Let’s Talk About Culture: How AI and Culturally Responsive Teaching Work Together

Kelsey Raschke, she/her, Paine Art Center
Annette Koepke, she/her, Appleton School District
Norms

Be Present

Accept that perspectives differ

Presume positive intent and accept responsibility

Share the Air
Believing and behaving in ways that assert the superiority of a culture and disrespect others’ culture(s).

“Asian students come to this country to succeed. Why wouldn’t other students do so as well?”

A male student must take a female student to the prom; no same sex couples are allowed at prom.

Recognizing the limitations of one’s skills or practices to meet the needs of others.

A tenured teacher saying, “I don’t want the ‘low’ kids, I don’t know how to teach them.”

MLK Day and Cinco De Mayo, etc. are celebrated at an assembly, but no attempt is made to teach their significance.

Drawing on diverse backgrounds, strengths and challenges to deepen learning.

“As an Educator, I not only teach content, but am also advocating for each child and their family.”

Adapting your instruction to incorporate strategies that appeal to each student (e.g., allowing students to pitch ideas for a project instead of telling them what they must do. This allows students to showcase their strengths.)

Eliminating aspects of others’ culture(s).

“In this school, we only speak English.”

Getting rid of staff who actively advocate for underserved students and communities.

Believing/acting as if cultural differences do not matter.

“Every child can learn the same way.”

Not allowing students to wear culturally relevant garments.

Behaving in ways and enacting policies that lead to bias-free environments that are respectful of diverse backgrounds, strengths and challenges.

Students calling each other out on derogatory language or slurs (e.g., “That’s gay”), the n-word and using such occasions as teachable moments.

When overhearing derogatory language or slurs (e.g., “That’s gay”), the n-word and using such occasions as teachable moments.

Asking students about their background and culture, explaining your own, meanwhile affirming all information shared.

Seeking to foster and explicitly support students’ diverse backgrounds, identities, strengths and challenges.

Connecting present learning to histories of racial, ethnic, and linguistic communities and to the histories of neighborhoods and cities they are a part of.
How do you define culture?
Sharroky Hollie (The Center For Culturally Responsive Teaching and Learning)

Dr. Sharroky Hollie is a national educator and former secondary classroom teacher who has provided professional development to thousands of educators in the area of cultural responsiveness.

https://www.culturallyresponsive.org/
Everyone, regardless of race or ethnicity, has a culture that serves as the “software to our brain’s hardware”

<table>
<thead>
<tr>
<th>Leaves</th>
<th>Surface Culture: Observable and Concrete Elements of Culture</th>
<th>Has low emotional charge, changes do not create high anxiety</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>● Food</td>
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<tr>
<td></td>
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<td>● Holidays</td>
</tr>
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<td></td>
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<td>● Music</td>
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<table>
<thead>
<tr>
<th>Trunk</th>
<th>Shallow Culture: Unspoken Rules Around Everyday Social Interactions and Norms</th>
<th>Has strong emotional charge, social violation of norms can cause mistrust, distress, or social friction</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>● Nonverbal communication</td>
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<td></td>
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<td>● Personal Space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Theories of wellness &amp; disease</td>
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</tbody>
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<tr>
<th>Roots</th>
<th>Deep Culture: Tacit Knowledge and Unconscious Assumptions</th>
<th>Intense emotional charge, challenges to values at this level produce culture shock or trigger fight or flight response</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>● Relationship to nature and animals</td>
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<tr>
<td></td>
<td></td>
<td>● Spirituality and High Powers</td>
</tr>
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<td></td>
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<td>● Group harmony and identity</td>
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Zaretta Hammond is a national education consultant, author, and former secondary educator.

https://crtandthebrain.com/
Emily Style is a co-founder of the Nation SEED Project and an educator.

Windows and Mirrors

“Education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected”

“...there are still American educators who pride themselves on being “color-blind,” thinking that ignoring “accidental” differences of race or gender or region or class creates the best classroom climate. Promoting such partial seeing is highly problematic for the creation of curriculum which will serve all students adequately.”

https://nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf
“Mirrors” in Books

Diversity in Children's Books

2015

Percentages of books depicting characters from diverse backgrounds.
Based on the 2015 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison:
ccbc.education.wisc.edu/books/pctstats.asp

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indians/First Nations</td>
<td>0.9%</td>
</tr>
<tr>
<td>Latinx</td>
<td>2.4%</td>
</tr>
<tr>
<td>Asian Pacifics/Asian Pacific Americans</td>
<td>3.3%</td>
</tr>
<tr>
<td>African/African Americans</td>
<td>7.6%</td>
</tr>
<tr>
<td>Animals, Trucks, etc.</td>
<td>12.5%**</td>
</tr>
<tr>
<td>White</td>
<td>73.3%**</td>
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</tbody>
</table>

* About a quarter of the total children’s books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks.
** The remainder depict white characters.

DIVERSITY IN CHILDREN’S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison:
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<tr>
<td>American Indians/First Nations</td>
<td>1%</td>
</tr>
<tr>
<td>Latinx</td>
<td>5%</td>
</tr>
<tr>
<td>Asian Pacific Islander/Asian Pacific Americans</td>
<td>7%</td>
</tr>
<tr>
<td>African/African Americans</td>
<td>10%</td>
</tr>
<tr>
<td>Animals/Other</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>50%</td>
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The CCBC Inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the research and feedback we received from Beth Crespo, Andy Belt Griffis, K. T. Hargro, Debbie Reese, Elizabeth Thomas, and Hadley Tyner. Many thanks.
Annette’s Classroom
Picture your classroom or teaching space. What mirrors do you have?
What small ways can we learn about student culture that don’t cause mistrust or have emotional charge?
Would you rather...?

- arts assessment (drawing, theatre)
- non-threatening approach
- allows for connections between you and your students

Eat avocado or jam/jelly on your bread?
Live in the city or country?
Eat only meat or vegetables?
Start the campfire or enjoy the campfire?
Listen to a story or tell the story?
SMALL steps.
What small things can we do teaching different subjects to embrace student culture?
(through the Arts Integration lens)

https://tinyurl.com/4wt8dd6s
Small things we can do when teaching these subjects to embrace student culture:

**English/Language Arts**
- Using books with diversity in my read alouds.
- Literacy connection: Together we read Hair Love by Matthew Cherry. After we read we learn about all the different types of hair and learn about how they are all beautiful and unique. We then create our own self-portraits and share photos and paintings of our own hair. We then share how our hair can be connected to our family, culture and personal events.
- Argumentative writing.

**Science**
- During our scientist unit, show scientists with more diverse background and young up and coming people in the field.
- Observe natural life from the students’ own environment - rural or urban, to study, to understand how the plants and animals survive, life cycle, etc.

**Visual & Performing Arts**
- Learn about and make puppets in different styles from around the world.
- Listen/learn diverse music.

**Social Studies**
- Students select people from their family, or neighborhood community to interview.
- Who is the oldest person you know? What changes have they seen?
- While learning about different cultures, also explore the cultures of people that live here (science/social studies/arts).
- Explore diverse cultures around the world.
- Native American research, biomes of tribal areas.

**Math**
- Stem activities relating to culture.
- Teaching fractions through quilting, learning about cultures where quilting is common.

**Family & Consumer Science**
- Ancestry, family trees.
- Bring a recipe from home and write something about why it is important to their family.
- Career exploration, depending on student's personal passions.
Learn more.....

https://www.culturallyresponsive.org/
https://crtandthebrain.com/
https://nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf
https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching

ANTI-RACIST ART TEACHERS

Working towards removing biases, stereotypes, and false narratives in art education.
These are all the resources attendees shared in the chat during the presentation:

https://www.fbmarketplace.org/?_ga=2.268687857.1257056311.1615653941-1440108983.1615653941 (Diverse books)

https://www.responsivereads.com/ (culturally authentic texts by and about diverse cultures)

https://diversebooks.org/resources-old/where-to-find-diverse-books/ (sites that offer recommendations for diverse book titles)

https://americanindiansinchildrensliterature.blogspot.com/ (critical analysis of Indeigenous peoples in children’s and young adult books)

https://www.facebook.com/decolonizemusic (Decolonizing the Music Room, Facebook Group)