

Keeping Culture in Mind

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An Intensive course on culture.

Student's Book High Elementary to Advanced

Valley Music Publications (VMP)

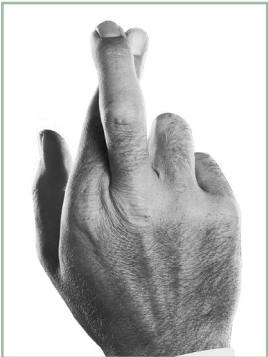
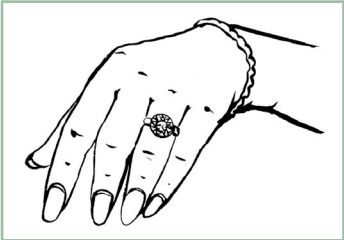
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Unit 2

Overview of learning outcomes:

to learn about love, promises and their impact on culture	to learn about: myths & legends; St Valentine's Day; sexuality; marriage; Treaty of Waitangi; (keeping) promises; individualistic vs collectivist values	to learn about: hand gestures for promises; kneeling	to learn about: feelings; status; position; prediction; background and foreground; colours	to learn about: verb tenses with promises
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Unit 2



What do you think about 1-4?

In small groups talk about your answers.

1. I think this unit is about getting married. Yes/No
Why or why not?

2. I think this unit is about hands. Yes/No Why or why not?

3. I think this unit is about love Yes/No Why or why not?

4. I think this unit is about promises to Maori Yes/No Why or why not?

5. I think this unit is about promises Yes/No Why or why not?

How many of us agree? _____

Reading illustrations (pictures, photos etc)

In small groups answer the questions below:

1. Look at the pictures of people. What are the people doing in each picture?
What in the picture helped you to understand?
Do you know anything about these illustrations (pictures, photos etc) Yes/No
Which three illustrations are about the Treaty of Waitangi? How do you know?
Write any new information below:

How much about the history do you need to know to answer the questions above? Choose one answer:
none at all a little some a lot

How many of you agree with a lot? Write the number in the space below:
_____ of us think we need to know a lot about the history to truly understand the illustration (picture photo or drawing etc)

What are the two pictures of hands about? good luck promises friendship
How do you know?

2. Now look at the pictures of the people again. Which feelings do they suggest?

What parts of the body are touching? _____
Are they comfortable with the touching? Yes/No Why or why not?
Is this OK in your culture? Yes/No Why or why not?
How many of you agree? _____

Look at the positions of the men in each picture, including the Maori carving of two lovers from Huia.
Which one(s) is/are :
equal status (equal position and importance in society) ?
protecting the woman?
doing something for the future?
about history or stories? (Use your finger, point to them and say, "This one!")

In your culture how do you show you are more important than another person?
In which illustrations do the people look away from you and not at the camera or painter?
(Use your finger, point to them and say, "This one!")
What does the artist want you to look at?
How important is the background of each illustration?
Is it comfortable to look at people when they are not looking at you? Why or why not?

3. In New Zealand white is the colour for hospital bed clothes, blankets and often for babies' clothes. It is also the colour for weddings and the bride (the woman getting married). Blue is usually a colour for men but the other woman is also wearing it. Why do you think she is doing that?
What do these colours mean in your culture?
Does anybody wear the same colour as New Zealand brides in their culture? Yes/No
Who? _____

Red, white and blue are the colours of the New Zealand flag and the British flag. Which picture has got the flag in it? (Use your finger, point to them and say, "This one!")
What colours are on your flag and do they mean anything?
Who has the same colours on their flag (but maybe not the same meaning) as you? _____

Unit 2: I Promise!

There is an old Maori story about a couple from different tribes and classes who finally got married because of their courage and love for each other. The name of the hot spring pool on Mokoia Island in Lake Rotorua is from Hinemoa’s name. (1)

Hinemoa was the beautiful highborn daughter of an important chief at Owkata on the edge of Lake Rotorua. She was also famous for her strength and character. Many handsome chiefs wanted to marry Hinemoa but her father always refused them. (2)

Tutanekai was a handsome warrior, who lived on Mokoia Island in the middle of Lake Rotorua but was low born. He had three stepbrothers, who also wanted to marry the beautiful famous Hinemoa. He did not think he could marry Hinemoa so he played beautiful love songs to her on his flute every night for a long time. People on the mainland (and Hinemoa) always heard this sad music because the sound of his flute playing floated across the lake. (3)

The first time that they met at a meeting on the mainland, Hinemoa and Tutanekai fell in love at first sight. Later Tutanekai told her he was the flute player. The next time when they were able to meet, she agreed to be his wife. However, she was afraid of her father so they decided Hinemoa would come to Tutanekai’s home on Mokoia Island at night. (4)

Every time she tried to leave by canoe, her tribe moved the canoes and stopped her. So, one moonless night she listened all the time for his flute playing and secretly swam the long dangerous distance. Then tired and cold, she found a small hot pool to rest in. (5)

Finally, when Tutankai found her, they slept together overnight. In Maori custom, she was now his wife. At first Hinemoa’s father was angry, then admired her courage and did not make war on Tutanekai’s tribe. He agreed to the marriage and throughout the area Maori celebrated with a great feast for many nights. (6)

- 1b) Listen. Which paragraph matches the meaning the best?
- ___ How Hinemoa gets to Tutanakai’s home

___ About the woman in the story

___ About the man in the story

___ The history and present day

___ About the woman in the story

___ Tutanakai and Hinemoa’s marriage

___ A meeting and a plan

1c) Write a question about the text. Ask and answer 3 other students’ questions:

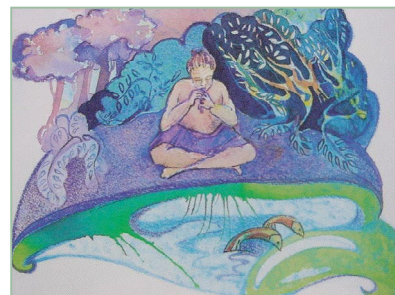
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1. A Maori legend. How different is your culture to New Zealand culture?

Use Quizlet to learn new words or practise remembering them.

a) Write the paragraph number from the story on the left of each picture (a.-d.)

(a)



(b)



(c)



(d)



2. Do you have love stories (or myths and legends) in your culture in which...

- a) the man or woman marry from different classes or groups? Yes/No
- b) the man or woman marry from different religions? Yes/No
- c) the man or woman marry an enemy of the family? Yes/No
- d) the rules for getting married are in the story? Yes/No
- e) the history of the land is part of the story? Yes/No
- f) women show leadership roles? Yes/No
- g) courage, music or beauty are important in the story? Yes/No

Which one is the most interesting love story, from a-g or something else? _____

Compare you answers to a) to g) with a partner.

Tell someone from a different culture about your favourite story.

Is there a similar story in your culture? Yes/No



3. About marriage and divorce Useful vocabulary on Quizlet

a) With your parents’ permission, you can live together at 16 years old. When you are 18 and live together for 3 years in New Zealand, the law says you are married -for taxes, divorce etc

Are these laws the same in your culture? Yes/No

b) There is more than one way to get married in New Zealand, once you are 18 years old without your parents’ permission: in a Registry Office, at a religious service, or by a marriage celebrant anywhere you want – at home, at the beach etc. Men can also marry men, women can marry women too.

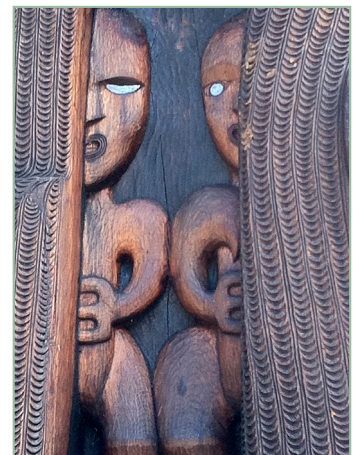
How many different ways can you get married in your culture?

c) How old can you get married without your parents’ permission? _____

d) The graph below shows the numbers of divorces and marriages for NZ from 1961 until 2008.

The number of divorces and marriages is about the same rate from 2000. Yes/No

Divorce is easy to get in New Zealand. Is it the same or different to your own culture? Why?



(1) Marriages registered in New Zealand per 1,000 mean not-married estimated population aged 16 years and over.
(2) Orders for dissolution of marriage granted in New Zealand per 1,000 estimated existing marriages.

Social Organisation

1. Learning about the two main kinds of cultures.

Use Quizlet to learn new words or for vocabulary practise.

Put these ideas about the two different cultures into the two boxes below.

Then think about yourself and draw an X on the line below the boxes to show you in your culture:

nuclear family extended family - we - privacy - teamwork - silence
direct communication - I - more indirect communication - independent -
dependent on the group - individual competition - relationship harmony - lending to
the extended family - choosing who to lend money to - time is money - time is relative
to harmony - family first - me first- group ownership - individual ownership -
- industrialised for ~150years - 66% of the world - 33% of the world

Individualistic culture
I

Collectivist culture
we

Click the about culture link on the left of this website and do unit 2 quiz.
How do you compare to everyone? Mark (X) for your result on the line below:

Individualist_____Collectivist

Problem solving

There is no right or wrong answer to the next questions (1&2)

1. b) (Some cultures in Asia are a mixture of collectivism and individualism.)

Which culture do you belong to the most? _____

2. What is your answer to this problem? a) or b)

You are deeply in love with a man or woman from a different cultural background. However, your parents do not approve of him or her. They think it's hard enough to make a relationship work when the person is from the same culture. What should you do? Choose a) or b)

a) Tell your parents to respect your dating choice and decision.

b) Tell your partner to be patient and try to understand your parents' viewpoint.

Discuss your reasons for your choice with another student.

How many others in the class agree with you? _____

2. Promises:

The Treaty of Waitangi in New Zealand was a promise between the Crown (individualist - European culture) and Maori (collectivist culture).

a) Do you think the translation of 'ownership' from the Treaty in Maori language to English is the same for both cultures?

Yes/No Why or why not?

b) What kind of problems could occur when a person a from a collectivist group sells 'shared' land to an individual (eg European)?

c) What problems could occur when an individualist starts taking and using collectivist land ?

d) Do you think this happened in New Zealand history? Yes/No

e) Are these examples (b&c) of miscommunication? Yes/No

Why or why not?



3. Not keeping promises

Talk in small groups about these reasons to NOT keep a promise:

- a) things are different now so the promise doesn't mean anything
- b) I didn't make the promise, someone in my family did and they didn't ask me
- c) nobody heard me make the promise
- d) the promise is illegal
- e) the promise is against my religion
- f) I do not get anything from this promise
- g) the other person will hurt me or my family if I break the promise
- h) I didn't understand about the future when I made the promise
- i) I was drunk/tired/drugged/tortured when I made the promise
- j) I wasn't thinking clearly when I made the promise

Put them in order from good to bad reasons

4. Finding out about other students' culture

Talk to everybody and write one name on the right.

Find one person who...

- can choose their future partner in their culture
- thinks music is important in their culture.
- celebrates St. Valentine's Day
- thinks the family should choose the marriage partner
- believes history of place names is important
- always keeps promises

Gestures and Body language

- 1. Is there any special body language when you talk about love? Yes/No
- 2. Is there any special body language when you talk about promises? Yes/No
- Which picture of hands below shows a European hand gesture to mean ‘It’s a promise’, left or right?
- Which picture of hands below shows an engagement ring left or right?
- 3. Is there any special body language when you talk about a secret promise? Yes/No
- 4. Is there any special body language when you talk about a wife or husband? Yes/No
- 5. Do men get on their knees to ask the marriage question? Yes/No What?
- 6. When you marry, do you have any special body language before, at or after the wedding? Yes/No
- 7. Do women wear a ‘promise to marry’ (engagement) ring?

Talk and show a new partner some body language about promises, marriage, divorce and love.
Is any body language the same? Yes/No



Go to this site and read section 13 from Alan Pease’s book on Body Language about Courtship gestures and signals.
Read and look at the pictures to help you. Find one that is different to your culture.
Write about a new body language gesture for men or women in western culture below:

Words and language (literacy)

When we make promises, we use the future tense: I will.
Man: Will you marry me?
Woman: Yes, I will.
Now they are engaged to be married. New Zealanders (Maori and Europeans) often have a ring to celebrate the promise – bought at a jeweller’s or inherited from the family - and the woman wears it on her left hand. Men do not wear engagement rings.
Is it the same in your culture? Yes / No

In the marriage ceremony the only words you must say are ‘I do’ to answer the question, ‘Do you take this man/woman to be your wife/husband?’

We use the present tense to show everyday, truth and forever. Most women wear rings on the **left** ring finger to show they are married but not many men do.
Is it the same in your culture? Yes / No

- 1. Do you give or get something when you promise to marry? Yes/No
How many people said yes? ____
 - 2. Do you wear a marriage (wedding) ring or engagement ring? Yes/No
How many people said yes? ____
 - 3. What hand and finger do you wear the ring(s) on, left or right? _____
- Is it different for males or females? Yes/No
Draw the ring(s) on the correct finger below for male and female:



- 3. Can you choose your future partner? Yes/No
How many people said yes? ____
- 4. What tense do you use for promises? future or present?
How many people said ‘future tense’ for promises? ____
How many people said ‘present tense’ for promises? ____
How many people said the verb tense for promises (future/present) is the same in my language? ____

Reflections



Where are you on the line between 2 main cultural approaches?
Individualist: the individual is more important than the family (collectivist)
Mark (X) for your result on the line below:
Individualist_____Collectivist

1. Think about working with at least three different nationalities so far (in the team work or question work). *Who from another culture thinks nearly the same as you?* (Name) _____
Underline one or more of these ideas for one partner from another culture:
Does this person...
come from the same part of the world eg Asia or central Europe?
have the same religion?
have nearly the same age as you?
have the same gender?
have the same family position eg single teenager or position in society eg upper class?
have nearly the same family values **not** because of religion?
have an individualism or a collectivism culture?

2. What is one example of a formal promise in your culture:

3. What do you think is the best solution for promise breakers?

4. What is the most interesting information for you about promises and love in this unit?

5. [Go to this site](#), and (top right) ‘Get to know your world’. Choose a country from someone in your group, choose something from basics to learn about them. What did you learn?
Write some words below:

Plans for the future



I am going to...
a) ask about the other person’s culture to help me understand any basic differences between us. Yes/No/Maybe
b) think about the different ways to marry for myself or my future children. Yes/No/Maybe
c) think more carefully about who I am making a promise to and why. Yes/No/Maybe
I am never going to

ANSWERS

1a) Write the paragraph number from the story on the left in (a.-d.)
a5 b3 c1 d2
1b) Which paragraph matches the picture of the meaning the best?

- | | |
|--|------------------------------------|
| 5 How Hinemoa gets to Tutanakai’s home | 2 About the woman in the story |
| 3 About the man in the story | 6 Tutanakai and Hinemoa’s marriage |
| 1 The history and present day | 4 A meeting and a plan |

Social Organisation

Individualistic culture	Collectivist culture
nuclear family	extended family
privacy	we
I	teamwork
independent	silence
me first	more indirect communication
direct communication	family first
individual competition	dependent on the group
time is money	66% of the world
choosing who to lend money to	relationship harmony
individual ownership	group ownership
33% of the world	lending to the extended family
industrialised for ~150years	time is relative to harmony

Further Reading:

Hornabrook, J.S. *Hinemoa and Tutanekai* National Archives, Wellington
King, M. (2003). *The Penguin History of New Zealand* Penguin, NZ
Orange, C. (1989) *Treaty of Waitangi* Fishpond, NZ

- [Births Deaths and Marriages](#)
- [Cross cultural communication](#)
- [First meetings in NZ between Maori and non-Maori](#)
- [The story of Hinemoa](#)
- [Story and illustrations from Kedgley School about Hinemoa](#)