



ISSN 1934-5267

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Founded by [Eastern University](#) (PhD in Organizational Leadership)

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Become History: Learning from Identity Texts and Youth Activism in the Wake of Arizona SB1070

Django Paris

Abstract

The title of this article comes from a poster in Pedro's Arizona classroom. The poster read, "The only violence in schools should be the kind you read about in history classes. Be smart. Don't become history." This message became increasingly salient to me while investigating Pedro's engagement with literacy. Using critical theory and contextualizing his work in the policies and shifting demographics of Arizona, I offer vignettes of Pedro's participation in classroom and protest literacy. Pedro's participation calls out a different message from the poster: his action and reflection through literacy is about becoming history.

Keywords

immigration policy, multicultural curriculum, culturally relevant, social justice

Full Text:

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DOI: <http://dx.doi.org/10.18251/ijme.v14i2.461>

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The Support Our Law Enforcement and Safe Neighborhoods Act (introduced as Arizona Senate Bill 1070 and thus often referred to simply as Arizona SB 1070) is a 2010 legislative Act in the U.S. state of Arizona that at the time of passage in 2010 was the broadest and strictest anti-illegal immigration measure passed in the United States. It has received international attention and has spurred considerable controversy. Become history: Learning from identity texts and youth activism in the wake of Arizona SB1070. D Paris. International Journal of Multicultural Education 14 (2), 2012. 18. 2012. Understanding "the consciousness of the verbal artist": The work of vernacular literacies in digital and embodied spaces. D Paris, D Kirkland. Critical Perspectives on Education in Urban Setting, 177-194, 2011. Understanding identity is not only valuable for students' own social, moral, and intellectual development, it also serves as a foundation for examining the choices made by individuals and groups in the historical case study later in the unit. In this lesson, students will learn to create visual representations of their own identities, and then they will repeat the process for the identities of several individuals they read about. In the process, they will analyze the variety of ways we define ourselves and are defined by others. The factors that influence our identities are too numerous to cap Become History: Learning from Identity Texts and Youth Activism in the Wake of Arizona SB1070. Article. Apr 2012. Django Paris. The title of this article comes from a poster in Pedro's Arizona classroom. The poster read, "The only violence in schools should be the kind you read about in history classes. Be smart. Don't become history." This message became increasingly salient to me while investigating Pedro's engagement with literacy. Using critical theory and contextualiz

