



# *Appalachia as a Microcosm*

Applying Culturally Relevant  
Pedagogy (CRP) in Appalachia  
Classrooms

Session 1

# *Phase 1:*

## *Overview*

### *Culturally*

### *Relevant*

### *Pedagogy*

### *(CRP)*

- Dr. Ladson-Billings introduced this pedagogical framework in 1995 to specifically address the achievement gap between white and African-American students.
- Our question is how we can apply **CRP** to the great variety of student populations within US schools?
- Many approaches to bridging the divide between school success for students in various cultures
- **Culturally responsive pedagogy** focuses on a synergistic relationship between a student's community culture and school culture.

*"the goal of education becomes how to 'fit' students constructed as 'other' by virtue of their race, language, or social class into a hierarchal structure that is defined as meritocracy" (Ladson-Billings, 2021, p.17)*

**Who are the "others" in your classroom/school setting?**

*"the source of cultural mismatch is located in larger social structures and ... schools as institutions serve to reproduce inequalities"*  
*(Ladson-Billings, 2021, p.17).*


***How does your school reproduce social inequalities ?***

**CRP** Definition from Dr. Gloria Ladson-Billings

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*"A theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate" (p.18)*

# *How do teachers begin the shift to CRP?*

- Recognize personal bias
  - Small changes in everyday participation structures
  - Create opportunities for success for all learners
  - Celebrate success in your classroom
  - Connect content to students' cultures
  - Share various cultural perspectives on content topics
  - Allow students to challenge social inequalities
- 







**Kimberlé Crenshaw**

American Civil Rights Advocate  
Professor, UCLA School of Law and  
Columbia Law School





*Phase 2:  
Reflection on  
students of  
Appalachia*

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# *A Few Statistics -*

<https://files.eric.ed.gov/fulltext/ED612954.pdf>

- According to U.S. Census data, somewhat more than 9 million people lived in middle Appalachia in 2010, or approximately 3 percent of the U.S. population.
- The population across middle Appalachia is primarily White: 85.5 percent White in the South Central subregion and more than 90 percent in Central and North Central—compared with only 63.7 percent White nationwide.
- The median household income is lower in middle Appalachia than the national average. Central Appalachia in particular has a median household income some \$20,000, or 38 percent, lower.
- The percentage of children living in poverty in middle Appalachia exceeds the rate nationwide. Further, the percentage of students eligible for free or reduced-price lunch (FRL) exceeds the national average, 55.2 percent versus 46 percent, respectively.
- The percentage of English learner students is very low across the 8 three subregions relative to the United States as a whole (2.1 percent versus 8.5 percent).
- Middle Appalachia's rate of children with disabilities exceeds the national rate (5.2 percent versus 4.0 percent).

# *Appalachia Context and Culture*

The geography of the region has led to an economy that historically relied on coal and other extraction industries, none of which requires high levels of formal schooling.

The isolation created by the mountainous terrain has resulted in limited in-migration and a strong reliance on family and community support systems, as well as attachment and commitment to the region

<https://files.eric.ed.gov/fulltext/ED612954.pdf>

# *College and Career Readiness Obstacles -*

## <https://files.eric.ed.gov/fulltext/ED612954>

- Based on surveys and interviews in Kentucky and West Virginia, researchers identified the following obstacles: poverty, high mobility rates, lack of parental involvement, grade retention policies, and a lack of role models who value education
- While high school graduation rates now match or exceed national rates, the postsecondary education attainment of the adult population in middle Appalachia, particularly in the Central Appalachia subregion, continues to lag behind that of other parts of Appalachia or the United States as a whole (Table 4). One in five adults in Central Appalachia lacks a high school diploma, and lower percentages of adults have college degrees across middle Appalachia than in the rest of the country.
- the low percentage of adults in middle Appalachia with college degrees provides youths with few role models and little support for pursuing higher education.
- A second subtheme was that of strong connections to family, community, and place, which is valued as much or more than is education attainment, upward mobility, or outmigration
- One result of this environment is that Appalachian youth may be less inclined than are their non-Appalachian peers to pursue and/or persist at postsecondary institutions, especially those institutions located at a distance from home
- students generally pursued careers that would enable them to remain in the region—contrary to the image of advanced education as a way out of an economically struggling environment.
- Wright (2012) concluded that Appalachian colleges might focus on place-based education for students who wished to use their education to transform rural communities. She characterized such a mission as investing “in those who choose to stay” rather than concentrating resources “on those who achieve to leave” (p. 10).

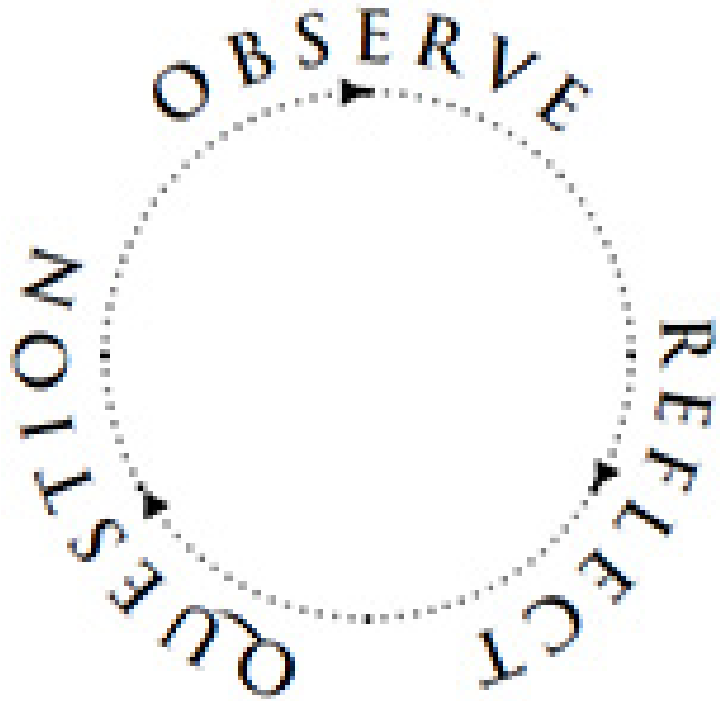






# *Phase 3: Teaching with Primary Sources*

*Congress* OF THE  
began and held at the City of New York, on  
Wednesday, the fourth of March, one thousand seven hundred and  
Committees of a number of the States meeting at the time of their adoption  
that further declaratory and restrictive clauses should be added  
to the ends of its Institution  
by the SENATE and HOUSE of REPRESENTATIVES of the  
said Articles be proposed to the Legislatures of the  
States of the said Confederation, to be voted  
and Amendment of the Constitution  
of the Original Confederation  
of the Constitution  
shall be  
by the



- 1) *Observe*
- 2) *Reflect*
- 3) *Question*

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Primary Source [Analysis Tool](#)

*at Planter's Fertilizer and Asgrow Seeds!"*



huford, well known Asheville resident, is shown here with a row of her  
own this spring. She also grew onions, potatoes, corn, tomatoes, and



*How does the  
additional  
information change  
your thinking?*

*"You Can't Beat Planter's Fertilizer and Asgrow Seeds!"*



Mrs. W. E. Shuford, well known Asheville resident, is shown here with a row of her fine peas grown this spring. She also grew onions, potatoes, corn, tomatoes, and squash in her garden in the Beaver Lake section. She had some of the earliest and finest vegetables in Buncombe county.

**"I'm 63 years old, and started growing a vegetable garden only three years ago," Mrs. Shuford says. "This one thing I have learned: you can grow the finest vegetables only by using the the best seed and fertilizer.**

**"Mr. Gilreath, Farmers Federation manager at Newbridge, has guided me along. I have found that Asgrow seeds and Planter's fertilizer make a combination you can't beat."**

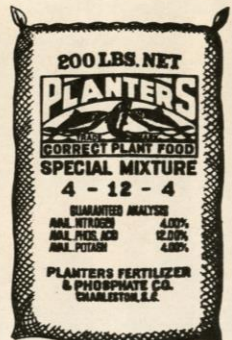


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*Breeders and Growers of Vegetable Seeds Since 1856*

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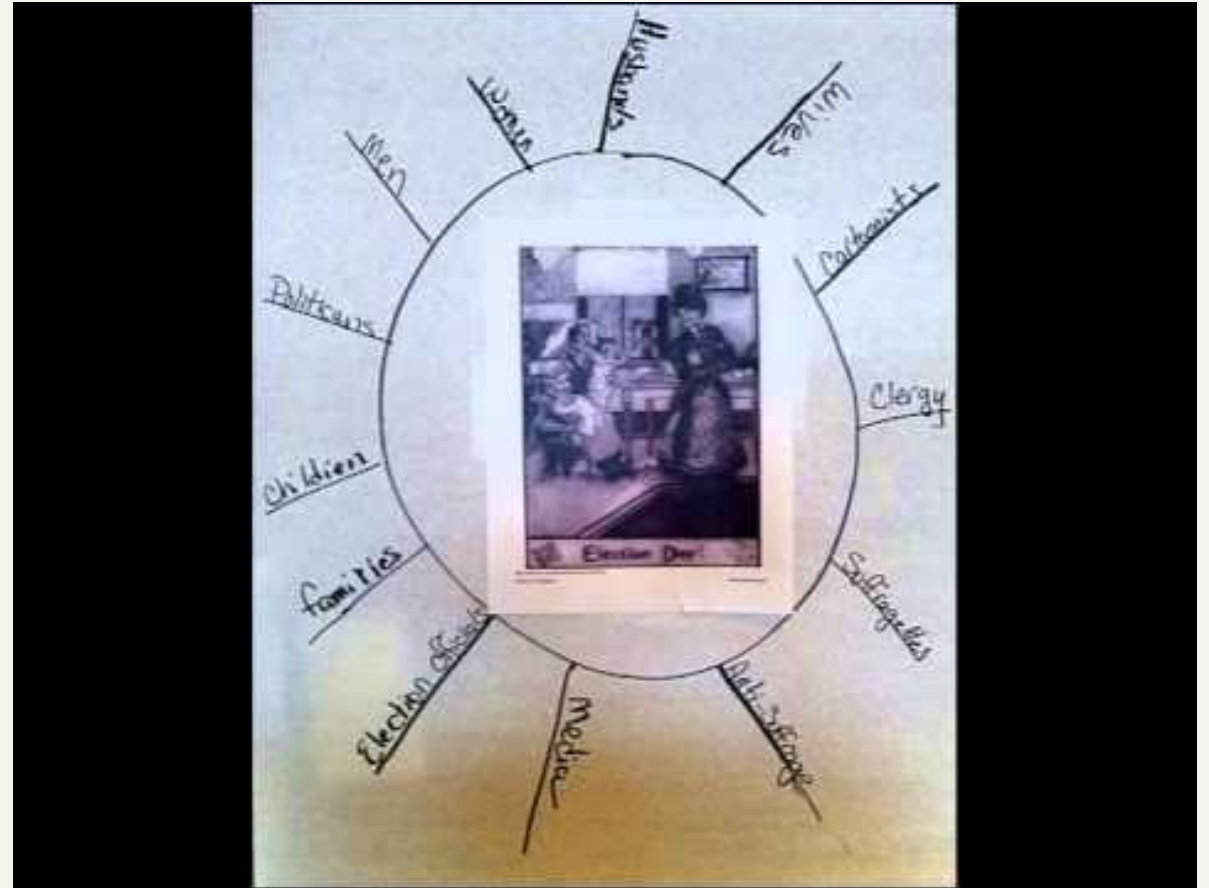
# *Small Group Analysis*

*Use the ORQ or See, Think, Wonder to work with a new image in small groups.*





# Circle of Viewpoints



# *Sample Lesson Plan: Putting it all Together*

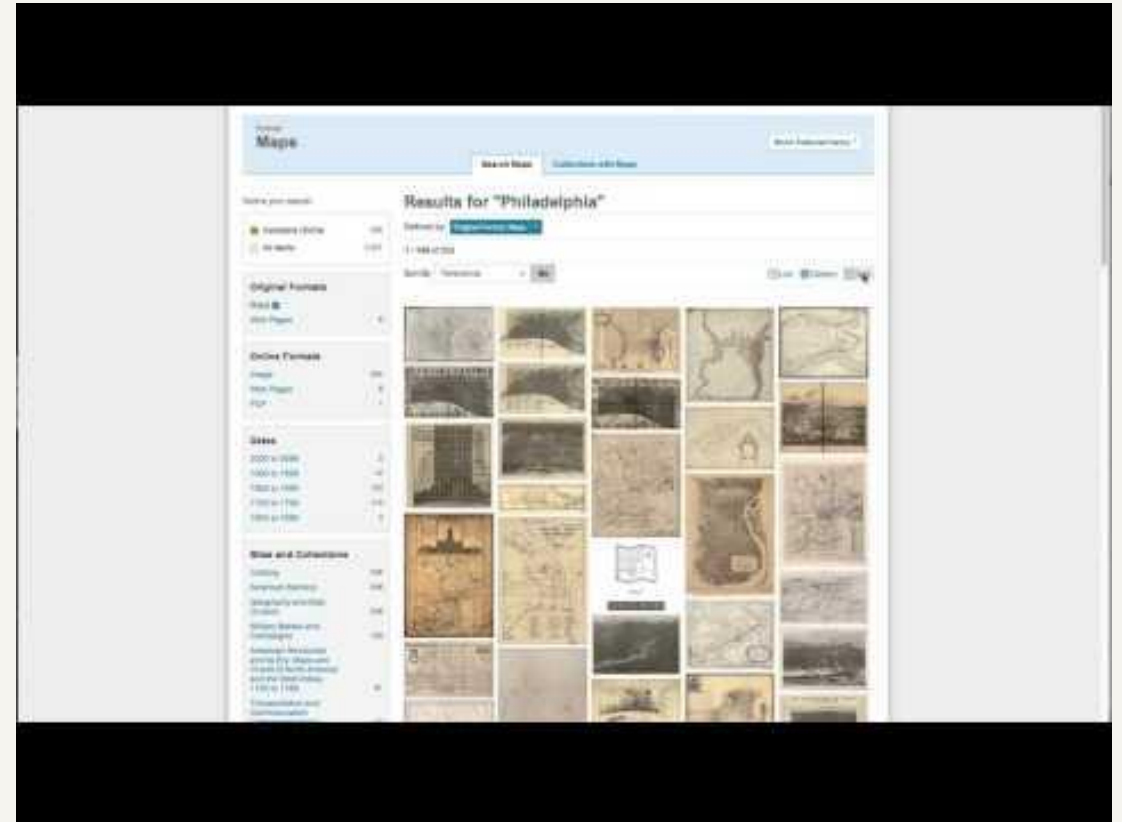
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- Westward Expansion
- [https://www.loc.gov/static/programs/teachers/professional-development/webinar/documents/2020-07-22\\_Analyzing-Multiple-Perspectives.pdf](https://www.loc.gov/static/programs/teachers/professional-development/webinar/documents/2020-07-22_Analyzing-Multiple-Perspectives.pdf)

# *Library of Congress for Teachers*

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- Start with the [Teacher's Page](#)



*Preview Primary Source Packets from  
Appalachia with the goal of determining an  
entry point to discuss Appalachia Diversity with  
current course units or content*

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*Join us for Lunch on the 3rd floor of Nash Education Hall.  
Planning session will resume at 1:00 in Nash 212.*

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*Provided by High  
Ridge Adventures!!!*

