**Abstract**

This paper uses a mediated discourse analysis (MDA) when viewing the actions of two students after their involvement in a culturally sustaining pedagogical approach to literacy instruction (Alim & Paris, 2017). In one case, a student was removed from the research because of the anti-CRT narrative that claimed these lessons were aimed for “indoctorination”. On the other hand, a student wrote a letter to the district board of education in response to the anti-CRT rhetoric, asking the board of education to continue to allow lessons involving culture to be allowed at their school. These two mediated actions are analyzed for the discourses, historical bodies and interactions that helped to shape the actions (Wohlwend, 2021). The findings suggest that both students were influenced by the historical bodies around race and power relations, their interactions with others, however layered those interactions were, and the educational and societal discourses in place. Though they were influenced by each of these components, their experiences within these components, and therefore, ultimate actions because of these components varied greatly. The diversity of the experiences led to an ultimate variation in reaction and action. Further research on actions through MDA within a classroom could help support the ways in which culturally inclusive instruction can be implemented into classrooms around various beliefs and interactions with historical bodies and discourses.

Keywords:

Mediated Discourse Analysis, Culturally Sustaining Pedagogies, Culturally Inclusive