

## Literature Circle Role Sheet

### Summarizer

Name	Mary Clai Chase
Meeting Date	9-10-2020
Reading Assignment	Chapters 3&4

**Summarizer:** Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

#### Summary:

Love grew up with a mom who encouraged her children to be themselves and to never forget who they are and where they came from. She had a compassionate family, where she knew her voice mattered. However outside of her family, the world was evil. There were government policies that labeled her as negative things, such as a criminal, and made her feel like she didn't matter to the world. Some of these include: Jim Crow, school segregation, urban development, the War on Drugs, mass incarceration, police brutality, redlining, and much more. When Love moved schools at the end of third grade, she was put in Mrs. Johnson's class. Mrs. Johnson was a teacher who truly cared about her students and showed them everyday that their voices mattered to her. Love also went to a program named FIST. She says that school helped her survive, but FIST helped her thrive in the real world.

In the fourth chapter, Love talks about how character education, teaching the importance of *grit* and *zest*, is actually anti-Black. This is because it took over civics education, which is where you learn how to be an informed and active citizen. This then leads to the "civic empowerment gap." Additionally, "Measuring dark students' grit while removing no institutional barriers is education's version of *The Hunger Games*" (Love, page 73). It is a way to keep White supremacy and allow White rage. Lastly, "There is no amount of grit that can fight off the intersections of living in poverty, being pushed out of school, facing a world full of patriarchy and racism, and suffering toxic stress. It is not that dark children do not have grit and zest, but they need educators and their communities to protect it, not measure it" (Love, page 86).

#### Key Points:

1."My dignity was never to be compromised, which meant never compromising my voice and my connection to how I mattered in this world" (page 44). Dignity=Power. Authenticity is key.

2."It was a collective spirit of accountability, love, and purpose. She genuinely listened to us, took up our concerns in her teaching, and made sure each voice in the classroom was heard" (page 48). A teacher has a huge impact on his/her students. Making sure you create a safe and loving environment is so essential in the classroom.

3."Loving my Blackness was the first step in my politicization, mattering, and wanting to thrive" (page 50). Love says that loving your Blackness is actually an act of political resistance due to all of the internalized racism. However, it is freeing once you learn to love yourself because of your Blackness. Love yourself!

4."Too often we think the work of fighting oppression is just intellectual. The real work is personal, emotional, spiritual, and communal" (page 51). Teachers, and everyone else, need to reflect on their own personal biases and prejudices. Antiracist teachers aim to learn more about "...the everyday experiences of dark people living, enduring, and resisting White supremacy and White rage" (page 54).

5."There is a civic empowerment gap because the rich have all the political influence and civics education is no longer a space that teaches youth how to petition, protest, speak in public, solve social issues with groups of people from diverse backgrounds, and commit acts of civil disobedience" (page 70). With character education replacing civics education, we have created a "civic empowerment gap."

**Connections: Did today's reading remind you of anything? Explain.**

The fourth chapter talked a lot about grit and zest. These are two big topics that I remember discussing in grade school. We were shown TedTalks explaining what these words really meant. Now, I have read about how these topics simply make people comply instead of pushing people to stand up for what they believe in.

**Literature Circle Role Sheet**  
**Questioner/Discussion Director**

Name	Kendall McKone
Meeting Date	9/10/2020
Reading Assignment	Chapters 3 and 4

**Questioner/Discussion Director:** Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:
<ol style="list-style-type: none"><li>1. As future teachers, how can we ensure that we are making our students feel heard? How can we let them know they matter?</li><li>2. What are some ways students can succeed in school other than getting good grades?</li><li>3. For students with working parents, how can we as teacher's be the support they need not only inside of school, but in the community as well?</li><li>4. How can we teach our students to be informed and active citizens rather than just learning how to comply and recite affirmations about their grit?</li><li>5. Why is emotional intelligence important inside and outside of the classroom?</li><li>6. As teachers, how can we help students overcome/ cope with toxic stress?</li></ol>
Tips: Consider

<ul style="list-style-type: none"> <li>· An in-depth discussion of the work's events</li> <li>· A discussion of any confusing passage, term, or idea</li> <li>· The historical context and/or events that occurred in a particular work</li> <li>· Commentary on the social, political, or economic context in which a work was written -- how does the context influence the work?</li> <li>· An analysis of a specific image, passage, phrase, etc.</li> <li>· An analysis of a recurring image, phrase, event, etc.</li> </ul>
<p>Topics to be carried over to next discussion: How we make students feel known.</p>

### Literature Circle Roles

#### Connector

Name	Martha Wright Haley
Meeting Date	9/10/2020
Reading Assignment	Chapters 3 & 4

**Connector:** Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences,

In the beginning of chapter 3, (pg. 42) the author talks about how in her house it was a requirement to get a job at the age of 16. I feel as though it was the same for me, as I have been a nanny since I was 16. If I wanted money for myself when I lived at home, it was going to be through me earning it.

On page 75, the author says that, “62 % of all children come to school dealing with some sort of trauma”. I can relate to this because although I did not experience trauma that was life altering, I knew people all through my years at school who dealt with really hard things that made going to school and focusing on your education really difficult.

#### Some connections I made between this reading and the wider world

The author talks about how racism was never really discussed in her house growing up. I think this connects to what is going on in the world now because racism is much more of a conversation especially right now. I think that shows how times have changed and how there is more action being taken.

On page 71, the author talks about Treyvon Martin and his death. This was a tragic event that occurred in 2012, from the result of a white officer shooting a young black boy who was unarmed. Today in 2020, our country is faced with similar tragic events that have happened with police brutality.

#### Some connections I made between this reading and other texts or authors

The author mentions that her mother achieved her GED, and her father had only graduated the 8th grade. They were deprived from the opportunity of further education, but used that to motivate herself to go far on her own. I have heard of many very successful authors that have similar stories.

On page 83, the author mentions how Atlanta is one of the largest hubs for human trafficking. I have read articles and listened to multiple people talk about this issue. It is not

nearly discussed enough, and is a huge problem that more people, especially people with influence need to address.

### Literature Circle Roles

#### Vocabulary Enricher/Word Wizard

Name	Millie Herndon
Meeting Date	9/10/20
Reading Assignment	Chapters 3 & 4

**Vocabulary Enricher/Word Wizard:** The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

- Jot down **puzzling or unfamiliar words** while you are reading. Later, look up the definitions in either a dictionary or some other source.

- You may also run across **words that stand out** somehow in the reading – **words that are repeated a lot, used in an unusual way, or are crucial to the meaning of the text**. Mark these special words, too, and be ready to share your ideas on their usage to the group.

**Note: When discussing vocabulary, you should always refer back to the text in order to examine the word in context.**

Word	Page #/ Paragraph#	Definition	Reason/Plan for Discussion
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<ul style="list-style-type: none"> <li>• Human hierarchy</li> <li>• Messianic</li> <li>• Pedagogical</li> <li>• Diaspora</li> <li>• Carceral</li> <li>• Apartheid</li> <li>• Gentrification</li> </ul>	<ul style="list-style-type: none"> <li>• Pg. 46, paragraph #4</li> <li>• Pg. 50, paragraph #5</li> <li>• Pg. 50, paragraph #5</li> <li>• Pg. 56, paragraph #1</li> <li>• Pg. 61, paragraph #1</li> <li>• Pg. 64, paragraph #2</li> <li>• Pg. 84, paragraph #3</li> </ul>	<ul style="list-style-type: none"> <li>• Consists of a hegemonic group both at the top and bottom; as a group gets more powerful the more likely it is hegemonic</li> <li>• “Inspired by the hope or belief in a Messiah;” passionate or fervent</li> <li>• Relating to teaching as an academic subject or theoretical concept</li> <li>• The dispersion of Jews beyond Israel</li> <li>• Of or relating to jail or prison</li> <li>• Discrimination, segregation on the basis of race</li> <li>• The process of renovating or improving a district to meet middle-class standards and taste</li> </ul>	<ul style="list-style-type: none"> <li>• Used by Love repeatedly to describe the underlying, subconscious feelings of oppression by dark folk</li> <li>• Interesting that the word chosen to describe the passion behind reforming social change was religion-tied (specifically Christianity)</li> <li>• Didn’t know originally that this was a term tied to teaching/education</li> <li>• Another religion/Christianity-based term used to describe the spreading culture of African civilians in America</li> <li>• I figured that this had to do with prison and incarceration (especially from the context), but wanted to make sure I was reading accurately</li> <li>• Used in reference when talking about the importance of “homeplace” and the community around you</li> <li>• Interesting because it focuses more on the “look” and “appeal” of the community rather than improving the</li> </ul>
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