

MULTICULTURAL RESOURCE CENTER

A collaborative project of Saint Paul Public Schools Office of Educational Equity and the East Metro Integration District

"The Problem Solver"
Nzila Fetic h from Congo



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Teaching With Film and Video

This issue of the Multicultural Resource Center (MRC) newsletter focuses on teaching with film and digital video in the classroom. Gone are the days of movies as rewards. In these days of NCLB, time is precious and we need to make the most of every learning opportunity. Why not key into the media avenues that kids are attuned to? Teaching through film can revolutionize the way students see the world. Films allow students to understand cultures and countries far beyond what textbooks can convey. They can be a window into another's experience and a validating mirror into one's own life. Films can expand experiences, inspire curiosity, and tap into visual learning potential.

The MRC has a wonderful selection of films available for checkout. Below are some creative ideas for how to use films in the classroom:

- Critical literacy—you may not find the perfect film, why not use flaws or inaccuracies to develop critical literacy.
- Prediction—listen with only sound (cover video portion) or with just video and no audio or have half of the class listen only and half of the class view video only, then they work together to piece together the story.
- Freeze frame the film at a critical juncture and have students role play what might happen next Critical Response
- Analyze films for bias (racial and cultural)
- Analyze the video box as secondary text. What was chosen to be depicted about the movie and what does that communicate to the audience? What color palette was chosen? Do a survey—check out the wide array of "school" movies. Be sure to select a variety of settings from urban to suburban to rural. How are urban or Inner-city schools portrayed and what stereotypes might this create or perpetuate. (J. Trier, Race Ethnicity and Education, July 2005)
- Compare the Dakota Conflict by KTCA with Wintercount: Stories of the Shakopee Mdewakanton Dakota or similar film pairs to discuss the importance of voice and cultural perspective in the telling of history.
- Use science fiction films to get at science phenomena.

Films are not just for viewing, but for creating as well. Using digital technology, students can easily create mini-films on issues that are of importance. The creation of movies compliments the writing process and gives an edge to those students who are visual learners.

Learn More Online...

<http://www.mediathatmatters.org> Student created videos on social issues.

<http://www.kn.pacbell.com/wired/fil/pages/listdvma.html> Teaching and Learning with digital video, lots of great links to example projects

<http://edtech.guhsd.net/video.html> Guide for teachers and students on how to approach a digital video project. Includes useful handouts for project management.

<http://www.atomiclearning.com/> Many districts, including SPPS, have subscriptions to Atomic Learning, an online tutorial site for technology related projects.

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Chicano and Latino Issues in Education, Tuesday, 10/10 from 4:30-7 PM

Sam Hernandez, former SPPS educator, college instructor, and community activist will facilitate our conversation on the role history and culture have on perspectives, values and behavior, with a specific focus on Hispanic cultures.

American Indian Issues in Education, Wednesday, 11/8 from 4:30-7 PM

Join us for an evening with Terry Janis of the Indian Land Tenure Foundation. Participants will develop a deeper understanding of American Indian sovereignty and land issues as well materials that are available to support teaching in this area.

Arts in Multicultural Education, Tuesday, 12/12 from 4:30-7 PM

Participants will learn how to use artifacts from the MRC collection to support arts infusion and culturally sensitive ways to respond to these artworks. Barbara Cox of the Perpich Center for Arts Education will be the featured presenter at this event and will facilitate a conversation about how to make use of Critical Response as an inquiry methodology.

Exciting Events Coming Up @ the MRC

Back by popular demand...MRC Movie Nights. Each month during the 2006-2007 school year, the MRC will host a *free* community film screening. Students, staff, and community members are welcome to join us. Films have been selected to compliment monthly staff development offerings. Discussions will follow the films. Lemonade, snacks, and CEUs will be available. See below for a listing of featured films and dates. Check our website for complete descriptions of the films. While registration for the Movie Nights is not necessary, an RSVP would be appreciated.

Crash, Tuesday, September 26, 2006 (rated R)

Day Without a Mexican, Wednesday, October 25, 2006 (rated R)

Smoke Signals, Tuesday, November 17, 2006

Last Chance for Eden, Part 1, Wednesday, Dec. 20, 2006

Poetic License, Tuesday, January 23, 2007

Rize, Wednesday, February 28, 2007

Paperclips, Tuesday, March 27, 2007

Two Homes, One Dream, Wednesday, April 25, 2007

I is Hmong, Tuesday, May 16, 2007

Also back this year...the MRC will be offering monthly, evening staff development workshops focusing on a variety of issues. These classes are *free* to staff in Saint Paul Public Schools and other EMID-member districts. A light supper and CEUs will be available. To register for these workshops, complete registration form (available on our website) and mail or fax to the MRC by the Friday before the workshop. See a list of Fall workshop descriptions to the left. Workshops will be held at the MRC.

MRC Print Resources for Teaching With Film

Teaching Youth Media: A Critical Guide to Literacy, Video Production, and Social Change by Steven Goodman. This book explores the power of using media education to help urban teenagers develop critical thinking and literacy skills. This book explores the intersection of culture and literacy as youth learn to critically analyze information from a variety of sources. Case studies of practices advocated by the author are presented.

Teaching Ethnic Diversity with Film: Essays and Resources for Educators in History, Social Studies, Literature, and Film Studies by Carole Gerster and Laura Zlogar. This book includes definitions of race and ethnicity and essays on the film history of African American, Asian American, American Indian, and Latino representation. Subsequent chapters, organized by disciplines, describe specific ways to teach visual and multicultural literacy with films, including suggestions for topics, methods, and films, and ending with four discipline-specific curriculum units for high school students. Film terminology and a list of resources to help teachers create their own curriculum units complete the work.

Reel Conversations: Reading Films With Young Adults by Alan Teasley and Ann Wilder. This book discusses and demonstrates the powerful role film can play in the language arts classroom, both as a subject in itself and as a key dimension of language study.

The Children are Watching: How the Media Teach About Diversity by Carlos E. Cortes. This book grapples with such issues as the ways that media frame diversity related themes, transmit values concerning diversity, contribute to stereotypes, and influence thinking about topics such as race, ethnicity, gender, religion, and sexual orientation. Cortes suggests ways that schools and parents can more effectively address the implications of this inevitable media multicultural curriculum.

Check It Out...Just a Sampling of New Films Available at the MRC

American Indian Homelands: Matters of Truth, Honor, and Dignity Immemorial. This award-winning documentary explains in some detail how the Dawes Act, BIA, and other government policies eroded Indian land ownership. It tells not only of historical, but also contemporary land situations.

Edge of America. New man in town takes a job as an English teacher at the Three Nations Reservation in Utah, he finds it difficult to fit in with the tight knit Native American community. But by taking on the challenge of coaching the women's high school basketball team, both the girls and he learn what it takes to finally believe in themselves and in others.

The Story of the Weeping Camel. Springtime in the Gobi Desert, South Mongolia. A family of nomadic shepherds assists the births of their camel herd. One of the camels has an excruciatingly difficult delivery but, with help from the family, out comes a rare white colt. Despite the efforts of the shepherds, the mother rejects the newborn, refusing it her milk and her motherly love. When any hope for the little one seems to have vanished, the nomads send their two young boys on a journey through the desert, to a backwater town in search of a musician who is their only hope for saving the colt's life.

The Pow Wow Trail. Three part DVD focusing on the significance of the songs, dances, and drumming of pow wows.

Life and Debt. Set in Jamaica, this film is a case study of how contemporary free trade policies and global financial institutions such as the International Monetary Fund, World Bank and World Trade Organization affect the economies of developing nations. Includes interviews with IMF Deputy Director Stanley Fischer, Haitian president Jean-Bertrand Aristide, Jamaica's former Prime Minister Michael Manley as well as tourists, farmers, Rastafarians, factory workers and others.

Akeela and the Bee. An inspirational drama, Akeelah and the Bee is the story of Akeelah Anderson, an eleven-year-old girl from south Los Angeles with a gift for words. Despite the objections of her mother Tanya, Akeelah enters various spelling contests, for which she is tutored by the forthright Dr. Larabee; her principal Mr. Welch and the proud residents of her neighborhood. Akeelah's aptitude earns her an opportunity to compete for a spot in the Scripps National Spelling Bee and in turn unites her neighborhood who witness the courage and inspiration of one amazing little girl.

Just a Little Red Dot. A Canadian 5th grade class welcomes a new Sri Lankan student who wears a "red dot" (bindi) on her forehead. In an effort to foster understanding, the teacher begins wearing a little red dot, too and soon the other students follow suit, prompting negative attitudes on the school playground. In a show of solidarity, the class creates an ingenious solution to peer discrimination.

In the Time of the Butterflies. For generations, General Rafael Trujillo has ruled the Dominican Republic with a mixture of terror and savagery...until Minerva Mirabal dares to oppose him. Inspired by her love for a rebel leader, Minerva and her sisters--known as Los Mariposas (the Butterflies)-endure unimaginable hardships in a battle for the very soul of a nation. But as their acts of bravery gain notoriety, Trujillo's forces close in, determined to put an end to Minerva's heroics.

The N-Word: Divided We Stand. Easily the most inflammatory, shocking and historic word in the English language, the N word has smoldered in the American psyche for over a century. It has morphed from a source of hate, degradation and embarrassment to a term of endearment used amongst the many races of young people. The N Word is a brave and bold confrontation of the taboo, exploring the history and relevance of the word and the social status within and between races. The N Word ignites the conversation.

Redskins, Tricksters, and Puppy Stew. Take complex issues like Native identity, politics, and racism, and then wrap them up with one-liners, guffaws and comedic performance. This DVD features a variety of contemporary Native American writers and comedians and get as the healing power of humor.

Browse our on-line catalog to discover more great resources for your classroom!

<http://mrc.spps.org/Catalog.html>

Multicultural Resource Center

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www.mrc.spps.org



Saint Paul
Public Schools



About the Multicultural Resource Center...

Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. Multicultural education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice. ~Paul Gorski (<http://www.edchange.org>)

The Multicultural Resource Center (MRC) facilitates access, for teachers, to the necessary tools to infuse learning experiences with Multicultural Education. The MRC is part library, part museum, mostly a place where educators can come to build their capacity in working with diverse students and find resources to support this new capacity.

The goal of the MRC is to promote the creation of equitable learning environments infused with multiple, authentic viewpoints that confront the norming of whiteness. Through curricular support, lending out materials to support such an environment, and providing modeling through class visits and staff development opportunities, social change will occur. Please explore our website to gain a better understanding of the MRC's various roles.

Browsing Hours...Stop On By!

While the MRC is available for class visits and meetings during the day, we have set aside the specific times below for patron browsing and check-out. It is best to call before you come to ensure that someone will be available to assist you.

Mondays and Thursdays, 1 pm-4 pm

Tuesdays and Wednesdays, 2 pm-6 pm

All other times, by appointment only.

Check out our website for policies and procedures for reserving the MRC.

From the Inter-district Partnership Coach...

Planning is underway for exciting inter-district partnership opportunities! Interested SPPS staff should contact me if they might like to participate in a partnership with a teacher from another district. You needn't have a person in mind. I can help find you a partner. Funding is available for planning time, transportation, and other curricular projects. Contact me at 487.7363 or stephen.severance@spps.org or call Carly Bordeau at 487.7363.

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