

Cultural Appropriation

Guiding Questions for Curriculum

Who is the artist, author, or creator?

- Give credit to the original artist, or source.
- Use artists or sources that are from the culture being represented vs. artists or sources that are from the dominant culture speaking for or representing others.

What is their background/culture?

- Allow artists/authors/sources to define works in their own terms. They determine and control what can be known, what can be spoken, written about, how, when, and where.

What is your relationship to the work?

- Explain how this work was passed on to you, how you learned about it, and/or your relationship to the work.

What is the purpose of the work?

- Deconstruct and resist what has wrongly been generated about individuals, groups and cultures being shared. This includes writings, experiences, history, and representations.
- Ensure the original meaning by the originator is intact and not an interpretation by someone else.
- Include original languages, experiences, history, and representations.

Who is the audience for the work?

- Identify the intent of the work or source during its original usage e.g. is it for the benefit of the audience, are they making a profit, will they gain social power?
- Think of the impact and messages the work has on the audience that is learning about the culture, group, individual, artifact.

Does it empower? Or harm?

- Use culture-centered representations that challenge ideologies and misrepresentations; Challenge stereotypes and strengthen communities.
- Name whether the original intent of the work was to empower or harm, so learners understand the context of the time period.