



This is a graded discussion: 100 points possible

due Mar 20

## Response to Chapter 11 by Joni Boyd Acuff

3

Read Chapter 11 Cultural Interlopers and Multiculturalism-Phobics and respond to Question 3 under For Further Consideration.



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[Ariana Jones \(https://converse.instructure.com/courses/4158/users/1478\)](https://converse.instructure.com/courses/4158/users/1478)

Mar 20, 2022



How does or might your facilitation and support of educational equity, accessibility, and goals of global education in the art classroom assist students in gaining personal agency of their own learning?

I have always tried to lead children in the direction of self-discovery. This chapter shows us how to do that with two different theoretical approaches, the multicultural and social reconstruction approach, and the PAR approach. The first claims to “lead children into thinking critically about, equity, human decency, social responsibility, systematic oppression, and hierarchal power structures.” All that to say this gets students to be socially aware and gives them the tools to work forward into change. PAR is “a method of inquiry that focuses on collaboration and the creation of change on a local level.” This portion was very interesting to me. I like how it gives the students power over their learning. Both of these used together, give everyone involved opportunities to learn new things and gives instructors the chance to allow students to do some of the teaching. I hadn’t heard of either of these approaches, but I plan on looking into them both a bit more.

Educators really are the molders of the minds of those children in their classrooms. It is our job to help them navigate and learn, not only about the world around them but also about how they fit in the world. Teaching acceptance and equality for all cultures and for all people can have a huge impact on young minds. Working through art also gives children a canvas for them to express themselves in ways that they can't in a traditional classroom, so it is important for us as facilitators to help with that by sharing the experiences of those in all different cultures. Showing children things that they can relate to their own lives can help them express their feelings surrounding where they come from, and also show other students wonderful and unique things they may not know or have seen before. From this point it is very beneficial to involve the students in their own learning, having them inform us of what they need out of our system of learning.

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[Priscilla Griggs \(https://converse.instructure.com/courses/4158/users/919\)](https://converse.instructure.com/courses/4158/users/919)

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This was a difficult question for me to answer. I teach kindergarten in a Christian school.

Unfortunately, I am not allowed to go into a conversation about the LGBTQ+ Community. I think this is a disservice to the children because once they leave the Christian school atmosphere, they will be exposed to many different backgrounds. I wish I was allowed to talk and read about this community more. I think it would be a great example of Jesus' love. We should all be more accepting of people different from us. Although I can't talk about LGBTQ+ communities I do talk about being accepting of others, particularly people of different skin colors and abilities. For example, we used photos from the civil rights movement to talk about the injustice people of color endured. I gave my students a safe place to explore their own thoughts on why racism is wrong. As a teacher it is not my place or duty to impose my views on the children. I am just the guide.

While reading this chapter I chuckled a little at the mention of CRT (Critical Race Theory). I had a parent at meet the teacher get very upset with me when I gave them an overview of the year's lessons. When I said we would learn about black history and Presidents the parent got into an uproar. They explained how they wanted their child to be an independent thinker and did not think talking about those two topics would help the child achieve that goal. Putting my own feelings aside, I assured the parent that in Kindergarten the children would not be writing dissertations about racism. We simply explore why racism is wrong and how God wants us to treat all people equally. It is important that parents develop a trusting relationship with their child's teacher to realize that the teacher is a trained professional. I have taken many literature courses and have learned how to select age appropriate books.

This chapter also reminded me of some legislation trying to get passed in America. In Indiana, Florida, and other states, lawmakers are trying to make it illegal for teachers to talk about anything that could make students or parents uncomfortable in the classroom. This bill is clearly pointing to LGBTQ+ and people of color. I read that one bill wanted to take away the teacher's license for inserting their own opinion into a discussion. The teachers would also be required by law to have all lesson plans submitted for parent review by July before school starts. The teacher is not allowed to deviate from the lesson plan in any way. If a child comes to them identifying as queer, the teacher can't talk to them or show them literature about it. I didn't mention a few more egregious things that come from the bill but, I do think this is wrong. School should be an inclusive place with representation for all.

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<https://converse.instructure.com/courses/4158/users/516> **Sydney Sanford (She/Her)** (<https://converse.instructure.com/courses/4158/users/516>)

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How does or might your facilitation and support of educational equity, accessibility, and goals of global education in the art classroom assist students in gaining personal agency of their own learning?

I am not going to lie that I have been struggling with school lately. Deadlines and projects keep coming up very quickly and I am finding myself to be easily overwhelmed and confused as of the last few weeks. Needless to say I do still heavily support education. I think that in education children should be supported to follow their dreams and goals in life. I also think that school is where they can discover passions that they may have been previously unaware of. I think that showing children different cultures can help lead them to different passions in life.

I agree that learning about different global perspectives in art can be very beneficial in personal gain. Just as mentioned before it can help students learn more about the world and discover their own passions. This way more people will be understanding of other cultures. This is very beneficial for all people.

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