

The Miseducation of...

By Anyah Nancy Jackson

Summary

Anyah Nancy Jackson writes song lyrics to reflect on where she fits in the world as a 22 year old Black woman. In her 4 piece unproduced project she celebrates Blackness, honors Nina Simone, and allows the process to comfort her. In her own words, she writes, "It's a curated piece that is meant to meet Black people where they are and inspire them to keep going." Her project documents her taking her power through music and poetry.

Experience the lyrics of which highlight

This project illustrates the importance of using culturally responsive practices highlighting:

- Identity
- Self love
- Intellectualism
- Criticality
- Joy

Guiding Questions

After viewing this project, consider the following questions?

1. What resonated with you?
2. What did this spark in you or inspire you to think about?
3. What was an Aha moment for you while reading?
4. What is 1 thing you will do as a result of reading this piece? Explain.

Don't have time to read the piece? Here is the cheat sheet with what we learned based on the reading.

To create historically responsive and culturally responsive practices, educators must do the following:

Affirm, value, love, and celebrate their identity and culture regularly by helping them learn and know that

- They are enough.
- They are powerful.
- Doing their best is enough.
- All of their Black is beautiful.
- Their culture is beautiful.
- Tomorrow will come and things will be better.
- We must believe in ourselves.

Center the following during teaching and learning

- Identity:
 - Help youth to make sense of themselves, others, and the community at large.
 - Discuss the collective potential to uplift the community and all of humanity.
- Skill Development (reading, writing, speaking, performing):
 - Help youth develop proficiencies and confidence across the academic disciplines.
 - Emphasize how skills can help students share their voice and their stories with the larger community.
- Intellectual Development:
 - Help youth gain knowledge and become smarter.
 - Help students understand that they are scholars and learning is an act of scholarship.
 - Include multiple modes of assessment.
- Criticality:
 - Help youth learn and develop the ability to read texts (including print and social contexts) to understand power, equity, and anti-oppression.
 - Help students understand that the primary purpose of education is for change and liberation.
- Joy:
 - Help youth find joy in learning including multiple modes of teaching - literature, audio, photography, video, movement, collective classroom montages, inviting family/home/caregiver connections, and more.

- Help students understand that learning can and should be joyful.

Tool for Culturally Responsive Spaces Teaching

Let's get started. Use this tool to develop your own unit.

GUIDE	NOTES
<p>Identity What positive local, state, regional, national, and international knowledge do you know about Africans and those in the diaspora?</p> <p>What are the histories of the students in your class? Think about their histories in the school, community, home, and wider society.</p> <p>How can you center and incorporate African and diasporic knowledge and values during the mentoring process?</p>	
<p>Skills What skills/standards do students need to know and master?</p> <p>How will my instruction build students' skills for the content area?</p>	
<p>Intellect How will my instruction build students' knowledge and mental powers?</p> <p>How will I connect student interest with subject standards/skills? The dots must be engaging yet maintain rigor.</p>	
<p>Criticality How will my instruction engage students' thinking about power and equity and the disruption of oppression?</p> <p>Once students have begun to understand the skill, take their interest a step further to get students to reimagine what this topic could look like in the future. Ask</p> <ul style="list-style-type: none"> • <i>How does this look through a cultural lens, economical lens, environmental lens?</i> Discuss the pros and cons. • <i>What are the historical connections?</i> • <i>When thinking further into the future how can this benefit people that look like you and other marginalized communities?</i> 	

Joy

How can you affirm student culture and identities?

How will my instruction bring out the joy in students?