



Critical Media Pedagogy: Teaching for Achievement in City Schools (Language & Literacy)

Ernest Morrell, Rudy Duenas, Veronica Garcia, Jorge Lopez

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“In this important new book the authors present a compelling case for broadening the way we think about literacy in relation to the ‘new media.’ Through compelling case studies, they examine the ways in which youth engage this medium both as active participants and producers of new, original content. The result is a new way of conceptualizing literacy, one that will push the reader to reconsider how we think about youth (particularly urban youth of color) and their capacities for learning and critical thinking.”

—**Pedro Noguera**, Peter L. Agnew Professor of Education, New York University

“This book is at once a trenchant critique of shallow and de-politicized approaches to teaching and learning, and a deft and illuminating commentary on the possibilities of recovering education for a transformative future. An invaluable feat for education!”

—**Peter McLaren**, professor, the Graduate School of Education and Information Studies, UCLA

“In this stunning collaboration, the authors deliver on their promise to demonstrate how youth can use their critical reasoning skills to interpret and interrogate a range of media texts. This is a quintessential book for youth workers in both schools and in out-of-school contexts who are committed to critical media education.”

—**Maisha Winn**, Susan J. Cellmer Chair in English Education, University of Wisconsin, Madison

This practical book examines how teaching media in high school English and social studies classrooms can address major challenges in our educational system. The authors argue that, in addition to providing underserved youth with access to 21st century learning technologies, critical media education will help improve academic literacy achievement in city schools. *Critical Media Pedagogy* presents first-hand accounts of teachers who are successfully incorporating critical media education into standards-based lessons and units. The book begins with an analysis of how media have been conceptualized and studied; it identifies the various ways that youth are practicing media, as well as how these practices are constantly increasing in sophistication. Finally, it offers concrete examples of how to develop a rigorous, standards-based content area curriculum that embraces new media practices and features media production.

Book Features:

- Case studies from urban high schools co-written with English and social studies teachers.
- Discussion of multiple forms of media education, including PowerPoint, hip-hop education, digital film production, and art.
- Hands-on media production projects that address issues of social justice in urban communities.
- An online appendix of example lessons adaptable for different curricular contexts.

Ernest Morrellis a professor of English education at Teachers College, Columbia University, and president-elect of the National Council of Teachers of English. **Rudy Dueñas** is a social studies teacher at Wilson High School and worked for 3 years for UCLA's Summer Research Seminar. **Veronica Garcia** is a former English teacher at Wilson High School in Los Angeles and currently an education doctoral candidate at the University of Southern California. **Jorge Lopez** is a social studies teacher at Roosevelt High School.

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