How Reading Newspapers Influences the Literacy Learning of the African American Male Student

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How Reading Newspapers Influences the Literacy Learning
of the
African American Male Student

by
Debra Ann Joseph-McEwen
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Introduction

The Problem

Peabody is a fourth grade African American male student who attends school in the inner city. He also resides in the inner city, where many of the corner stores are owned by people of Arab ethnicity and there is a high level of crime. He lives with his mother and three sisters. He is the third oldest child of his siblings. While Peabody was born here his mother originates from Jamaica and came to America for better educational and economic opportunities for her and her family. Peabody likes reading fiction, particularly series action books such as Captain Underpants (Pilskey, 1997), Diary of a Wimpy Kid (Kinney, 2007), and Bakugan (West, 2009). He likes to draw, is great at making connections from his life experiences to different literature, enjoys playing video games, and really loves his family. I met Peabody about two years ago by way of his mother, who requested my services as a tutor to assist Peabody in the completion of his homework, as well as the enrichment of his educational experience.

These tutoring sessions, held in the backroom of a jewelry business owned by a woman of Latina ethnicity, where his mother worked part time, were not always easy and it took Peabody a moment or two to warm up to the idea of being tutored. The sessions lasted between 45 minutes to an hour and a half, depending upon the amount homework Peabody had and the attitude he decided to adopt for the evening. I would try to assure him I was not there to punish him but to help him with his studies and that I wanted the experience to be fun for both of us.
Many times he came straight from the baby sitter, so he would be tired and
annoyed at the prospect of having to do his work. In trying to help him with his
reading he would become aggravated, frustrated and would shut down. He would say
things like, “I don’t know”, “I can’t do it’, or “I can’t read it.” When he would hit the
door of the shop he would be all smiles until he caught sight of me and from that
moment his whole demeanor would change. While reading his body would
sometimes tense up, as he read to me through clenched teeth, outwardly displaying
his anger, frustration, reluctance, and resistance to the whole experience.

Sometimes after tutoring Peabody I felt exhausted and frustrated - frustrated
with him because of his resistance to receiving extra help in the area of literacy and
with myself for my inadequacies in addressing his literacy needs. I was left with
nagging questions after some of our tutoring sessions together. Questions such as at
what point in Peabody’s literacy experience did he develop a dislike for reading?
What literacy strategies and tools did Peabody need in order to be successful in his
literacy experiences and how could I address them? What interests did Peabody have
and how could I incorporate them into his literacy experiences? How had he been
allowed to get this far without having his literacy needs properly addressed? What
books were available to him in his classroom library that he liked to read? At one
point during the process I wanted to throw in the towel and stop tutoring Peabody, but
that is not me. I have never given up on reaching a child and I would not give up or
lose hope on reaching Peabody.
As a requirement of "Teaching Children Social Studies", a course in which I studied independently, I had to design a New York State Social Studies unit plan (Studying Regions in New York State – Rochester, vs. New York City), as an assignment for the course and teach one of the lessons within the unit plan. The objective of the unit plan was to have the students study regions in New York State (i.e. Rochester vs. New York City). By comparing and contrasting the areas the students would develop an understanding of how regional geographic features, news, economics, and industry impact the lives of people and their immigration and migration to certain regions within New York State. One of the lessons within the unit plan, which I selected to teach focused on comparing and contrasting two newspapers published within two New York State regions, specifically the Rochester Democrat and Chronicle and the New York Times. The purpose of this lesson is to compare and contrast the formats of the two newspapers, introduce students to differences in information, news, and events relayed via news articles published in Rochester vs. New York City, the reasons for the differences, and its impact upon the economy and people of each region Peabody. His mother agreed to his participation in the lesson and below is an excerpt of Peabody providing his opinion of the Democrat and Chronicle newspaper section entitled 'Our Town'. This section of the newspaper contains information about a particular town highlighted in this section, the people of that town, and the different events occurring in that town (please provide a brief description of this section of the paper.) and his level of interest in it.
Now, while Peabody does read the *Democrat and Chronicle* from time to time he does not read it on a regular basis, nor does his mother subscribe to it at her residence.

**Debbie:** In the ‘Our Town’ section of the *Democrat and Chronicle*, what are the articles about?

**Peabody:** Stuff happening in our town.

**Debbie:** That’s right. Okay, can you tell what most of the people look like in this section?

**Peabody:** They’re White. Hold on... This, this girl (East Indian ethnicity) she’s in our science teacher’s class, but she’s older now.

**Debbie:** So you know this girl?

**Peabody:** Yeah.

**Debbie:** Okay. So if there are no stories in this section of the paper about people who look like you would you really want to read about it?

**Peabody:** No.

**Debbie:** If you could make a newspaper what would you write about?

**Peabody:** I would write stories about me, my family, my friends, what’s going on in my neighborhood and the people who live there. I would write stories about me and people who look like me.

Research conducted by Spradlin and Parsons (2008) indicates that how a student perceives himself or herself and how he/she is perceived by people of other cultures affects them personally, psychosocially, and academically. It causes him or her to question their self-worth. Below is another excerpt from the lesson in which
Peabody talks about his thinking with regard to his concept of self and potential capabilities after examining the business section of the New York Times.

**Debbie:** Let’s take a look at the business section of the New York Times. Tell me what you notice about it this section.

**Peabody:** It has stuff in it about businesses. It’s got something about NasDaq, Dow, and stuff going on in different companies.

**Debbie:** Tell me about the people you see on the pages.

**Peabody:** I see a bunch of old White men in business suits on this page... and on this one I see different people, they look like regular people fighting for something. Maybe they work for the company.

**Debbie:** What do these pictures make you think about businesses?

**Peabody:** Businesses are run by old White men.

**Debbie:** Do you think you can own your own business?

**Peabody:** Not really, but I can be a rapper or play sports.

**Debbie:** Where do you see people who look like you in the newspaper?

**Peabody:** Mostly in sports... if they’re famous or they do something bad.

Why would a young African American male student think he could not own his own business? Because he saw no one of color who looked like him represented in the business sections of both newspapers, which cements his thinking with regard to who manages and operates businesses. Furthermore, his experiences outside of his classroom (i.e. school, businesses his mother patronizes) are limited in his ability to see and interact with people who look like him and who are successful in different
occupations. Also, most of the people he does see that look like him he either sees on television playing sports or listens to their music on the radio. If equal representation of people who looked like him were reported about in the business section and for that matter other sections of the newspaper Peabody might begin to think who he is matters and that what and who he can be and what he can accomplish are unlimited. He would also develop a greater sense of pride about himself, his people, his culture, and contributions of African Americans to American society. Furthermore, he might take a greater interest in what is happening in the world around him and how it connects to and impacts his life and life experiences.

Selecting nontraditional forms of texts such as newspapers, magazine articles, news clipping, electronic documents, song lyrics, movie dialogue, essays, books, plays, and literature anthologies can be used along with existing curricula to cognitively construct connections for students (Tatum, 2005). Also, multicultural literacy incorporated into African American students’ literacy instruction is a way to foster literacy development, promote critical literacy, affirm students’ identity, affirm diversity within the classroom, and significantly impact student achievement (Nieto & Bode, 2008). Traditional Social Studies textbooks and curriculum do little to further that understanding and the exclusions of the accomplishments of minorities from newspapers is equivalent to excluding them from historical textbooks (Loewen, 1995). Loewen (1995) with regard to public involvement about what gets published said, “...reference to specific minority groups should be eliminated whenever possible.(p. 32) Loewen also stated, “Society determines what goes into textbooks.”
Also, Regina March (2008) says the following with regard to news coverage of minorities:

Historically, U.S. news coverage of Blacks and Latinos has reflected and reinforced racist stereotypes by portraying these populations as lazier, less intelligent, less moral, and more prone to crime than whites (Gerbner, 1993; Gray, 1995; Friedman, 1991 Rodriguez, 1997; Smith, 1992; Wilson and Gutierrez, 1985). As blatant racism in media became unacceptable in the latter 20th century, more subtle forms of “modern” or “enlightened” racism developed whereby the framing of seemingly objective news stories located the blame for crime and poverty in the individual choices and behaviors of people of color, rather than the institutions that systematically denied racial minorities equal access to quality education, housing, and employment (Campbell, 1995; Entman, 1990, 1992). (p. 927)

Peabody’s reading ability and enthusiasm for and about reading have since improved and this has carried over into his study of other content areas. I believe there were other factors that impacted his literacy experiences besides school, such as his perception of his literacy capabilities, his perceptions about his school experiences, home literacy experiences, parental involvement, and sibling engagement, as I had opportunity to observe some of the various interactions and how they changed over time. Also, it took me asking him what he was interested in reading and providing him with options in reading materials for him to open up to me and develop an enthusiasm for reading.
**Definition**

**Critical Literacy** is an ongoing learning process that enables one to use reading, writing, thinking, listening, speaking, and evaluating in order to effectively interact, construct meaning, and communicate for real-life situations. An active literate person is constantly thinking, learning, reflecting, and is assuming the responsibility for continued growth in their own literacy development. The process of literacy development actually begins at birth and is shaped by the child's prior knowledge, social interactions, and cultural values and beliefs. When learning new information, the learner uses his/her knowledge base to access language through problem solving, meaning construction, and sharing ideas; which influences literacy growth and development (Anderson, 1994; Dauite, 2000; Dyson, 2000; Goodman, 1994; Moll, 1994; Ruddell & Ruddell, 1994; Ruddell & Unrau, 1994).

**Purpose for the Study**

The purpose of my research is to explore how, through conducting several literacy lessons, the use of newspapers influences the literacy learning of African American male students. My research questions are how does reading newspapers influence the literacy learning of African American male students? Through reading newspapers are African American male students able to make connections to them with regard to their life experiences? Does the reading of newspapers promote critical thinking in African American male students? The methods used to collect data for my research will be inclusive of field notes, audio tape recordings, observations and
student work samples from student participation and active involvement in six lesson plans incorporating the use of newspapers.

Rationale for the Study

Traditional forms of literacy instruction have produced lackluster results in the literacy learning of African American students, leaving many behind (Tatum. 2005). How best to facilitate the literacy learning of African American students and the factors that contribute to or impede that process are not fully understood, still being debated, and research in this area has been limited. Factors such as the recognition and inclusion of cultural linguistics in literacy learning, culturally responsive teaching and curriculum and African American student literacy learning, teacher’s beliefs about and expectation of the literacy learning of African American students, home literacy experiences of African American students, and parental involvement in African American students’ literacy learning are several areas in which more understanding is needed. It is also important to understand how various literacy resources such as multicultural literature, newspapers, magazines, computers, texting, engagement with live authors and professionals from various fields of occupation and ethnicities impact or influence the literacy learning of African American students.

The critical thinking Peabody demonstrated through the use of two newspapers in this lesson showed me firsthand how the newspaper can be used to promote critical literacy, affirm a student’s identity; shape a student’s perception of
themselves and others, provides understanding of themselves, other cultures, their place in the world, and how they view the world.

For my part, as the facilitator of this lesson, it made me ask critical questions regarding news reporting. Questions like who is monetarily supporting the operation of the news industry? From whose viewpoint is the news being reported? Whose voices are being heard and whose are being silenced? Who is the intended audience? What messages are being conveyed? How does the news reporting about people of my culture and people of other cultures, orientations, and abilities influence my thinking and my students' thinking? What can I do to ensure that the students I have opportunity to teach are presented with material that affords them the ability to be socially just agents of change and to form accurate and objective opinions others independent of mine own and that presented by the ones writing the news? How might my students and I engage in a critical examination of various forms of media—television and newspapers—to understand who is being included and excluded?

Recent studies suggest that the utilization of the culturally responsive approach to literacy instruction by design holds students to high standards of academic achievement, is inclusive of authentic instruction that is culturally sensitive; and provides the resources, knowledge, and skills to assist them in reaching their academic potential despite the adverse situations experienced outside the classroom (Au, 2009; Tatum, 2008; Nieto & Bode, 2008) Further research indicates that the use of current events in literacy instruction is an engaging way to hook students and
develop critical literacy skills that can be used not in just English, but other subjects (Pescatore, 2007).

Summary

Non-traditional forms of literature such as poetry, magazines, anthologies, electronic communications (i.e. texting, instant messaging, websites), and dialogue are an engaging hook to draw students into reading and assists them in making connections with traditional curriculum literature (Pescatore, 2007; Tatum, 2008). Furthermore, multicultural literacy affirms student ethnic identity, promotes positive student concept of self, develops within students an understanding of other cultures and the world they inhabit, and boost student achievement. Use of such literature also promotes and fosters critical literacy development, which carries over into other subject content areas. To this end my research will explore how the use of newspapers influences the literacy learning of the African American male student.
Chapter Two

According to the Reading Report published by the National Assessment of Educational Progress (2010), only 12% of fourth grade African American male students are reading at the proficient level and 38% of fourth grade White male students are reading at the proficient level. Studies concerning the factors that contribute to literacy development have been numerous and provided much needed information with regard to literacy program design, best teacher practices, and pedagogies (Sonia Nieto & Patty Bode, 2008; Donna E. Alvermann, Jeanne Swafford & M. Kristina Montero, 2004). How best to facilitate the literacy learning of African American students and the factors that contribute to or impede that process are not fully understood, still being debated, and research in this area has been limited.

Recent research has shown that careful and selective incorporation of pop/youth culture into culturally relevant literacy instruction that recognizes the students’ language has a significant impact on African American students’ literacy learning, development, and achievement (Richardson, 2003). Research conducted by Nieto and Bode (2008) found that multicultural literature incorporated into African American students’ literacy instruction is a way to foster literacy development, promote critical literacy, affirm students’ identity, affirm diversity within the classroom, and significantly impact student achievement. Non-traditional forms of literature such as poetry, magazines, anthologies, electronic communications (i.e. texting, instant messaging, websites), and dialogue are an engaging hook to draw students into reading and assists them in making connections with traditional curriculum literature (Pescatore, 2007; Tatum, 2008). Therefore it is important to understand the role the following factors play in contributing to African American students’ literacy development process: parental involvement, literacy practices within the school, and student concept of self.
Literacy Development of African American Students

Where traditional forms of literacy instruction have produced lackluster results in the literacy learning and development of African American students and left many of them behind, recent studies suggest that the utilization of the culturally responsive approach to literacy teaching by design holds students to high standards of academic achievement, is inclusive of authentic instruction that is culturally sensitive, and provides the resources, knowledge, and skills to assist them in reaching despite the adverse situations experienced outside the classroom (Alfred W. Tatum, 2005). Tatum, in his research conducted with adolescent African American males from underserved urban areas in Chicago and speaking from personal experience, as an African American male growing up in similar circumstances, suggests this approach to literacy instruction is critical to the literacy learning and success of African male students despite the turmoil they may be experience in their lives. He indicates the following in his research:

While many of the students in my school were growing into the neighborhood, finding permanent lodging in the spiraling turmoil, I was able to chart a different course. Caring teachers with high expectations helped me to read my way out. They helped me push against the currents of the environment in which I lived. They did not limit their aspirations of me because my pants were too short. They did not lower their expectations for me because my lunch application told them I lived below the poverty line. Instead, they required me to read the basal textbook, as well as the local newspaper, historical documents, poetry, and literature. These teachers had Harvard dreams for students living in hellish conditions. I felt a kinship with them that helped me attend to their instruction. Literacy was thrust upon me in rich and meaningful ways, not because I was a wonderful student, but because the teachers believed I deserved nothing less. I was a young
adolescent being apprenticed toward success. Literacy based on concepts of culture, community, and caring was the vehicle to that success. (p. 22)

Research indicates that there are many factors that contribute to the successful literacy development of students, such as good first time classroom instruction, immersion in a print-rich environment, and a well structured literacy program that takes into consideration the student’s sociocultural background, socioeconomic status, language, which are critical to literacy learning success and achievement of students (Alvermann et al., 2004). Alvermann (2004) suggests the following regard the importance of the incorporation of multicultural literature in classroom curriculum:

Ultimately, to the extent that school achievement is tied to a sense of self-worth, multicultural literature can have a beneficial effect on the school achievement of children who have historically been denied realistic images of themselves and their families, community, and culture... Keeping in mind – to reiterate Nieto – that multicultural literature is for all students, and that it needs to permeate the curriculum, literature about people of color can serve at least five broad functions: (1) it can provide knowledge or information, (2) it can change the way students look at their world by offering varying perspectives, (3) it can promote or develop an appreciation for diversity, (4) it can give rise to critical inquiry, and (5) like all literature, it can provide enjoyment and illuminate human experience, in both its unity and its variety. (pp. 4-5)

Time is also an important element of students’ successful literacy learning. Students need time to read and many opportunities to practice and engage in literacy learning (Glen W. McGee, 2004). Providing students’ time to engage in literacy learning allows them develop critical literacy skills such as thinking within, about, and beyond the text; making connections to the text
Parental Involvement

While it is the responsibility of educators to promote and exercise the best literacy practices within the school setting, literacy practices within the home must be taken into consideration when addressing how best to meet the literacy needs of the student and establish a home-school connection, from which all participants involved benefit. Parental involvement in the home and in the school is critical literacy success and learning of the student and may be demonstrated in various ways. The data from a study conducted by Guofang Li (2010) with three culturally different families suggests that despite their adverse circumstances the parents of these three families were actively involved in the education of their children, they assisted their children in their homework, provided print rich environments, and utilized many different literacy resources to demonstrate their purposes and importance, which contributed significantly to the students' literacy learning and development. Another study conducted by Shirley Brice Heath (1993), illustrated that the literacy success of students could be attributed to their parents reading aloud to them at home. Furthermore, in a study by Rita Hvistendahl & Astrid Roe (2004), which explored the literacy achievement of Norwegian minority students they suggests, “a positive correlation between literacy achievement and home educational resources for both student groups” (p. 319). McGee (2004), found that strong and extensive involvement of the parent(s) within various capacities in the children’s education along with providing parents opportunities to enhance and expand their literacy learning to better assist in the literacy learning of their children contributed significantly to improving the academic achievement of students. Compton-Lilly (2003) in her yearlong research of 10 families from an underserved urban area in
their perception of the importance of reading, literacy and discourses concerning the use of literacy in the community, found that despite the overwhelming odds experienced by these urban families the parents valued reading and were engaged in their children’s literacy learning at home in various ways (e.g. trips to the library, assistance with homework, reading to them). The parents of these families looked at their children being able to read as way of survival, a way out of their impoverished situations and providing them with a wealth of opportunities. This information needs to be taken into consideration when understanding the literacy learning and development of students and in planning instruction to meet their literacy needs, thus maximizing on their learning potential.

**Literacy Practices in the School**

Research suggests that literacy practices in the school setting that are culturally sensitive, culturally responsive, promote critical literacy, affirm student identity, affirm the diversity within the classroom, address the needs of all the students within the classroom, and take into consideration the diversity of the student is crucial to the literacy development and success of minority students in general and African American students in particular (Nieto & Bode, 2008; Tatum, 2005).

When considering the literacy practices (i.e. instruction and strategies) that are promoted and implemented within schools; inclusive of these practices are factors such as teacher pedagogies, beliefs, and expectations of and about African American students. According to research conducted by Love and Kruger (2005), in which they surveyed 244 participants (i.e. 48% African American; 42% Caucasian; 3%Latino/Hispanic, Indian, Asian, Biracial ; and 7% Not Reported) serving in different capacities within the teaching profession, ranging in classroom experience (0-37 years), from six schools that primarily served African American
students, within the southeastern region of the United States. The survey consisted of the following six categories of statement:

- Knowledge
- Student’s race, ethnicity, and culture
- Social relations in and beyond the classroom
- Teaching as a profession
- Teaching practices
- Students’ strengths and needs

The findings of the study suggest a strong correlation to successful teachers’ beliefs and expectations of students and this was demonstrated in how the participants successfully and positively facilitated the learning of the students and capitalized on the students’ academic potential, boosting students’ confidence in their capabilities and their academic achievement.

Researcher Debra Mayes Page (2009), through her heuristic study, explains the effect of traditional pedagogies on African American students. Specifically, she indicates such pedagogy focuses on their deficits with regard to low rates of literacy. Page (2009) suggests, in her use of the transformative literacy that students, “learned much more academically, culturally, and socially and the continually reconstructed their knowledge than they did when told to reproduce reading skills tasks in a workbook” (p. 290).

Jean Staples (2008), in her study of the literacy practice of employing collaborative discourse or group discussions in the development of critical literacy found that the twelve participants considered to be disengaged (resistant of individual and collaborative interaction with texts), when engaged with certain selected media texts demonstrated the ability to comprehend and explain their understandings in the responding to and interacting with media texts. They demonstrated the social behaviors, knowledge, and cognitive skills necessary and deemed important in critical literacy development. Also, a study conducted by E. Michael Nussbaum (2002), suggests when teachers model questioning and critiquing, demonstrate
reciprocal teaching, and create a learning environment within the classroom that allows language-minority students to feel safe to question and critique, then they will feel more at ease in participating in group discussions, which may improve and deepen their literacy learning and development.

The author Ogbu (2003) suggests that student perceptions of themselves in their capabilities as learners and achievers are impacted by the teacher's academic expectations. Simply put, if teachers do not have high academic expectations of students that are realistic and relevant to the students, the students in many instances will not put forth the effort to achieve.

**Student Concept of Self**

Recent studies suggest that African American students' perceptions of themselves and their value with regard to affirmation of who they are within society and the education setting has a significant impact on their literacy learning and development (Nieto & Bode, 2008).

Cecilia J. Myrick (2002), in her research found that African and African American students require literacy materials with certain ideas, messages, and information in order to fill in the voids about what they value and believe in and the belief and values of others. Myrick (2002) states, "This self-knowledge awakens them: The make cross-cultural connections and become excited about reading, writing, and learning" (p. 386). Research conducted by Wanda Brooks (2006), examines the importance of students reading literacy that is inclusive of representations of themselves and its contribution to their literacy learning and development. The findings of her study of twenty-eight participants and their interactions with carefully selected African American literature suggests, that the utilization of such literature not only affirms the students' concept of self but allows them to use their culture and social experience in constructing meaning of the texts and explaining their understandings, thus building on and expanding their literacy learning
and development. Also of importance to note as to contributing to student’s literacy learning and development is their perception of their literacy preparation at different levels of schooling and its influence upon future literacy learning.

Researcher Joy Banks (2005), in her study of eleven African American college students found that: 1) student’s perception of their high school literacy preparation was significantly influenced by the expectation of the teacher, 2) students believed that students placed in higher tracked English courses were better prepared for college, and 3) that literacy success in college can be attributed to a combination of factors inclusive of the resources allotted to a district, teacher expectations, and how they are perceived by society.

Summary

In examining how to effectively address the literacy learning and development of African American students many factors have to be considered. Further study must be done to understand how parental involvement, literacy practices within the school, and student concept of self impact the literacy learning and development of African American students and how we can make greater gains in those areas in improving upon the academic achievement and literacy success of these students. While these factors are important greater strides must also be reached in exploring how other factors such as language, sociocultural background, funds of knowledge, and various media resources can best be utilized in the facilitation and development of African American literacy.
Chapter Three: Study Design

Introduction

I designed this study to explore the influential impact of reading newspapers on the literacy learning of African American male students. In conducting this research I addressed specific skills through literacy lesson plans incorporating the use of newspapers, and the following hands-on newspaper-related activities: 1) comparing and contrasting two newspapers, 2) creating a newsletter, 3) writing a letter to the editor addressing a concern, 4) interviewing a family member and writing an article on the interview, 5) selecting, reading and critiquing a newspaper article, and 6) creating a newspaper advertisement.

Participant

I conducted this research with one African American male sixth grade student from my church in the privacy of his home. The student is from low to middle income family. He enjoys reading Greek mythology. The student’s favorite subject is math, because as he states, “There is only one correct answer.” He wants to be a mathematician first, and a scientist second. The student has also been classified as having Attention Deficit Hyperactivity Disorder (ADHD). I asked the student to participate in the study in order to listen to and examine his thinking regarding newspapers and the importance of such media in understanding recorded current events where occurring where he lives and the world around him; also to determine if the student thinks the information published in newspapers is relevant to his daily life, what articles he thinks are omitted and what people underrepresented and should be
included. In addition, I conducted this research to discover how the student would contribute to the writing of a newspaper if given opportunity.

**My Positionality as the Researcher**

As the researcher I understand the importance of being immersed in and surrounded by different forms of literacy and having opportunities to engage in different literacy experiences. For example, reading diverse forms of literature (e.g. books, poetry, articles, e-newspapers) introduces me to various textual formats and features, informs me, entertains me, provokes thought and emotion, promotes critical thinking and problem solving, and at times moves me to action for a socially just cause such as tutoring children of diverse ages and backgrounds in my community who struggle with reading. In addition to reading diverse forms of literature, engaging in authentic writing of diverse forms of literature allows me to respond to the text I have read, practice writing using the language of diverse discourse communities; engages me in the process of critical thinking with regard to word choice, the intended purpose of my writing, and how to succinctly and concisely convey my thinking to the audience for which I am writing. For instance, while writing this thesis I have to critically examine and think about my writing, its effectiveness, and its purpose. Furthermore, the conversations had around the dinner table in the evenings about events occurring in the newspaper and on the nightly evening news that familiarized me with the various languages used by diverse discourse communities (e.g. science, technology, politics, religion); and informed me of events happening in my community, across the nation, and around the world. Also of importance in
understanding is the impact that information published in newspapers can have on the perceptions of people about themselves, the world in general and different communities or segments of our society in particular. Growing up as an African American female in a middle class Polish community and attending both private (parochial) and public schools gave me a different perspective and insight into the behaviors and cultures of people that differed from mine.

My parents subscribed to both the morning and evening newspaper. Mind you my parents were not graduates of college or even high school. My father did much later in life return to school to obtain his GED, and went on to pursue his Associate’s degree from Monroe Community College, graduating with distinction. Growing up, I remember spending time reading about different events and incidents occurring locally, regionally, nationally, and globally. I also read the ‘Dear Abby’ section of the newspaper, and enjoyed trying to figure out the word scrambles and complete cross word puzzles. These activities aided in expanding my vocabulary and the development of critical thinking and problem solving skills. In retrospect, I realize that the books I read during my earlier years as a part of the elementary and secondary school curriculum and independently were limiting, in that they did not contain within them the voices and perspectives of people who looked like me or who were of different cultures, socioeconomic statuses and abilities. While I enjoyed reading the materials provided, I recognize that they did nothing to affirm my identity, promote a positive concept of self, or foster within me a sense of pride about African American contributions to American society, because that is not what was
presented to me. Although the reading materials used in literacy instruction in the schools I attended provided me with a somewhat one-sided perception of the people who populated the community, and the world, I still acquired a firm foundational literacy base inclusive of my home literacy experiences. I came to understand that in many instances one group of people’s views is considered more important and worth noting than others, and also sometimes the information presented is such that it favors one group of people while slighting others or excludes other peoples’ voices and accomplishments altogether. Such limited exposure to literacy and classroom experiences that are multicultural and culturally responsive limited my ability to see the potential possibilities of what I could be and accomplish.

**Procedures of Study**

Prior to the lessons I performed an interview with the student to assess for knowledge about newspapers and level of interaction with this literacy resource. I created six one to two hour lessons using newspapers once a week for six weeks, for the purpose of observing and promoting critical literacy. The lessons were inclusive of a balanced literacy approach, which approaches the facilitation of literacy learning through the use of read alouds, guided reading, independent reading, authentic reading and writing instruction, word study and discussions. This allowed for discussion and student participation in reading and writing activities inclusive of newspapers that were relevant and meaningful. I first conducted a lesson on comparing and contrasting two newspapers from different regions in the State of New York – discussed the different information presented in them and why, which
audience(s) were they intended to reach, which people were well represented and whose voice were underrepresented or omitted, how the information written impacts people’s perceptions of themselves and others, the impact the information presented has on the economies of the two different regions, why the information presented may be the same or different, determined the importance or lack thereof of reading newspapers based on the responses of the student, queried the student on what he would like to see written in newspapers and what he would do differently if he were involved in the writing process of a newspaper. Next I conducted a lesson on writing a newsletter – examining the intended audience, discussing its importance and purpose, word choice and how it is formatted. Then, I conducted a lesson on writing a letter in the editorial section of a newspaper - discussing its importance and purpose, had the student examine the issues or concerns being addressed, had the student think about the audience the article was intended to persuade and/or provoke to action, had the student think about an issue or concern that is of importance to them, and write a letter to the editor expressing his opinion. Also, I also conducted a lesson that had the student interview a member of his family or community – the student had to determine what the topic of the interview would involve, craft the questions he asked of the person interviewed, and determine what information would be used in the writing of his article, and taking the information collected from the interview and writing an article about that person. In addition to the aforementioned lessons I conducted one in which the student selected an article of his choice from any section of the newspaper, read it and critiqued it – this activity allowed for student choice,
examined the student’s thinking regarding the nature, purpose, and importance of the article, who the intended audience is, its impact upon the audience’s thinking, and for the student to share his opinion of the author’s style of writing. Lastly, I conducted a lesson that involved the student examining various types of newspaper advertisements and designing his own – this activity allowed the student to critically examine the features, formats and layouts of different advertisements with regard to print type and size; how color and pictures are used; why advertisements are important, determine the intended audiences. At the end of the six weeks I conducted a second interview to assess for changes in student’s understanding and thinking about newspapers. I then analyzed all of the data to determine the influential impact of using newspapers to influence the literacy learning and critical thinking of the student.

**Data Collection and Analysis**

Several data collection techniques were used in order to explore the impact of using newspapers to influence the literacy learning of the participant. I gathered input during the lessons via audio recordings, my observations; student works samples, and input from his parent.

*Surveys*

The parent survey (Appendix B) included questions about her literacy experiences and her child’s literacy experiences within the home. It allowed for explanation of their responses. I sent a cover letter (see Appendix A) explaining the research, along with the survey. I personally presented this survey to the parent. I asked that all surveys be returned within one week.
At the conclusion of the study, I personally presented the parent with a follow-up survey (Appendix E). The follow-up survey included questions that asked the parent to indicate any changes observed in student’s thinking related to their literacy learning using newspapers. I asked that the follow-up surveys be returned within one week.

*Pre and Post Interview Sheets*

The pre-interview (see Appendix C), consisted of five questions and assessed the students’ prior knowledge of newspapers. I provided the student with an interview sheet to answer independently. I used a similar tool in the same manner as a post interview (Appendix D) at the end of the study.

*Student Performance Data*

I also collected data on the student’s critical literacy learning. The data was inclusive of audio recordings of the student’s interactions and responses during the lessons. Student work samples were observed for creativity, critical thinking and content. Lastly, I kept a notebook where I recorded weekly observations. This allowed me to capture student quotes and thinking related to their literacy learning.

*Analyzing Data*

First, I administered the pre-interview to the student. I analyzed the data provided and kept them for comparison with the post-interview. I collected the parent survey, and used this information to determine the student’s individual level of familiarity with and knowledge of newspapers and developed my lesson schedule based on the student’s individual literacy learning. After the lessons were completed I
took the data on my student’s literacy learning and compared it to the baseline data taken prior to the study. I also reviewed data from the audio recordings and my journal for reflections on students’ thinking after upon completion of the study. I will also collected qualitative data using my observation and feedback from the parent.

Limitations

Initial limitations to this study include attendance and student participation availability. I do not have a classroom, access to a larger population of students, or a consistent group of students to work with, making the process of collection of data somewhat difficult. The study is also only six weeks long. More data and observations could be gathered during a longer study. The length of this study also prevents me from gathering data on other resources that influence literacy learning. With more time, I could examine other resources such as plays, poetry, anthologies, and standard classroom curriculum. There is only one resource being addressed in this study. If more resources were used, more significant thinking regarding literacy learning could be observed. These limitations should be taken into consideration when reviewing this study.
Edmond: Yes.

Deb: What’s your favorite subject?

Edmond: My favorite subject is math.

Deb: Why do you like math?

Edmond: I’m just really good with numbers, and I don’t find them complicated whatsoever.

Deb: What do you know about newspapers?

Edmond: Newspapers inform people about what’s going on around them, and daily life.

Deb: Can you name some of the different sections of a newspaper?

Edmond: Um, there’s the world section, um, local, and ads.

Deb: Why are newspapers important do you think?

Edmond: So you know what’s going on around you. Like, if something were to happen, say, in somewhere in Asia you would wanna know what’s happened.

Deb: Why would I want to know what’s happening in Asia? Why would that be important to me?
Chapter Four: Findings

In this chapter I present the finding from the six newspaper-related lessons I conducted with Edmond, the African American sixth grade male student. The findings illustrate how Edmond’s writing skills and critical thinking skills were further developed through his active engagement in each lesson.

Pre-Lessons Interview

I asked Edmond five questions pertaining to newspapers prior to participating in the six lessons. The information I collected from the interview provided me with Edmond’s level of understanding of newspapers with regard to format, the various sections within newspapers, the purpose/intent of newspapers, why people read them, why people write them. In addition, his responses assisted me in developing the six lessons I used to promote his critical thinking skills and aid in his literacy learning. Below is an excerpt of the interview recorded via audio tape.

Deb: How old are you Edmond?

Edmond: 12.

Deb: What grade are you in?

Edmond: I’m in sixth grade.

Deb: Do you like school?
Edmond: You just want to be informed ‘cause it could possibly end up having
to do something with us eventually.

Deb: Why do people read newspapers?

Edmond: Well sometimes it’s to get insight, and sometimes it’s just, just out
of curiosity.

Deb: Why do people write newspapers?

Edmond: (Pause)

Deb: Okay, we’ll come back to this question a little bit later.

While Edmond did not verbally respond to the question about why people
write newspapers, he did give it considerable thought. About ten minutes later, after
responding to the questions and ending our conversations regarding newspapers he
went on to write that people write newspapers “to inform the community of the events
going on.” Edmond, in his responses about the relevance of newspapers, demonstrates
his understanding of the importance of the information published in newspapers with
regard to its impact on people’s lives directly, indirectly, locally, regionally and
globally. He also demonstrates his understanding on the purpose/intent of
newspapers, which is to inform and entertain.
Parent Reading Survey

I used a paper survey to gather information on Edmond’s mother’s personal literacy experiences and her literacy experiences at home with her child. The survey consisted of the ten questions. The results of the survey are indicated below.


2) What do you read? – Magazines and Newspapers

3) Do your children see you read? – Yes

4) Did your read to your children when they were younger/Do you still? – Yes to both parts of the question

5) If you read the newspaper how often do you read it? – On Sundays

6) What is/are your purpose(s) for reading newspapers? – Looking for sales, ads, and to find out local news stories and community activities to do with my family

7) Do you and your child have discussions about articles in the newspapers? What are they typically about? – No

8) Describe your child as a reader/Describe your child as a writer – My child loves to read fiction novels. He reads daily, sometimes staying up past his bedtime. He likes series books and asks his local librarian for suggestions when we got to the library bi-weekly. He does not feel he is a good writer and
sometimes struggles with his writing, because he does not always understand what he is being asked to do for an assignment.

9) What are your purposes for writing? – Work related or grocery lists.

10) Do you have writing experiences with your child? What are they? – Assisting with homework sometimes.

Edmond’s mother went on to provide me with insight into why she and her son do not have discussions about various articles in the newspaper. In part because she thinks there are many articles that are not “appropriate” for him to read due to subject and content. Also, while she herself has limited reading experiences, she understands the importance of reading for her child’s academic success and development of critical literacy learning. Specifically she states, “It is important for Edmond to be able to not only read, but understand what he is reading so he can do well in all his subjects in school.” Thus she provides many “opportunities” for her son to experience literacy in different environments (e.g., school, library, Sunday school, community activities).

The Six Lessons

I chose to conduct six lessons as my literacy research because I thought I would able to acquire enough credible and viable information about Edmond’s literacy learning development through the lessons. The six lessons would also provide me with insight and firsthand observations into Edmond’s development and utilization of his critical literacy skills through hands-on activities. I devised the
sequence of lessons such that I was able to determine Edmond’s knowledge and understanding of newspapers. Each lesson I designed Edmond to use his prior knowledge, learning and understanding acquired from each previous lesson to build upon and expand his knowledge and understanding of the relevance of newspapers and to use and make new connections of literacy learning. All of the lessons were conducted at Edmond’s house at his kitchen table.

**Lesson One: Comparing and Contrasting Two Newspapers from Two Regions in New York State**

The purpose of this lesson was to promote critical thinking through actively involving and engaging Edmond in comparing and contrasting two newspapers (Saturday edition of each) from two different regions of New York State. One paper examined was the *Democrat and Chronicle*, published in Rochester, New York. The other newspaper was *The New York Times*, published in New York City. I selected the *Democrat and Chronicle* because it was more home based and centered on community (reflective of the geographic region in which it is published), yet inclusive of articles discussing national and global issues. I selected the *New York Times* because it was more business-oriented, and contained more articles discussing issues and events on a national and global scale, reflecting the diverseness of the geographic region (i.e. businesses, interests, people) in which it is published.

Picture this – It’s a Saturday morning at Edmond’s house. He and I are gathered around his kitchen table with both the *Democrat and Chronicle* and the *New
*York Times* newspapers. After the perfunctory greetings are completed we begin the lesson.

Deb: Here we have two newspapers published in different areas of New York State. Which one would you like to start with?

Edmond: I’m gonna pick the *New York Times*.

Deb: Why?

Edmond: Because of the picture on the front about the tsunami in Japan.

(Rustling of paper as Edmond begins looking over the front page scanning the various articles and the layout.)

Edmond was actively involved in examining both newspapers observing the layout, format, content, different sections, the audience(s) for whom the newspapers were for, who and what the various articles were written about, their importance to the various communities, the economy of the two communities, how the articles influence people’s perception of themselves and others, whose voice(s) were represented and whose voice(s) were limited or omitted altogether. I also asked Edmond to share his thinking on the newspapers with regard to their relevance to his life, his community and what he would do differently if he had opportunity to be involved in the writing of newspapers. This conversation is illustrated further on as Edmond and I progress through this lesson.
Below is an audio taped excerpt from the discussion between Edmond and I during the lesson while examining the front pages of both papers, starting with *The New York Times*:

Deb: So we have an article about Japan here on the front page and then we have a story about Louis Vuitton... high end brands fear skewing sales in Japanese market. Oooh, so you remember how you were saying what happens there affect us and it may affect us in different ways – like the water, the birds and the animals. What else might it affect?

Edmond: Us buying stuff from other people. A lot of our products come from Japan most of the time.

Deb: What other big country do we buy stuff from?

Edmond: China

Deb: I see you know quite a bit about this stuff; but if there’s problems with radiation contamination are we gonna want to buy anything from them?

Edmond: No.

Deb: When we look at the front page of *The Democrat and Chronicle* what do you see?

Edmond: (reading the title of a front page article) Um, “Criminal Enterprise Alleged”.

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Deb: And there’s a raid on a local pawn shop, and the phones of those pawn shop owners. What else do we have on this side? (Pointing to the left side of the paper.)

Edmond: (reading the title of another article on the front page) “Victor Bus driver Ticketed”.

Deb: What is this article here about? (Pointing below previously examined article)

Edmond: “Japanese Students Find Friends and Safe Haven Here.”

Deb: Okay, and also?

Edmond: “Technology is Helping Put Back America on Its Feet.”

Deb: What else do we have here?

Edmond: “Insurance Dictated by the Bank”; I think that it means to take over so...

Deb: Okay. So the front page of The New York Times is more about what?

Edmond: Money and business.

Deb: What is the front page of The Democrat and Chronicle more about?

Edmond: Crime and what’s going on locally.
Deb: Who are some of the people that this (The Democrat and Chronicle) newspaper is trying to reach or talk to?

Edmond: Us, Rochester, and the nation.

Deb: What kind of people is The New York Times trying to talk to?

Edmond: Business men and women; maybe investigators and police.

Edmond had limited experience with the Democrat and Chronicle and The New York Times. In Edmond’s examination of both papers he determined that while both papers contained articles containing subject content of similar interest, The Democrat and Chronicle had more information pertaining to what was happening locally. The New York Times had articles pertaining to what was happening locally, nationally, internationally, and dealt more with what was happening in industry or business. Some articles in The New York Times also examined how various industries were impacted by tsunami in Japan.

Deb: As you’re going through both these newspapers what do you notice about the people you see in them?

Edmond: (scanning articles from both papers in various sections) They all look really important.

Deb: Do you see a lot of people who look like you?

Edmond: No.
Deb: Let’s look at some of the names of the reporters. Do any of them sound familiar to you?

Edmond: No.

Deb: Let’s look at the people in the business sections of the newspapers. Who do you see?


Deb: What color are they? And let’s not just talk about color but about their age; are they young?

Edmond: No.

Deb: What are they?

Edmond: Middle age and old.

Deb: And they are also?

Edmond: (Pause. Edmond is glancing off to the side. His body language suggests he is uncomfortable in providing an answer)

Deb: When we talk about color and everything like that – you can talk about it.

Edmond: They’re White.
Deb: Are there people who look like us in business?

Edmond: Yes.

Deb: Okay, but are we talked about in the news really in this area?

Edmond: No.

Deb: What does this make you think?

Edmond: That there aren’t a lot of us in business.

Deb: So, do you think we are important or do we count?

Edmond: We matter a lot.

Deb: Okay, we do matter a lot, but are we in the newspapers though?

Edmond: No.

Deb: So do you think what we are doing is important though?

Edmond: It is important.

Deb: Should they report on us as well?

Edmond: (direct and firm in his stance regarding his thinking) They should.

Deb: Why should they?

Edmond: (defensive in his vocal response) We’re doing just as much as everyone else is.
Deb: Do you find these newspapers interesting.

Edmond: Somewhat.

Deb: Why do you say somewhat?

Edmond: They're just like interesting to know. Like with everything going on in Japan you wanna know what's happening in Japan; with the arts if you just plan on doing something over the weekend, or you just like art that much you just like to know.

Deb: I see. So we already talked about we don't see much of us in there (e.g. the newspapers); are these newspapers you would read on a regular basis? Who do you think these papers are really written for then?

The end of this lesson was a bit uncomfortable for Edmond, as he reflected on his answers during the closing of the lesson. I indicated to Edmond I was not going to be judge him, nor did he need to be apologetic for his response, but that I simply required him to be honest and forthright in his answers. I perceived that he did not in any way want to offend me, but be politically correct and thoughtful in his responses

Edmond: (Pause. Again Edmond glances off to the side and his body language suggests he is uncomfortable in providing an answer)

Deb: This is not a trick question. You can be honest in your answer.

Edmond: (appears to sink a little in his seat) The Whites
Deb: Is this a paper you would read on a daily basis? Just be honest with me.

Edmond: (looking directly at me) No.

Deb: So if these aren’t papers that you would read on a regular basis what would you do if you had opportunity to bring about change what would you do? What would you like to see?

Edmond: More stories about African Americans; more positive perceptions and not killings or something like that. I would write my own newspaper and it would have stories in it about African Americans, about my community, and other people.

Deb: Okay. So would you maybe like to see them in the business section, not just in the sports section?

Edmond: Yes.

I concluded with Edmond further discussing about how the two different newspapers contained important information, but he mentioned that the stories were not about his community or his people. Edmond’s comments speak to the importance of not just understanding information about local events, national events, world events, other cultures, and how society is impacted by such, but also the importance of having one’s identity affirmed to the same degree that other peoples’ identities and cultures, and contributions are affirmed in the various surroundings and environments.
Lesson Two: Creating a Newsletter

In the previous lesson which focused on comparing and contrasting two newspapers, Edmond’s understanding was enriched by his examination of the layout and format of both the Democrat and Chronicle and The New York Times. Also, through his looking over the various articles he developed an understanding of how the businesses, people, their interests and the events occurring in both regions play a role in what information is written about in each newspaper; as well as the level of importance each article may have dependent on where it is placed in each newspaper with regards to its significance in that particular region.

Edmond and I then had a discussion about newsletters, their purpose, and the importance of this type of writing when sharing information with various communities. He went on to tell me his school publishes a weekly newsletter that is shared with his school community about events happening at his school. He stated, “I read the newsletter from time to time ... it has stuff in it about studying tips, information for school staff, events happening in the school...” I then presented Edmond with a template of a classroom newsletter accessed from the website Learning.com (2002), designed to share information with parents, classmates, family members, and school members. Edmond adapted the template to create a newsletter to share information with his family about events and dates that would be of interest to his family. We talked about the various information that a family newsletter might contain (i.e. announcements of birthdays, anniversaries, and family reunions).
conducted this lesson with the intent of getting Edmond to think about why people write newsletters, how a newsletter is formatted, who their intended audiences are, and what types of information some contain. I went from the newspaper to the newsletter to provide Edmond with a hands-on activity that was manageable in the timeframe allotted and that promoted critical thinking using his prior understanding from the previous lesson. Edmond then went on to write his own newsletter after deciding who it was going to be for, what it was going to contain, and how he was going to format it. The lesson also provided Edmond with an authentic and relevant writing experience.

I gave Edmond three options to select from in writing his newsletter – classroom, community, or family. This was an independent lesson, and Edmond decided that he would write a newsletter on a subject he was familiar with, that being his family, with his family as the targeted audience. Initially he verbally entitled it “Family Living”, and later changed the title to “Family News.” His newsletter (refer to fig. 4.1) contained two articles about him, upcoming family birthdays, an article containing general information, and an article regarding his mother on Mother’s Day. Every section had a heading, and four of the articles had a particular date associated with them.
Below is an excerpt of our interactions upon his completion of the lesson.

Deb: Your newsletter was written to whom?

Edmond: Umm, it was written to my family about what we’ve been doing these past few weeks.
Deb: So did your newsletter in actuality have a title?

Edmond: No uh, no I did not but I have an idea.

Deb: Okay, so if you were going to entitle your newsletter what would it be called?

Edmond: “Family News”

Deb: What are some of the headlines that are in your newsletter?

Edmond: Well um, ‘Mother’s Day’ ‘cause uh I couldn’t say recently, but um past few weeks Mother’s Day had happened and I wrote about that; how all my mom wanted, she just wanted some peace and quiet, but she ended up getting more than that

Deb: Very nice. Tell me about all the articles that you had in your newsletter.

Edmond: Okay. Well I also had um ‘Phone Call’. Um, I recently had two phone calls home from school and um, well...

Deb: What happened there?

Edmond: My mom said I couldn’t go to Darien Lake unless I got my act together.

Deb: So there was a situation at school and she wasn’t too happy about it.
Edmond: Yeah. Then I have ‘Upcoming Birthdays’ up here. My uncle’s birthday is… and my sister’s is…

Deb: Okay. Are those all of the articles you had?

Edmond: (smiling and animated in his discussion) Oh, I also have ‘Field Trip’, that’s the Darien Lake field trip I might be going to.

Deb: In planning the articles for your newsletter what did you think was important to include and why?

Edmond: Like, sort of like inside feed, like as if you were actually there.

Deb: Why is that?

Edmond: So you get a better understanding.

Deb: How did you feel about planning your newsletter?

Edmond: Um, well, I’ve never written a newsletter before, so it was kind of weird but at that same time I sort of had an idea. I was thinking it just would sort of be like a summary, a recapping of what’s happened.

Deb: Okay, or maybe things that might be occurring in the near future. Does your teacher ever write a classroom newsletter to send one home for the students at all?

Edmond: We have an “Apollo Newsletter”, yeah.
Deb: From the school itself?

Edmond: Yeah

Deb: What are some of the things that are in your newsletter from the school?

Edmond: Um, upcoming events, um talking about the better grades of the students, or um how you can improve, tips for doing better in class, um stories about school lunches, and things going on in the district.

Deb: Who are the audiences it’s (the newsletter) written for?

Edmond: Us and families.

Deb: Who else might it (the newsletter) be written for also?

Edmond: Um, the faculty.

Deb: So when writing a newsletter what are some of the things we need to think about?

Edmond: Um, what audiences we’re gonna be sharing this with. Like, who will be reading this to find out some useful information?

When I was discussing with Edmond his creating a newsletter to determine his thinking regarding his participation, he indicated he enjoyed writing it because he was able to” select what it would be about” and he had to “think about what information he wanted his family to know.” In addition, two of the articles he wrote were about his academic performance, and in writing about the concern it made him reflect on
what he needed to do in order not to miss out on a fun school outing. Furthermore, Edmond said he enjoyed writing the newsletter because, “I got to write about what I wanted to, and what was important to me.” Also, I perceived that this writing experience positively affirmed Edmond’s identity by allowing him to feel that what he has to say is of value, worth noting, and being read. Edmond said, “I let my mom and my sister read my newsletter and they liked it.” Lastly, this activity was inclusive of student choice in that Edmond selected what he wanted to write about, took ownership of his work, and felt empowered and capable of performing the task at hand. One other thing worth noting is that while Edmond is an effective writer, his preference would have been to “talk about” what he did. He said that “I know what I want to say, but sometimes it is hard getting it down on paper.” Edmond’s newsletter is illustrated in figure ___.

Lesson Three: Writing a Letter to the Editor

Upon Edmond’s completion of his newsletter the next newspaper – related activity Edmond engaged in was writing a letter to the editor. I selected this activity because it provided another opportunity for Edmond to use the knowledge and understanding acquired from his participation in creating a newsletter. This activity promoted critical thinking in that Edmond had to decide on an issue that was of importance to him and provide possible solutions to remedy the issue. This lesson also provided Edmond with an authentic and relevant writing experience.
I designed this lesson such that it could be performed independently, providing Edmond with the necessary written instructions to complete it. Prior to Edmond participating in the lesson I asked him if he knew the purpose of an editorial section, and he replied, “No.” I told Edmond the purpose of the editorial section of a newspaper was to, “allow people a place to express their views or opinions about certain issues that were of importance to them or their community and/or impacted them or their community.” I then provided him with written information on the activity (see appendix A) with regard to the definition of a letter to the editor (LTTE or LTE), where they are commonly found, and the different common topics that are addressed. I also provided Edmond with examples of letters to the editor from *The Democrat and Chronicle* to illustrate how they are written and structured. The instructions were also inclusive of what his letter should include with regard to the issue or concern, why it is important, what should be done to address the issue, and how addressing the issue will impact him and others. My providing Edmond with the aforementioned information was to assist him in his thinking about the steps involved in the process of formulating a letter to the editor, to assist him in determining the intent or purpose for his writing, to assist him in staying on task, and to illustrate the power of the written word in possibly moving people to action or new ways of thinking.

Edmond chose to write a letter to the editor concerning the issue of including more articles in the newspaper about African Americans doing positive things, which
is illustrated in Appendix A (check letter). He specifically stated that, "It is important for the things that African Americans and other people of color do to be spotlighted, just like the things ‘other’ people do are." Edmond’s response to the writing prompts of the activity follows:

1) **The issue or concern** - The issue in this editorial is the small amount of colored people in the newspaper.

2) **Why is it important (to you and others)** – This is important to me and other minorities because we’d like to see more positive things going on about people of other colors.

3) **What should be done to address or fix the issue** – They should spotlight the minorities on the positive things we’re doing.

4) **How will addressing or fixing this issue affect your and others**
   – This would affect everyone well for you see, the news might be more interesting with the new spotlight.

After responding to the writing prompts Edmond went about crafting his letter having already thought about and jotting down the essential information he wanted to include it. He wrote about equal recognition for the accomplishments of African Americans and people of other races just as White people are recognized (see Figure 4.2). In his writing of the importance spotlighting minorities in the nation Edmond specifically stated,
If more articles were written spotlighting the positive things African Americans and other minorities are doing then maybe more African Americans and other people of color would be interested in reading the paper. That would increase the number of people reading the newspaper, which would mean more money and business for the people who make newspapers.

Edmond’s words speak to the importance of inclusion and valuing of other peoples and their contributions to society, which affirms the identity of the reader who is representative of that particular group. Also, Edmond highlights the how the potential increased readership could result in increased revenue for the newspaper.

Figure 4.2: Letter to the Editor – ‘Spotlighting Achievements’

Letter to the Editor

I strongly believe the issue in this editorial is the small amount of African American people shown in the paper for positive things. This is important to me and maybr other people who aren’t interested in the paper because it has no relation to them. And if it is usually for something like killing or gangfights. So can you now see my delima? Why read the newspaper if it has nothing to do with your or your people.

Theres a lot we the community can do to fix this. One of those ways id to suggest they have a spotlight on t he minorities in the nation. I mean we the people of color do just as much as the whites and we should be reckoned for it. But if this did happen it would be beneficil to everyone because then more people will want to read the news if its relating to them. Which means more money for the newspaper industry.

Upon completion of the letter writing activity I asked Edmond what he thought about this lesson to which he intimated that he found it” interesting,” and that he “enjoyed writing the article because it is a topic he is passionate about.” Edmond
further stated that, “I am proud of being an African American and we have done a lot of great things, but there a not a lot of positive reports on the good things we do.”

Also, I perceived that Edmond’s participation in this activity provided him with knowledge and understanding of the importance of writing a letter to the editor. He excitedly stated, “In the beginning I didn’t know about editorials.” “My teacher had us do an activity in the classroom where we had to write one, and I was able to use what I learned.”

Edmond and I high-fived one another and I told him I was glad he was able to use what he had learned from doing this activity in his classroom assignment. This was definitely an “aha” moment for him, where new connections of learning were not only made to prior learning via authentic instruction but also used later in a lesson conducted by one of his teacher for one of his classes at school.

In addition, this activity speaks to the importance of using authentic instruction that is relevant to a student’s life to which new information can be added to a student’s background knowledge to enable the student to form new connections, new meanings, and new understandings. Furthermore, the activity promoted Edmond’s use of critical thinking related to what he wanted to write about, its importance to him, other groups in society, and also the newspaper industry. I perceived that he looked beyond himself and determined this type of reporting would be beneficial to all.
Lesson Four: Interviewing a Family Member and Writing an Article about the Interview

Upon Edmond’s completion of his letter to the editor the next newspaper-related activity he engaged in was interviewing a family member and then writing an article based on information gathered from the interview. I selected this activity because it provided an opportunity for Edmond to use the knowledge and understanding he acquired from his participation in writing a letter to the editor. The interview activity promoted critical thinking in that Edmond had to decide on whom within his family he would conduct an interview with, formulate questions regarding a topic or subject of interest he was looking to gain further understanding of, sort through the information gathered from the interview he conducted that would be pertinent to his article write-up, and then write his article paying particular care to his tone, word selection and word choice. This lesson also provided Edmond with an authentic and relevant writing experience.

Before beginning this activity Edmond and I had a discussion on what reporters do when their reporting involves interviewing people (i.e. selecting a topic of interest, formulating questions, scheduling a time to meet, picking a place that provides for confidentiality of conversation), and how what other people might want to know about the person influences what types of questions a reporter asks the interviewee. We talked about a reporter being considerate and thoughtful with regard to issues or topics that may be sensitive to the person being interviewed. We also discussed the issue of confidentiality, and being honest and accurate when reporting
someone else’s story. Edmond did not provide me a copy of his report, but did explain to me how he went about preparing for and conducting his interview with his grandmother. Below is an excerpt of our discussion.

Deb: Today is April the 30th, the end of the month, and I am sitting with Edmond. We are going to be talking about his interview. We are going to be talking about what he found out, We are going to talk about who he interviewed, what he thought about doing the interview, what he thought about doing the writing, did it hold importance for him, what kind of an impact it made on him, and how it informed his thinking. So let me start by asking, what kind of questions did you develop for your interview?

Edmond: Well, I interviewed my grandmother and I asked her about the economy – the difference between Mississippi and um Rochester, I also asked her about the people - who would she say were friendlier, you know, who are you more comfortable with talking to. I um asked about the climate and the weather there (in Mississippi) too, and she said there were a lot of floods. Like that sometimes there’d be so much water you’d have to have a boat to get around.

Deb: Okay

Edmond She said it was very hot down there too. I haven’t got to experience that.
Deb: (smile)

Edmond: Um, I asked her about time difference, and she said they’re about an hour behind us.

Deb: Okay

Edmond: Which is good ‘cause you think, you know the farther down you go that the time would be... (pause)

Deb: Maybe further apart?

Edmond: (nod)

Deb: Okay

Edmond: Um... I asked her what kind of entertainment she might have done as a child. She said sometimes that they’d go down to Memphis, and go to see plays or go down to a nice restaurant.

Deb: Okay

Edmond: Um, I also asked her like, who, why was she in Mississippi to start out with, like if she had family members there, and she said yes, she had family. Well first of all her mother was born there, she had lots of cousins, aunts and uncles. It was a lot to write down, and it makes everything long.

Deb: So, those were all of your questions then?
Edmond: Yes

Deb: How did you feel being the news reporter doing that interview?

Edmond: Well, it really got me thinking I guess. The words – I did ask one more question, but I didn’t write it down, because I didn’t know if she wanted me to. But, um, I asked her about the people there, and um I asked her about the difference between the amount African Americans there and here, and she said there’s a lot more of them down there and I asked her why. She, well, she said she didn’t really know; I have my own explanation. I’m thinking it’s because of slavery and the cotton fields; how a lot of us just stayed there.

Deb: So, did you feel that this interview was worthwhile, worth doing?

Edmond: Yes, I found out a lot of things I did not know. Like the floods - I knew they recently had one, but I didn’t know it was that recent.

It was from here we had a discussion about the storms that occurred in that area and the hundred or so tornados that were spawned from those storms. We discussed certain areas (i.e., Tuscaloosa, Alabama) that were significantly impacted by those natural weather phenomena. I went on to further ask Edmond questions about being a news reporter. Below is an excerpt of that conversation.

Deb: In being a reporter what are some of the responsibilities that you have?
Edmond: You have to be able to record the all answers down just to get balance. And um then I’m thinking that you have to ask questions that might be sort of touchy. You also have to be able to ask them just to get the information.

Deb: As a reporter do you also think it’s important to be sensitive to the people that you’re reporting on and about?

Edmond: Yeah, I mean you don’t want to be rude, but you’re also strapped to get the information that you have to get.

Deb: Now when I say sensitive I mean maybe to have a feel about the question you’re asking, because you said to me, ‘she answered me, but I didn’t record the answer, ‘cause I didn’t know if she wanted me to.” So that’s what I mean when we’re talking about sensitive to the feelings or emotions of the person that you’re interviewing, and with the questions that you’re asking them. You might want to know that information, but do you think every question a reporter asked all that information is ever used in an article?

Edmond: No.

Deb: Why do you think that?
Edmond: Sometimes people want things left out, questions the reporter doesn’t feel comfortable writing about, and they don’t want to be exposed.

We then discussed the purposes of news articles, and how to go about formatting an article from the information Edmond collected during his interview with his grandmother. We examined how other articles reported on in the newspaper were formatted. I asked, “What is your intention was in writing this article to share with people?” He said, “To inform.” I asked, “How would you start out writing this article?” Edmond replied, “Um, I’ll probably start out by asking a question in order to hook the reader.” He stated he would use the information he acquired from his interview with his grandmother and include some of his thinking as well. We finally discussed how he would end the article, to which he responded, “Probably with a mixture of my thoughts and my grandmother’s.”

Edmond and I also discussed other reasons why certain information may not be reported in a newspaper article (i.e., nonessential information). I went on to ask Edmond if he ever considered being a reporter to which he responded, “No because people can sometimes be touchy when dealing with a sensitive subject, and may blow up in your face,” which he stated “does not have the patience for.” He thinks that a news reporter should be insightful and “get the story right.”

I perceived that Edmond not only enjoyed participating in the activity, but developed an understanding of the need to carefully craft questions before
interviewing a person. He also thought about how the information from his interview might inform his audience about the differences of certain regions and the people who live there, as well as those who migrate from their place of origin. The activity provided him with an opportunity to learn about his family history. Furthermore, Edmond’s participation in this activity was authentic in that he could relate it to his life experiences, and gain insight into his family that he did not have previously. He also gained insight about various peoples, their behaviors, and their interactions with others. Edmond took a vested interest in his learning by considering all the components that go into being a good reporter and utilized them in his interviewing and reporting. Edmond went on to say, “You might write one thing about a topic, but it may change the more you think about it or the more you add to it.” His words demonstrate his understanding that our writing does not stay the same but changes, even with regard to writing we have done previously. The activity also positively affirmed his identity and promoted pride in himself, his family, and his people.

Lesson Five: Selecting, Reading and Critiquing a Newspaper Article

Upon Edmond’s completion of interviewing a relative and writing an article presenting information from the interview, the next newspaper-related activity Edmond engaged in was selecting, reading and critiquing a newspaper article. I selected this activity because it provided Edmond with an opportunity to use the knowledge and understanding acquired from his participation in interviewing and
writing an article using information collected from the interview. This activity provided Edmond with choice in that he had opportunity to select an article of his choosing and interest to read and critique. It also provided Edmond with an opportunity to use his critical thinking skills in that he had to determine who the targeted audience(s) was/were, what was the intent or purpose of the article, and explain his understanding of it. This lesson also provided Edmond with an authentic and relevant writing experience.

I began this activity discussing with Edmond how people read articles or see movies and then critique this literary material for contextual content and/or appeal to either persuade or dissuade other people about reading the article or seeing the movie, based on its content, their opinion of its importance and their level of interest in it. Below is an excerpt of our discussion.

Deb: Have you ever seen, heard, or read somebody else’s opinion about a book, a movie or a show?

Edmond: (reflecting on the question) Um, I saw one on TV. about a movie.

Deb: That is referred to as critiquing. Do you think critiquing is important?

Edmond: Somewhat.

Deb: Why do you say that?
Edmond: (reflecting on question) Well, sometimes when people give their opinions on something like a movie if they liked it and they tell people it was good other people will want to sit it. If the say it was bad then people might not go to see it.

We also talked about tone and the importance of word choice in expressing ideas and opinions. I then provided Edmond with a newspaper from which he could select any article of interest to him from any section, read it more than once for clarity, and to observe the language used by the author in conveying his or her opinion. Edmond also had to determine the author’s intent for writing the article, and formulate his opinion with regard to the content of the article and its importance, giving considerable thought to his word choice and tone.

Edmond selected an article entitled ‘They’re Fast but Fragile’ from the sports section of *The Democrat and Chronicle* newspaper to write a critique about, which is illustrated in Figure 4.3.

**Figure 4.3: Edmond’s Critique of Sports Article**

<table>
<thead>
<tr>
<th>Article Critique</th>
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<tbody>
<tr>
<td>I thought that the article “They’re Fast but fragile” was a very interesting article about how pitchers doing there job so well they can lose there whole career. What would happen if he or her lost his or her job pitching they wouldn’t be given another job. I think they should have some sort of injury plan so that if the player should throw out there are they still have a safe backup plan.</td>
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I perceived Edmond’s tone in his writing the critique of the article to be thoughtful, persuasive, and sympathetic. He demonstrated critical thinking through
his explaining his thinking on what the article was about and what he thought should be done to financially assist professional baseball pitchers should they not be able to perform their job due to an untimely career-ending injury resulting from performing their job. He specifically stated, “I think they should have some sort of injury plan, so that if the players should throw out they’re arm they still have a safe back-up plan.” Edmond’s writing demonstrates thinking beyond the written print and problem solving skills in action resulting in a solution to what he considers to be an issue that is unfavorable for those involved.

Lesson Six: Creating a Newspaper Advertisement

Upon Edmond’s completion of the activity involving selecting, reading and critiquing a newspaper article, the final activity I asked him to engage in was creating a newspaper advertisement. I selected this activity because it provided Edmond with an opportunity to use the knowledge and understanding acquired from his participation in interviewing and writing an article using information collected from the interview. This activity provided Edmond with choice in that he had opportunity to determine what product he would present or try to pitch in his advertisement. It also provided Edmond with an opportunity to use his critical thinking skills in that he had to determine who the targeted audience(s) was/were, what was the intent or purpose of his advertisement, and the print font size, color, and format. In Edmond’s creation of his own advertisement he had to determine the tone, word choice, and
word usage regarding the textual content as well as pictorial content. This lesson also provided Edmond with an authentic and relevant writing experience.

I perceived this activity was one that Edmond thoroughly enjoyed. We began by discussing the purpose of advertisements and how the creators of advertisements use different formats of text, select words, and sometimes color print in conjunction with black print to interest the reader in what it is they are trying to sell. Below is an excerpt of our discussion.

Deb: In looking at this newspaper advertisement (e.g. automobile sales) this one is for whom?

Edmond: Adults and young adults.

Deb: And it's trying to get them interested in doing what?

Edmond: Buying a car.

Deb: So, what are some of the things they have on the advertisement to sort of try and catch your eye?

Edmond: Well, um, Memorial’s Day, have a whole bunch of red, white, and blue.

Deb: What do you notice about the print?

Edmond: Well some of them are really fine, but um the one that they want you to see like “Pre-Memorial Day Sale” is huge.
Deb: What else are they trying to tell us?

Edmond: They are overstocked, 1,565 new vehicles available, receive top trade-in values.

Deb: (pointing at the textual content of the advertisement) What is at the end of each of those sentences?

Edmond: An exclamation point.

Deb: What kind of print is this advertisement in?

Edmond: Bold print.

Deb: So, they are trying to grab our attention with the bold and colorful print, associating the sale with a holiday, and they want us to be excited about what it is they are trying to sell us. Let’s look at another advertisement. What is this advertisement about?

Edmond: Um, estate buying and stuff.

Deb: (directing Edmond’s attention to an advertisement about an estate sale) When you look at the advertisement you see it is all about what?

Edmond: Um, jewelry

Deb: So who would this advertisement be for then?

Edmond: Um, adults, maybe young teens.
Deb: What else does the advertisement say?

Edmond: “Back by popular demand.”

Deb: So, this sale has most likely happened before, and they are doing it again because it was successful the first time around. Who is the business that is doing this sale again?

Edmond: W–m Scheer Jewelers.

Deb: W-m is actually stands for William; they just shortened the name for the advertisement. So, “William Scheer Jewelers Presents the…” what?

Edmond: “Present the Great Estate Value.”

Deb: How long is the sell going to last?

Edmond: (stated with enthusiasm) “Three days only!”

Deb: So they are trying to persuade us to get there in a hurry because this sale isn’t going last forever. What are some of the things they claiming in their advertisement?

Edmond: That they’ll buy your valuables.

Deb: And what do they regard as “valuables”?
Edmond: (looking at the advertisement critically) It says that they’ll scan the checklist below, if you have any of these valuables that you no longer want or need.

Deb: What are some of the things they are saying they will buy?

Edmond: (reading the advertisement) Um, old paintings; um, autographed photos and photos; old coins and paper money; diamonds; gold and platinum; old sterling and watches.

Deb: So they are really trying to reach a lot of people who have valuable stuff they no longer want but might be willing to sell if the price is right. We have looked at two different advertisements for content, format, their intended audiences, and their purposes. Now I am going to have you think about creating your own advertisement.

Edmond: Well you gotta have something interesting in the ad. It’s gotta be colorful so people notice it.

Deb: Is the last ad we looked at in color?

Edmond: No.

Deb: But do you think it’s done tastefully?

Edmond: I think so, it has bold letters that frame it; they’re giving you a lot of facts and pictures that make it interesting and stand out.
Deb: In thinking about the two ads we looked at and what type of ad you want to create who are going to be your audiences?

Edmond: Teens and adults.

Deb: What is it you want to advertise that you think they would be interested in?

Edmond: (looks at me with curiosity) Does it have to be invented already?

Deb: Not necessarily, because this is your idea and I can see you obviously have an idea about something you want to advertise. Share it with me.

Edmond: (a slow smile creeps across his face) Well, it’s kind of um weird now, but for teens who are learning how to drive – you know how they have those video games right?

Deb: Mhmm

Edmond: (excited in expressing his idea) Okay, instead of having those video games it would be more like a simulator, but the adult would be right there with you so it would be more realistic.

Deb: So what you’re saying this is a simulated road test?

Edmond: Yes.

Deb: Share more of your thinking on that.
Edmond: (looks me directly in the eye and states his stance) Well, there’s been a lot of accidents with cars, and so um, and you know people want to learn how to drive. It’s like that’s one of the first things you think about as soon as you turn sixteen. So um, I know that it will change the audience, and I know that parents will be willing to help.

Deb: So do you think that it should be a part of the learning process of driving? As it stands now we have two parts to the driving exam. There is the in-class exam that you take from the book, and then you do the actual road test after some hours of actual driving preparation with a parent or by taking formal driving lessons. So do you want this to be a third part of the learning process of driving, where you take the paper exam, followed by the simulation, and then the road test?

Edmond: (relays his thinking firmly) Yes it should be a three part exam. Then you would have more time for learning, more time to read, and more time to practice.

Deb: And what will this road test driving simulator do for people?

Edmond: (states proudly and matter-of-fact) It’s going to help future generations not to get hurt so easily in a car accident.

Deb: Would this be your business?

Edmond: (smiles) Yeah.
Deb: What do you want people to know about your road test driving simulation course?

Edmond: That it's completely safe, there's no possible way they can get hurt. Um, it's not very expensive, and it will last for a week.

Upon further discussion of the advertisement Edmond had already decided what he was going to put in bold print, what phrase he would use to hook his intended audiences, and what colors he would use in his advertisement to capture the attention of his intended audiences. He also indicated that he would use colored pictures of different types of vehicles to appeal to visual senses of his intended audiences.

Edmond presented his advertisement for the driving simulator he created and it is illustrated in Figure 4.4. His advertisement demonstrates the critical thinking utilized in the process of taking an abstract idea and constructing it into a logical formatted concept through the use of print. Edmond's literacy learning and development is further illustrated in his methodical formatting of the advertisement, his tone which is thoughtful and persuasive, word choice in considering how to engage his targeted audiences in taking an interest in his product, and the use of color print and visual images to appeal to the visual senses of his targeted audiences as well as provide them with an idea of what his product looks like and what items it is associated with in promoting driver safety. His advertisement is such that is draws upon the reader's sense of driver safety and considering adding another layer of experience another layer of driver safety knowledge to insure that extra edge in being
safe as possible when out on the road. Edmond also assures his target audience that
the service he is offering is affordable and will provide peace of mind, which are two
factors that are of great importance to his targeted audiences when it comes to price
and value.

Figure 4.4: Edmond’s Driving Simulator Advertisement

Dorsey driving simulator

Do you feel your child is safe on the road?

Are you worried about your child driving? Or that they don’t have enough experience to be out on
the road by themselves, or even with an adult? Well, you won’t have to once there’s a new safe
way that you can help your child to getting either license or learners permit easier faster and
safer it’s called the Dorsey driving simulator. This simulator is different from all the rest, with its 3d
screening and possible encounters you might come upon while driving. Not only will this new
simulator help your child by making sure they ace that driving test, but it also helps you by taking
a load of your shoulders by you knowing that your child has been well trained and is ready to "hit
the road”.

With the Dorsey simulator you will know that your child is safe on the road. Whether or not you or
your child are leaning how to drive stick shift, a regular car, or a motorcycle the Dorsey driving
simulator can do it all you can by one for the low fee of $55.99 or rent for only $10.00 a month.
Post Lessons Interview

I asked Edmond five questions pertaining to newspapers after his participating in the six lessons. The information I collected from the interview provided me with understanding on how Edmond’s level of understanding of newspapers was enriched expanded and deepened with regard to format, the various sections within newspapers, the purpose/intent of newspapers, why people read them, why people write them. In addition, his responses assisted me in further understanding how his participation in the six lessons illustrated his critical thinking skills and aided in his literacy learning. Below is an excerpt of the interview recorded via audio tape.

Deb: Edmond I would like to thank you for agreeing to be an important part of my study. You’ve done some wonderful work and provided me with a lot of good information on what and how you think about newspapers and the information in them

Edmond: You’re welcome

Deb: Now I am going to ask you five questions about what you learned from reading and working on activities related to newspapers.

Edmond: Okay

Deb: What have you learned about newspapers?
Edmond: (Looking off and reflecting on his response) Well, um I learned that newspapers have lots of stuff in them that’s important to know because it could affect us, or it’s just good to know. Um, I also learned you can write to them (newspapers) and let people know what you’re thinking.

Deb: Edmond, how might you use newspapers?

Edmond: (looking at me and smiling) I would use newspapers to spotlight what African Americans are doing. I would write about what’s going on with other people of color too and let people know what’s happening in my community.

Deb: Why is this important to you?

Edmond: (Gazing off then looking back at me) First, what we do is just as important as what White people do. By having more positive articles in the newspaper about us and other people I think it would make more people interested in reading the newspaper who don’t read it now because they don’t see articles in the paper about people who look like them. I think everyone needs to be equally talked about in the newspaper.

Deb: Okay. Why do people read newspapers?

Edmond: Um, to find out what’s going in the world, to find out what’s going on where they live and also they find out if there is something they might be
interested in doing or buying. People generally read newspapers because there might be something important in them that might affect them.

Deb: Edmond, why do you think people write newspapers?

Edmond (Pausing to form his response) They write newspapers to share information about what’s going on and let people know about things they might not know. They also write them to try to get people to think like they do or buy things.

Deb: Is there anything else you want to share with me about the experience?

Edmond: Well, I didn’t like the first activity so much because it was boring, and we were just looking at stuff in both newspapers. The activities afterwards were more fun because I got to put my own thinking and ideas into them. I liked writing the letter to the editor because I got to say what I thought that was important to me and I wanted other people to know. I still think they need to work on that. I also enjoyed making my advertisement about my idea about my driving simulator. I am going to see if I can’t it produced later on. Safety is important when teens are driving, and I know parents will want their children to be as safe as possible when driving.

Edmond’s responses to my questions provided me with further insight into how his participation in the six newspaper-related activities enriched his literacy learning, expanded and deepened his literacy development and understanding and
provided him with further insight on the importance of newspapers with regard to valuing others and how to improve upon acknowledging other peoples and their contributions. He also thought about how doing the aforementioned might possibly increase readership increasing the profit margin for the newspaper industry and employment opportunities within this industry. In addition Edmond’s responses illustrated to me the importance of authentic relevant culturally responsive literacy instruction inclusive of non-traditional text that takes into consideration him as the student, enhanced his literacy experience, affirmed his identity and valued his ideas and opinions. This type of instruction definitely can be used as a bridge to make connections with traditional forms of text utilized in the construction of literacy curriculum within the classroom.

*Survey for Parent on Changes Observed in Student’s Reading*

Upon ending the post lessons interview with Edmond I then used a paper survey to gather additional information from his mother about any changes she might have observed in his reading behaviors and how often he read newspapers. The results of the survey are indicated below.

1) What noticeable changes have you observed in your child’s reading behaviors? - *I really have not observed any changes in his behavior. He still enjoys reading and I make sure he is involved in a lot of things that will help him with his education.*
2) Does your child read newspapers more often, less, or about the same since his participation in this study? — Edmond reads the newspaper more or less about the same amount before he was involved in the study. I do not buy newspapers that often and still feel many articles are not appropriate for him to read. Edmond did enjoy doing the activities and from time to time would discuss with me what he was doing and ask to use the computer at home or school to get his work done.

Upon completion of the survey I thanked Edmond’s mother for allowing me to conduct my study with Edmond. She stated, “You’re welcome and I think Edmond enjoyed being a part of it and learning new things, such as a little history about his family and how what he says or what he wants to do can make a difference in other peoples’ lives.”

**Concluding the Lessons**

After gathering the information from the six lessons inclusive newspaper related activities with Edmond, I thanked him for his willingness to be a participant. I also thanked Edmond’s mother for agreeing to allow him to participate. As show of my gratitude I presented Edmond with gift certificates to McDonald’s and Barnes and Noble. He was overjoyed, and actually wanted to go to the mall that afternoon.
Chapter Summary

Edmond’s participation in the six newspaper-related activities illustrated the importance of creating authentic culturally responsive literacy instruction tailored to address the literacy needs of the student. Each lesson provided literacy experiences that enriched and expanded Edmond’s literacy development and learning. The sequence of the lessons utilized not only the funds of knowledge he already possessed, but provided him the capability to make new connections of learning to add to his prior learning. Several of the lessons were constructed such that they provided form demonstration of Edmond’s thinking of the process and/or elements needed to complete the task, what essential informational content would be included within his writing, to think about the audience(s) to whom he intended his writing for, the purpose of his writing, word choice, usage and formatting of text. Also, these literacy lessons aided Edmond’s in his understanding of the importance of valuing other and their contributions to society and how world events can impact him and the community in which he resides. Furthermore, his participation in these six newspaper-related activities provided a voice for Edmond to express his opinions which allowed for him to feel valued, affirmed his identity, illustrated his creativity and also his concern for others. Finally, Edmond was able to utilize his understandings from his involvement in these lessons in one of his actual formal classroom activities, which speaks to the impact and importance of authentic relevant culturally responsive literacy instruction.
My research was beneficial not only to Edmond, but also to me. As a teacher constructing literacy instruction I must know my students and give considerable contemplation to the best literacy approaches, strategies, techniques to employ as well as the types of literature to incorporate into current literacy curriculum. This is necessary in order to address the individual literacy needs of my students, to promote critical literacy skills and to maximize on their potential literacy enrichment, learning and development.
Chapter Five: Conclusions and Recommendations

The purpose of my research was to determine how the literacy learning of the African American male student participant was influenced by reading newspapers, if the African American male student participant was able to make meaningful connections to newspapers with regard to his life experiences, and if reading this type of non-traditional text promoted critical thinking in the African American male participant of the study. I discuss below the findings from my research conducted and the importance of the findings in facilitating literacy learning.

My conclusions section will examine how Edmonds interactions with newspapers and participation in newspaper–related activities developed and expanded his understanding of the relevance of newspapers, the formatting and function of print, and the power of the print with regard to sharing information understanding others and the world around him and events occurring in the world that directly and indirectly impact him.

The sections discussing the implications of my research will examine how the reading of newspapers and participation in newspaper–related activities by Edmond deepened his literacy learning development and his consciousness on the importance of valuing others. Furthermore, the section explores how incorporating the reading of newspapers and newspaper-related activities into authentic culturally responsive
literacy instruction enriched Edmond’s literacy experiences, addressed his literacy needs, and provided positive outcomes.

My recommendations section will discuss additional questions that resulted from my conducting research involving the reading of newspapers and also the direction in which I would like to further direct my study of understanding how best to address the literacy learning of the African American male student.

This chapter concludes with my final thoughts on why research of this nature is of not only professional importance to me, but also personally. As a teacher, a mother, and a grandmother I have a personal stake in the academic success and achievement of not only my own children, but the lives of every child whose literacy development and learning I have opportunity and privilege to positively impact.

Conclusions

*Reading Newspapers Expanded Edmond’s Understanding of the Functions and Formats of Newspapers*

Incorporating newspapers in the six literacy lessons that I conducted with Edmond resulted in significant literacy learning for him. The results demonstrated that through the employment of non-traditional text such as newspapers, Edmond developed an understanding of the function of newspapers: to inform people of events happening currently locally, regionally, nationally, and globally.

In addition, Edmond developed an understanding of the importance of people being able to publicly express their opinions, views, and concerns via a formal
formatted printed text. Edmond began to discern the importance and power of such written text that could possibly persuade people to side with a certain point of view or bring to light an issue of importance happening in his community or the world around him. In his writing of a ‘Letter to the Editor’ he said, “...people of color do just as much as the Whites and we should be recognized for it... if this did happen it would be beneficial to everyone because more people would want to read the news if it’s relating to them.” He demonstrated this understanding in his writing of a letter to the editor in which he wrote on a topic of importance to him which he determined the reader needed to be aware of in their understanding of other groups of people and how their contributions to our society should be recognized and valued.

Edmond learned the importance and purpose of formatting text such that it guides the reader to specific topics and articles of interest, draws the reader in, enlightens the reader on a topic they are unfamiliar with, expands their knowledge on a topic they are already familiar with, and influences their thinking and behaviors. For example, lesson six provided Edmond with the opportunity to design his own advertisement in which he used different colors, pictures, and bold text to persuade the reader in taking an interest in the services he was offering.

Furthermore, Edmond developed an understanding of how reading newspapers can also provide people with a source of enjoyment and entertainment. He demonstrated this understanding in his design and formatting of his own newsletter for the purpose of informing and entertaining his family members.
Lastly, in Edmond developing an understanding of the function and formatting of newspapers, the knowledge acquired from his participation in my study was utilized in a classroom lesson at his school.

*Reading Newspapers Aided Edmond in Making Connections between Events Happening Locally, Regionally, Nationally, and Globally and Their Relevance to His Life Directly and Indirectly*

During the course of my research I observed that Edmond was able to construct concrete connections between his life and to the newspaper articles written about the diverse people who populate the world, the nation, and his community; the importance of various events happening locally, regionally, nationally, and globally and how those events can impact where he lives socially, politically, and economically.

For instance, Edmond demonstrated his understanding of how the tsunami, which occurred in Japan, affected the economy here in the United States with regard to the items we purchase from them and the possible effect on radiation contamination on the trade between the two countries as well as the global economy and the environment.

Edmond made the further connection of the relevance of newspapers to his life by developing an understanding of how this type of text can inform and influence peoples’ thinking (e.g., about themselves, other groups of people, and issues) possibly moving them to some type of action; and how certain sections of newspapers provide people the opportunity to express their opinions or concerns about an issue they think
needs to be addressed that is of importance to them. This was demonstrated in Edmond’s writing a letter to the editor on the importance of the inclusion of more positive articles spotlighting African Americans and their contributions in newspapers. He went on to explain why it was important to him, how it could be important to others, and how it could economically benefit the newspaper industry by providing them with a new market of readers. Thus positively affirming his identity, and providing other groups of people insight into his world and his community, and his people by publicly recognizing, valuing, celebrating, and legitimizing African Americans’ contributions to American society on a regular basis.

Furthermore, Edmond was able to make the connection between newspapers and the information reported in them being dependent upon the reader population and their interests, the economic industry of the region, and the events happening in that region, nationally, and globally. He demonstrated this understanding in his explanation of how *The New York Times* had more articles that reported more on world events, business, and entertainment due to the diverse population of people, entertainment and arts, and businesses in New York City. He suggested the *Democrat and Chronicle* newspaper focused more on events occurring locally with some reporting on national and global events, due to what he perceived to be the less diverse population of readers in Rochester, New York.
Edmond's active involvement in the newspaper-related activities assisted in expanding Edmond's thinking about the importance of writing, the process and/or steps involved in effective writing, the audience(s) for whom the writing is being done, its textual context, its intended purpose, and the purpose of critiquing text such as a newspaper article.

Edmond's participation in the first lesson promoted his ability to understand whose ideas and contributions to society are considered important; who voices are heard, underrepresented, or omitted altogether in newspapers. This in turn could color his view other groups of people and his interactions with them; how he views himself and what he is capable of accomplishing or being; his perception of how he is viewed by other groups of people in society with regards to his importance as a valued contributor to society. Edmond demonstrated this understanding in the first lesson of my study in which he compared and contrasted two regional papers the Democrat and Chronicle and The New York Times. He examined the articles written, whom and what the articles were written about, the names of the reporters who wrote the articles, and the people pictured in the various articles within the two newspapers. Edmond thought the majority of the material was written by White people, for White people, and had limited interest in reading the majority of the articles as he thought they were not directly relevant to his daily life, nor did the articles take into consideration his people or his community. Edmond during his comparing and
contrasting of two newspapers stated, "...We matter...We're doing just as much as everyone else..." With regard to what he would like to see in newspapers he indicated, "...more positive perceptions and not killings or something like that. I would write my own newspaper and it would have stories in it about African Americans, about my community, and other people."

In the second activity in which Edmond wrote a newsletter, he actively thought through all the steps necessary to construct a newsletter. He first thought about who his audience was going to be, what information he wanted to share with his audience, how to structure his writing such that it was informative and at times entertaining. He also provided some chronological order to his writing, so the reader was aware of when events took place or when the events were going to occur.

For the activity involving Edmond writing a letter to the editor, he selected an issue that was of importance to him; expressed why it was important to not only him, but his community, and other groups of people; explained how to properly address the issue; and provided sound reasoning as to how remedying the issue would benefit everyone socially and those in the newspaper industry economically. The letter demonstrated his concern not just for himself but also for others, and a need for us all to have a better understanding of people of diverse backgrounds and cultures. In addition, Edmond expressed the importance of positively affirming the identities of diverse peoples; through valuing and recognizing their contributions to society.
Edmond’s active involvement in the activity of interviewing and writing an article based on the interview data again promoted his ability to work through all the steps of the process. He first had to decide who he wanted to interview and what the interview was going to be about. Edmond then formulated his questions and focused them such that the questions he asked resulted in providing him the necessary information he was seeking to acquire. After acquisition of his information he determined what information was essential to his writing and was selective in what he wanted to share with the reader, staying true to the information provided by the interviewee and limiting his personal input.

This activity also provided Edmond greater insight into his family history, some of the history of another region, the differences between two geographical areas with regard to weather and peoples social interactions with others, as well as why people migrate from one geographical area to another. Edmond also formulated his own opinion with regard to why there is more of one particular group of people residing in a region versus another. Furthermore, he developed the understanding that not all the information gathered during an interview is essential to the writing of an article, and that reporters have a moral and ethical responsibility when writing an article about a person, and should have empathy.

In Edmond’s critiquing of a newspaper article, he demonstrated in his ability to formulate an opinion of a sports article he selected, and the issue the author addressed in the article. He expressed sympathy and empathy for those baseball
pitchers who suffered injury resulting from their occupation. He further went on to provide what he thought would be a fair solution to assist those who permanently lost their job of pitching due to injuries incurred on the job.

For the sixth and final lesson involving creating an advertisement, Edmond came up with an idea for a product he wanted to advertise, that being a driving simulator. This idea has been on his mind for quite some time as he expressed to me, and he hopes one day to actually build it and market it. The intended audiences of his driving simulator were teens and adults. He indicated the purpose of the driving simulator, which was to enhance and enrich the teen and adult driver learning experience as a part of their road test preparation. Edmond explained to me how his invention would aid in the reduction of automobile accidents, and give parents greater peace of mind with regard to their child’s or children’s driver preparedness. He determined the cost for this technology in one lump sum, and divided the lump sum up into monthly payments to make it economically affordable and accessible. To hook the reader Edmond started his advertisement by asking a question and putting it in bold red lettering. The significance of his question being in this particular color is that red is a color of passion, indicating caution, and indicates something that is to be taken critical notice of. The question itself causes one to question how safe is "safe", and can we ever be "safe" enough? His word usage appeals to the reader’s sense of safety and is persuasive in getting the reader to consider his product, the driving simulator, as being an important and beneficial part of the road preparedness process. The adding of pictures of different types of vehicles in conjunction with the colored
print, and assurance of his product purpose demonstrates Edmond’s ability to thoughtfully construct an advertisement that is not only visually appealing, but provides information about a possible life saving and life changing product. A product of this type might possibly benefit various sectors of our society in various ways.

The findings of my research are validated by the findings of previous research studies on the utilization of multicultural literacy instruction and non-traditional text. Non-traditional forms of literature such as poetry, magazines, anthologies, electronic communications (i.e. texting, instant messaging, websites), and dialogue are an engaging hook to draw students into reading and assists them in making connection with traditional curriculum literature (Pescatore, 2007; Tatum, 2008). Edmond’s enriched learning experiences and positive learning outcomes from his participation in my study are further supported by the research conducted by Nieto and Bode (2008) which found that multicultural literature incorporated into African American students’ literacy instruction is a way to foster literacy development, promote critical literacy, affirm students’ identity, affirm diversity within the classroom, and significantly impact student achievement.

Implications for Edmond

Edmond’s Active Involvement with Different Forms of Literacy in Various Environments Expanded on and Deepened His Literacy Learning Development

Throughout the study, Edmond was enthusiastic about learning and intrinsically motivated. His mother was actively involved in his learning. He loves
reading and goes to the library on a regular basis, thus exposing him to different types of literary texts. He participates in extracurricular activities. He attends school in the suburbs in a district with a wealth of resources, providing him with the necessary supports to be successful, and which again provides him with different literacy experiences. He also attends Sunday school where he has opportunity to interact with others and discuss literacy materials presented to him in that setting. It is this type of learning, this type of immersion and involvement in print rich environments, and these types of experiences that assists in facilitating Edmond’s literacy learning development and his understanding. The more involved and rich his literacy learning and experiences are the deeper his understanding of the importance of literacy will be, and it hoped (?) he will develop and maintain a passion for learning and reading.

While Edmond had some prior understanding of newspapers, his participation in my study further deepened his understanding of newspapers and how the information contained in them not only inform and entertain people, but shape people’s perception of themselves, others, and the world they live in. Edmond learned firsthand of the importance of formatting information such that the information is of interest to the reader provides the reader with new insight, persuades the reader to a certain opinion, and perhaps the textual content prompts the reader to some sort of action. He also learned that the word usage and textual formatting in newspapers is meant to target certain audiences for various purposes. Furthermore, Edmond learned whose voices are valued, marginalized, and/or ignored altogether. (a quote from him would be helpful here)
Edmond’s Reading of Newspapers Expanded His Consciousness on the Importance of Valuing Others

During the study I explained to Edmond that there are a variety of minority based newspapers available online that provide information about news and events in the African American (Minority Reporter) and the Latina/o (La Vida) communities. He asked me why these newspapers weren’t also on the local newsstand readily accessible like the other newspapers. I explained to him that they were not published widely like the major papers, and are more targeted toward certain communities, and not everyone would want to read them. He then said something profound. He said, “I think they (other people) would read them, if people knew about them.” He thinks the minority based papers should be published just as widely as other well-known more popular newspapers are.

I believe that more literacy materials (non-traditional and traditional) must be made available in classrooms so African American male students can see themselves, hear their voice, see the contributions of their people valued and accurately represented. In addition, a student’s engagement with newspapers published by and about people from different communities provides her or him with a deeper understanding of others and aids in creating empathy for others, and also results in the student other peoples’ contributions to society. By providing a student with these different types of literacy materials in different formats he might develop a long term interest in and appreciation of literacy learning, make different connections
to the text (i.e., text-to-text, text-to-self, text-to-world), and develop an understanding of the power and importance of literacy.

**Implications for My Teaching**

*Incorporating Newspapers in Authentic Culturally Responsive Instruction Enriched Edmond’s Literacy Learning*

Conducting this study aided me in developing a deeper understanding of how using non-traditional texts such as newspapers could significantly aid in the literacy learning development of the African American male students such as Edmond, and promote critical thinking. The findings of my study suggests that the use of authentic and culturally responsive instruction that is relevant to the African American male student’s daily life enabled Edmond to make meaningful connections directly and indirectly to his prior background knowledge and experiences, thus expanding his understanding and allowing for new connections to be made in his literacy learning. Also, using authentic and culturally responsive instruction inclusive of hands-on activities that included choice and provided Edmond with a voice empowered him and gave him ownership of his learning, enabled him to exercise his thinking skills with regard to problem solving and expression of his ideas, and positively affirmed his identity by valuing his work and his thinking. Edmond not only acquired a deeper understanding of the function and importance of newspapers, but was able to take the knowledge gained from his participation in the six lessons and apply his learning in an activity in his classroom.
Designing Literacy Instruction Tailored to Address Edmond’s Literacy Needs

Conducting this study allowed me to understand how designing authentic, relevant and culturally responsive instruction that is tailored to meet Edmond’s literacy needs as an African American male student aided in his literacy learning development, affirmed his identity, enhanced and expanded his understanding of the importance of this type of non-traditional literature and how it can influence a person’s thinking about his or her self, others, and the world around them. Planning instruction of this type required me to take into consideration what Edmond knew, his learning style(s), his interests, and his language, culture, and background. Instruction of this type values the experiences of the student outside of the classroom. I anticipate that taking all of this information into consideration in the future will assist my in providing instruction that maximizes on the learning potential of all students.

Incorporating Newspapers as a Part of Multicultural Literature in Authentic Culturally Responsive Instruction – Provided Positive Outcomes

It is my responsibility as a teacher to provide authentic instruction that is relevant, tailored to meet the literacy needs of the student, is culturally responsive such that it values and positively affirms the identity of all students in the classroom thus providing understanding of diverse peoples and values their contributions, which is inclusive of various types of carefully selected non-traditional texts such as newspapers along with classroom texts. This type of instruction with the modeling of critical thinking and writing skills will aid in the literacy learning development of the African American male. This will require me to make the time to find interesting, age
appropriate, informative multicultural literacy materials that will not only inform, entertain, and expand the understanding of the African American student, but also challenge them in their thinking.

**Deepen My Understanding on the Literacy Learning Development of the African American Male Student**

I would like to take my research and expand it, performing a longitudinal study for the duration of a year with a group of African American male students in fourth grade in different school settings, from different socioeconomic backgrounds. The research would be inclusive of gathering information about their literacy experiences inside and outside of school, gathering information from teachers about the students’ literacy learning, and information from the parent(s) or guardian(s) regarding literacy in the home. More lessons would be designed using different forms of non-traditional text and data gathered to determine the impact of those the lessons on the literacy learning development of the participants. Data would again be gathered through student work samples, field notes, observation, and audio tape recording (and possibly video).

As previous research indicates there are many factors that contribute to the successful literacy development of students, such as good first time classroom instruction, immersion in a print-rich environment, and a well structured literacy program that takes into consideration the student’s sociocultural background, socioeconomic status, language, which are critical to literacy learning and the success and achievement of students (Alvermann et al. 2004).
Recommendations for Future Research

Additional Questions of How Reading Newspapers Influences the Literacy Learning of the African American Male Student

While conducting this study other questions arose with regard to facilitating the literacy learning development of the African American male student such as: 1) how can this type of instruction be effectively implemented across subject content areas? 2) what other methods can be thoughtfully employed to effectively engage and involve the African American male in his literacy learning development? 3) at which point in the literacy learning process is the African American male student being failed, losing interest in reading, and why? 4) what can I as a teacher do to effect change in the literacy learning development of the African American male student, and ensure his voice is heard and his identity is positively affirmed in the classroom?

Research to Explore and Understand the Factors Which Impact the Literacy Learning Development of the African American Male Student

While there are a number of studies regarding the literacy learning development of the African American male further research examining this concern needs to be conducted. More research on the factors and challenges associated with effectively facilitating the literacy learning development of the African American male need to be more thoroughly examined to determine the best literacy strategies, techniques, and practices to employ in effectively minimizing or eliminating those challenges.
Final Thoughts

How literacy is defined, what it looks like, and the best practices and approaches regarding literacy instruction are ever evolving to maximize and capitalize on the learning potential of the student. What must be taken into consideration in the process is the student who is receiving this instruction, and how best to engage the student to become an active participant in his or her learning.

Of utmost importance to me is how to effectively facilitate the literacy learning development of the African American male student, even more so seeing that I am an African American teacher certified as an elementary teacher with a grandson of African American descent, and his mother is also involved in the education of elementary age children in the classroom. Not every African American male child will have all the opportunities and experiences being afforded him even at this stage in his life. My grandson is immersed in different print rich environments, read to daily, engaged in conversation, and participates in various hands-on activities at home and outside of home. He loves being read to, loves listening to the sounds attributed to letters and words as they are spoken and read to him, and loves trying to read himself. He will sit and listen to his favorite books *Stop that Ball!,* by Mike McClintock (1959) and *Goodnight Moon,* by Margaret Wise Brown and Clement Hurd (2005), being read over and over again and never tire of hearing the same stories and actually joins in at certain sections of the lines of the stories. He enjoys listening to several versions of the alphabet song sung by various famous recording artists.
artists who appeared at various time on the show ‘Sesame Street’. Some of the artists are of his race and some are not. He is curious and excited about learning, and I never want him to lose that.

When he leaves the nurturing home environments for formalized classroom instruction it is my expressed hope that the teacher who has the honor and privilege of having my grandson as a student in his or her classroom will utilize the funds of knowledge his mother and I will provide her or him with about our child and utilize it in the formulation of his literacy instruction. I hope to come into that classroom and be able to find all kinds of thoughtful age appropriate and multicultural literature which accurately represents the society we live in, and allows him to hear the voices of different people, their experiences and contributions to our society. It is my hope that he will receive literacy instruction that is authentic and culturally responsive that will assist in expanding and deepening his literacy learning development and which he can relate to his daily life. It is also my hope that his teacher will not negate his literacy understandings, but seek to determine how he came about them and correct if necessary, or add to them.

Finally, it is my desire that my grandson’s love for learning will be nurtured in a warm, safe, caring, and accepting classroom environment, which values what he brings with him to the classroom. This is the type of instruction every child is deserving of, and this is the type of instruction that will aid in the literacy learning development of any child, but especially the African American male student and
maximize on his being able to realize his full potential with regard to academic achievement. 

As teachers we cannot always effect change with regard to a child’s experiences outside of school, but we can and have a duty to effect change in the classroom that will provide students with every opportunity to be academically successful.
November 30, 2010

Dear Parent or Guardian,

I am a graduate student in the Department of Education and Human Development at The College at Brockport. I am conducting a study regarding the influence of reading newspapers on the literacy learning and critical literacy development of sixth grade African American male students. As a part of my study, I will be observing your child’s participation in six lessons involving the use of newspapers in the privacy of your home.

If you grant consent for your child to participate in this study, he will be observed for approximately one hour to an hour and a half during the lesson. My observations will focus on your child’s thinking, responses to and work related to the activities included in the six lessons.

I will be collecting data through the use of note taking, audio tape recordings, and student work samples. The collection of data will be approximately one day a week for six weeks.

The enclosed Guardian Consent form includes information about your child’s rights as a project participant, including how I will protect his privacy. Please read the form carefully. If you are willing to allow your child’s participation, please indicate your consent by signing the attached statement.

Thank you in advance for your consideration.

Sincerely,

Debra Joseph-McEwen
Graduate Student, the College at Brockport

Dr. Don Halquist
Thesis Advisor, the College at Brockport

Appendix A
Appendix B

Parent Name: ____________________________  Date__________
Student Name: ___________________________

Reading Survey
For Parents

1. Why do you read? (circle one)  I don't  Business  Pleasure  Both

2. What do you read? (circle all that apply)
   Magazines  Newspapers  Informational Texts
   Novels  Nonfiction  Kindle  e-Journals  Others:

3. Do your children see you reading? Yes  No

4. Did you read aloud to your children when they were younger? Yes  No
   Do you still?  Yes  No

5. If you read the newspaper how often do you read?

6. What is/are your purpose(s) for reading newspapers?

7. Do you and your child have discussions about articles in newspapers? What are they typically about?

8. Describe your child as a reader.

9. What are your purposes for writing?

10. Do you have writing experiences with your child? Yes  No  If yes, what are they?
Appendix C

Student Name ___________________________ Date __________________

Pre Lessons Interview Questions

1. What do you know about newspapers?

2. Can you name the different sections of a newspaper?

3. Why are newspapers important?

4. Why do people read newspapers?

5. Why do people write newspapers?
Appendix D

Student Name_________________________ Date__________________

Post Lessons Interview Questions

1. What have you learned about newspapers?

2. How might you use newspapers?

3. Why do people read newspapers?

4. Why do people write newspapers?

5. Is there anything else you want to share with me about the experience?
Appendix E

Parent Name: ___________________________ Date________________
Student Name: ___________________________

Survey for Parent on Changes Observed in Student’s Reading

1. What noticeable changes have you observed in your child’s reading behaviors?

2. Does your child read newspapers more often, less, or about the same since participating in this study?
References


**Website(s)**


