

NORTHERN CALIFORNIA WRITING PROJECT PRESENTS: *A DEEP DIVE & TEACHER INQUIRY COMMUNITY OF LINGUISTIC JUSTICE*

How can we honor, validate, and sustain our students' lives within our classrooms?

This continually examined question of critical educators has been explored and researched in increasingly complex and nuanced ways. Now, with Dr. April Baker-Bell's, *Linguistic Justice Black Language, Literacy, Identity, and Pedagogy*, Black Language and its users are centered and complicate our answers to this critical question. In *Linguistic Justice*, Dr. Baker-Bell offers a much needed check on commonly held assumptions and ideologies of language and race. Teachers are challenged to consider how anti-Black violence, the murders of Breonna Taylor, George Floyd, Ahmaud Arbery, and a growing list of Black people, and the anti-Black linguistic racism taking place in academic spaces reflect back on one another. *Linguistic Justice*, opens a space for educators to reckon with the implications of Dr. Baker-Bell's contention:

"If ya'll actually believe that using 'standard English' will dismantle white supremacy, then you not paying attention!"

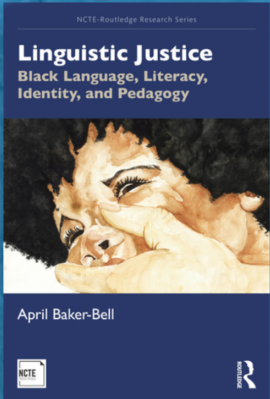
The workshop series will begin with a collaborative deep dive into the text before turning toward reflective action aimed at exploring:

How does Anti-Black Linguistic racism operate in our own contexts?

How is White Linguistic supremacy maintained in our contexts?

How might we design learning spaces where students' full linguistic repertoires are valued as more than a bridge to White Mainstream English?

What pedagogical innovations might be reimaged and enacted when we build from the claim that Black Lives and Language matter? full stop



Book Trailer



VIRTUAL VIA ZOOM PD

Part 1 Book Group: Jan. 12, Jan. 19, Jan. 26, & Feb. 2 @ 4:00-5:00PM (PST)
Feb. 10 Linguistic Diversity Panel featuring Dr. April Baker-Bell hosted by CSU, Chico
Part 2 Practice Inquiry: Feb. 16, Feb. 23, March 2, & March 9th @ 4:00-5:00PM (PST)

Register @ <https://bit.ly/3gA8tqB>



Facilitated By: Anthony Miranda, a Northern California Writing Project Teacher Consultant, a middle school English teacher, and department chair. His interests are in exploring ways of using language and literacy that enable students to recognize and navigate schooling as a complex institution, in designing connections between content and civic participation, and in ongoing critical reflection of how teachers negotiate the tension between schooling, as an instrument of oppression, and education, as an emancipatory practice.

