

# Workshop 8

## Social Justice and Action: Joseph Bruchac and Francisco Jiménez

### Video Program Overview

This program begins with profiles of the featured authors, then moves to Chicago, Illinois, where Lisa Espinosa's seventh-grade students explore themes of representation through literature, documentary film, and photography. The students look critically at past and current media depictions of African Americans, Latino/as, and Native Americans, and examine ways in which artists and writers from within those cultural groups, including Joseph Bruchac and Francisco Jiménez, represent themselves. The students analyze the individual works, make comparisons across texts, and make connections to their own lives. In a culminating project, they represent their own experience through black-and-white photography and personal essays. Teachers, family, and community members gather at a local coffeehouse for an exhibit of the students' work.

### Workshop 8 Reading List

Bruchac, Joseph. *The Heart of a Chief*. New York: Puffin, 1998. ISBN 014131236X

Jiménez, Francisco. *The Circuit: Stories From the Life of a Migrant Child*. Albuquerque: University of New Mexico Press, 1997. ISBN 0826317979

# Workshop Session (On-Site)

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## Getting Ready (30 minutes)

- Divide into pairs or small groups of three or four people.
- **Share** your double-entry journal.
- **Share** your thoughts about the following questions:
  - What are the common themes in *The Heart of a Chief* and *The Circuit*?
  - How do the authors present the issue of misrepresentation and/or self-representation?
  - How does the double-entry journal enable you to have a “conversation” with the text?
  - How would you help your students explore the social justice issues in these texts?

## Watch the Workshop Video (approximately 60 minutes)

## Going Further (30 minutes)

- **Discuss** as many questions as time permits.
- How did the combination of strategies and activities help the students understand the literature?
- Which activities/strategies are you most interested in trying in your own class? What modifications would you make?
- How did the teacher create a learning environment that promotes collaboration and respect for others’ ideas?
- How did the strategies help build students’ language arts skills?
- If you were to teach any of the featured literature, what resources, authors, and/or experts from your community might you use to help build students’ background knowledge and contextualize the works?
- You may want to continue to explore these questions further in your journal and to share your ideas on Channel-Talk.

# Wrap Up (On Your Own)

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## Final Assignment

- **Go to the Web site** at [www.learner.org/channel/workshops/tml](http://www.learner.org/channel/workshops/tml) and:
- **Review Workshop 8** (overview, information about the authors and literature, teaching strategies, video summaries, commentary, student work, and resources).

## Ongoing Activities

- **In your journal**, include thoughts, ideas, or questions you have as you review the online materials and reflect on the workshop. Note how your participation in the workshop session influenced you as a learner and as a teacher.
- **Online**, click on the Interactive Strategy Workbook. In this activity, you can read two poems and reflect on the teaching strategies featured in this workshop.
- **Share ideas** on Channel-Talk.

# Notes

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