Teaching history using sources in multicultural classes

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Portugal

Who are the teachers?

Who are the teachers?

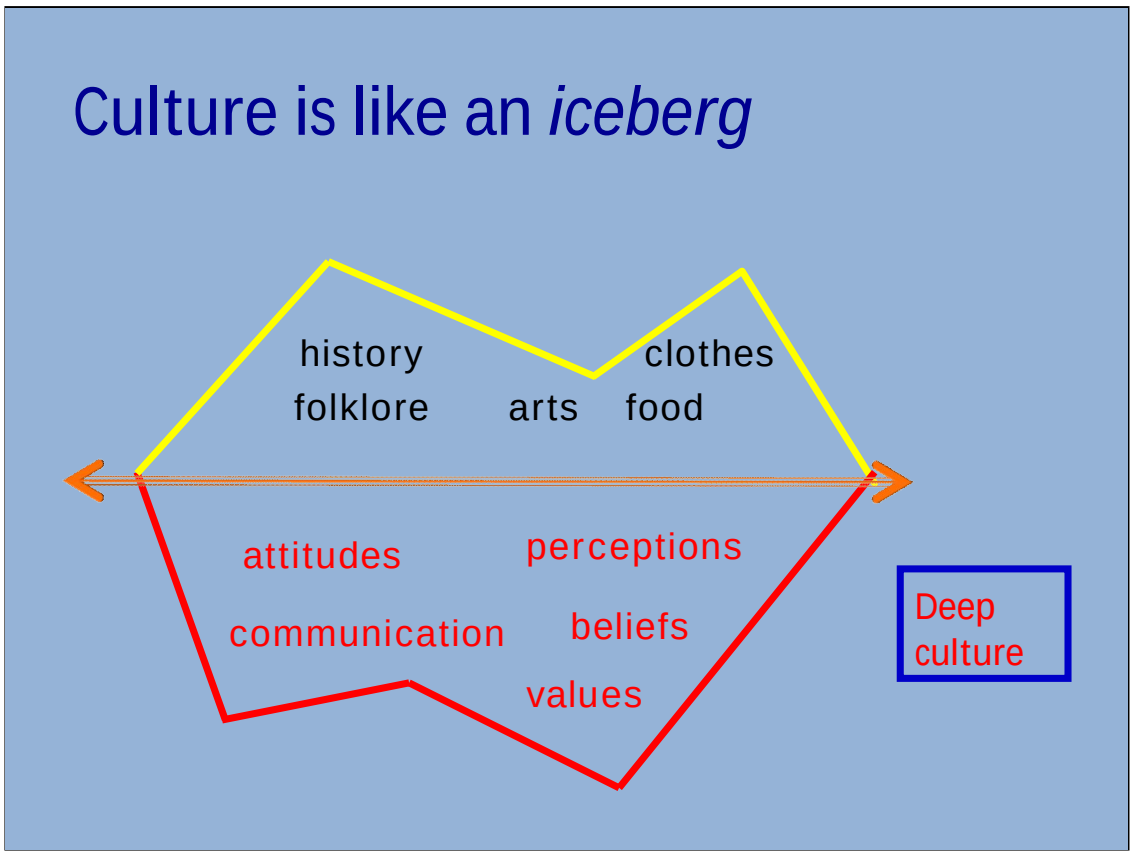
Who are the teachers?

- Teachers are the product of a given society
- They are subject to all the same influences, emotions and prejudices that affect their students and their families

Who are the teachers?

Because teachers are unaware of their own beliefs - they often remain unchallenged.

Culture is like an iceberg



What one thinks and how one thinks is determined by one's culture
The act of thinking is mediated through one's own culture
Our cultural database
Cultural Sensitivity: Understanding the needs and emotions of your own culture and the culture of others.

The *sounds* of silence

- People communicate without words: the smile, the look, the rising of the eyebrows, or elbows, etc.
- Non verbal messages have different meanings in different cultures/communities

The paradox of culture is that language – the system most often used to translate culture is, by its own nature, poor to fulfil this task

Ninety percent of what we think about a person is determined in the first ninety seconds we meet them.

Issues related to teachers' perceptions

1. A decisive factor in the learning outcomes results from the *teachers' perception* of their students *as* learners.
2. These perceptions are based on *subjective readings* of students' socio cultural background, academic and behavior characteristics.
3. Teachers organize their *strategies* accordingly.

Issues related to perceptions and labels

1. Teachers water down knowledge in response to students social class and ethnicity
2. The question of different goals of teachers and expectations of students (content might exacerbate the tension)
3. Teachers should be very aware of labels, stereotyping, identity issues, etc.

What is history teaching?

History teaching is a complex task that involves transforming subject matter into *forms that are meaningful to learners*, while retaining the integrity of the subject

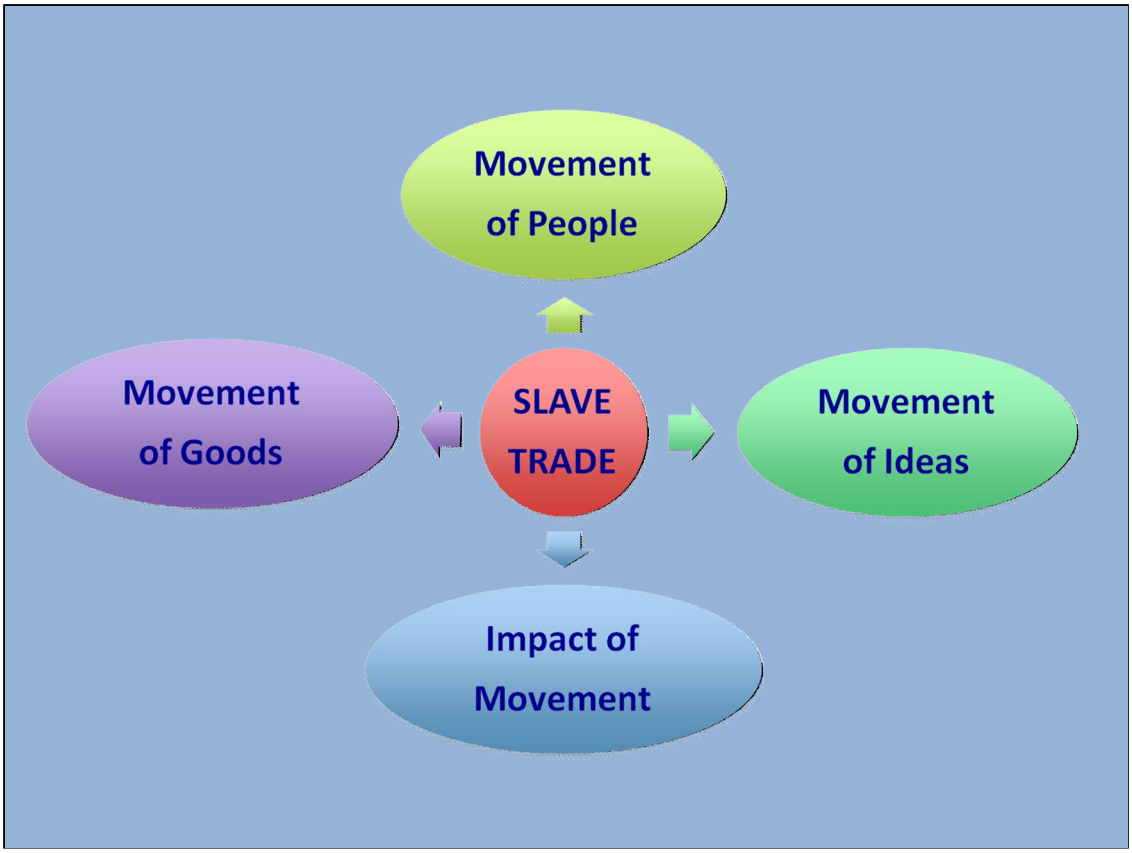
= didactic and didactic transposition
= its full complexity

History should be taught in its full complexity

Teachers should not present history as a simple subject: a linear narrative and a bag of facts.

The *reasons* behind the facts are more important then the chronological knowledge of the facts.

The octopus


Movement of People
Movement of Goods
SLAVE TRADE
Movement of Ideas
Impact of Movement

History Teaching

Teach the facts

Knowledge

what to know

By giving answers

Teach the skills

Interpretation

Sources

how to think

different perspectives

By asking questions

History Teachers

Should be able to:

- Ask questions more *open endedly* (more creatively)
- Focus on the *learning*

Born in Cambodja, came to the US in t980

How does Theoung Mim represent her multiple identities in this image?
• What do you notice about the face she paints?
• Which part of the portrait do you think represents Mim's parents' expectations? Which part represents her?
• Do any of you ever feel like you have two identities? Why?

Theoung Mim

- *Being a Cambodian woman means having to maintain two identities. One is my parents' expectations and the other is who I really am.*
- *My painting depicts these two sides, which are sometimes hard to blend*.

What is identity?

- Identity like history is complex and can be seen from different perspectives
- Understanding of self and otherness
- Identity (our own or someone else's) is not a linear process
- It is an *open-ended* process

Personalise history
Share experiences
Empathy
Similarities
Differences

Professional Communication

- Developing communication skills in the classroom with students from different communities is a process that requires trust, awareness, sensitivity, respect, and honesty.

- *Competence* is a constantly evolving process of adaptation and refinement.

To facilitate communication, teachers need to:

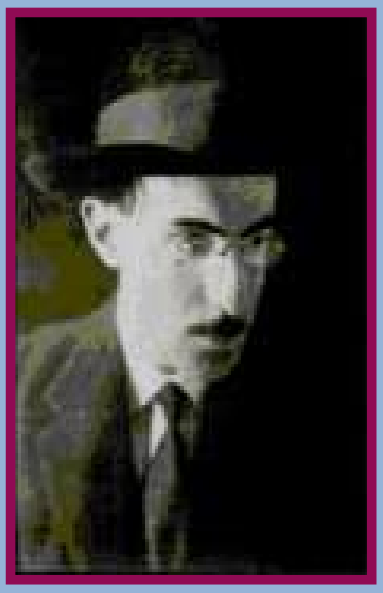
1. Develop listening skills
2. Verify perceptions
3. Ask for feed back
4. Resist the temptation to make hasty judgements
5. Cultivate cultural awareness
6. Accept challenges
7. Adapt

Listening more carefully and more responsively
Expressing myself more clearly and more completely

Question of attitudes and values

Fernando Pessoa

The more different from myself, the more real someone seems to me, because it depends less on my subjectivity



Lisbon 1888-1935
Book of Disquiet

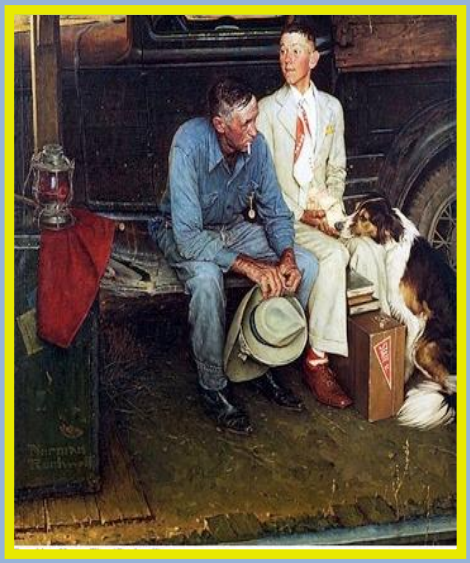
Who are the students?

Underage festivals
Individual differences (e.g. gender, physical characteristics, peer relations, family conditions, values, etc.) affect the way students learn
Ethnicity may influence perceptions of difference

"Don't worry, mom. The nose ring will be less noticeable once I shave my head."

モデルハウスで見てさわって!
0120-471-604
0120-675-128

Looking into the future?



Reading *words*

The importance of understanding the meaning of words

Reading *images*

The importance of understanding the meaning of images

Breaking home Rules, by Norman Rockwell

Difference of the reading words and the reading images generations.

The changing role of literature
The importance of the image
Past or future?

Visual Sources

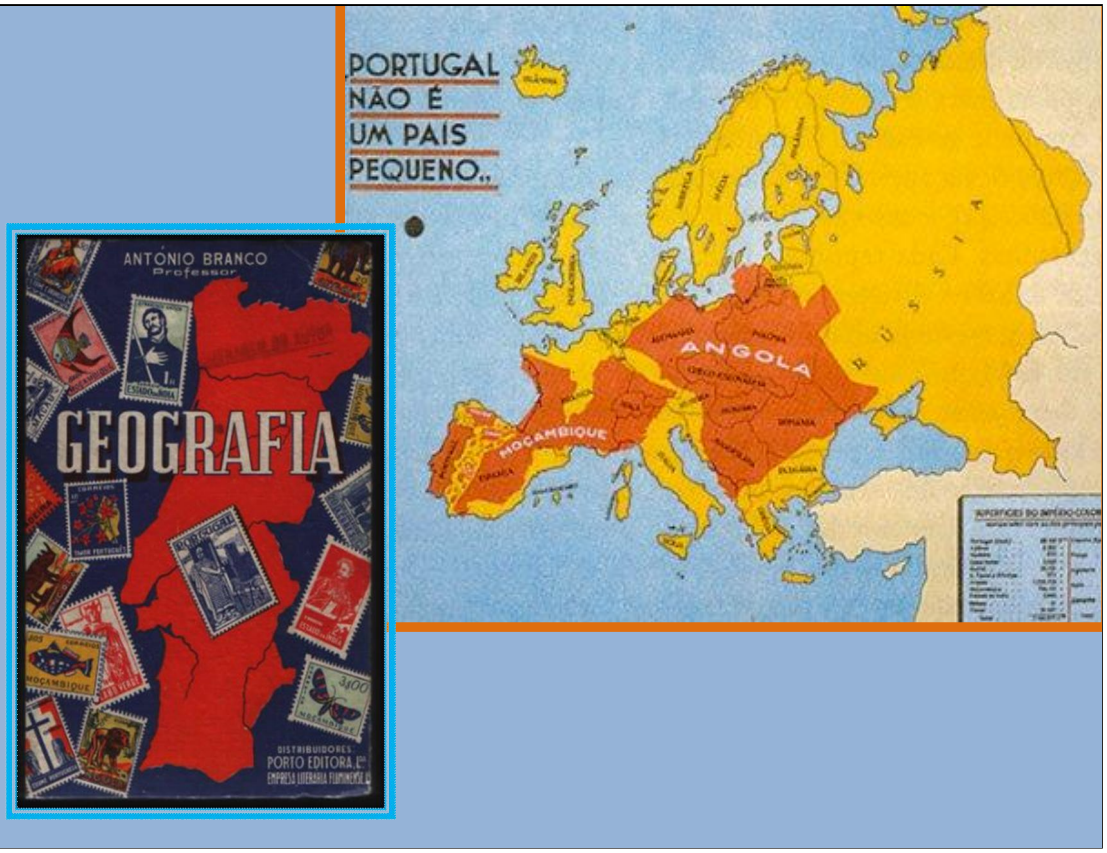
Visual sources are powerful tools, providing insights into the past.

Visual sources are (and should be treated as) sources of information.

Visual sources can be read as texts in their own right, not as mere illustrations.

Visual Material

- The message conveyed by *visual materials* creates representations of the society that might be unbalanced
- Teachers need to develop their competences to analyze visual materials
  - Questions of balanced ethnic, race and gender representations
  - Questions of *reading* visual materials


PORTUGAL
NÃO É
UM PAÍS
PEQUENO..
ANTÓNIO BRANCO
Professor
GEOGRAFIA
DISTRIBUIDORES:
PORTO EDITORA, L.da
ANGOLA
MOÇAMBIQUE
RÚSSIA

o livro da primeira classe
O LIVRO DA SEGUNDA CLASSE
LIVRO DE LEITURA DA 3ª CLASSE
Diploma
ENSINO PRIMÁRIO
Certifico que

SALAZAR
Salvador da Patria
TUDO PELA NAÇÃO
NADA CONTRA A NAÇÃO
Ditosa Patria que tais filhos tem

What questions do I need to ask?

What

does the source tell me?

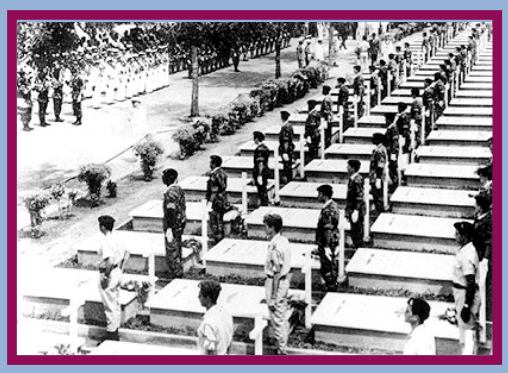
What

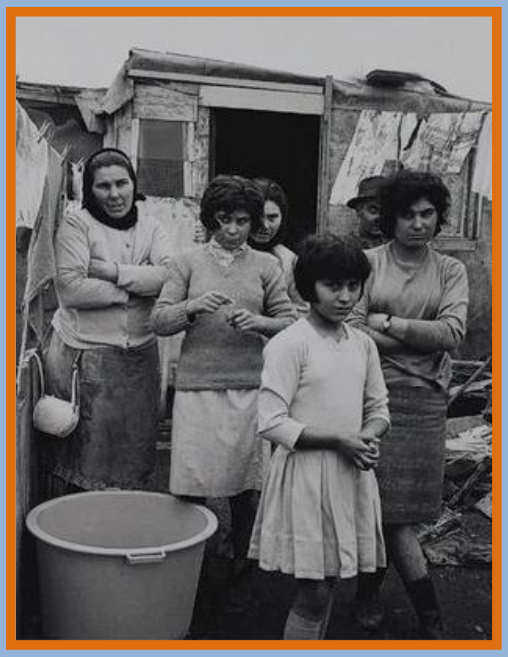
can I infer?

What

does the source not tell me?

VIVA AS FORÇAS
ARMADAS
GENERALDAMOS O
PÍNOLA

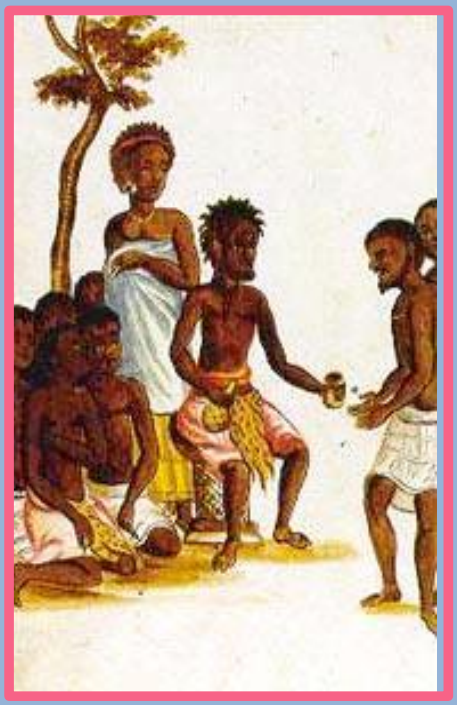


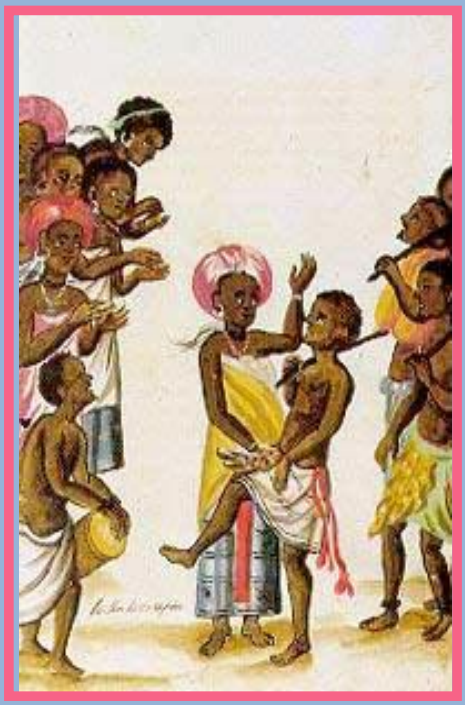


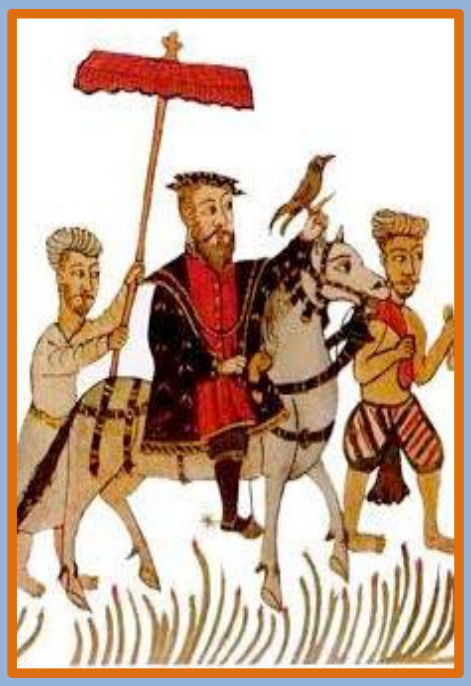
ALÍCIA VAZ
CARLOS NUNES
VIRGÍLIO CASTELO
JOSÉ CARLOS CARDOSO
TINO NAVARRO APRESENTA
A ESPERANÇA ESTÁ ONDE MENOS SE ESPERA
UM FILME DE JOAQUIM LEITÃO

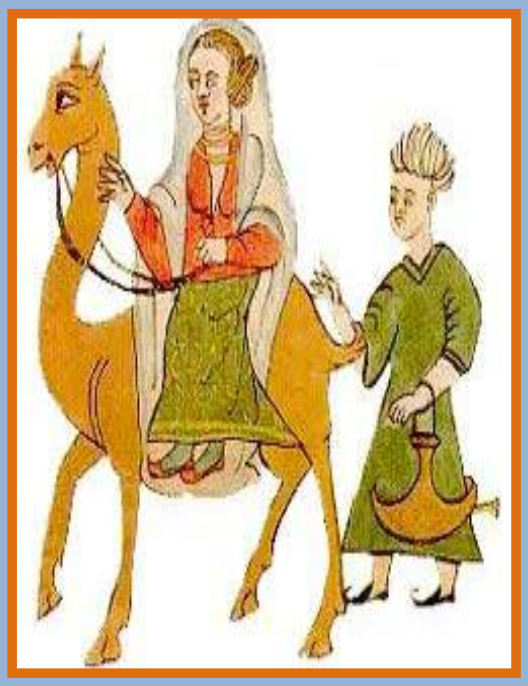
Quem és tu?
O que fazes aqui?
MELHOR FILME PORTUGUÊS INDIELISBOA 2004
lisboetas
um filme de Sérgio Tréfaut

"Not to worry. Diversity can only enrich our culture."









Giacomo Gastaldi, Della navigationi e vuaggi, 3º V.,1556.

We need reflective teachers for changing attitudes and in consequence schools
A better understanding of culture in society
An increase in communication between different cultures
A more adapted attitude to the context of cultural diversity
A better capacity to participate in social interaction

as vozes das culturas minoritárias são ignoradas, excepto quando elas falam de níveis de actividades culturais tais como a música, a dança, a cozinha e hábitos sociais.
uma educação que tem em conta a diversidade cultural tem de estar intimamente relacionada com os princípios que orientam movimentos dos direitos humanos.

The 21st Century: multiculturalism

- The 21st century is going to be one of unprecedented ethnic and religious mix.
- In the past, multicultural societies have tended to only flourish under imperial rule.
- Multiculturalism within the context of democratic citizenship: multiculturalism is not the cause of present discontents but part of the solution.

The French Football Team for the European Cup 2008

The French Football Team for the European Cup 1959

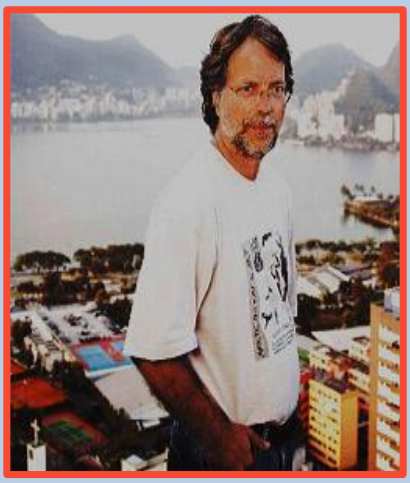
To look at the content *through* the eyes of the students:

1. Accommodating students' personal knowledge and experience
2. Finding out students' potential as history thinkers
3. Understanding what/why students value about the past, and how to include this in the lessons planning
4. Respecting the culture of the community (ies)

Matching of curriculum and pedagogy with learners' abilities and interests

- Varying tasks
- Experimenting with team learning
- Involving learners in action planning and independent activities
- Encouraging students to reflect on and review their own progress
- Providing assessment tasks that build confidence

Mia Couto



At the doorstep of modernization, we need to remove our shoes. I have enumerated seven dirty shoes that we need to leave at the doorstep of modern times. There are many others. But I had to choose and seven is a magic number.

1. The idea that others are guilty and we are victims.
2. The idea which states that success is not the fruit of labour.
3. The prejudice that the person who criticizes you is an enemy
4. The idea that changing words changes things
5. The shame of being poor and the cult of appearances.
6. The passivity in front of injustice
7. The idea that to be modern, we have to copy others