

Literacy in Appalachia

Distressed Counties of Appalachia, FY 199

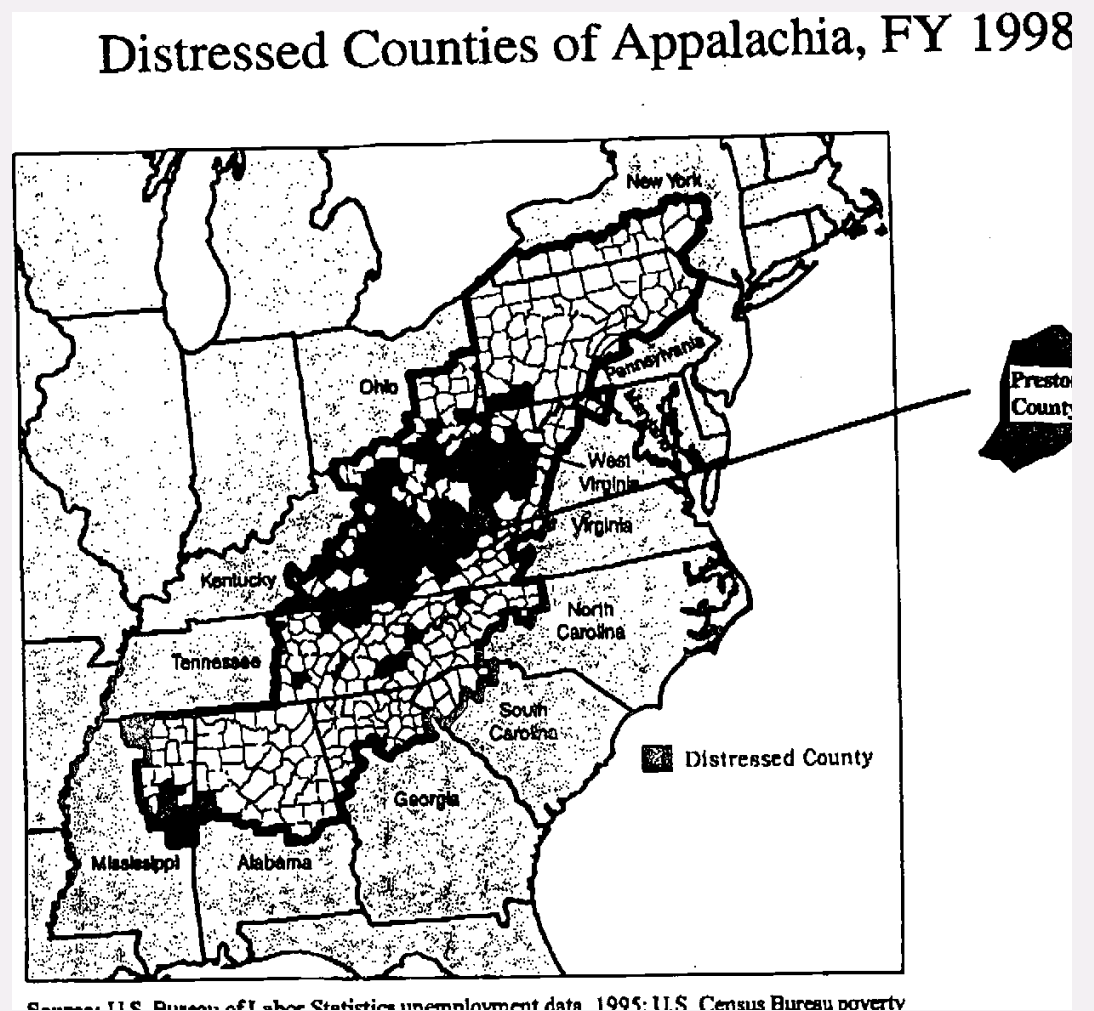


Map Title: Percent of Households in the Appalachian Region with a Broadband Internet Subscription, 2013-2017
Data Source: U.S. Census Bureau, 2013-2017 American Community Survey

Questions to discuss

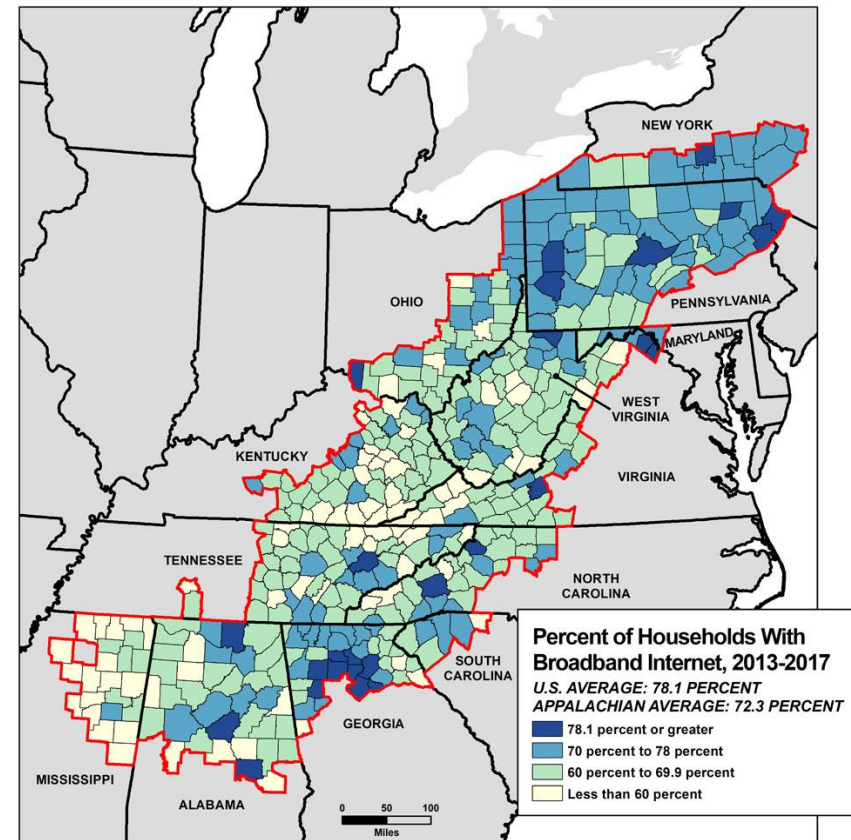
1. *What does distressed mean? *****
2. *Are all the dark blue sections cities?*
3. *Do higher populated cities have more access?*
4. *Are Penn and Ohio really part of Appalachia?*
5. *How do the two maps relate to each other? *****
6. *How has the data from 1998 map changed?*
7. *Why is there so many in our county that still do not have internet?*

Findings indicate that college influenced post-college literacy by building confidence in literate skills missing from previous schooling, by exposing these women to technology and other life skills, and by moving them "from a passive to an active role...to see themselves as an instrument of knowledge and influence." In addition, these women affected their children's education, though not as predicted, and achieved the hopes that first motivated their attending college.



Sohn, Katherine Kelleher. "Whistlin' and Crowin' Women of Appalachia: Literacy Development Since College." (1999).

The Share of Households With Broadband Internet Subscriptions Was Below the National Average in Most Appalachian Counties in 2013-2017



Map Title: Percent of Households in the Appalachian Region With a Broadband Internet Subscription, 2013-2017
Data Source: U.S. Census Bureau, 2013-2017 American Community Survey.

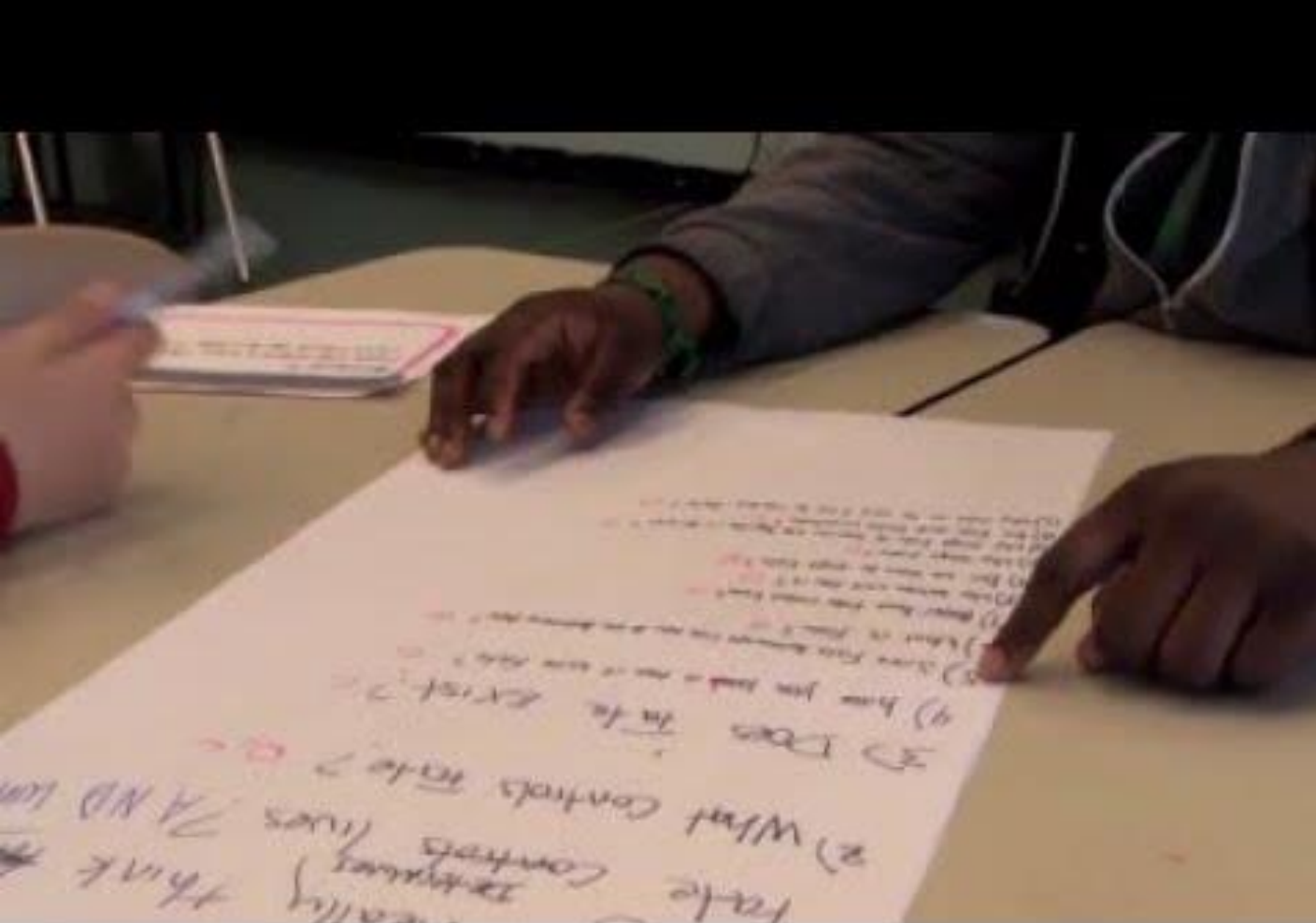
*Data
Infographics:
QFT Gallery
Walk*

Education - <https://www.prb.org/wp-content/uploads/2019/05/data-snapshot-education-in-appalachia.pdf>

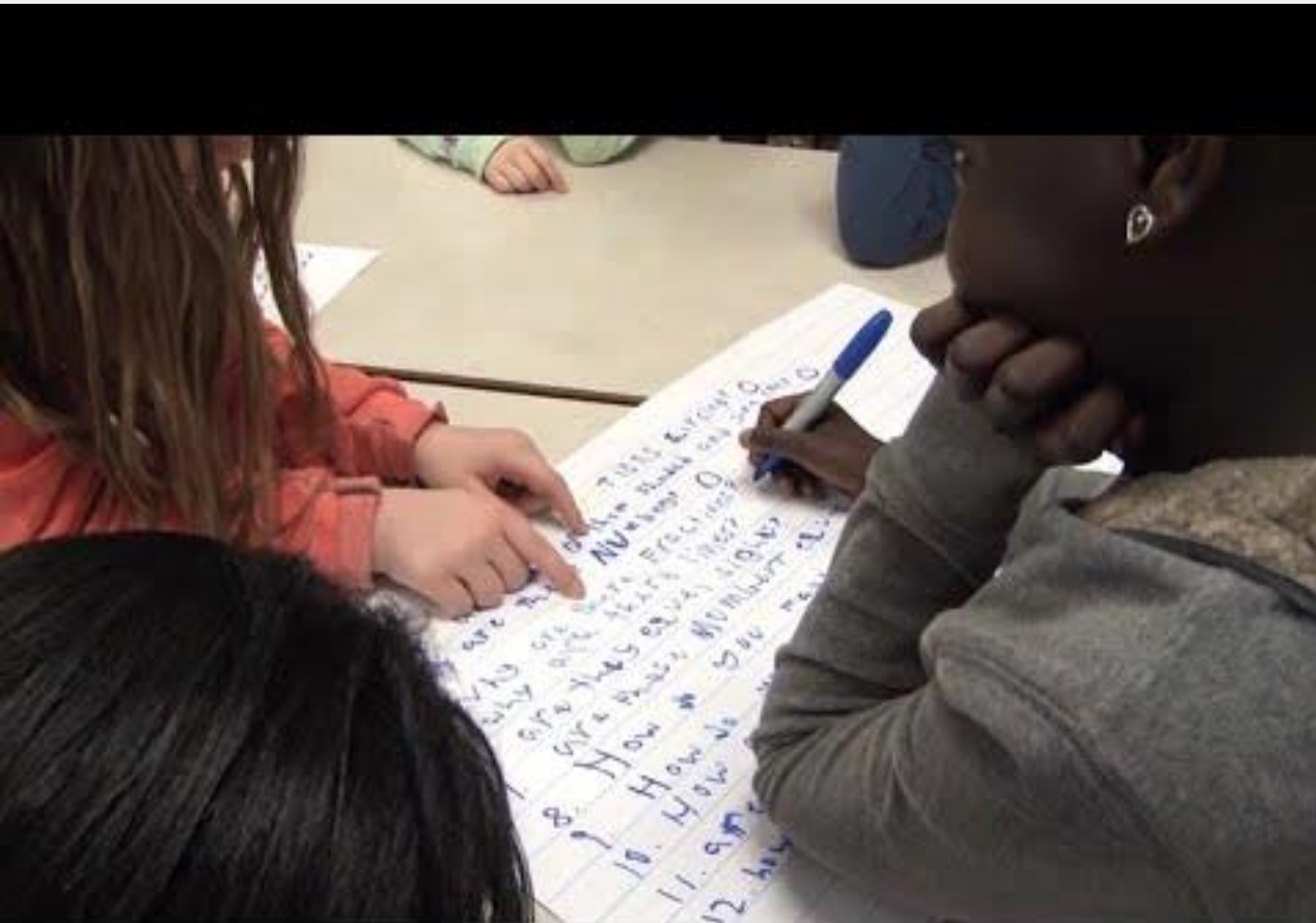
Computer Access - <https://www.prb.org/wp-content/uploads/2019/05/data-snapshot-computer-broadband-access-in-appalachia.pdf>

Income - <https://www.prb.org/wp-content/uploads/2019/05/data-snapshot-income-poverty-in-appalachia.pdf>

Population - <https://www.prb.org/wp-content/uploads/2019/05/data-snapshot-appalachias-population.pdf>



QFT in Action with HS Students



*QFT in Action
with
Elementary
Students*

What is the role of literacy?

Since 1960, "literacy has been seen as a process of conscious-raising aimed at human liberation" (p.61).

Political and Cultural liberation

Cultural empowerment through literacy is a necessary prelude to collective action to effectuate social transformation

How is literacy viewed in the U.S.?

Historically, rural populations, the working class, ethnic and racial minorities, and women have been the last groups to receive literacy instruction.

Ladson Billings states, "The literacy message in the United States is decidedly apolitical while at the same time advancing a political agenda that helps maintain the status quo" (p.62).

Literacy efforts in the U.S. focus on teaching techniques and strategies rather than discussing the role of literacy or asking the question "Literacy for what?"

Literacy carries a symbolic weight...

A badge of initiation into a select group.

Individuals who remain illiterate by choice or by chance are perceived as deviant and many times denied full membership rights of the larger community.

Literacy and Appalachia

NeCamp claims "the cornerstone of the idea of Appalachia is illiteracy: Appalachians are backward because they can't read and thus can't be properly exposed to or acculturated into broader US society".

Yet, she also notes that one of the predominant academic conversations surrounding Appalachia is education and teachers.

NeCamp explains that there is more to the story of school in Appalachia - "we cannot confuse material barriers with cultural attitudes."

*Literacy from
a CRP
perspective*

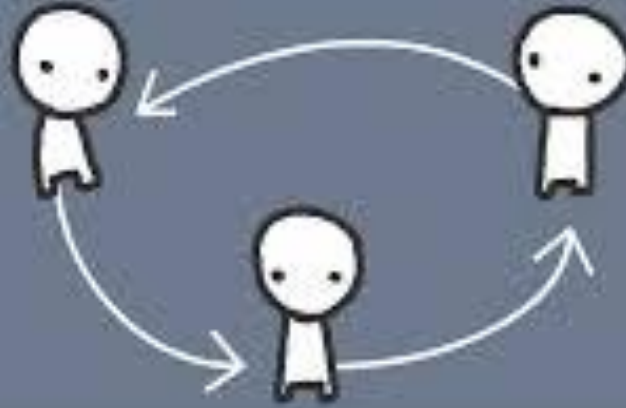
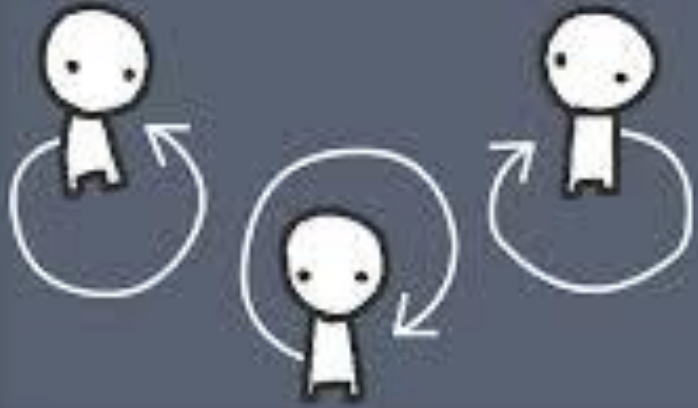


Effective Literacy Teachers...

Recast	Recast relationships between problems and solutions
Discuss	Discuss contradictions in interpretations of relationships between problems and solutions
Develop	Develop least-effort strategies
Theorize about	Theorize about the "doing" or "taking action"
Lead	Lead others in problem-solving
Invent	Invent new procedures
Generate	Generate problems as well as solutions

1) *Develop Intellectual Leaders*

- Make it "cool" to choose academic excellence
- Confront negative stereotypes of their culture and correct those stereotypes with accurate knowledge
- https://films.com/id/200288/The_Feud.htm
- "In one of the most progressive and productive countries of the world, and in that section of the country which has had its civilization and its wealth longest, we find a large area where the people are still living the frontier life of the backwoods, where the civilization is that of the eighteenth century, where the people speak the English of Shakespeare's time, where the large majority of the inhabitants have never seen a steamboat or a railroad, where money is as scarce as in colonial days, and all trade is better."



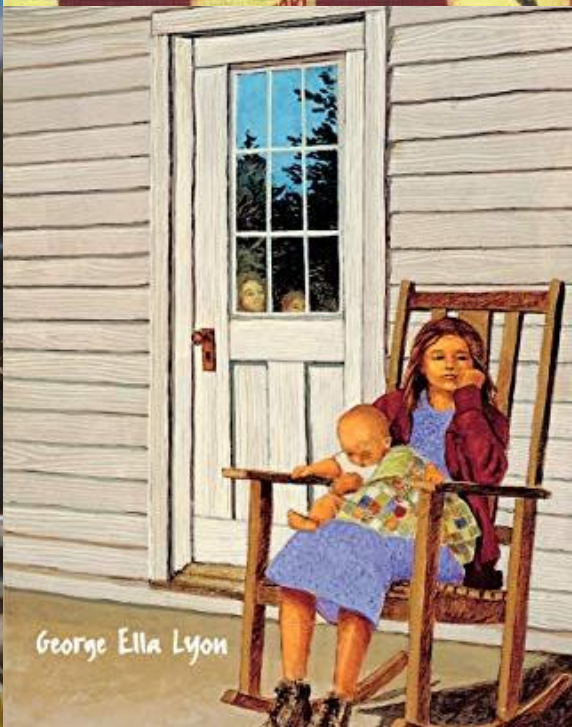
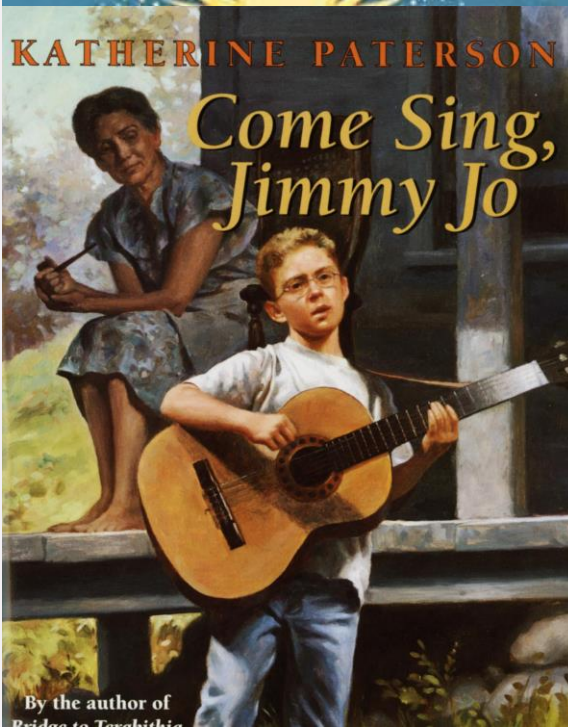
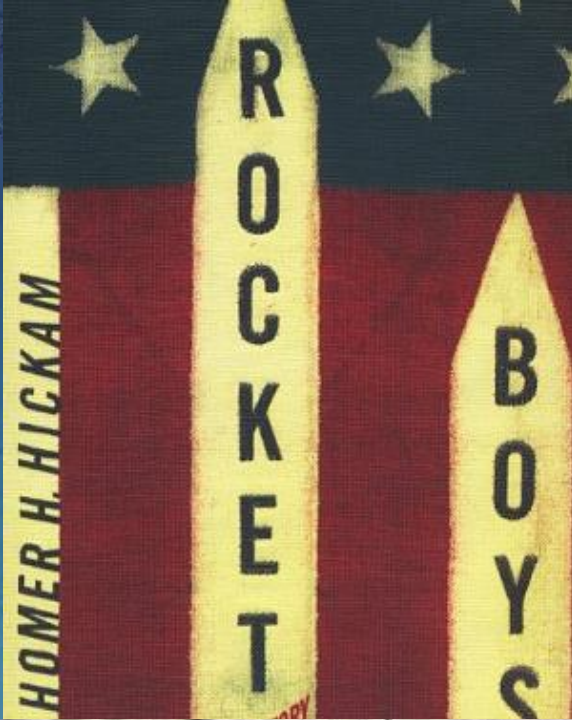
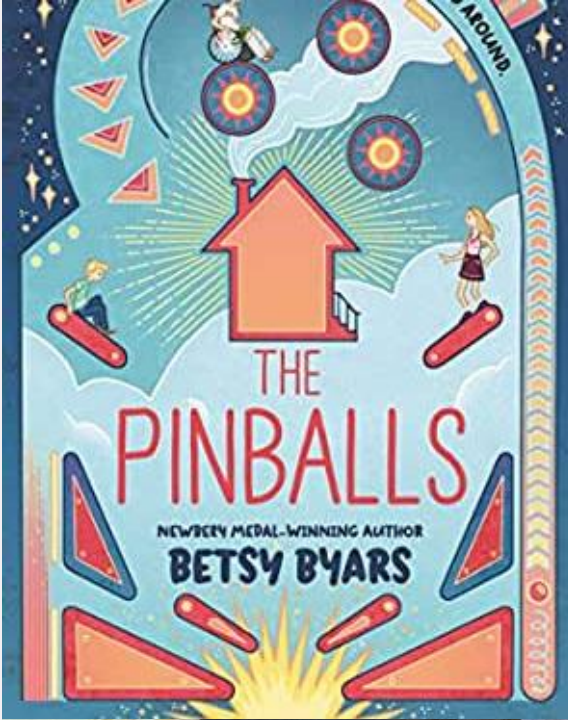
- Jigsaw II
- Group Investigation
- Guided Reciprocal Peer Questioning

2) *Classroom Learning Communities*

- Value what students already know
- Interdependence = students rely on each other instead of competing with each other
- Classroom Example

3) Include real life connections as curriculum investigations

- Start with what students know
- Extend learning into their local communities and beyond!
- [Impact of Blue Ridge Parkway](#)
- [Mapping with Ozobots](#)
- [Communication: Then and Now](#)



4) Partner with students in the collective struggle against the status quo

- Choose texts that help students understand the gulf between the real and ideal
- Develop "informed empathy" rather than a patronizing sympathy toward students and their families
- Reciprocal relationships with students
- Appalachian Book lists:
 - [Adolescent literature](#)
 - [Teen Books](#)
 - [Children's Books](#)

Lift as we Climb

Students need to receive an education that works to improve individual and community status, rather than an education that promotes the pattern of individual improvement and community abandonment.

Teachers must engage in culturally relevant teaching that empowers ALL students because that empowerment ensures the expansion of our democracy



Planning Tasks

- 1) Review your Standards
- 2) Select Texts
- 3) Lesson Plan Template



Resources

- 1) Arnove, Robert F., and Harvey J. Graff. "National Literacy Campaigns: Historical and Comparative Lessons." *The Phi Delta Kappan*, vol. 69, no. 3, 1987, pp. 202-06, <http://www.jstor.org/stable/20403578>. Accessed 23 Apr. 2022.
- 2) NeCamp, Samantha. *Literacy in the Mountains: Community, Newspapers, and Writing in Appalachia*. University Press of Kentucky, 2019, <https://doi.org/10.2307/j.ctvv4128j>. Accessed 23 Apr. 2022.
- 3) Online Exhibit: [Opening the Door to Change: Educating Rural Appalachia](#)