

# LA 2.5: Articulating Classroom Issues of Cultural Misinterpretation



Learning Outcome	Pedagogical Intent	Student Position
<p><b>Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.</b>  <b>Assessment: 25 pts.</b>  <b>TA: 40 Minutes</b></p>	<p><b>Teachers can use new vocabulary in meaningful and relevant ways to have a group discussion about issues of cultural misinterpretation in their classrooms.</b></p>	<p><b>Students have read the articles on culture, and used the vocabulary to discuss different issues of culture in their classrooms. They have also watched a video on cultural misinterpretations. They are now prepared to participate in a group discussion on cultural misinterpretations using new vocabulary.</b></p>

# Instructions

1. Watch [video segment 2.1](#), which focuses on Cultural Misinterpretations. Take notes on the [viewing guide](#).
2. You will now be given 10 minutes to discuss what they learned about cultural misinterpretations from the video segment (VS 2.1) using the vocabulary terms from the interactive glossary (HW 1.3). As you discuss the video segment, think about teaching experiences you have had, times when you have misinterpreted student behavior, or times when you gained new understanding about the home life, background or culture of your student that surprised you. Think about how your students bring their culture with them (just as you do) when they come into class and consider this in your discussion.
3. A designated person at each table will keep a record of the vocabulary terms used on the score card each word can be scored a maximum of three times. Words must be used correctly in a sentence.
4. After the discussion, the facilitator will invite the class to participate in a shower of ideas.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from [https://edtechbooks.org/bilingual\\_education](https://edtechbooks.org/bilingual_education)