

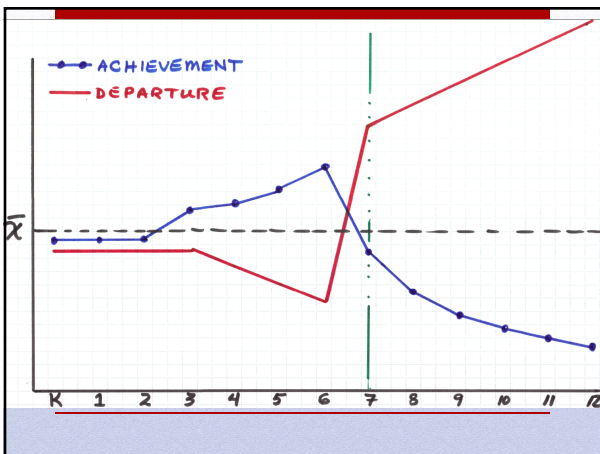
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CULTURE IN EDUCATION

- ARTIFACTS, THINGS
- ACTIONS, BEHAVIOUR
- SPEECH, LANGUAGE
- THOUGHT, VALUES

Culture: a pattern of group behavior taught and learned.



• Intelligence



CAUSES

• Intelligence
• Mental Health



CAUSES

• Intelligence
• Mental Health
• Cultural Factors-



CAUSES

- “We speak English at school.”

**Cultural Alienation-
language**

- We speak English at school.
- We speak *Lakota* at home.

**Cultural Alienation-
language**

- We speak English at school.
- *We speak Lakota at home.*
- **Therefore, my home language is bad!**

**Cultural Alienation-
language**

- The poster shows eggs, brown toast, and orange juice.

Cultural Alienation-food

- The poster shows eggs, brown toast, and orange juice.
- *I had corn soup and bannock at home.*

Cultural Alienation - food

- The poster shows eggs, brown toast, and OJ.
- *I had corn soup and bannock at home.*
- **Therefore, my home food is bad!**

Cultural Alienation-food

- Dick and Jane's father wears a suit, a fedora, and carries a briefcase.

Cultural Alienation- parents

- Dick and Jane's father wears a suit, a fedora, and carries a briefcase.
- *My father wears jeans and a blue work shirt.*

Cultural Alienation- parents

- Dick and Jane's father wears a suit, a fedora, and carries a briefcase.
- *My father wears jeans and a blue work shirt.*
- **Therefore my father is bad!**

Cultural alienation- parents

- Which European explorer believed he discovered North America?

**Cultural Alienation-
history**

- Which European explorer believed he discovered North America?
- *The elders say we have been here from time immemorial.*

**Cultural Alienation-
history**

- Which European explorer believed he discovered North America.
- *The elders say we have been here from time immemorial.*
- **The elders have lied to me!**

**Cultural Alienation-
history**

- Progress involves harvesting natural resources, taming the earth, and developing cities.

Cultural Alienation-land

- Progress involves harvesting natural resources, taming the earth, and developing cities.
- *We are given just enough to survive for now.*

Cultural Alienation-land

- Progress involves harvesting natural resources, taming the earth, and developing cities.
- *We are given just enough to survive for now.*
- **We are not creative or motivated!**

Cultural Alienation-land



**Acculturational
Syndrome**

The First Generation:

BEWILDERMENT

What from the old country works here?

**Acculturational
Syndrome**

Second Generation:

REJECTION

I want to fit in as quickly as I can.

**Acculturational
Syndrome**

Third Generation:

PSEUDOACCULTURATION
I am the same as everyone else.

**Acculturational
Syndrome**

Fourth Generation:

BICULTURAL
I want to know my roots and be a fully
functioning citizen in this country.

**Acculturational
Syndrome**

- Everyone lives like Dick and Jane.

Mono-ethnic Education

- Everyone lives like Dick and Jane.
- “I just teach content.”
- **OUTCOME: To live in a world that doesn't exist.**

Mono-ethnic Education

- Basic Education
BUT...
- Take time out to learn ethnic niceties.
- “Let's observe African history month.”
- “Let's observe Aboriginal day.”

Ethnic Additive

- A way of teaching basic education.
- **TEACH A CONCEPT...**
and show how several populations in the country manifest this concept.

e.g. Historical Period e.g. Math base systems
e.g. Leadership letters e.g. Business

Multicultural Education

- Early Contact
- Frontier and Treaty Period
- Residential Schools
- Modern Urbanization

First Nations History

- Successful 500,000 year history
- Early Contact
- Frontier and Treaty Period
- Residential Schools
- Modern Urbanization

First Nations History

***Western* LEARNING *Indigenous* PROCEDURE**

- a. Brief observation
- b. Initial hypothesis
- c. Test hypothesis – trial and self correction
- d. Learning

Western LEARNING Indigenous PROCEDURE

a. Brief observation	
b. Initial hypothesis	a. Long observation to learn
c. Test hypothesis – trial and self correction	b. Understanding
d. Learning	c. Act on understanding

Western LEARNING Indigenous PROCEDURE

a. Brief observation	a. Long observation to learn
b. Initial hypothesis	b. Understanding
c. Test hypothesis – trial and self correction	c. Act on understanding
d. Learning	d. If a mistake, RETURN TO OBSERVATION

<u>WESTERN</u>	<u>Indigenous</u>
<ul style="list-style-type: none"> • Individual learning • Show what I know • Compete for attention • Crisp formula conclusions 	
CULTURAL PROTOCOL	

<p><u>WESTERN</u></p> <ul style="list-style-type: none">• Individual learning• Show what I know• Compete for attention• Crisp formula conclusions	<p><u>Indigenous</u></p> <ul style="list-style-type: none">• Communal relationships• I know what others know• Wait to be asked• Personal, specific impressions
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CULTURAL PROTOCOL

Generosity

Independence

Belonging

Mastery

SPIRITUAL STRENGTH

Generosity - Wolf

Independence - Eagle

Mastery - Raven

Belonging – Killer Whale

“ Let us put our minds together and see what kind of life we can make for our children.”

-Tatanka
Iyotanka
(Sitting Bull)



Culture in Education
