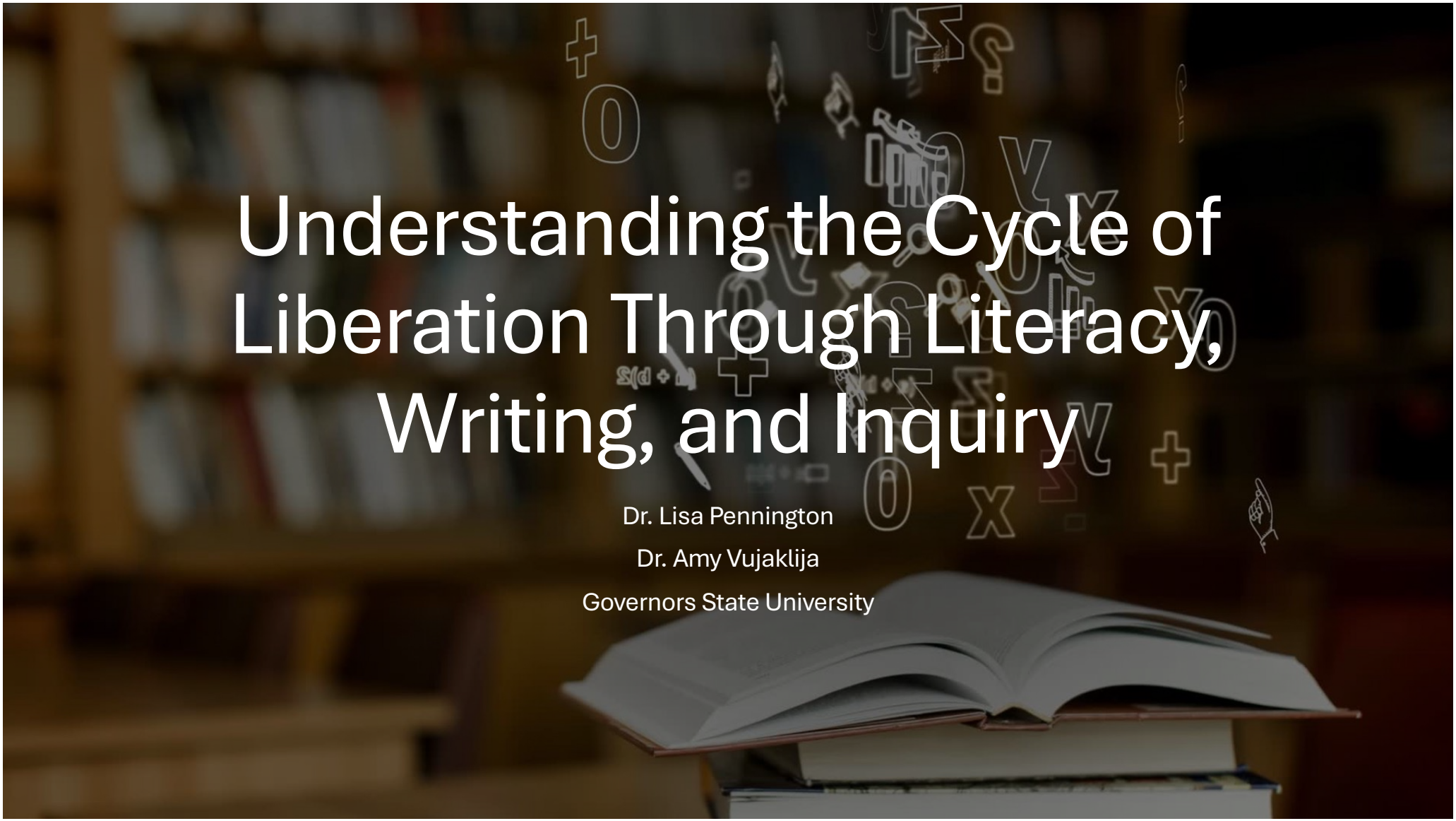


Understanding the Cycle of Liberation Through Literacy, Writing, and Inquiry

Dr. Lisa Pennington

Dr. Amy Vujaklija

Governors State University

Prompt

What topics have you considered for inquiry learning?

What entry points have you used to waking students to the topic?

Objective

Participants will learn the relevance of the framework for organizing civic-minded interdisciplinary units to engage students.

Agenda

01

STEPPING IN AND OUT (TEACHER MODELING AND EXPLANATION)

02

STAGES IN CYCLE OF LIBERATION (OVERVIEW)

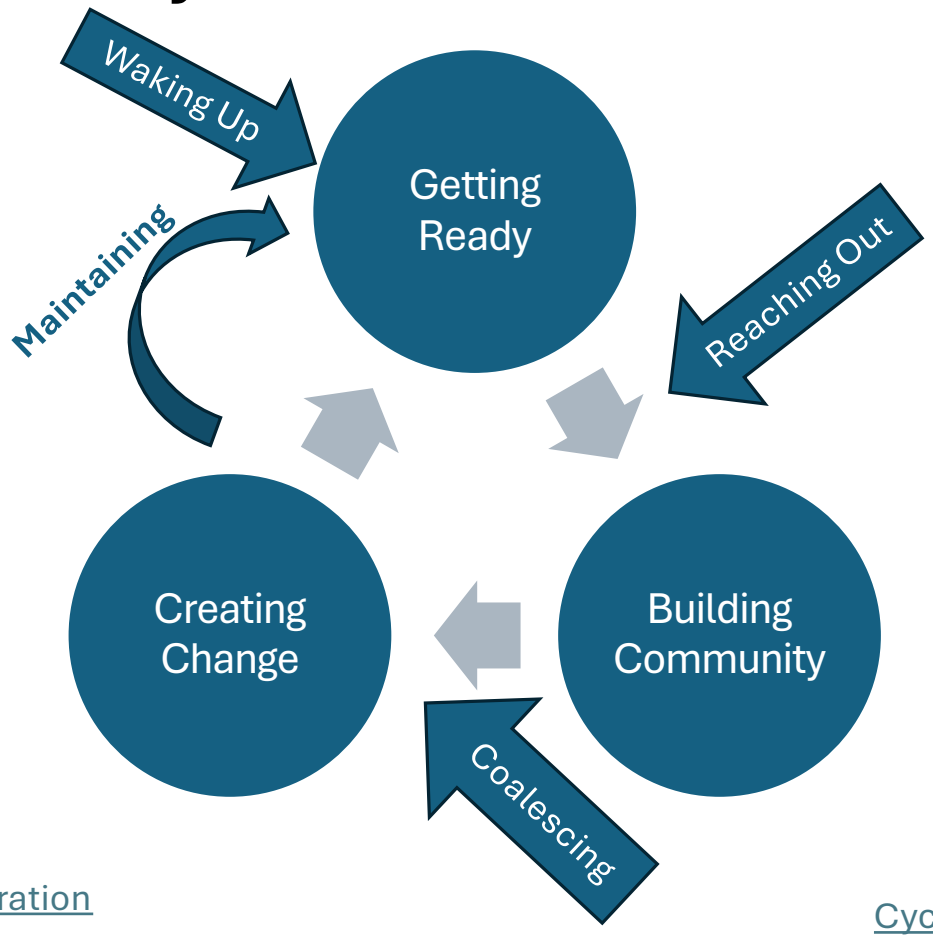
03

MODEL THE FIRST STAGE

04

DISCUSS APPLICATIONS FOR REMAINING STAGES

Stages in the Cycle of Liberation



PDF Handout – Cycle of Liberation

Cycle of Liberation Article

Waking up

Description: Critical incident that creates cognitive dissonance

Action: Introduce eye-catching, awareness-raising texts.

Application: Examine varied texts

Example 1 – *Water Protectors*

Example 2 – Dakota Access Pipeline protest photos

We are Water Protectors

What or who is a water protector?

We are Water Protectors – Turn and Talk

- What message is the author trying to convey?
- What do you notice in the pictures compared to the text?
- How is the book connected to contemporary issues and events?

For exploration (anchor chart – Padlet)

- What questions are prompted by the text?

Protest against the Dakota Access Pipeline

Minneapolis, Minnesota, October 25, 2016

About 200 people gathered outside Minneapolis City Hall to protest the Dakota Access Pipeline. The planned pipeline will transport 470,000 barrels of oil per day 1,172 miles from North Dakota to Illinois. Protesters called for a stop of the pipeline construction which will pass upstream from the Standing Rock Sioux Nation. Along with the threat to their water supply, the tribe claims the pipeline will destroy burial sites and sacred places.

2016-10-25 This is licensed under a Creative Commons Attribution License. Give attribution to: Fibonacci Blue

https://flic.kr/y/3QL2uMz

Rally against the Dakota Access Pipeline

St. Paul, Minnesota, September 13, 2016

This was one of the solidarity rallies happening around the world this day to show support for the protests against the Dakota Access Pipeline. The planned pipeline will transport 470,000 barrels of oil per day 1,172 miles from North Dakota to Illinois. Protesters called for a stop of the pipeline construction which will pass upstream from the Standing Rock Sioux Nation. Along with the threat to their water supply, the tribe claims the pipeline will destroy burial sites and sacred places.

2016-09-13 This is licensed under a Creative Commons Attribution License. Give attribution to: Fibonacci Blue

Other questions . . .

What are students interested in?

What are other ways to introduce the topic and prompt students to think?

How might questions be categorized?

https://padlet.com/arvujaklija/cycle-of-liberation-fl5amguitvi0556z

Getting Ready

What I thought I knew and what I know now . . .

What would you add? How might you apply in your classroom?

Description: Empowerment of self, introspection, educational consultant, consciousness raising through gaining inspiration and authenticity and dismantling collusion, privilege, and internalized oppression

Action: Develop analysis and tools

Application: Read selected text

NPR

Scientific American

United Nations Infographic

AI Environmental Impact

Building Community

Description: Working with people who are “like us” for support and with people “different from us” for building coalitions by questioning assumptions, rules, roles and structures of systems

Action: Work with others

Application: Consider community impact.

What can governments do?

Local context – University Park

Building Community Discussion

Think about causes or organizations that support water conservation.

What are ways in which we can introduce students to ways to build coalitions?

Coalescing

What might this stage look like in your classroom?

Description: Organizing, action planning, lobbying, fund raising, educating, renaming reality, refusing to collude or take privilege, being a role model and ally, transforming anger and moving into action

Action: View examples of organizing

Application: Investigate outside resources

Look up ways to support water conservation.

Creating Change

Description: Critically transforming institutions and creating new culture by influencing policy, assumptions, structures, definitions, rules, and risks, taking leadership, and guiding change toward shared power and healing

Action: Identify school, class, and student actions.

Application: Brainstorm and research resources and potential student actions.

Maintaining

Description: Integrating, spreading hope and inspiration, living our dreams, modeling authenticity, integrity and wholeness, and taking care of self and others

Action: Ongoing reflection and awareness

Application: How do educators stay informed (keep up with policies, organizations, developments, etc.)? What other issues might warrant class time and energy?

Contact Us

Lisa Pennington, PhD

lpennington2@govst.edu

Associate Professor
Governors State University

Amy Vujaklija, PhD

avujaklija@govst.edu

Associate Professor
Governors State University