

Cultural Analysis Plan

By
Mikel Juneau

Submitted to
Dr. Anna Karina Monteiro

SCED 546: Culturally Responsive Teaching and NGSS Science for All

To better understand who is sitting in my classroom I can look at my student's information on Infinite Campus, which is a Student Information System that my School utilizes. The student's information is provided by their parents/guardian. However, If a student is Native American, Infinite Campus does not have an option to specify which Tribe(s) their child is affiliated with. Because I live and teach on the Confederated Salish and Kootenai Reservation (which is occupied by the Salish, Kootenai and Coeur d'Alene Indians) I can't just assume the Tribe each student is from. Also, because my students range from ages 5-7 most of them aren't sure which Tribe they come from yet. Also, Infinite Campus does not specify when students identify as "white" as to which race they are (English, Italian, etc). In order for me to get a true sense of who my students are (and them as well), I can create a questionnaire for their parents to fill out. The questionnaire will ask the following questions:

1. Ethnicity Are you Hispanic, Latino/a, or Spanish origin? (One or more categories may be selected) Mexican Mexican American Chicano/a Puerto Rican Cuban Unknown Another Hispanic, Latino/a, or Spanish Origin (Please Choose from the list in Table One) Not of Hispanic, Latino/ or Spanish origin

2. Race What is your race? (One or more categories may be selected)
 American Indian or Alaska Native If American Indian or Alaskan Native, please write in which Tribe (s) you child descents from _____ Black or African American Asian Indian Chinese Filipino Japanese Korean Vietnamese Other Asian White Other Race Native Hawaiian Guamanian or Chamorro Samoan Other Pacific Islander (Please Choose from the List In Table Three) _____

Other Ethnicity Table

Table One: Other Hispanic, Latino/a, or Spanish Origin
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Spaniard Andalusian Asturian Castillian Catalonian Belearic Islander Gallego Valencian Canarian Spanish Basque	La Raza Mexican American Indian Central American Costa Rican Guatemalan Honduran Nicaraguan Panamanian Salvadoran Central American Indian Canal Zone	South American Argentinean Bolivian Chilean Colombian Ecuadorian Paraguayan Peruvian Uruguayan Venezuelan South American Indian Criollo Latin American Dominican
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Table Two: Other Asian

Bangladeshi Bhutanese Burmese Cambodian Taiwanese Hmong Indonesian Loation Malaysian	Okinawan Pakistani Sri Lankan Thai Iwo Jiman Maldivian Nepalese Singaporean Madagascar
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Table Three: Other Pacific Islander

Polynesian Tahitian Tongan Tokelauan Guamanian	Micronesian Mariana Islander Saipanese Palauan Carolinian Kosraean Kiribati Pohnpeian Chuukese Yapese Marchaltese	Melanesian Fijian Papua New Guinean Solomon Islander New Hebrides Other Pacific Islander
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Once I get the questionnaires back I will research each one (because my students are too young to do it themselves) to analyze and celebrate differences in their traditions, beliefs, and social

behaviors. I would also like to find children's books that are important to their culture. I feel as though I have a lot of knowledge about most of the seven Tribes that are located in Montana and I already have and use a lot of Native American literature and resources, but if I don't have any materials from a student's Tribe I will acquire those as well. Because my students are so young, I think that is as "deep" as I could go into their cultures without coming off as if I am teaching them their Culture rather than being a facilitator of their culture. I would also talk about their cultural celebrations and traditions of their families and how that makes them unique as individuals. I will also talk about my own Cultural background and traditions since they are different than anyone else's on our School. With parent assistance each student could create a poster board of themselves and their families. The poster could contain information about the holidays they celebrate, traditions their families follow and I would encourage them to include pictures of special events so other students could get a "glimpse" into their classmates lives. My goal would be for my students to develop a sense of identity as individuals and to be proud of their cultures and to also be welcoming of one another's Cultures as well .

Resources

https://www.albany.edu/sph/cphce/mrt_tools/staff_tools/English/Staff%20Administered%20Patient%20Questionnaire.pdf