**Student Questions Grounded in Culturally Responsive Teaching**

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| **Question** | **Possible Student Responses** | **Rationale** | **Strand connection (taken from the book, Educating Culturally Responsive Teachers)** |
| 1. What is knowledge? Where does knowledge come from? | **Example that illustrates a technical education**:  A book, the teacher  **Example that illustrates an empowered education**:  My brain, my mind, thinking hard, my experiences | In Jean Anyon’s landmark study on the hidden curriculum, she found that low-income students thought knowledge came from “official” sources like books and teachers, while affluent kids thought it came from themselves and their experiences. She found this to be a reflection of their sense of power and agency. If teachers are constructivist, their students will see knowledge as based on experiences, and will believe that they can create knowledge. If teachers are transmission-oriented, their students will talk about knowledge being transmitted to them. | S.4: Embracing Constructivist foundations of teaching |
| 2. How do you learn new things? | **Example that illustrates a technical education**:  Listening to the teacher  **Example that illustrates an empowered education**:  Reading books, talking to friends, practicing, hard work. | Similar to the previous question, this item is meant to understand the ways in which knowledge is developed in the classroom, and the degree to which students see learning as a passive act. This will also allow us to see students’ sense of power and agency, or their conformity to certain behaviors. | S.4: Embracing Constructivist foundations of teaching |
| 3. Tell me about a person in your life who is very different from you, but whom you love very much. How are they different from you? How are you able to be friends with this person?  OR  3. Read Shel Silverstein’s “No Difference,” then respond: Do you agree with this poem? Why or why not? | **Example that illustrates a technical education**:  Students write about differences as characteristics. Students say they are friends because they ignore the differences. (i.e. I don’t care that my friend eats naan)  Students agree with the poem that “we should just turn out the light.”  **Example that illustrates an empowered education**:  Students write about differences as major identity markers (race, class, gender, nationality).  Students say they are friends because they learn from each other. (i.e. my friend invites me over to eat naan…Once we tried to make a taco with naan.)  Students disagree with the poem. | With this task, we are trying to get underneath the ways in which students view cultural difference, and get a hint as to how they respond to it. In either activity, students are faced with choices about how to feel about difference and diversity, and are asked to reflect on these feelings/responses. The dominant culture and the Shel Silverstein poem tells us to be color-blind, and ignore diversity, while the goals of culturally responsive teaching tells us to embrace and affirm diversity. | S.2: Developing an affirming attitude |
| 4. Why do you think school is important? (Write, or share orally, at least 2-3 sentences) | **Example that illustrates a technical education**:  To get an education, to learn things  **Example that illustrates an empowered education**:  To make my family proud, to get opportunities for my family, to make my community better. | Asking students to reflect on the purpose of school gives us a sense of the extent to which students see themselves as empowered agents of change, versus passive receptors of knowledge. This will give us a sense of how they view themselves, as well as a hint as to how their teachers view them as well. | S.3: Acting as an agent of change |
| 5. How does your teacher help you? | **Example that illustrates a technical education**:  She explains things, she gives us lots of work, she makes us practice,  **Example that illustrates an empowered education**:  She helps me with my problems, she makes me feel smart, she makes me feel confident. | This item gives us both a window into how students see their teacher, as well as the relationships they have developed with their teacher. This gives us a clue into the extent to which teachers treat their students as budding leaders and agents of change. | S.3: Acting as an agent of change |
| 6. Who are your role models? Why are they your role models? | **Example that illustrates a technical education**:  LeBron James because he makes a lot of money  **Example that illustrates an empowered education**:  My mom because she supports us, my older brother because he graduated from high school, Chicharito because he is a hard worker, Jackie Robinson because he fought discrimination and racism. | This item gives us a glimpse of the traits that students think are most important (i.e. working hard, helping others, etc.), as well as the ways in which they view themselves through the people they admire. It also creates a data point to see, in reflection, the extent to which teachers understand their students. | S.3: Acting as an agent of change  S.5: Learning about students and their communities |
| 7. Who is someone from your family that helps you with school? How do they help you? Does your teacher know this person? | **Example that illustrates a technical education**:  My older sister helps me with my homework; no.  **Example that illustrates an empowered education**:  My mom tells me to study hard to make her proud; yes. | The follow-up question allows us to see the level to which teachers understand students’ lives and influencers. The first question also adds to our understanding of how students see school, based on what they identify as “help.” | S.5: Learning about students and their communities |
| 8. How does your teacher show you that they care about you? | **Example that illustrates a technical education**:  She helps me with my homework, she shakes my hand at the beginning of class  **Example that illustrates an empowered education**:  She helped me with a problem I had with another person, she calls home to tell my parents nice things about me. | Rather than simply asking “does your teacher care about you?” this item allows us to see both how students feel about their teacher, as well as what students believe qualifies as caring. | S.5: Learning about students and their communities  S.2: Developing an affirming attitude |
| 9. What is culture? What is your culture?  - OR -  9. Bring something from home that represents your culture. Describe why it is part of your culture. | **Example that illustrates a technical education**:  I don’t know  **Example that illustrates an empowered education**:  It is how we act, what we believe, what language we speak. Here is a picture of my whole family at my quinceanera. | This allows teachers to see how students define culture, or if students can define culture. It also gives us a glimpse into how students view their culture, or if they can explain it publicly. | S.1: Sociocultural consciousness  S.2: Developing an affirming attitude |
| 10. I am (a/an):  \_\_\_\_\_\_\_\_\_\_\_\_\_,  \_\_\_\_\_\_\_\_\_\_\_\_\_,  \_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. | **Example that illustrates a technical education**:   * Short * Happy * A basketball player   **Example that illustrates an empowered education**:   * A girl * A sister * Latino * Poor * Intelligent | This question tries to understand the major identity markers that students hold for themselves. A student with high sociocultural consciousness and cultural competence will most likely respond with pieces of their identity that reflects race, class, gender, and other major identity markers. Conversely, a student with a lower consciousness will most likely respond with characteristics or personality traits. This question also allows teachers to see the most important roles students play (Strand 5: Knowing About Students) in their lives. Finally, this response allows teachers to see how much they really know about students’ lives. | S.1: Sociocultural consciousness |