



# DOMINICAN UNIVERSITY of CALIFORNIA

## Understanding Cultural Connections in the Classroom

**EDUO 9377**

**3 Graduate-level Credits/Units**

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### Course Overview

This course is designed to help teachers develop the tools needed to understand, teach, and celebrate culture and diversity in the classroom setting. When students see themselves represented in the classroom environment, materials used, and the curriculum taught, they will be more engaged, and academic achievement will increase.

### Learning Modules

<b>Module A: Identifying and Reflecting on Your Culture</b>	
Objective	<ol style="list-style-type: none"> <li>1. Understand your own culture.</li> <li>2. Understand how your culture creates the lens through which you see the world and others.</li> </ol>
Materials	<p><b>Book - <i>How to Teach Students Who Don't Look Like You, Second Edition</i></b>, by Bonnie M. Davis. This book is available for purchase at <a href="http://www.Amazon.com">www.Amazon.com</a></p> <p><b>Article - <i>Critical Practices for Anti-bias Education</i></b> at <a href="#">Critical Practicesv4_final.pdf</a></p>
Assignments	<p><b>A1. Before you begin this class</b> Prior to reading the material for this class or completing assignments, please respond to the following: Think about a time when you experienced personally, saw (as a bystander or in a movie), or read about a negative incident involving a cultural difference. Provide a description only of this incident. Please do not give a value judgment or opinion about this incident.</p> <p><b>A2. Take notes on all reading assignments – Submit with your Module A assignments.</b></p> <p><b>Read and take notes</b> on the following chapters in the book, <i>How to Teach Students Who Don't Look Like You</i> by Bonnie M. Davis. Please DO NOT submit the answers to the questions located within the chapters assigned. These are for your review and reflection only.</p>

- Forward – vii-xv
- Chapter 1 pgs. 1-18
- • Chapter 2 pgs. 19-23.
- Chapter 3 pgs. 25-36
- Chapter 4 pgs. 37-46
- Chapter 5 pgs. 47-55

In addition, **read and take notes** on sections 1-20, from the article *Critical Practices for Anti-bias Education* at [Critical Practicesv4 final.pdf \(learningforjustice.org\)](#), (if you have taken notes on this article from another class in this series, you may use those notes for this assignment)

### **A3. My Culture**

- a. **Record your definitions** of the following words as you understand them. **Do not use a dictionary.**
  - i. Nationality –
  - ii. Ethnicity –
  - iii. Race – iv. Culture -
  - v. Equity -

- b. After recording your own definitions of nationality, ethnicity, and race, use a dictionary to compare your definitions with theirs.

#### **Answer the following questions:**

- i. Were your definitions the same or close to those listed in the dictionary? If not, what were the differences?
  - ii. Where did you first learn about nationality, ethnicity, race? Was this learning experience a positive or negative experience? **Describe your experience in at least one paragraph.**
- c. What's on Your Culture Board? **Complete the "Culture Board."** **(file available in the course to view and download)**
    - a. In the **center** of your "Culture Board," write the one thing/fact that is most important to you.
    - b. Around the outside of your "Culture Board," write other important pieces of information that describe you and make you the person you are. This might include: gender, education, geographical location, interests, etc.
    - c. When you have completed the Culture Board, reflect on what you have written. This is the foundation of your culture and partially creates the lens through which you see the world and others. (1-2 pages)
  - d. **Write an "I Am From" Poem**
    - i. I have written and attached my own "I am From" Poem. Read it and think about your own life experiences **(file available in the course to view)**

	<p>ii. Following the directions for the “I am From Poem” and the list of topics provided, <b>write your own “I am From Poem.”</b> (files available in the course to view and download)</p> <p>iii. When you have completed your poem, find a friend to share it with.</p> <p>iv. <b>Answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. How did writing this poem make you feel? What did you learn about yourself? (1 paragraph)</li> <li>2. How did the person with whom you shared your poem react when you read it to them? (1 paragraph)</li> </ol> <p>e. <b>Write a 1-2 page reflection</b> of the activities you completed for Section 3. Within this reflection, address the following questions:</p> <ul style="list-style-type: none"> <li>• How did these activities help you develop an understanding of your own culture?</li> <li>• How did these activities help you understand the lens through which you see the world and others?</li> </ul> <p>f. Now that you have read the assignments and completed the activities, revisit assignment A1. How might this negative incident have been different if those involved had utilized the principles in this class or had the knowledge that this class offers? (1 page)</p> <p style="text-align: center;">Submit Module A work to the corresponding Moodle Dropbox</p>
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

<b>Module B: Learning About Someone Else’s Culture</b>	
Objectives	<ol style="list-style-type: none"> <li>1. Discover how to acquire an understanding of another person’s culture.</li> <li>2. Recognize Stereotype, Prejudice. Discrimination, Bias</li> </ol>
Materials	<ul style="list-style-type: none"> <li>• <b>A3 assignments from Section A</b></li> <li>• <b>Video - <a href="#">Cultural Diversity: The Sum of Our Parts   Hilda Mwangi   TEDxUCSD</a></b> •</li> <li>• <b>Video - <a href="#">The Danger of a Single Story</a></b></li> </ul>
Assignments	<p><b>B1.</b> Watch the video <a href="#">Cultural Diversity: The Sum of Our Parts   Hilda Mwangi   TEDxUCSD</a> • Write a <b>1-2 paragraph</b> overview of this video. What were some ah-ha highlights?</p> <p><b>B2. Learning About Someone Else’s Culture</b></p> <ol style="list-style-type: none"> <li>a. Biography – find a person who is different from you. They may differ in race, gender, age, etc. Interview that person. Write their biography, 2 - 3 pages in length. Include the following information:</li> </ol>

	<ul style="list-style-type: none"> <li>I. Early years</li> <li>II. Family</li> <li>III. Culture</li> <li>IV. Education</li> <li>V. What are they passionate about?</li> <li>VI. Hobbies/what do they enjoy doing</li> <li>VII. What are their future dreams?</li> <li>VIII. Any other information they would like to share.</li> </ul> <p><b>B3. Compare/Contrast Your Culture With Theirs</b></p> <p>a. <b>Write a 2-3 page paper</b> comparing and contrasting yourself with the person you interviewed. Using the information about your own culture from Section 1 and the Biography from Section 2, include the following:</p> <ul style="list-style-type: none"> <li>i. How are you alike?</li> <li>ii. How are you different?</li> </ul>
	<ul style="list-style-type: none"> <li>iii. What did you learn from this experience?</li> <li>iv. How might this activity influence how you learn about and build relationships with students in your classroom?</li> </ul> <p>b. Share your paper with the person you interviewed for the biography. Answer the following questions:</p> <ul style="list-style-type: none"> <li>i. What was their reaction to your paper?</li> <li>ii. Do you have a better understanding of that person now you have written about him/her and shared your paper? Explain</li> </ul> <p><b>B4. The Lens through which we see the world and others: Stereotypes, Prejudice, and Discrimination</b></p> <p>a. Watch the Ted.com video, <a href="#">The Danger of a Single Story</a> Each individual has his/her own culture. Our culture influences our beliefs, attitudes, and perspectives of how we see the world around us and other people. Often times we may hold negative beliefs and attitudes that we are unaware of. It is important that if we are to teach our students to be Culturally Responsive, we understand and recognize our own bias.</p> <ul style="list-style-type: none"> <li>i. <b>Record the definitions of the following words:</b> <ul style="list-style-type: none"> <li>a. Stereotype</li> <li>b. Prejudice</li> <li>c. Discrimination</li> <li>d. Bias</li> </ul> </li> <li>ii. In the video, <i>The Danger of a Single Story</i>, <b>document where you see/hear evidence of each of these vocabulary words. Describe the context where these actions are evidenced. (1-2 pages)</b></li> <li>iii. Describe an incident that you experienced, saw, or read about where you or someone else made an assumption about a person or people based on a stereotype, bias, or unfounded belief. <b>What could or should have been done differently in that situation? What</b></li> </ul>

	<p>are some actions you or someone else could take to avoid making assumptions about another person or group of people? (1-2 pages)</p> <p><b>B5.</b> Now that you have interviewed someone different from yourself, watched the videos, and completed the written assignments for this section, explain why it is important to learn about others you meet before drawing conclusions about them. Describe how you might use this information to help develop positive connections with others. (1-2 pages)</p> <p>Submit Module B work to the corresponding Moodle Dropbox</p>
Assessment	Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.

<b>Module C: Students learn about Culture and Acceptance</b>	
Objectives	<ol style="list-style-type: none"> <li>1. Students will identify and understand their own culture.</li> <li>2. Students will learn about other cultures.</li> <li>3. Students will celebrate other cultures.</li> </ol>
Materials	<p><b>C1 – Your Students Identify Their Culture</b></p> <ul style="list-style-type: none"> <li>• <a href="#">videos that explain what culture is - Search Videos</a></li> <li>• <a href="#">teaching kids about their own culture - Search Videos</a></li> <li>• Depending on the grade-level: storybooks, novels, videos, guest speakers, websites.</li> </ul>
Assignments	<p>a. <b>Review the following two links. They contain videos that will support your work in teaching students what culture is.</b></p> <p><a href="#">videos that explain what culture is - Search Videos</a></p> <p><a href="#">teaching kids about their own culture - Search Videos</a></p> <p><b>Choose 3 videos. Give a brief overview of each video and how you could use each one with students to help them understand culture and what their own culture is. (1-2 pages for all three videos combined)</b></p> <p>b. <b>Create and or find 3 activities</b> that would help students recognize and identify aspects of their own culture. (this might include storybooks, novels, videos, guest speakers, websites, etc) For this activity, include the following information:</p> <ol style="list-style-type: none"> <li>i. Title of the activity</li> <li>ii. The purpose of the activity</li> <li>iii. Grade level</li> <li>iv. Materials needed</li> <li>v. Details of the Activity</li> </ol> <p>c. Design one lesson plan that will provide an opportunity for students to share their culture with the class. Include the following:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Objective(s)</li> </ul>

	<ul style="list-style-type: none"> <li>• Materials Needed</li> <li>• Steps to complete this lesson</li> <li>• Assessment</li> </ul>
Materials	<p><b>C2 – Your Students Learn About Other Cultures</b></p> <ul style="list-style-type: none"> <li>• <a href="#">60 Children's Books About Diversity To Read With Little Ones   Reedsy Discovery</a></li> <li>• <a href="#">22 Diverse Book Choices for All Grade Levels   Edutopia</a> • <a href="#">short videos on cultural awareness - Search</a></li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Choose 3 resources (books and/or videos). Give a brief overview of each and explain how you could use each one with students to help them learn about and understand other cultures. (1-2 pages for all three resources combined)</b></li> <li>• Design one lesson plan that will provide an opportunity for students to learn about other cultures. Include the following: <ul style="list-style-type: none"> <li>• Title</li> <li>• Objective(s)</li> <li>• Materials Needed</li> <li>• Steps to complete this lesson</li> <li>• Assessment</li> </ul> </li> </ul>
Materials	<p><b>C3 – Your Students Celebrate Culture in the Classroom</b></p> <ol style="list-style-type: none"> <li>a. <b>Article - <a href="#">4 Ways to Celebrate Diverse Cultural Identities in School All Year   Edutopia</a></b></li> <li>b. <b>Article - <a href="#">Teaching Kids to Embrace Cultural Diversity in the Classroom : Celebrating Cultural Differences - Teach Authority</a></b></li> </ol>
Assignments	<ol style="list-style-type: none"> <li>a. Read the two articles above. <b>Give a brief overview of each and explain how you could use this information in developing lesson plans/units. (2 pages combined for both)</b></li> <li>b. Create one lesson plan or activity that will provide an opportunity for students to celebrate other cultures. Include the following: <ul style="list-style-type: none"> <li>• Title of the lesson or activity</li> <li>• The purpose/objective of the lesson/activity</li> <li>• Grade level</li> <li>• Materials needed</li> <li>• Details/Steps of the lesson/activity</li> <li>• Assessment</li> </ul> </li> </ol>
	<p><b>C4 – Reflecting on this course</b>  <b>Write a 1-2 page summary</b> of the information you found to be most beneficial in this course. How will this information support your work in understanding and celebrating culture and diversity in your classroom?</p> <p style="text-align: center;">Submit Module C work to the corresponding Moodle Dropbox</p>
Assessment	<p>Assignments will be assessed using the Course Assessment Rubric. Feedback will be provided for each completed assignment.</p>

## Course Assessment Rubric:

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; B+ to B	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects indepth understanding of course objectives.	Most work submitted reflects indepth understanding of course objectives.	Work shows little or no indepth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.