

Name \_\_\_\_\_ School \_\_\_\_\_



## Professional Development: Assess Your Own Cultural Materials

After viewing the CD, *Images: The Need for Cultural Sensitivity*, critically analyze three resources you use in your classroom.

Return this form by mail to B. Kawazura, School Program Specialist @ The Morikami Museum, e-mail [bkawazur@pbcgov.org](mailto:bkawazur@pbcgov.org) or by fax to 561-499-2557.

Resource Title/Description: (Book, Poster, Bulletin Board Cut-outs, TV/magazine ads, etc)									
	Yes	No	Notes	Yes	No	Notes	Yes	No	Notes
<b>Illustrations: In Good Taste, Please!</b> <ul style="list-style-type: none"> <li>Is the illustrator qualified to pictorially represent Japan?</li> <li>Are the people realistically represented?</li> </ul>									
<b>Keep it Real!</b> <ul style="list-style-type: none"> <li>Are stereotypes avoided?</li> <li>Is the setting of the image clear/appropriate?</li> <li>Is the information up-to-date and accurate?</li> </ul>									
<b>The Norm or The Unusual: Is it Clear?</b>									
<b>The Written Language: Is it Appropriate?</b> <ul style="list-style-type: none"> <li>Are non-stereotypical fonts used?</li> <li>Is the writing real? What does it say? Is it appropriate?</li> </ul>									
<b>Images &amp; Text: Do They Connect?</b> <ul style="list-style-type: none"> <li>Do the images introduce/support the written material?</li> </ul>									
<b>Photographs: Point-of-View, Time, and Censorship</b> <ul style="list-style-type: none"> <li>What are the photographer's qualifications?</li> <li>What is his/her job assignment or special interest?</li> <li>Are the photographs indicative of the time and place?</li> </ul>									

Define how this exercise in cultural sensitivity has/has not changed the way you will guide students through studies of culture.