

# The Freedom Writers Film

## The Freedom Writers, Erin Gruwell

**The Freedom Writers Diary Teacher's Guide** Erin Gruwell, The Freedom Writers, 2007-10-02 A standards-based teacher's guide from the educator behind the #1 New York Times bestseller The Freedom Writers Diary, with innovative teaching techniques that will engage, empower, and enlighten. Don't miss the public television documentary Freedom Writers: Stories from the Heart In response to thousands of letters and e-mails from teachers across the country who learned about Erin Gruwell and her amazing students in The Freedom Writers Diary and the hit movie Freedom Writers, Gruwell and a team of teacher experts have written The Freedom Writers Diary Teacher's Guide, a book that will encourage teachers and students to expand the walls of their classrooms and think outside the box. Here Gruwell goes in depth and shares her unconventional but highly successful educational strategies and techniques (all 150 of her students, who had been deemed "unteachable," graduated from Wilson High School in Long Beach, California): from her very successful "toast for change" (an exercise in which Gruwell exhorted her students to leave the past behind and start fresh) to writing exercises that focus on the importance of journal writing, vocabulary, and more. In an easy-to-use format with black-and-white illustrations, this teacher's guide will become the essential go-to manual for teachers who want to make a difference in their pupils' lives.

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**Diary of a Freedom Writer** Darrius Garrett, 2013 Survivor... a word continuously thought of when reading this memoir. Upon the release of *The Freedom Writers Diary* and film adaptation starring Hilary Swank in 2007, New York Times bestselling author Darrius Garrett realized that both book and movie tell the Freedom Writer Story as a whole, but not on a personal level. During speaking engagements, the same questions always surface: 'Did Ms. Gruwell change you? How did you make it out of the gang life? What stopped you from killing yourself?' Darrius's answers are inside. *Diary of a Freedom Writer* takes you on a journey beyond the classrooms to the treacherous streets of Long Beach, California. An innocent little boy born in poverty and raised in a violent environment, Darrius became a product of the streets, written off by the school and judicial systems alike, growing up in an environment full of gangs and drugs. He spent his life searching for a father figure until he became a Freedom Writer, motivational speaker, bestselling author, and finally a father himself. His story is that of a man realizing his experiences are what made him the man he has been seeking to be all his life. Upon beating the odds, *Diary of a Freedom Writer* serves as proof that Darrius's story of struggle, life, change, and hope will uplift, educate, encourage, and inspire.

*Dear Freedom Writer* The Freedom Writers, Erin Gruwell, 2022-03-29 The students of today tell their stories of adversity and growth in letters to the original Freedom Writers—authors of the #1 New York Times bestseller *The Freedom Writers Diary*—who write supportive and powerful letters in response. Over twenty years ago, the students in first-year teacher Erin Gruwell's high school class in Long Beach, California, were labeled "unteachable"—but she saw past that. Instead of treating them as scores on a test, she understood that each of them had a unique story to tell. Inspired by books like Anne Frank's diary, her students began writing their own diaries, eventually dubbing themselves the Freedom Writers. Together, they co-authored *The Freedom Writers Diary*, which launched a movement that remains incredibly relevant and impactful today. Their stories speak to young people who feel as if those around them do not care about their lives, their feelings, and their struggles. They want to be heard; they want to be seen. In *Dear Freedom Writer*, the next generation of Freedom Writers shares its struggles with abuse, racism, discrimination, poverty, mental health, imposed borders, LGBTQIA+ identity, and police violence. Each story is answered with a letter of advice from an original Freedom Writer. With empathy and honesty, they address these young people not with the platitudes of a politician or a celebrity, but with the pragmatic advice of people who have dealt with these same issues and come out on the other side. Through its eye-opening and inspiring stories, *Dear Freedom Writer* paints an unflinchingly honest portrait of today's youth and offers a powerful message of perseverance, understanding, and hope.

Teaching Hope The Freedom Writers, Erin Gruwell, 2009-08-18 Incredible stories of struggle, redemption, and the power of education from the teachers taught by Erin Gruwell and the #1 New York Times bestselling authors of *The Freedom Writers Diary* Don't miss the public television documentary *Freedom Writers: Stories from the Heart* "These are the most

influential professionals most of us will ever meet. The effects of their work will last forever.”—From the foreword by Anna Quindlen Now documented in a bestselling book, feature film, and public television documentary, the Freedom Writers phenomenon came about in 1994, when Erin Gruwell stepped into Room 203 and began her first teaching job out of college. Long Beach, California, was still reeling from the deadly violence that erupted during the Rodney King riots, and the kids in Erin’s classroom reflected the anger, resentment, and hopelessness of their community. Undaunted, Erin fostered an educational philosophy that valued and promoted diversity, tolerance, and communication, and in the process, she transformed her students’ lives, as well as her own. Erin Gruwell and the Freedom Writers went on to establish the Freedom Writers Foundation to replicate the success of Room 203 and provide all students with hope and opportunities to realize their academic potential. Since then, the foundation has trained more than 800 teachers around the world. Teaching Hope unites the voices of these Freedom Writer Teachers, who share uplifting, devastating, and poignant stories from their classrooms, stories that provide insight into the struggles and triumphs of education in all of its forms. Mirroring an academic year, these dispatches from the front lines of education take us from the anticipation of the first day to the disillusionment, challenges, and triumphs of the school year. These are the voices of teachers who persevere in the face of intolerance, rigid administration, and countless other challenges, and continue to reach out and teach those who are deemed unteachable. Their stories inspire everyone to make a difference in the world around them.

**Teach with Your Heart** Erin Gruwell, 2008-01-15 The extraordinary memoir of the #1 New York Times bestselling author of *The Freedom Writers Diary*, who’s been hailed as “a true inspiration” (Hilary Swank) and “simply magical when it comes to inspiring people to action” (Los Angeles Times). Don’t miss the public television documentary *Freedom Writers: Stories from the Heart* In this passionate, poignant, and deeply personal memoir and call to arms, Erin Gruwell, the dynamic teacher who nurtured an extraordinary group of high school students from Long Beach, California, who called themselves the Freedom Writers, picks up where *The Freedom Writers Diary*—and the hit movie *Freedom Writers*—left off and brings the reader up to date on where the Freedom Writers are today. Including their unforgettable trip to Auschwitz, where they met with Holocaust survivors; their tour of the attic of their beloved Anne Frank; and their visit to Bosnia with their friend Zlata Filipović, *Teach With Your Heart* chronicles what happened with the Freedom Writers as they made their way through college and beyond. Along the way, Gruwell includes lessons for parents and teachers about what she learned from her remarkable band of students as she traveled through the emotional peaks and valleys on the front lines of our nation’s educational system. A mesmerizing story of one young woman’s personal odyssey and of her unique ability to encourage others to follow in her footsteps, *Teach With Your Heart* is marked by the enviable radiance and irrepressible force of nature that are Erin Gruwell and her unbelievable determination to ensure that education in the United States truly meets the needs of every student.

**The Freedom Writers Diary (20th Anniversary Edition)** The Freedom Writers, Erin Gruwell, 2007-04-24 #1 NEW YORK TIMES BESTSELLER • The twentieth anniversary edition of the classic story of an incredible group of students and the teacher who inspired them, featuring updates on the students' lives, new journal entries, and an introduction by Erin Gruwell. Now a public television documentary, *Freedom Writers: Stories from the Heart*. In 1994, an idealistic first-year teacher in Long Beach, California, named Erin Gruwell confronted a room of "unteachable, at-risk" students. She had intercepted a note with an ugly racial caricature and angrily declared that this was precisely the sort of thing that led to the Holocaust. She was met by uncomprehending looks—none of her students had heard of one of the defining moments of the twentieth century. So she rebooted her entire curriculum, using treasured books such as Anne Frank's diary as her guide to combat intolerance and misunderstanding. Her students began recording their thoughts and feelings in their own diaries, eventually dubbing themselves the "Freedom Writers." Consisting of powerful entries from the students' diaries and narrative text by Erin Gruwell, *The Freedom Writers Diary* is an unforgettable story of how hard work, courage, and determination changed the lives of a teacher and her students. In the two decades since its original publication, the book has sold more than one million copies and inspired a major motion picture *Freedom Writers*. And now, with this twentieth-anniversary edition, readers are brought up to date on the lives of the Freedom Writers, as they blend indispensable takes on social issues with uplifting stories of attending college—and watch their own children follow in their footsteps. *The Freedom Writers Diary* remains a vital read for anyone who believes in second chances.

**Teaching, Learning, and Schooling in Film** Daniel P. Liston, Ian Renga, 2014-12-05 Films about education provide many of the most popular interpretations of what teaching and learning mean in schools. An analysis of this medium reveals much about the historical, cultural, political, and philosophical dimensions of education. Timely and engaging, this book fills a gap for scholarly and informed public commentary on the portrayal of education in film, offering a wide range of conceptual and interpretive perspectives. *Teaching, Learning, and Schooling in Film* explores several key questions, including: What does it mean to be a good teacher? How do these good teachers instruct? When is and what makes teaching complex? What constitutes learning? Do educational reforms work? The book's interdisciplinary group of contributors answers these important questions in essays highlighting Hollywood, independent, and documentary films. Prospective and practicing teachers will engage with the thought-provoking educational issues raised in this book and gain insight into the complexities of teaching and learning portrayed in film.

Anne Frank Unbound Barbara Kishenblatt-Gimblett, Jeffrey Shandler, 2012-10-25 "A brilliantly conceived and long overdue opening up [or deconstruction] of the Anne Frank story." —James Clifford, Professor Emeritus, History of Consciousness Department, University of California As millions of people around the world who have read her diary attest, Anne Frank, the most familiar victim of the Holocaust, has a remarkable place in contemporary memory. Anne Frank

Unbound looks beyond this young girl's words at the numerous ways people have engaged her life and writing. Apart from officially sanctioned works and organizations, there exists a prodigious amount of cultural production, which encompasses literature, art, music, film, television, blogs, pedagogy, scholarship, religious ritual, and comedy. Created by both artists and amateurs, these responses to Anne Frank range from veneration to irreverence. Although at times they challenge conventional perceptions of her significance, these works testify to the power of Anne Frank, the writer, and Anne Frank, the cultural phenomenon, as people worldwide forge their own connections with the diary and its author. "This collection of brilliant essays offers fascinating and unexpected insights into the significance of Anne Frank's iconic Holocaust-era diary from many disciplinary perspectives in the arts and humanities." —Jan T. Gross, the Norman B. Tomlinson Professor of War and Society, Princeton University "This volume is a major contribution to scholarship regarding Anne Frank's diary and its cultural influence . . . Highly recommended." —Choice "Engrossing . . . The overall aim is to provide a greater understanding of the general and particular engagement with Anne Frank as a person, a symbol, an icon, an inspiration, and perhaps most polarizing, as one victim, not the victim of the Nazi holocaust." —Broadside

**Education in Popular Culture** Roy Fisher, Ann Harris, Christine Jarvis, 2008-05-06 Education in Popular Culture explores what makes schools, colleges, teachers and students an enduring focus for a wide range of contemporary media. What is it about the school experience that makes us wish to relive it again and again? The book provides an overview of education as it is represented in popular culture, together with a framework through which educators can interpret these representations in relation to their own professional values and development. The analyses are contextualised within contemporary, historical and ideological frameworks, and make connections between popular representations and professional and political discourses about education. Through its examination of film, television, popular lyrics and fiction, this book tackles educational themes that recur in popular culture, and demonstrates how they intersect with debates concerning teacher performance, the curriculum and young people's behaviour and morality. Chapters explore how experiences of education are both reflected and constructed in ways that sometimes reinforce official and professional educational perspectives, and sometimes resist and oppose them. Education in Popular Culture will stimulate critical reflection on the popular myths and professional discourses that surround teachers and teaching. It will serve to deepen analyses of teaching and learning and their associated institutional and societal contexts in a creative and challenging way.

Choreographing Creativity Jennifer Lynne Bird, 2009-12-03 Choreographing Creativity: Teaching as Artistic and Technical within the Curriculum of Composition views teaching as a combination of artistic and technical elements, similar to a figure skating or dance routine. Dr. Jennifer Bird presents a fictional story founded in factual teaching methods to illustrate this concept. The fifteen teachers in Cohort for Change join her on this journey to share snapshots of their classroom experiences and advice for educators who wish to reclaim classroom creativity in the current teach to the test culture of education.

A Good Investment? Amy Brown, 2015-11-15 Select students and teachers worked the room at a fundraising event for a New York City public high school Amy Brown calls College Preparatory Academy. It was their job to convince wealthy attendants that College Prep, with its largely minority and disadvantaged student body and its unusually high rate of graduation and college acceptance, was a worthy investment. To this end, students and teachers tried to seem needy and deserving, hoping to make supporters feel generous, important, and not threatened. How much, Brown asks, does competition for financing in urban public schools depend on marketing and perpetuating poverty in order to thrive? And are the actors in this drama deliberately playing up stereotypes of race and class? A Good Investment? offers a firsthand look behind the scenes of the philanthropic approach to funding public education—a process in which social change in education policy and practice is aligned with social entrepreneurship. The appearance of success, equity, or justice in education, Brown argues, might actually serve to maintain stark inequalities and inhibit democracy. Her book shows that models of corporate or philanthropic charity in education can in fact reinforce the race and class hierarchies that they purport to alleviate. As their voices reveal, the teachers and students on the receiving end of such a system can be critically conscious and ambivalent participants in a school's racialized marketing and image management. Timely and provocative, this nuanced work exposes the unintended consequences of an education marketplace where charity masquerades as justice.

Teachers, Teaching, and Media, 2019-06-24 Popular representations of teachers and teaching are easy to take for granted precisely because they are so accessible and pervasive. Our lives are intertextual in the way lived experiences overlap with the stories of others presented to us through mass media. It is this set of connected narratives that we bring into classrooms and into discussions of educational policy. In this day and time—with public education under siege by forces eager to deprofessionalize teaching and transfer public funds to benefit private enterprises—we ignore the dominant discourse about education and the patterns of representation that typify educator characters at our peril. This edited volume offers a fresh take on educator characters in popular culture and also includes important essays about media texts that have not been addressed adequately in the literature previously. The 15 chapters cover diverse forms from literary classics to iconic teacher movies to popular television to rock 'n' roll. Topics explored include pedagogy through the lenses of gender, sexuality, race, disability, politics, narrative archetypes, curriculum, teaching strategies, and liberatory praxis. The various perspectives represented in this volume come from scholars and practitioners of education at all levels of schooling. This book is especially timely in an era when public education in the United States is under assault from conservative political forces and undervalued by the general public. Contributors are: Steve Benton, Naeemah Clark, Kristy Liles Crawley, Elizabeth Currin, Mary M. Dalton, Jill Ewing Flynn, Chad E. Harris, Gary Kenton, Mark A. Lewis, Ian Parker Renga, Stephanie Schroeder, Roslin Smith, Jeff Spanke, and Andrew Wirth.

*Mapping Generations of Traumatic Memory in American Narratives* Dana Mihăilescu, Roxana Oltean, Mihaela

Precup, 2014-06-12 This volume collects work by several European, North American, and Australian academics who are interested in examining the performance and transmission of post-traumatic memory in the contemporary United States. The contributors depart from the interpretation of trauma as a unique exceptional event that shatters all systems of representation, as seen in the writing of early trauma theorists like Cathy Caruth, Shoshana Felman, and Dominick LaCapra. Rather, the chapters in this collection are in conversation with more recent readings of trauma such as Michael Rothberg's "multidirectional memory" (2009), the role of mediation and remediation in the dynamics of cultural memory (Astrid Erll, 2012; Aleida Assman, 2011), and Stef Craps' focus on "postcolonial witnessing" and its cross-cultural dimension (2013). The corpus of post-traumatic narratives under discussion includes fiction, diaries, memoirs, films, visual narratives, and oral testimonies. A complicated dialogue between various and sometimes conflicting narratives is thus generated and examined along four main lines in this volume: trauma in the context of "multidirectional memory"; the representation of trauma in autobiographical texts; the dynamic of public forms of national commemoration; and the problematic instantiation of 9/11 as a traumatic landmark.

The White Savior Film Matthew Hughey, 2014-04-14 The cinematic trope of the white savior film—think of Sandra Bullock in *The Blind Side*, Kevin Costner in *Dances with Wolves*, or Tom Cruise in *The Last Samurai*—features messianic characters in unfamiliar or hostile settings discovering something about themselves and their culture in the process of saving members of other races from terrible fates. In *The White Savior Film*, Matthew Hughey provides a cogent, multipronged analysis of this subgenre of films to investigate the underpinnings of the Hollywood-constructed images of idealized (and often idealistic) white Americans. Hughey considers the production, distribution, and consumption of white savior films to show how the dominant messages of sacrifice, suffering, and redemption are perceived by both critics and audiences. Examining the content of fifty films, nearly 3,000 reviews, and interviews with viewer focus groups, he accounts for the popularity of this subgenre and its portrayal of racial progress. *The White Savior Film* shows how we as a society create and understand these films and how they reflect the political and cultural contexts of their time.

**Rampage Violence Narratives** Kathryn E. Linder, 2014-04-24 Springfield. Columbine. Sandy Hook. Each school shooting in the United States is followed by a series of questions. Why does this happen? Who are the shooters? How can this be prevented? Along with parents, school officials, media outlets, and scholars, popular culture has also attempted to respond to these questions through a variety of fictional portrayals of rampage violence. *Rampage Violence Narratives: What Fictional Accounts of Rampage Violence Say about the Future of America's Youth* offers a detailed look at the state of youth identity in American cultural representations of youth violence through an extended analysis of over forty primary sources of fictional narratives of urban and suburban/rural school violence. Representations of suburban and rural school shootings that are modeled after real-life events serve to shape popular understandings of the relationship between education and American

identity, the liminal space between childhood and adulthood, and the centrality of white heterosexual masculinity to definitions of social and political success in the United States. Through a series of case studies that offer in-depth examinations of fictional depictions of school shootings in film and literature, it becomes clear that these stories are representative of a larger social narrative regarding the future of the United States. The continuing struggle to understand youth violence is part of an ongoing conversation about what it means to raise future citizens within a cultural moment that views youth through a lens of anxiety rather than optimism.

*Reflections and Interpretations* Torbjørn Ydegaard (Ed.), 2015-05-26 *Reflections and Interpretations* is an anthology on The Freedom Writers' methodology. It is an anthology for all those with a professional need for texts explaining, not only how The Freedom Writers' tools are being used, but also why they work so convincingly well. It is not an anthology of guidelines; it is an anthology of explanations based on theory. And it is an anthology written by Freedom Writer Teachers – who else could do it?

Exploring Teachers in Fiction and Film Melanie Shoffner, 2016-03-31 This book about teachers as characters in popular media examines what can be learned from fictional teachers for the purposes of educating real teachers. Its aim is twofold: to examine the constructed figure of the teacher in film, television and text and to apply that examination in the context of teacher education. By exploring the teacher construct, readers are able to consider how popular fiction and film have influenced society's understandings and views of classroom teachers. Organized around four main themes—Identifying with the Teacher Image; Constructing the Teacher with Content; Imaging the Teacher as Savior; The Teacher Construct as Commentary—the chapters examine the complicated mixture of fact, stereotype and misrepresentation that create the image of the teacher in the public eye today. This examination, in turn, allows teacher educators to use popular culture as curriculum. Using the fictional teacher as a text, preservice—and practicing—teachers can examine positive and negative (and often misleading) representations of teachers in order to develop as teachers themselves.

**Attachment-Based Teaching: Creating a Tribal Classroom (The Norton Series on the Social Neuroscience of Education)** Louis Cozolino, 2014-10-06 Teaching teachers the importance of social connection in the classroom. Human brains are social, and a student's ability to learn is deeply influenced by the quality of his or her attachment to teachers and peers. Secure attachment relationships not only ensure our overall well-being, but also optimize learning by enhancing motivation, regulating anxiety, and triggering neuroplasticity. This book presents a classroom model of secure attachment, exploring how teacher-student rapport is central to creating supportive, tribal classrooms and school communities.

*Reconceptualizing Curriculum Development* James Henderson, and Colleagues, 2014-12-05 *Reconceptualizing Curriculum Development* provides accessible, clear guidance on curriculum problem solving and educational leadership through the practice of a synoptic curriculum study. This practice integrates three influential interpretations of curriculum—curriculum



as deliberative artistry, curriculum as complicated conversation, and curriculum as currere—with John Dewey’s lifetime work on reflective inquiry. At its heart, the book advances a way of studying as a way of living with reference to the question: How might I live as a democratic educator? The study guidance is organized as an open-ended scaffolding of three embedded reflective inquiries informed by four deliberative conversations. Study recommendations are provided by a carefully selected team. The field-tested study-based approach is illustrated through a multi-layered, multi-voiced narrative collage of four experienced teachers’ personal journeys of understanding in a collegial study context. Applying William Pinar’s argument that a conceptual montage enabling teachers to lead complicated conversations should be the focus for curriculum development in the field’s current ‘post-reconceptualist’ moment, the book moves forward the educational aim of facilitating a holistic subject/self/social understanding through the practice of a balanced hermeneutics of suspicion and trust. It closes with a discussion of cross-cultural collaboration and advocacy, reflecting the interest of curriculum scholars in a wide range of countries in this study-based, lead-learning approach to curriculum development.

#### Adopting the Tune of Appearance: An Mental Symphony within **The Freedom Writers Film**

In some sort of eaten by monitors and the ceaseless chatter of instant interaction, the melodic elegance and psychological symphony produced by the written word usually fade in to the back ground, eclipsed by the persistent sound and disruptions that permeate our lives. But, situated within the pages of **The Freedom Writers Film** a marvelous literary value full of raw thoughts, lies an immersive symphony waiting to be embraced. Crafted by a masterful musician of language, that interesting masterpiece conducts viewers on a mental trip, skillfully unraveling the hidden tunes and profound impact resonating within each carefully constructed phrase. Within the depths of this emotional evaluation, we shall discover the book is key harmonies, analyze their enthralling writing fashion, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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