Delpit

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Lisa Delpit's "Other people's Children"

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LISA DELPIT

Other People's Children, by Lisa Delpit, highlights one of the critical issues facing the education system in the U.S. The author's purpose for the book was to highlight that educators are also trapped in the illusion of multiculturalism, leading to miscommunication in the classrooms. Many children, especially the poor and the minority, face many issues while pursuing their education. Delpit also highlights power imbalance within classrooms caused by predominantly white groups institutions controlled by the middle class. The result is unfair treatment of cultural groups and stereotypes against low-income people and the minority. This paper analyzes Lisa Delpit's *Other People's Children* to understand how educators are crucial as "cultural transmitters" in the classroom.

Deplit tries to understand how prejudice, stereotypes, and cultural assumptions are common issues facing children of color and the minority. Cultural conflicts between children and their teachers lead to miscommunication resulting in the mentioned group of children being labeled as underachievers. The book addresses issues crucial to understanding issues on cultural discontinuation in the classrooms rooms and how to address them. Teachers and children come from diverse cultural backgrounds. There needs to be a system for cultural compatibility rather than one culture dominating the other and oppressing them along the way. The book's purpose is to highlight the importance of implementing a more culturally responsive curriculum that accommodates children from all backgrounds. Schools should also develop instructional strategies that ensure all students are effectively educated and given better opportunities to succeed.

LISA DELPIT

Delpit's book comprises a collection of eight essays to highlight academic problems facing children of color and the minority caused by power imbalances and miscommunication. The first part comprising three essays is mentioned as the "Controversies Revisited" with discussion based on the essay "Skills and Other Dilemmas of a Progressive Black Educator." The primary findings in the first chapter are the "progressive" technique applied in teaching. Delpit talks about the concepts and techniques she mastered, including comprehensive approaches of integrating reading and writing in college, such as the writing process approach to literacy. The minority students and those of color have difficulty advancing with the techniques, yet they must acquire direct teaching skills for their success. Delpit also realizes that teachers of color have a hard time developing their skills-oriented instructions for the black students due to a lack of support from "progressive" advocates.

Another key finding, through her case studies, Delpit highlights how the society we live in nurtures and maintains harmful stereotypes, especially to the young black male who is constantly depicted as "monsters." Delpit mentions that the media always talks about how one out of four black men is involved with the criminal system. Yet, we are never told about the other three who are contributing positively to society in many cases. There is rarely any recognition for black men whenever they do anything well; it is always the highlighted bad news. As a result, such a society also contributes to teachers confining stereotypes and making assumptions about children from low-income backgrounds and the minority.

Power and privilege are essential findings considering their vital role in influencing society and the education system. People with power and privilege are reluctant to accommodate different cultures and would rather have their worldviews taken as reality. As a result, poor people and people of color act by others outside and cannot define themselves. This type of

perception is particularly destructive for educating poor children and minority groups as they are discriminated against and considered inferior. A “culture of power” sets off and dominates the U.S society, affecting low-income and minority students. The white and the middle-class perceive these students as “other people children,” resulting in teachers impeding their social and academic access.

Perhaps one of the key findings include the author’s touching stories where she admitted to previously having held specific ideas about education. Delpit is a black woman who grew up in Louisiana and experienced first-hand prejudice and stereotyping. Delpit realises that her personal history contributes significantly to her current views and belief systems. The author writes from her point of view as black women who struggle in many aspects of their lives. Delpit mentions how she struggles to understand and accept new contexts to discover other realities through her personal journey. Delpit takes us through her reflection on her own experiences as a teacher. One example is how the process writing approaches failed to provide the poor and minority children with behavioral “codes of power” and explicit instruction in the “standard” English.

Finally, the history of domination and oppression is a crucial finding since it is essential to transform the mainstream for their oppression of not white groups. Histories of domination and oppression exist and need to be acknowledged and have affected how we approach educating the different cultures in school. Ignoring these histories harms as prejudice and stereotyping continue attaching deep into American society. Therefore, education needs to be approached so that the “culture of power” is recognized and overcome, including prejudice, stereotypes, and other barriers that lead to miscommunication. The society in Delpit’s book is tasked with

removing oppression that leads to cultural conflicts and instead embracing all children as “our children.”

References

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. The New Press.

Delpit

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