

# Mainstream Culture and the Classroom

## Have your Phones Out if you have the Data!

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### Links

<http://eldstrategies.com/affectivefilter.html> (More information about Krashen and the affective filter)

<https://www.qc.cuny.edu/Academics/Centers/Democratic/Documents/Handbook%20for%20Facilitating%20Difficult%20Conversations2.pdf> (Resources and Links from a website from the City University of New York on how to handle difficult dialogues)

Two resources for Current events and leveled article readers

[www.newsela.com](http://www.newsela.com) (More focus on current events and the news)

[www.readworks.org](http://www.readworks.org) (More focus on specific topics of reading)

[www.softschools.com](http://www.softschools.com) (great resources for all subject areas for certain school ages)

<https://www.edweek.org/ew/section/multimedia/survey-controversial-topics-in-the-classroom.html>

(Survey results from Edweek.com)

[www.polleverywhere.com](http://www.polleverywhere.com) (This is the survey tool I used in my presentation)

<https://docs.google.com/forms/d/e/1FAIpQLSfysJYqa80YyjM2oI7yYd5fHkeLtLZkncSyB3p7cuXsgG14g/viewform?entry.1749901367=Yes+I+agree&entry.1718201036>

(The google form I created for my survey. I'll leave it open for a while before I delete it)

# Acknowledgements

- ◆ Thank you to my boss, Kim Olson, Laura Smith-Hill, everyone at LSS, all the attendees, and a special thanks to everyone who took the time to fill out my survey

# Starting Point

- ◆ Questions: “Where is the line for certain issues of American culture?”
  - ◆ “Is it respectful to discuss these possibly controversial topics with our students?”
  - ◆ “How would a survey look for English Learners (Els) in examining their knowledge of the United States and its controversial issues that can possibly divide people?”
  - ◆ “What do the teachers think?”
  - ◆ “What do we do now that we have an idea of what we think as a group?”
  - ◆ Curriculum first!

# Talking Points

1

Polarization

2

Respect of other cultures

3

American cultural topics whether unique or common

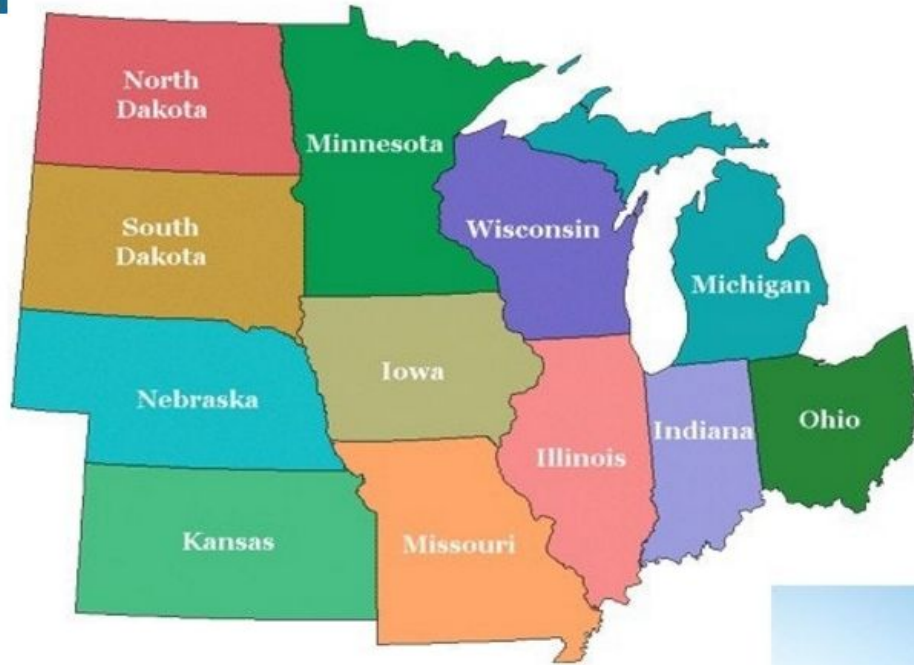
4

News

5

<https://www.edweek.org/ew/section/multimedia/survey-controversial-topics-in-the-classroom.html>

# Where are you from?



Somewhere warm :)

Somewhere else



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What do you hope to get out of this presentation?

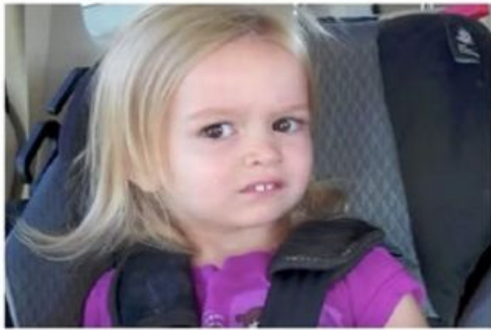


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# How do you feel about public speaking?

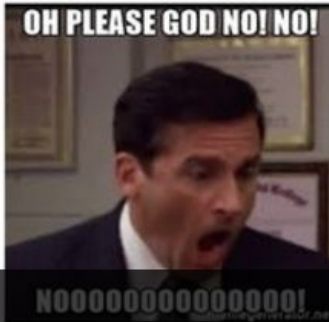


4- No, not ok

Rate your comfortability level for each



2-Yeah, I'm ok with it



3-Unsure



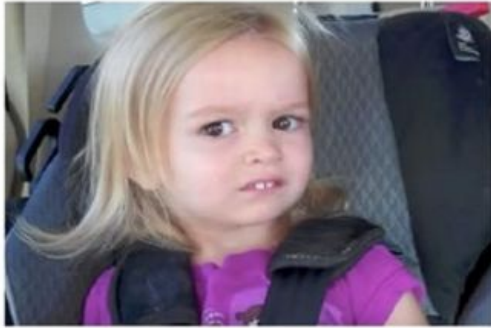
5- Extremely uncomfortable

1- No discomfort

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# The Weather

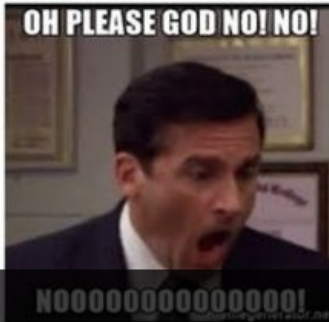


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3-Unsure



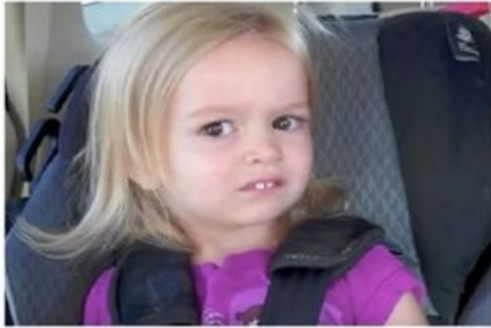
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1-No discomfort

# Animals

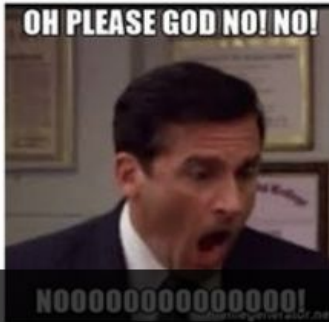


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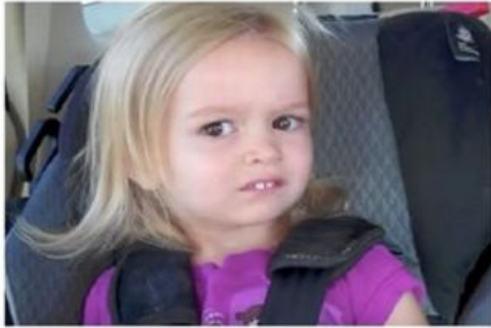
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1-No discomfort

# Marriage



4- No, not ok

Rate your comfortability level for each



2-Yeah, I'm ok with it



3-Unsure



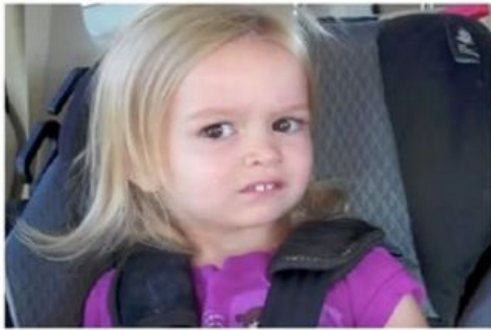
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1-No discomfort

# Politics

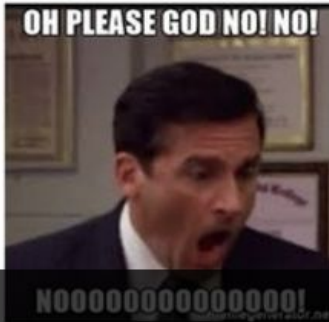


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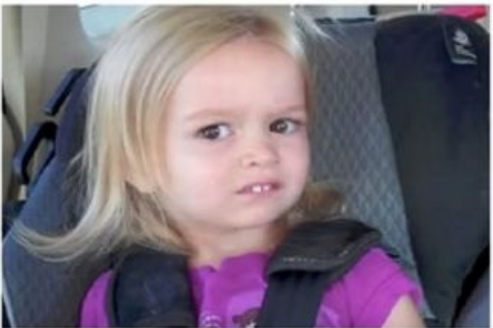
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1-No discomfort

# How much money do you make?

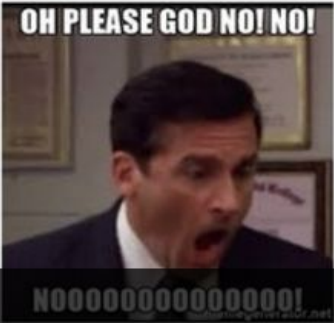


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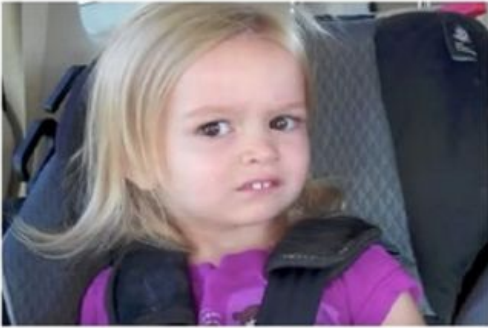
5- Extremely uncomfortable

1-No discomfort

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# Immigration

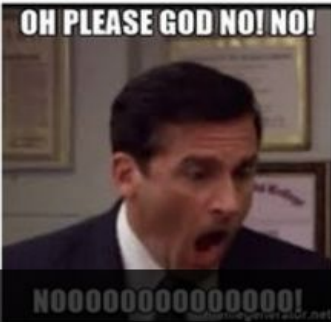


4- No, not ok

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3-Unsure



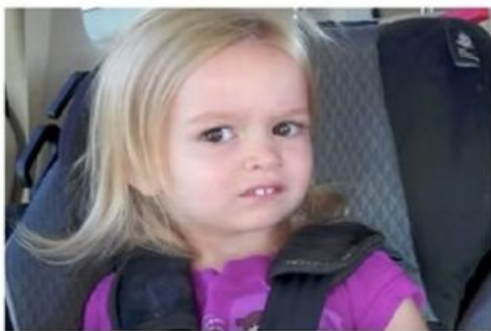
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1-No discomfort

# War

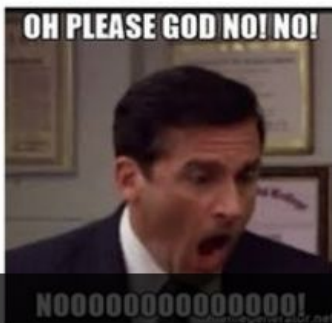


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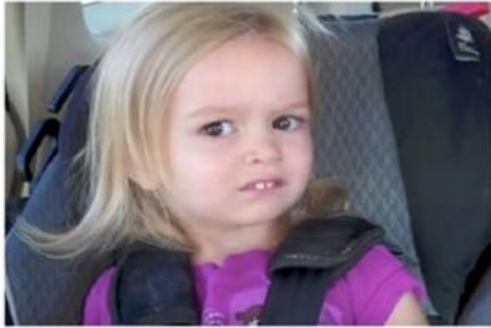
5- Extremely uncomfortable

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1-No discomfort

# Religion

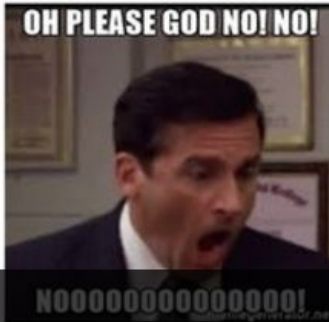


4- No, not ok

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3-Unsure



5- Extremely uncomfortable

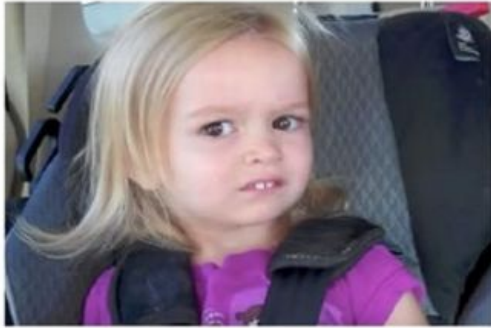
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1-No discomfort



# Divorce

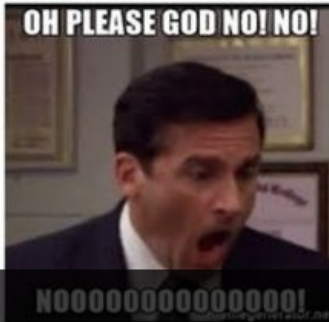


4- No, not ok

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2-Yeah, I'm ok with it



3-Unsure



5- Extremely uncomfortable

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1-No discomfort

# Have you heard of the Affective Filter before?

Yes

No

Sounds  
Familiar

Unsure

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# Affective Filter

Theoretical/Psychological Construct

Barrier that stops traffic

Emotional vs Logical Brain

Resources to help

# Read more about the Affective Filter

- ◇ Here is my source:
- ◇ <http://eldstrategies.com/affectivefilter.html>
- ◇ Stephen Krashen
- ◇ Input Hypothesis  $i + 1$
- ◇ Acquisition and Learning
- ◇ Monitor Hypothesis
- ◇ Natural Order Hypothesis
- ◇ Affective Filter!

Memorize the number 319 You'll need it for later

Ok

Don't worry,  
he'll repeat  
it

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# Choose one

 oranges	 lollipop	 vegetables	 cotton candy	 beans
 potato chips	 broccoll	 Ice cream	 celery	 milk
 grains	 candy	 protein	 cookies	 french fries
 water	 soda	 salad	 fruit	 donut

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Memorize this number 3849765 you'll need it for later

OK

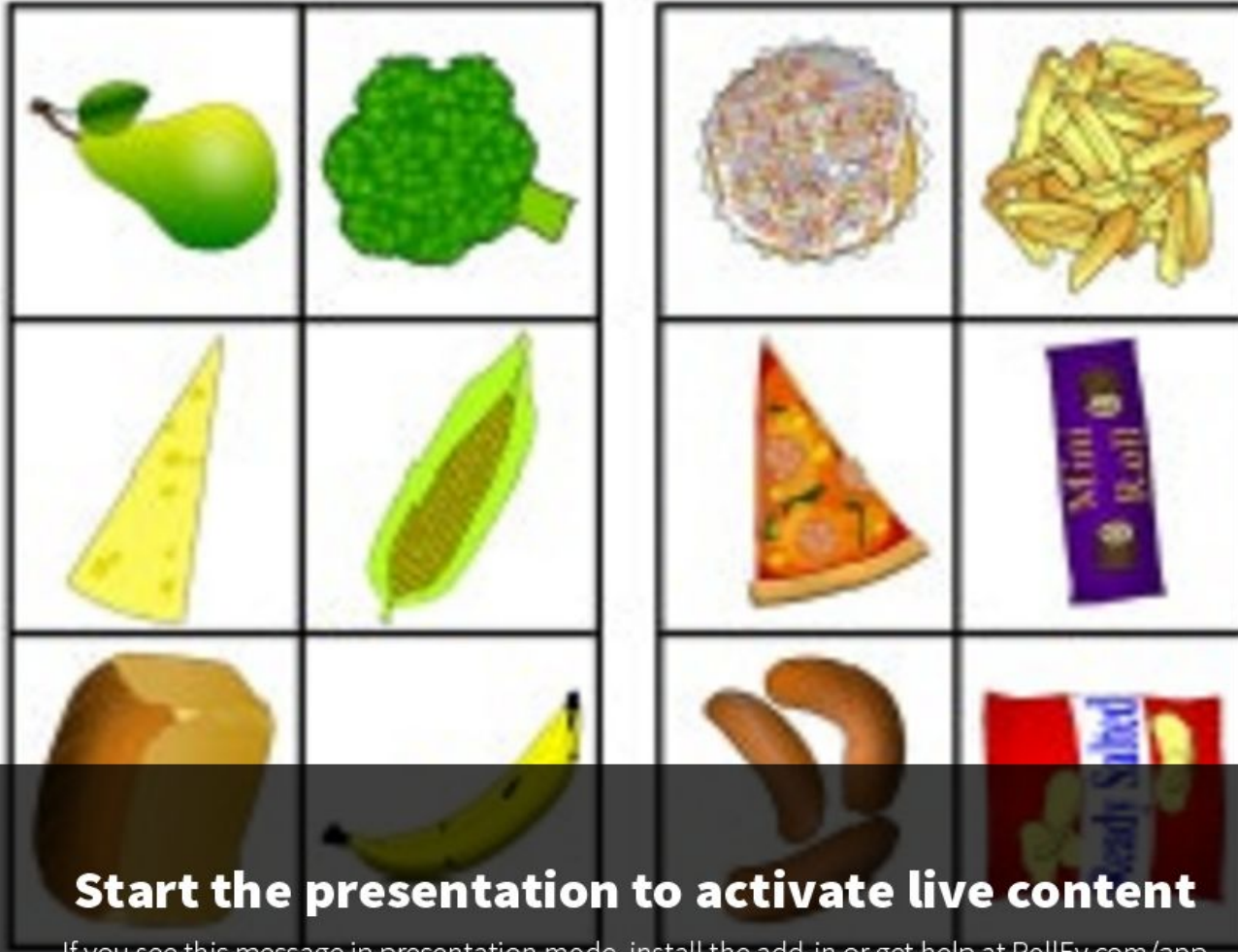
Don't worry,  
he'll repeat  
it

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# Choose a snack

Healthy and not healthy foods picture cards



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# Radio Lab Story



# Break Out into Groups

## Roughly 5 minutes

- ◆ How can we help combat the affective filter?
- ◆ Group Answers:
- ◆ How do we help students with the balance between the emotional and logical brain?
- ◆ Group Answers:

# Survey Study

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How do educators and the public view topics such as Marriage and Gender Roles, Age and Health, Violence, Politics and the Media, Religion, and Race Relations?

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Explanation of Survey

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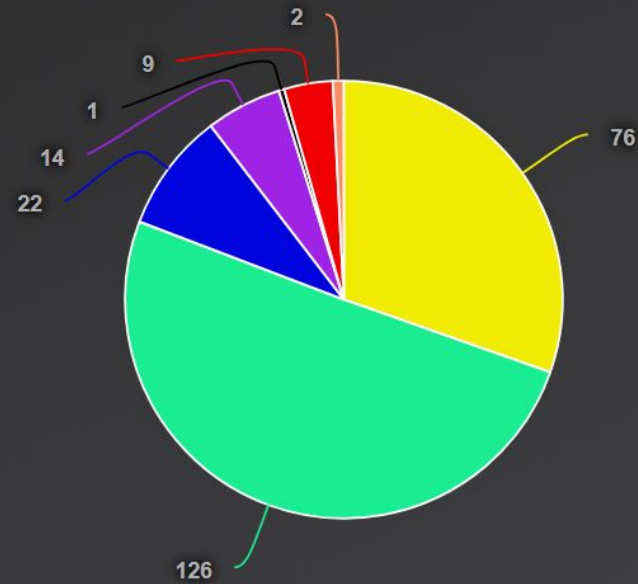
Google Form

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Results

# Marriage and Gender Roles

MARRIAGE AND GENDER ROLES  
AMERICAN CULTURE AND THE CLASSROOM RESEARCH STUDY

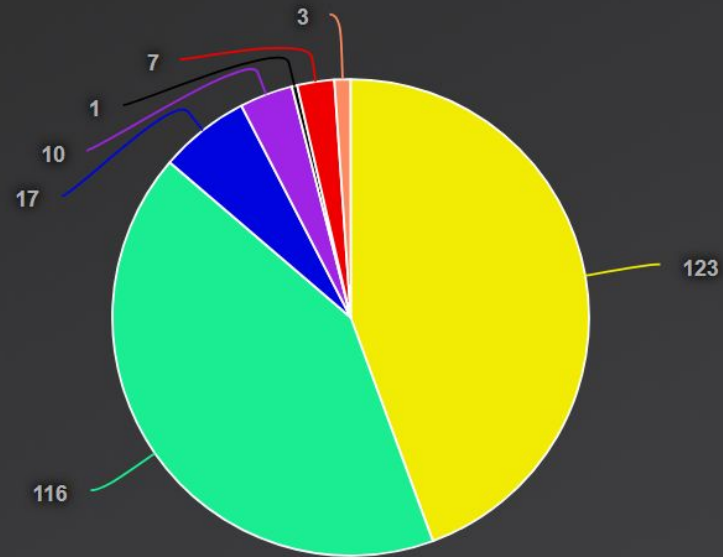


Yes, of course    Yes, depending on the context    Only if the students are old enough    Only if a student brings up the topic    No, never  
Unsure    Other

# Age and Health

## AGE AND HEALTH

AMERICAN CULTURE AND THE CLASSROOM RESEARCH STUDY

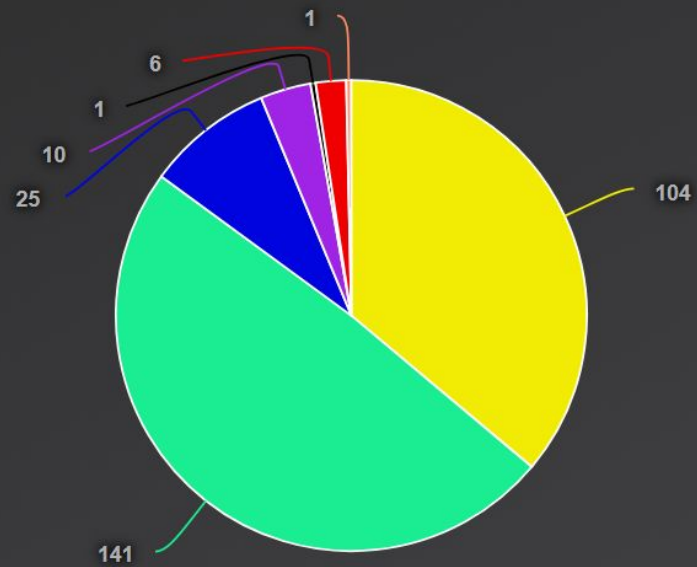


■ YES, OF COURSE   ■ YES, DEPENDING ON THE CONTEXT   ■ ONLY IF THE STUDENTS ARE OLD ENOUGH   ■ ONLY IF A STUDENT BRINGS UP THE TOPIC  
■ THIS IS NOT RELEVANT TO EDUCATION   ■ UNSURE   ■ OTHER

# Violence

## VIOLENCE

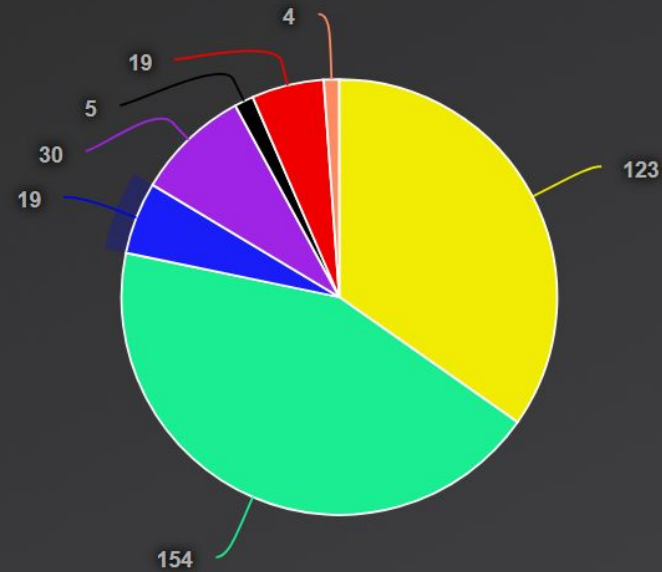
AMERICAN CULTURE AND THE CLASSROOM RESEARCH STUDY



Yes, of course    Yes, depending on the context    Only if the students are old enough    Only if a student brings up the topic  
This is not relevant to education    Unsure    Other

# Politics and the Media

POLITICS AND THE MEDIA  
AMERICAN CULTURE AND THE CLASSROOM RESEARCH STUDY

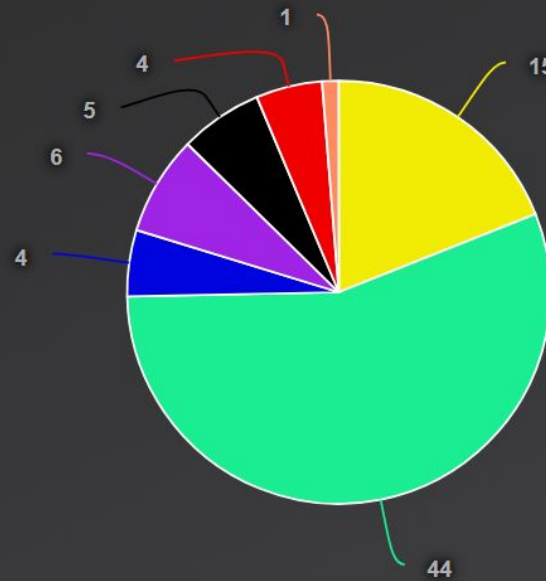


Yes, of course    Yes, depending on the context    Only if the students are old enough    Only if a student brings up the topic  
No, never and this is not relevant to education    Unsure    Other

# Religion

## RELIGION

AMERICAN CULTURE AND THE CLASSROOM RESEARCH STUDY



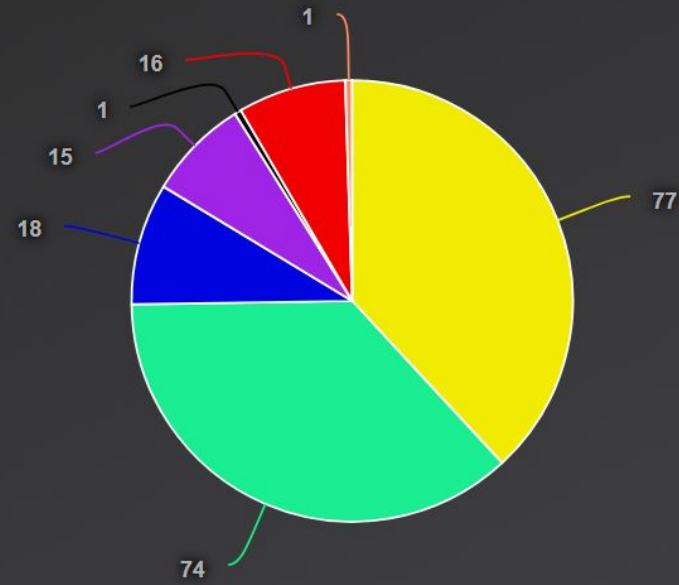
■ YES, OF COURSE ■ YES, DEPENDING ON THE CONTEXT ■ ONLY IF THE STUDENTS ARE OLD ENOUGH ■ ONLY IF A STUDENT BRINGS UP THE TOPIC  
■ NO, NEVER AND THIS IS NOT RELEVANT TO EDUCATION ■ UNSURE ■ OTHER



# Race Relations

## RACE RELATIONS

AMERICAN CULTURE AND THE CLASSROOM RESEARCH STUDY



- YES, OF COURSE
- YES, DEPENDING ON THE CONTEXT
- ONLY IF THE STUDENTS ARE OLD ENOUGH
- ONLY IF A STUDENT BRINGS UP THE TOPIC
- THIS IS NOT RELEVANT TO EDUCATION
- UNSURE
- OTHER

# Interpretation and Possible Paths Forward

---

Very open-minded group of people being surveyed  
Echo-Chamber?

---

Time limit?

---

The most polarizing topics:

---

Politics

---

The Media

---

Religion

---

Race Relations

---

Survey Size?

---

# Interpretation and Possible Paths Forward

Talk with  
Sociology  
Professor

Change of Focus

Diversity  
training?

Are we  
responsible for  
these topics in  
our classes?

Should only  
students bring  
them up?

What are the  
best methods for  
approaching  
student  
questions?

# Great Resource

- ◇ <https://www.qc.cuny.edu/Academics/Centers/Democratic/Documents/Handbook%20for%20Facilitating%20Difficult%20Conversations2.pdf>
- ◇ Reflect Back
- ◇ Take the issue off the student
- ◇ Reflection Time
- ◇ Foster Understanding
- ◇ The Five Minute Rule
- ◇ Fishbowl Exercise

# Group and/or Partner Session

- ◆ Scenario 1
- ◆ An intermediate or higher level group of English Learners are reading using resources such as [www.newsela.com](http://www.newsela.com), articles from [www.readworks.com](http://www.readworks.com), or possibly from local, state, or national papers you have picked out for class.
- ◆ One student notices an article talking about pro-choice and pro-life groups in the United States (You missed that section when you found the perfect article earlier)
- ◆ What do you do?
- ◆ Reflect Back
- ◆ Take the issue off the student
- ◆ Reflection Time
- ◆ Foster Understanding
- ◆ The Five Minute Rule
- ◆ Fishbowl Exercise
- ◆ Something else?

# Group and/or Partner Session

- ◆ Scenario 2
- ◆ Middle School or Elementary School Scenario:
- ◆ Rachel is a new girl at school and you have yet to meet her parents. Today you are working on family trees so all your students draw their family trees and pictures of themselves with their parent, parents, guardian, or guardians. Rachel is sitting in a group when one of the table mates blurts out “Teacher, Rachel did the assignment wrong, she forgot her Dad. There are two mommies.”
- ◆ What do you do?
- ◆ Reflect Back
- ◆ Take the issue off the student
- ◆ Reflection Time
- ◆ Foster Understanding
- ◆ The Five Minute Rule
- ◆ Fishbowl Exercise
- ◆ Something else?

# Group and/or Partner Session

- ◆ Scenario 3
- ◆ Students come to class and seem to be sad. You ask one student what is wrong and they say they are worried because of a mass shooting that has recently happened. Many had been on their phones checking the news.
- ◆ What do you do?
- ◆ Reflect Back
- ◆ Take the issue off the student
- ◆ Reflection Time
- ◆ Foster Understanding
- ◆ The Five Minute Rule
- ◆ Fishbowl Exercise
- ◆ Something else?

# Group and/or Partner Session

- ◆ Scenario 4
- ◆ You are teaching a class and have a new student. This is class for English Learners. The new student tells you in her introduction to the class that she is Christian. She brought bibles with her to give to the class.
- ◆ You talk with her and tell her this is not ok at your school.
- ◆ Later on in class, you notice the same student holding out a bible while talking with another student. They are beginning to disrupt the class.
- ◆ What do you do?
- ◆ Reflect Back
- ◆ Take the issue off the student
- ◆ Reflection Time
- ◆ Foster Understanding
- ◆ The Five Minute Rule
- ◆ Fishbowl Exercise
- ◆ Something else?





Which methods or ideas were most useful to you today?



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What was something that just didn't work today?



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Thank You!



# Contact Information

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- ◆ Work phone-605.550.0857