

VIGILANCE

Strategy: Unit lesson on teaching about culture

Unit: Culture and Schooling

Objectives

1. To have students understand culture as educational anthropologists
2. To have students understand the cultures of and within their schools
3. To have students explore their own culture

Goals

At the conclusion of this unit, students should be able to define culture, understand the dynamic nature of culture, understand how culture creates disability, utilize qualitative interview methods to understand culture, and reflect on their own cultural background.

Materials

Readings:

1. McDermott, R., & Varenne, H. (1995). Culture "As" Disability. *Anthropology and Education Quarterly*, 26(3), 324-348.
2. Moll, L. C., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. M. Hall (Ed.), *Race, ethnicity, and multiculturalism: Policy and practice* (Vol. 1, pp. 89 - 114). Hamden, CT: Garland Publishing, Inc.
3. Rogoff, B. (2003). Orienting concepts and ways of understanding the cultural nature of human development. In *The cultural nature of human development* (pp. 3-36). New York: University Press.
4. Tobin, J. J., Wu, D. Y. H., & Davidson, D. H. (1989). *Preschool in Three cultures: Japan, China, and the United States*. New Haven and London: Yale University Press.

Videos:

1. Tobin, J. J., Wu, D. Y. H., & Davidson, D. H. (Writer) (1989b). *Preschool in Three Cultures: Japan, China, and the United States* [DVD]. New Haven and London: Yale University Press.

Activities

1. Role playing with interpretive scenarios demonstrating conflict based on cultural differences (e.g. teacher-parent conference where parent feels its appropriate for the son to miss school to manage the family business)
2. Qualitative interviews/transcripts where students conduct and transcribe an interview of somebody that may have had a different schooling experience than them based on differences in race, class, gender, sexual orientation, political affiliation, religion, geographic location, citizenship status, etc. This interview can be used to compare and contrast with their own cultural experiences.
3. Interrogation reflection on one's own cultural experiences and how they may influence worldviews and interactions with others.
4. Reflection assignments on the readings, videos, and/or class discussions.

Important concepts

- Empathy
- Suspending judgment
- Ethnocentrism
- Cultural and ethical relativism
- Essentialism