

LUMINOUS LITERACIES

Localized Teaching and Teacher
Education

Edited by Mary F. Rice
and Ashley K. Dallacqua

ADVANCES IN RESEARCH
ON TEACHING

VOLUME 36

LUMINOUS LITERACIES

ADVANCES IN RESEARCH ON TEACHING

Series Editors: Volumes 1–11: *Jere Brophy*
Volumes 12–29: *Stefinee Pinnegar*

Recent Volumes:

- Volume 19: From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community
- Volume 20: Innovations in Science Teacher Education in the Asia Pacific
- Volume 21: Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals
- Volume 22: International Teacher Education: Promising Pedagogies (Part A)
- Volume 22: International Teacher Education: Promising Pedagogies (Part B)
- Volume 23: Narrative Conceptions of Knowledge: Towards Understanding Teacher Attrition
- Volume 24: Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals
- Volume 25: Exploring Pedagogies for Diverse Learners Online
- Volume 26: Knowing, Becoming, Doing as Teacher Educators: Identity, Intimate Scholarship, Inquiry
- Volume 27: Innovations in English Language Arts Teacher Education
- Volume 28: Crossroads of the Classroom: Narrative Intersections of Teacher Knowledge and Subject Matter
- Volume 29: Culturally Sustaining and Revitalizing Pedagogies
- Volume 30: Self-study of Language and Literacy Teacher Education Practices
- Volume 31: Decentering the Researcher in Intimate Scholarship: Critical Posthuman Methodological Perspectives in Education
- Volume 32: Essays on Teaching Education and the Inner Drama of Teaching: Where Biography and History Meet
- Volume 33: Landscapes, Edges, and Identity-Making
- Volume 34: Exploring self toward expanding teaching, teacher education and practitioner research
- Volume 35: Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools

ADVANCES IN RESEARCH ON TEACHING VOLUME 36

**LUMINOUS LITERACIES:
LOCALIZED TEACHING
AND TEACHER EDUCATION**

EDITED BY

MARY F. RICE

University of New Mexico, USA

And

ASHLEY K. DALLACQUA

University of New Mexico, USA



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2021

Copyright © 2021 by Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-453-0 (Print)

ISBN: 978-1-80043-452-3 (Online)

ISBN: 978-1-80043-454-7 (Epub)

ISSN: 1479-3687 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

<i>List of Figures and Tables</i>	<i>ix</i>
<i>About the Editors</i>	<i>xi</i>
<i>About the Contributors</i>	<i>xiii</i>
<i>List of Contributors</i>	<i>xvii</i>
<i>Acknowledgments</i>	<i>xix</i>
<i>Introduction: Honoring Local Literacies and Local Literacy Practices</i>	<i>xxi</i>

PART I HIGHLIGHTING OUR CONTEXTS

Teachers of New Mexico: A Photo Essay <i>Michelle Jewett and Eli Henley</i>	3
Querencias, Contested Homelands, and Sites as Storied Texts: Exploring the Place Orientations of New Mexico in a Teacher Workshop <i>Rebecca M. Sánchez</i>	15
Dialog Journals in the Secondary Classroom: Promoting Growth, Resilience, and Storytelling <i>Isabella Perea</i>	29
Reimagining Doctoral Education for Sociocultural Goals in New Mexico: One Department's Story <i>Don Zancanella</i>	37

**PART II
USING PERSONAL HISTORIES TO ILLUMINATE
LITERACY TEXTS AND PRACTICES**

- Individual, Historical, and Critical Contexts: Investigating
the Text Selection Practices of Four New Mexican Language
Arts Teachers** 51
Annmarie Sheahan
- Waking up to the Literacies and Diversities of New Mexico** 63
Monique Montoya
- Creating a Safe Space for Students to Explore Trauma
and Build Resilience through Young Adult Literature,
Creative Composing, and Personal Experiences** 71
Brittany R. Raymond
- Radical Drama as Educational Catharsis** 85
Damon R. Carbajal

**PART III
FINDING LIGHT IN CRITICAL PRACTICES
AND LOCAL IDENTITIES**

- Transforming Teaching through Critical Literacies** 97
Rachel Goar
- Creating Locally Relevant Curriculum with Graphic Novels** 109
Mark R. Bailon
- Teaching Indigenous Literature and History as US Literature
and History** 119
Brigid Ovitt
- Asserting LGBTQIA+ Literacy Practices in the Curriculum** 131
Ashley Nowikowski

**PART IV
LUMINOUS MULTIMODAL LITERACIES
IN ACTION**

- Literacies to Grow and Teach: Cultivating a Spirit of Inquiry
through Multimodal Text Sets** 143
Rick Marlatt

**Using Multimodal Literacy: Challenges and Opportunities
in a Nontraditional Classroom** 157
Gloria A. Valderrama Polo

**Creating a Classroom Affinity Space with Video Games
and Virtual Reality as Literature** 171
Miles Madison Harvey and Lucretia E. Penny Pence

**PART V
SHEDDING LIGHT ON LITERACIES PAST
AND FUTURE**

Cultivating the Activist Life 189
Richard J. Meyer

**How Yazzie-Martinez v. NM Highlights Inequities in Public
Education for Indigenous Students and Underscores the Need
for Critical Literacy Education** 205
Natalie Martinez

Index 223

This page intentionally left blank

LIST OF FIGURES AND TABLES

Figure 1.	Juanita Sandoval Holding Map of New Mexico.	3
Figure 2.	Juanita Sandoval in Her Classroom.	5
Figure 3.	Geetha Holdsworth in Her Classroom.	6
Figure 4.	Marisa Silva-Dunbar in Her Classroom.	8
Figure 5.	Margo Batha in Her Classroom.	9
Figure 6.	Olivia Gonzales in Her Classroom.	10
Figure 7.	Steven Henley in His Office.	12
Figure 8.	Steven Henley in His Outdoor Classroom.	14
Figure 1.	First Semi-structured Interview Questions.	56
Figure 1.	Multimodalities in Nontraditional Classroom.	167
Figure 1.	Starting Position for Groups and Games.	175
Table 1.	Book Recommendations.	102
Table 1.	Picture Books.	135
Table 2.	Novels.	136
Table 1.	Key Statistics about New Mexican School Children.	207
Table 2.	Indigenous Nations in New Mexico.	210

This page intentionally left blank

ABOUT THE EDITORS

Mary F. Rice, PhD, is an Assistant Professor of Literacy at the University of New Mexico. Her research uses material/new material lenses to study digital literacies and identities. She is also the author of *Adolescent Boys' Literate Identity* (Emerald, 2011) and the editor of *Exploring Pedagogies for Diverse Learners Online* (Emerald, 2015).

Ashley K. Dallacqua, is an Assistant Professor of Literacy at the University of New Mexico. Her scholarship focuses on multimodal approaches to literacy, particularly teaching and learning with comics.

This page intentionally left blank

ABOUT THE CONTRIBUTORS

Mark R. Bailon is pursuing his Master of Business Administration after receiving his Bachelor of Arts in Secondary Education. He is interested in multimodal literacy with a special interest in digital literacy and gaming. Mark will utilize his experience, learning, and passion to build and understand the rise of esports and competitive gaming.

Damon R. Carbajal (he/el) is a gay, queer Chicana educator, scholar, and activists. He holds a BA in Secondary Education, an MA in Chicana/o/x Studies, and a certificate in “Race” and Social Justice from the University of New Mexico. His work aims at recentering lost voices in educational spaces with a focus on social justice pedagogy.

Rachel Goar is a wife and a mother of two beautiful daughters. She has called New Mexico her home since she was three years old. She has been a general education teacher for nine years. She recently received her Master of Arts degree and discovered a passion for critical literacies.

Miles Madison Harvey, PhD, is a middle school Media Literacy Educator, Esports Coach, and Adjunct Instructor at the University of New Mexico.

Eli Henley is a Freelance Artist living in Albuquerque, New Mexico, engaging in photography, film, music, mechanics, and construction.

Michelle Jewett, PhD, has worked with students and teachers in K-12 schools and college classrooms for over 23 years.

Rick Marlatt, PhD, is an Associate Professor of English Language Arts and Literacy at New Mexico State University. His work bridges the fields of teacher education, creative writing, digital literacies, literature study, and sociocultural theory.

Natalie Martinez, PhD, (K’awaika-meh) teaches at the University of New Mexico. Her copublications include: *Indigenous Wisdom (2012-2017*, Indian Pueblo Cultural Center) and *Indigenous New Mexico* (pending, Indian Education Division, NMPED). She has also published a curriculum guide to *An Indigenous Peoples’ History of the United States for Young People* (2019) and a dissertation, *Secondary Schooling and Indigenous Pueblo Youth: Dynamics of Power* (2011).

Richard J. Meyer, PhD, has been an educator for over 45 years. He is a Regents’ Professor Emeritus from the University of New Mexico, Albuquerque, and

continues activist work with *Working Families Party*, *Bend the Arc*, and *Uniting to Save Our Schools*, of which he is one of the founding organizers (USOS).

Monique Montoya was born and raised in Albuquerque, New Mexico. She attended the University of New Mexico and graduated in May 2020 with her Bachelor of Special and General Education with a concentration in English. Montoya currently teaches 9th grade Special Education English Language Arts at Rio Grande High School.

Ashley Nowikowski is a Math Teacher in Albuquerque Public Schools. She graduated with a BSEd from the University of New Mexico. She has a passion for LGBTQIA+-inclusion and representation in schools. Her interests include reading young adult literature, exploring New Mexico, and creating safe spaces for all students.

Brigid Ovitt is a PhD Candidate at the University of New Mexico in the United States. The focus of her studies is in writing development. She has taught English and History at the secondary level in Albuquerque, New Mexico for over 20 years. She lives in Albuquerque with her husband and two daughters.

Lucretia E. Penny Pence, PhD, taught at the secondary level for 18 years and was a teacher educator for 20. She is Associate Professor Emerita at the University of New Mexico.

Isabella Perea is a PhD Student at Arizona State University in Tempe. Prior to pursuing her doctorate, Isabella earned two degrees (BA and MA) from the University of New Mexico. Isabella has worked with young adults in many settings, including the juvenile justice system and as a middle school teacher.

Brittany R. Raymond is a Language Arts Teacher in Albuquerque, New Mexico. She has a Master of Arts degree in Curriculum and Instruction with a concentration in Trauma and Resilience in Educational Spaces. She is passionate about creating student-centered opportunities to address trauma and build resilience in the classroom.

Rebecca M. Sánchez, PHD/MFA, is an Associate Professor in the Department of Teacher Education, Educational Leadership, and Policy at the University of New Mexico. She teaches courses in social studies education, social justice, and curriculum development. She seeks to expose students and teachers to the place-based social studies of New Mexico.

Annmarie Sheahan, PhD, is an Assistant Professor of English at Western Washington University. She taught high school in Albuquerque, New Mexico, where much of her scholarship and community work remains centered. Annmarie's recent publications can be found in the *Journal of Adolescent & Adult Literacy*, *English Journal*, and *Race Ethnicity and Education*.

Gloria A. Valderrama Polo is an English Language Development Teacher for Albuquerque Public Schools. She holds an MA in Art Education and an MA in Language, Literacy, and Sociocultural Studies (LLSS) with a Bilingual Education concentration from the University of New Mexico (UNM). She is currently a third-year doctoral student in LLSS with a concentration in Literacy at UNM.

Don Zancanella, PhD, is an Emeritus Professor at the University of New Mexico and former chair of the Conference on English Education. At the University of New Mexico, he was chair of the Department of Language, Literacy, and Sociocultural Studies and program coordinator for Secondary Education.

This page intentionally left blank

LIST OF CONTRIBUTORS

<i>Mark R. Bailon</i>	University of New Mexico, Albuquerque, New Mexico
<i>Damon R. Carbajal</i>	University of New Mexico, Albuquerque, New Mexico
<i>Rachel Goar</i>	Los Lunas Public Schools, Los Lunas, New Mexico
<i>Miles Madison Harvey</i>	University of New Mexico, Albuquerque, New Mexico
<i>Eli Henley</i>	Freelance Artist, Albuquerque, New Mexico
<i>Michelle Jewett</i>	Central New Mexico Community College, Albuquerque, New Mexico
<i>Rick Marlatt</i>	New Mexico State University, Las Cruces, New Mexico
<i>Natalie Martinez</i>	University of New Mexico, Albuquerque, New Mexico
<i>Richard J. Meyer</i>	University of New Mexico, Albuquerque, New Mexico
<i>Monique Montoya</i>	University of New Mexico, Albuquerque, New Mexico
<i>Ashley Nowikowski</i>	University of New Mexico, Albuquerque, New Mexico
<i>Brigid Ovitt</i>	University of New Mexico, Albuquerque, New Mexico
<i>Lucretia E. Penny Pence</i>	University of New Mexico, Albuquerque, New Mexico
<i>Isabella Perea</i>	University of New Mexico, Albuquerque, New Mexico
<i>Brittany R. Raymond</i>	Albuquerque Public Schools, Albuquerque, New Mexico
<i>Rebecca M. Sánchez</i>	University of New Mexico, Albuquerque, New Mexico
<i>Annmarié Sheahan</i>	Western Washington University, Bellingham, Washington

- Gloria A. Valderrama Polo* Albuquerque Public Schools, Albuquerque,
New Mexico
- Don Zancanella* University of New Mexico, Albuquerque,
New Mexico

ACKNOWLEDGMENTS

We would like to thank the authors for their contributions and their hard work on this project, which took almost 18 months to complete.

We also acknowledge our students, past and present, who inspire us with their literacies and lives every day.

Our families and friends have also been a source of light.

Ashley would also like to acknowledge her writing and research mentors, past and present, her writing group, and especially Jonas and Joe.

We would also like to thank the following volume editorial board members:

Caroline Clark, The Ohio State University, Ohio

Jason DeHart, Appalachian State University, North Carolina

Katherin Garland, Santa Fe College, Florida

Karly Grice, University of Wisconsin–Eau Claire

Courtney Johnson, Columbus City Schools, Ohio

Sara Kersten-Parrish, John Carroll University, Ohio

Dixie Keyes, Arkansas State University

Erica Law, The Ohio State University, Ohio

Celina Lay, Brigham Young University, Utah

Sarah Lightner, West Chester University, Pennsylvania

Jenny Martin, Bridgewater College, Virginia

Caitlin E. Murphy, Bellarmine University, Kentucky

Amy Piotrowski, Utah State University, Utah

Rachel Rickard Rebellino, Bowling Green University, Ohio

Eileen Shanahan, Eastern Kentucky University, Kentucky

Amanda Sladek, University of Nebraska–Kearney

Mark Stevens, Fairfax County Public Schools, Virginia

Connor Warner, University of Utah

This page intentionally left blank

INTRODUCTION: HONORING LOCAL LITERACIES AND LOCAL LITERACY PRACTICES

Mary F. Rice and Ashley Kaye Dallacqua

Like many in the United States and abroad, students and teachers in New Mexico inherit a legacy of colonization – where school policies imposed by dominant groups have been working to strip away their language and culture. By many accounts, these efforts have been more than successful (Spring, 2016). As a consequence, teachers in New Mexico do their work in the face of a national narrative that they and the children they serve are simply not good enough – especially in reading and other aspects of literacy (Nott, 2015). Folded into this narrative is a larger story that teachers all over the country are dispensable, despite the fact that many areas report dire shortages (Einkel, 2019). Under such conditions, it is no wonder that literacy teachers experience great anxiety as they strive to grow and develop as professionals (Mahmoodi-Shahreabaki, 2017). Teacher education practices that focus on the local curriculum for teachers as well as students are increasingly important (Rice & Dallacqua, 2018). In our context of New Mexico in the Southwestern United States, localizing meant embracing visual and multimodal frames, challenging the colonial narratives operating in the state, honoring the multiple languages, and indeed reconsidering all the ways in which dominant views of race, class, sex, gender, religion, and more could be updated.

The chapters in this book share examples of teachers and teacher educators using local knowledges to illustrate the practical of curriculum making (Schwab, 1969). Instead of painting a dark picture, the authors seek to illuminate spaces that “...promote practices which both expand and legitimize students’ literacy toolkits” (Lizárraga & Gutiérrez, 2018, p. 41). As editors, we present layers of literacy stories from a set of dedicated educators from diverse races, cultures, languages, gender and sexual identities, educational positions, and life experiences. These teachers and teacher-educators share narratives about experiences in teacher preparation courses, classrooms, and community spaces in New Mexico. More than an “ah ha” moment, educators share moments when they made striking connections, understood new ideas about their students, came to understand the context of their teaching in ways that truly altered their practice, and interrogated their assumptions about what must be (Rice, 2020). In these pages are deeply personal experiences that impact how teachers across the state read, teach, and engage with literacy. Their work highlights thoughtful, critical choices in literacy practices that reflect a diversity of identities in New Mexico. In

so doing, these educators present counternarratives to literacy knowing and learning in places with extensive colonial histories (Milner & Howard, 2013). These narratives provide vivid demonstrations of what literacy is, how literacies are positioned in communities and contexts, and how literacies come alive as they are taught.

REFERENCES

- Einekel, W. (2019). Betsy DeVos literally argues for larger classes sizes and fewer teachers as part of her budget cuts. Retrieved from <https://m.dailykos.com/stories/2019/3/29/1846186/-Betsy-DeVos-literally-argues-for-larger-class-sizes-and-less-teachers-as-part-of-her-budget-cuts>
- Lizárraga, J. R., & Gutiérrez, K. (2018). Centering nepantla literacies from the borderlands: Leveraging “in-betweenness” toward learning in the everyday. *Theory into Practice*, 57(1), 38–47.
- Mahmoodi-Shahrehabaki, M. (2017). The effect of perfectionism on burnout among English language teachers: The mediating role of anxiety. *Teachers and Teaching*, 23(1), 91–105.
- Milner, H. R., IV, & Howard, T. C. (2013). Counter-narrative as method: Race, policy and research for teacher education. *Race, Ethnicity and Education*, 16(4), 536–561.
- Nott, R. (2015). New Mexico ranked 49th in national education report. *Santa Fe New Mexican*. Retrieved from https://www.santafenewmexican.com/news/education/new-mexico-ranked-th-in-national-education-report/article_f44b5730-26d1-544a-bab9-b375a984f6ae.html
- Rice, M. (2020). Supermodel ... You better work! Tensions in modeling my teacher education practice. In C. Edge, A. Cameron-Sanderford, & B. Bergh (Eds.), *Textiles and tapestries: Self-study for envisioning new ways of knowing*. Self-Study of Teacher Education Practices SIG. Retrieved from https://edtechbooks.org/textiles_tapestries_self_study/super_model_you_better_work
- Rice, M., & Dallacqua, A. (2018). Collage making as a visual inquiry process for supporting practicing teachers’ understandings about literacies. In D. Garbett & A. Ovens (Eds.), *Pushing boundaries and crossing borders: Self-study as a means for researching pedagogy* (pp. 187–194). Self-study of Teacher Education Practices SIG.
- Schwab, J. J. (1969). The practical: A language for curriculum. *The School Review*, 78(1), 1–23.
- Spring, J. (2016). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York, NY: Routledge.

PART I

HIGHLIGHTING OUR CONTEXTS

This page intentionally left blank

TEACHERS OF NEW MEXICO: A PHOTO ESSAY

Michelle Jewett and Eli Henley

ABSTRACT

Six New Mexican teachers are featured in their own words and classrooms. Using transcribed interviews and classroom photos, each K-12 teacher shares their perspectives about curriculum and pedagogy with a focus on the students and content of New Mexico. Common themes include social-emotional learning, culturally responsive pedagogy, critical and embedded literacy, place-based curriculum, and teaching for New Mexican Indigenous and Hispanic populations.

Keywords: Indigenous teachers; literacy education; New Mexico; place-based curriculum; teacher identities; teachers' lives



Fig. 1. Juanita Sandoval Holding Map of New Mexico.

Luminous Literacies

Advances in Research on Teaching, Volume 36, 3–14

Copyright © 2021 by Emerald Publishing Limited

All rights of reproduction in any form reserved

ISSN: 1479-3687/doi:10.1108/S1479-368720210000036001

Juanita Sandoval (Figs. 1 & 2)

Born and raised in Albuquerque, NM

Number of years teaching in New Mexico: 10

Grades and content areas taught: 1st, 2nd, 3rd grades; 6th–8th Spanish; 6th Linguistics; 8th Science; 12th Spanish.

We throw around words, almost like buzzwords, “culture” or “multiculturalism.” But, I think it needs to go deep. I think if you want to be a teacher in New Mexico, you should be required to go to a (Native American celebration) Feast Day. You should be required to visit the border. I think every single teacher in this state needs to be in tune with the kiddos they actually work with. I am sure this goes a lot of different ways with a lot of different cultures, but just that lack of understanding where our kids really come from and what they are really going through. Like, what does it mean to cross a border if you have never done it? Juarez (Mexico) is four hours away. Palomas (Mexico) is four hours away. Have that experience so you can say, *Oh, this is what my kids are talking about. This is what they smell, this is what they eat, this is the music they listen to, these are the people they have to deal with when they cross, this is where their Auntie lives, this is where grandma lives.* Having that understanding is really important. And just asking about their lives, knowing about their lives. It’s important.

My class is all kinds of diverse. I have a little boy from Africa. In terms of (local) indigenous communities: I have Navajo, Lakota, Laguna, Zuni, Santo Domingo (Kewa), and Taos. Then, I have students that would probably be considered more New Mexican Hispanic, Mexican, Black, or mixed. I have no white students. It’s all different shades of brown. We have a strong Zuni (Pueblo) presence. So, you can see in the different corners of my room, there are the directions in Zuni (language). They have a Zuni language class here and students get pulled once a week for Zuni class, which they love. With permission from the teacher, of course – because that’s important if you are working with Native languages to know what’s OK to share or not – I let the kids teach different words in Zuni to the class. We learned the word “wowo,” which means grandma. Now my kids just start saying wowo for grandma. All my kids are saying “my wowo.” It’s so cute. And, when we get our breakfast in the morning – one of our students did a presentation on Zuni bread earlier – so now every time they get bread for breakfast they call it Zuni bread. I think it was because it was zucchini bread and they saw the Z and the I. They just say, “I have Zuni bread” and they all eat their Zuni bread. It’s like, *Oh, you are so cute – I can’t deal with you guys.*

Last week, I had a student whose mom is incarcerated and I knew that he was having a hard day. He can be a little rambunctious. He can be really loud, and he can be very disruptive. Sometimes it gets to the point where I have to call people. He is not very responsive when he gets in trouble or has any kind of redirection or when there’s change, so he just kind of shuts down and starts making noise. That day he had thrown sand in someone’s face. I was like, “OK, let’s chill out. Let’s



Fig. 2. Juanita Sandoval in Her Classroom.

go sit out.” So, he goes and he sits by my kittens – because that’s his calm place – which I’m fine with and it usually does calm him down. So, I go up to him and I hold up three fingers and say, “Are you tired, are you angry, or are you sad?” and he touches sad and I say.

“Why are you sad?”

and he's like, "You know why I'm sad. I already told you."
 "Yeah, you did."

I think they communicate with you and tell you in different ways and you have to remember that and you have to be patient. I was like, "OK, come back when you're ready." I gave him a kitten. He wrapped it up like a little baby and sat with it for about 10 minutes and then put it back. So, I think it's not about being frustrated, it's about remembering that if something bad happened to you, you would want someone to remember and not treat you like crap. They respond to things in different ways, so you just have to remember, *oh, that's why you're sad, that makes sense*. They are human beings going through their own shit, even if they are 8, 9, 12, or 18. And, as adults we expect other people to accommodate us for our feelings, so why don't we accommodate them?



Fig. 3. Geetha Holdsworth in Her Classroom.

K. Geetha Holdsworth (Fig. 3)

Born and raised in New York

Number of years teaching in New Mexico: 11

Grades and content areas taught: Middle and high school English; middle school History; 3rd and 4th grades, Pre-Kindergarten; Art K-12; Principal.

Sometimes when we walk so far away from the canon, we don't know why we did. Like, if we want students to question systems of power, they have to know what it was in the first place, right? We cannot keep telling them this is a system of

power without telling them what it was we are reacting to, responding to, or dismantling and rebuilding. I mean, what is it? No, you have to know the structure that is, before you can deconstruct it. That is how I feel about the five-paragraph essay. I don't like it in the sense of, it's not the most creative thing, but if you don't know what the structure is, I can't help you deconstruct writing for you to rebuild it in a new and powerful way as academic writing. And, that's kind of how I feel about the canon. I'm not saying we should read it because "How dare you not read Shakespeare" but, if we read Shakespeare, why is this even important? Then, to make sure I'm counterbalancing it with a new canon. I don't even want to say, like – I know people say [its] anti-canon to bring in women and bring in other voices or multicultural voices – but, it's more like, *No, we are just rebuilding the canon or expanding the canon.* I want to go to a nuanced place with diversity and text so it's not just, "I want to make sure I have women writers" but more like, I have women writers and women of color writers and men of color writers and I have LGBTQIA+ writers because we all have a voice and not because I checked that box or because I'm trying to make a statement about Shakespeare.

There's a fluidity that New Mexican students have that I did not notice in my Florida students and I did not notice in my New York students. Even though my New York students were probably way more worldly and cosmopolitan, there's an ability to understand things in a couple of different ways here. Do you know what I mean? Because you have more cultures sitting in the same room who can actually claim to have been here for centuries, versus, say, my New York classroom where I do have Hispanic students, I do have white students, and I do have students from Asia, but many of them are new to the United States so their negotiation with American history is totally different. Here it's like, "Yeah, my family has been living here for 200 years" and "My family has been living here for 1000's of years" and "My family has been living here since last Tuesday" and not necessarily because they are immigrants. There's just a very different sense of identity.

I think that because there are so many old cultures here – and again, I think it's by osmosis – I, as a parent, feel like there's something bigger holding my children other than me that is built into the culture. That there are enough people here who venerate the way things used to be (not the way it has been bastardized by the current administration) but there's something even older than that. That there's value to what someone older has to say to you not because it makes my life really easy as a teacher and a parent but because that's important, right? In a more modernized coast, which definitely I miss at times, that's been thrown out the window, that's a home lesson not a cultural lesson. I'll have students who will tell me,

"Oh yeah, my grandma said this"
and I'm like, "So, it's important"
and they're like, "Yeah, it's important."

But, in that veneration way as opposed to because my grandma loves me. It's almost like, why *wouldn't* you listen to your grandmother? Why *wouldn't* you listen to your mother? Why *wouldn't* you listen to your Auntie or your Uncle? There's a sense of place, you know. I'm *here*.



Fig. 4. Marisa Silva-Dunbar in Her Classroom.

Marisa Silva-Dunbar (Fig. 4)

Born in Albuquerque and raised in Miami, FL, and Albuquerque

Number of years teaching in New Mexico: 8

Grades and content areas taught: College Composition 1 and 2, Foundations of English, Humanities, and Speech; 7th grade English Language Arts.

Teaching is not reading from a manual. I don't go up there and bring any of the books and say, *Here's how it is*. You are an entertainer, sometimes you are a counselor, and you are a nurse. It's why I wish we had smaller class sizes. I really