How can critical literacy be used to address social justice issues through a first grade social studies read aloud curriculum?

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Abstract
The research question addressed in this capstone was, how can critical literacy be used to address social justice issues through a first grade social studies read aloud curriculum? The goal of research was to create a read aloud unit that reinforces social studies standards while addressing social justice issues and teaching students to evaluate text and challenge the power of text through a critical literacy approach to instruction. This curriculum relies on current research pertaining to critical literacy, effective classroom read aloud practices, and a backward design lesson template model. The author describes the details of the curriculum and connects the learning components to current relevant research while describing the ways critical literacy can be used with primary age students.

Research Methodology
Curriculum Development

Keywords
Curriculum, Social Justice, Teachers/Teaching, Critical Literacy

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Social justice. The overall purpose of this study is not to instill fear in the next generation, nor to make students feel guilty for problems that are the cumulative legacy of many
generations of mistakes, recklessness, and, in some cases, deliberate neglect or exploitation. Use creative, critical, and systems thinking to address complex questions. Conduct focused in-depth inquiry. Explore alternative approaches to issues without fear of challenging the. Ecological literacy, or eco-literacy, is a term first used in the 1990s by American educator David W. Orr and physicist Fritjof Capra to introduce into educational practice the value and well-being of the Earth and its ecosystems. Critical literacy pedagogies are underpinned by theories of social, justice. Given the global escalation of gaps between rich and poor Designing curriculum with a social justice agenda requires knowledge about the relationships between people, places, and poverty. We used real news items appearing in digital media and dealing with issues that urgently need to be addressed through education. Comber (2015) claims that poverty and social justice are some of the most important topics to be addressed by critical literacy and should lead to problematizing the class and public texts. CDL can only be developed by dealing with social problems (Berson et al. 2017; Stoddard and Marcus 2017). May, Social Justice in Dialogic Bingham, and Pendergast (2014) emphasize teach- Classroom Communities was' cultural competence when they are responsive We believe that explorations of social justice issues in ways that value, integrate, and build on students' provide powerful ways to develop our students' contributions in discussion. Culturally competent literacy. According to Freire (2005), reading is a teachers assume that each child's attempts in discus- "creative experience around comprehension, com- sion are contributions to the collective understand- prehension and communication" (p. 35) Critical reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claims put forth as well as the supporting points and possible counterarguments. The ability to reinterpret and reconstruct for improved clarity and readability is also a component of critical reading. The identification of possible ambiguities and flaws in the author's reasoning, in addition to the ability to address them comprehensively, are essential to this Through a critical literacy approach to instruction I have engaged students in their learning. They have shown they possess the skills to actively evaluate text by extending their ideas into written projects and classroom discussions. These experiences have led me to question how I can be more intentional about using a critical literacy approach to instruction. Further Rationale for Research. In addition to the experiences I have had using a critical literacy approach to instruction, I have also been led to research by a recent social studies conference I attended. In Chapter Four I outline the social studies read aloud curriculum I create, including seven mini lessons. In Chapter Five I reflect on my capstone journey and evaluate my process.