

Multicultural Education

“Multicultural Education is a popular term used by educators to describe differences and similarities related to gender, race, disability, class, and (increasingly) sexuality” (Sleeter & Grant, 2009, p.161).

Presenter: Lindsey Ferstle

Icebreaker: Respect

Find someone in the room who you do not know. Introduce yourself to that person, and spend five to ten minutes talking about respect.

- What does it mean for you to show respect
- What does it mean for you to be shown respect?
- Does everybody really want to be treated the way you want to be treated?
- Is it respectful in every culture to make eye contact with whomever is speaking?
- What if somebody's ideas are oppressive--should we still respect them? And to whose benefit?
- It is important to mention that respect is a crucial ingredient in any discussion, but especially in a discussion of often-controversial issues such as racism, sexism, and economic injustice.

The point is to learn from our differences--to understand each other's understanding. The point is *not* to agree.

From: <http://www.edchange.org/multicultural/activities/activity1.html>

Let's get started...

Classroom and School Assessment

Activity 5.2 is designed for the teacher or administrator interested in assessing his or her own workplace. Student teachers can use this instrument as well, substituting a specific teacher's name for reference to "you" and "your classroom" where appropriate. Indicate in the blank: to a great extent; somewhat; very little; not at all.

Classroom Level

- _____ 1. To what extent do you consider affirming human diversity a top priority for your teaching?
- _____ 2. To what extent do visuals (charts, pictures, and so on) reflect race, gender, sexual orientation, and disability diversity in a nonstereotypic manner?
- _____ 3. To what extent do your regular instructional materials include people who differ by race, sex, class, language, sexual orientation, and disability in a nonstereotypic manner?
- _____ 4. To what extent do resource materials include people who differ by race, sex, class, language, sexual orientation, and disability in a nonstereotypic manner?
- _____ 5. To what extent does your plan for selecting materials include multicultural education criteria?
- _____ 6. To what extent do your daily lessons reflect human diversity?
- _____ 7. To what extent do your long-range curriculum plans promote multiculturalism and multilingualism?
- _____ 8. Other than on special occasions, to what extent do you use resource people with various racial and social class backgrounds, those of both sexes, those of different sexual orientations, and those with disabilities?
- _____ 9. To what extent do you use different strategies to teach students with different learning styles and skill levels?
- _____ 10. To what extent do your teaching strategies promote active learning and critical thinking?
- _____ 11. To what extent do you set and maintain high expectations for all your students?
- _____ 12. To what extent is nonsexist and nonheterosexist language used?
- _____ 13. To what extent do grading and grouping practices encourage and reward success for all students equally?
- _____ 14. To what extent do your tests reflect sensitivity to multicultural education?
- _____ 15. To what extent do plans for "special event" celebrations reflect diversity based on race, ethnicity, religion, or gender?
- _____ 16. To what extent do you try actively to communicate with parents, especially those who live at or below the poverty level, are minorities, or speak a language other than English?
- _____ 17. To what extent are notices sent home in the parents' language?

- Please complete the following Classroom Level Assessment individually
- Indicate a great, somewhat, very little, or none at all for each question

Share your classrooms strengths and weaknesses

Strengths	Weaknesses

The Purpose of Multicultural Education

To affect social change:

- > Transformation of self
- > Transformation of schools and schooling
- > Transformation of society

“The ideology of Multicultural Education is one of social change-not simply an integration into society of people who have been left out but a change in the very fabric of that society”
(Sleeter & Grant, 2009, p.164).

The Purpose of Multicultural Education

Gollnick (1980) described Multicultural Education's five goals:

1. Promoting the strength and value of cultural diversity
2. Promoting human rights and respect for those who are different from oneself
3. Promoting alternative life choices for people
4. Promoting social justice and equal opportunity for all people
5. Promoting equity in the distribution of power among groups

(Sleeter & Grant, 2009, p.162)

Two Components of the Multicultural Education

There are two components of the ideology of Multicultural Education:

Societal Goals: Cultural Pluralism

Cultural Pluralism “involves balancing diverse cultures and identities within one nation, encouraging a “both-and” stance toward difference and unity” (Sleeter & Grant, 2009, p.165).

School Goals: Equal Opportunity

Equal opportunity provides that “classrooms accommodate a wide enough spectrum of human diversity so that students do not find themselves disabled by factors such as teaching processes that ignore what they know, use of a language they do not understand, or adoption of teaching strategies that do not work well for them” (Sleeter & Grant, 2009, p.167).

Table 5.1 Multicultural Education

Societal Goals:	Promote structural equality and cultural pluralism
School Goals:	Promote equal opportunity in the schools, cultural pluralism and alternative lifestyles, respect for diverse peoples, and support for power equity among groups
Target Students:	Everyone
Practices:	
Curriculum:	Organize concepts around contributions and perspectives of multiple groups; teach critical thinking, analyze of diverse viewpoints, commonalities as well as differences; challenge all students academically; relate to students' experimental backgrounds; build on multiple languages
Instruction	Build on students' learning strengths; involve students actively in joint productive intellectual activity
Other aspects of Classroom:	Assess learning fairly, using multiple means of assessment and languages students understand; Make the classroom reflect and welcome members' pluralism, diverse lifestyles
Other Schoolwide:	Involve parents and community actively; reach out to low-income parents and parents of color; encourage staffing patterns to include diverse racial, gender, language, and disability groups in nontraditional roles; use decorations, special events, school menus that reflect and include diverse ethnic and religious groups; include all student groups in extracurricular activities; ensure that discipline procedures do not penalize any group unfairly; ensure that building is accessible to everyone

How does cultural pluralism work?

- Honor diverse cultural, linguistic, and historic traditions
- Do not promote mainstream life as superior
- Prepare students for the real world by teaching them how to interact with others

“Young people need to be prepared to work constructively with, communicate with, and respect diverse people of the world” (Sleeter & Grant, 2009, p.167).

Activity: What do your students already know about culture?

What Do Kids Already Know? (And Where Did They Learn It?)

This is an interview to find out what (possibly inaccurate) knowledge kids bring to school with them about different groups and where they got that knowledge. The idea is that multicultural education of a sort is already going on in kids' daily lives. The issue for teachers often is not whether kids should learn about other groups but what the school should do to develop or even correct what kids are learning elsewhere.

When interviewing, ask about several groups, such as the following, select any group(s) except the one(s) the student is a member of:

African American males	European American	Latino/a American
African American females	females living at the poverty level	males
American Indians	European American males living at the poverty level	Mexican American females
Arab Americans	Filipino Americans	Puerto Ricans
Chinese Americans	Japanese Americans	Southeast Asians
Cuban Americans	Jewish Americans	People who are blind or deaf
European American middle-class females		People in wheelchairs

1. Have you had any personal contact with [group]? If not, have you heard the term or do you know who they are? (You may have to give some equivalent terms or an example; if the student still does not know, select another group.)
2. If I were a visitor from outer space trying to find out more about the United States, how would you describe [group] to me?
 - a. What have you heard about them?
 - b. What have you seen?
 - c. What has your own personal experience taught you?
3. How certain do you feel the information you have is accurate?
4. Where did you learn most of your information? (After the student has responded, probe to find out what was learned from each of the sources below.)
 - a. parents, family
 - b. TV
 - c. movies
 - d. books
 - e. magazines, comics
 - f. school
 - g. personal experience

How can equal opportunity work in my classroom?

- ◉ Enable all students to strive for a fulfilling future
- ◉ Help students develop self-respect
- ◉ Build on home culture and language
- ◉ Affirmatively redress the effects of past discrimination
- ◉ Offer higher education to a diversity of young people

How can equal opportunity work in my classroom?

“Equal opportunity does not always mean same treatment” (Sleeter & Grant, 2009, p.168).

Because students backgrounds and experiences are different, so should their education. Children should not receive identical opportunities, they should have an equal opportunity to learn.

Theories of Multicultural Education

In 1973 William Newman developed four theories to explain cultural pluralism.

Assimilation

- Much of schooling has been based on this theory in which minority groups change their values and life styles overtime to match the majority group.
- “Business as usual” teaches that the majority cultural can and will prevail.

This is a problem!

- In these classrooms, teachers teach that their home and culture is inferior. This alienates children and causes them to reject school.

Amalgamation

- This theory is called “cultural hybridization”
- It tells how “languages borrow words from other languages as people come into contact with each other” (Sleeter & Grant, 2009, p.170).
- However, it explains very little about how groups actually interact.

This is a problem!

- Often the dominant group claims the cultural creations of minority groups.

Theories of Multicultural Education

Classical Cultural Pluralism

- This theory claims that “cultural groups have distinct boundaries and such deep differences that contact brings conflict rather than exchange...”
- “It fails to account for the development of a shared American culture, for the cultural changes that groups experience over time, and for the varied experiences of different cultural groups” (Sleeter & Grant, 2009, p.171).

Modified Cultural Pluralism

- This theory claims that different ethnic, religious, and racial groups will assimilate with the dominant group to some extent
- Some groups will assimilate more than others
- Many groups will “retain unique cultural characteristics” (Sleeter & Grant, 2009, p.171).
- **This theory supports Multicultural Education and advocates believe that schools should represent cultural pluralism as it actually exists in America, at the least.**

Schools should represent cultural pluralism

“Theories of cultural pluralism hold that some cultural diversity will continue to exist in a nation the size of the United States, despite attempts by the dominant group to assimilate people...it makes sense that schools embrace this diversity rather than pretend that it is not there or that it is harmful to the country” (Sleeter & Grant, 2009, p.172).

Cultural Transmission

How do we teach the youth about our culture?

- Cultural transmission takes place at school, home, religious institutions, and communities.
- Multicultural Education “encourages awareness and knowledge about diverse alternatives”
- The society that we live in is not fair, and children should learn about the inequities in this world.
- Children learn through a variety of messages and joint activity
- It is suggested that classrooms are organized by the teacher and student in constant communication with one another.
- Teachers need to find out about their students’ cultures, *especially* if they different from the teacher.

Cultural Transmission

“Cultural transmission, social learning, and modeling theories are strongly molded and shaped by their environments and how the values, beliefs, and behavioral patterns that young people develop result from the constant press of their social environment”

(Sleeter & Grant, 2009, p.173).

Activity: Think About It

Turn and talk with your neighbor about the following questions:

- How do you transmit culture?
- How do you provide equal opportunities for your student?
- Do you teach a dominant viewpoint?
- How is language used in your classroom?
- Do students feel comfortable learning?
- Are the cultures of all students represented in your curriculum?
- How is knowledge learned? Do you primarily do the teaching or do students have opportunities to learn from one another?



- 20 min. Bathroom Break -

Drink lots of water!
Do lots of stretching!
Meet new people!

Recommended Practices

“This approach is not just for single groups of students. It is for everybody, and it seeks not only to integrate people into our existing society but to also improve society for all” (Sleeter & Grant, 2009, p.174-5).

Curriculum

- Diverse perspectives, experiences, and contributions should be reworked into the curriculum
- A teacher must learn about various groups, especially those groups of her students

How do I do this while abiding to the content standards?

- Include diverse, quality literature in the classroom for student reading
- Make sure teaching draws on students experiences and background
- Diversity should permeate through the curriculum, rather than just teaching “heroes and holidays”

Share: Five ways you promote multicultural learning in your classroom

Recommended Practices: Instruction

- High expectations
- Build on strengths of students
- There should be joint activities between teachers and students
- Cooperative learning groups
- Link student language with “discipline-specific academic language, both orally and written, so that students develop academic linguistic fluency” (Sleeter & Grant, 2009, p.179).
- “The teacher coaches, prompts, and models thinking and problem solving as needed, and students do much of the talking” (Sleeter & Grant, 2009, p.180).

You already knew that we should teach students about other cultures

- Now you need to teach students or correct students on what they have learned elsewhere
- Take a few minutes to review some of the sample lesson plans in your packet, which ones could work in your classroom?

Estimation



Subject Area: Mathem
Grade Level: 2–4
Time: Two days

Tie-Dyeing

Objectives

1. Students will explain
2. Students will make
3. Students will check
4. Students will record lives.



Subject Area: Art
Grade Level: 4–6
Time: Two class periods

LESSON PLAN

Objectives

1. Students will identify
2. Students will produce

Suggested Procedures

1. Show the color chart.
 - a. Primary colors made by mixing
 - b. Secondary colors mixing the primary colors.
Red + Yellow
Yellow + Blue
Blue + Red =
2. Explain to the class. Pass out bowls of color to each student. Have them mix colors.
3. Pass out 12-by-12-inch pieces of cloth.
4. Explain the concept of the chief purpose of pattern on the cloth.
5. Explain the principle of string to tie the cloth underneath to turn the color.
6. Have each student tie sections of it in a pattern.
7. When the cloth is dyed, show it with others in the class.

Evaluation

Assess students' understanding of tie-dyeing through the class discussion.

Families



Subject Area: Multiple areas
Grade Level: K–1
Time: One week
Students: English Language Learners

Objectives

1. Students will describe and identify the members of their own families and answer questions about their family.
2. Students will distinguish between an activity performed indoors and one performed outdoors.
3. Students will use symbolic and D'Nealian-style writing.
4. Students will compare and contrast nontraditional families using key English vocabulary, including *mother*, *father*, *son*, *daughter*, *sister* and *brother*.

Suggested Procedures

1. To introduce the week's theme, have the class as a whole use magazine cutouts to create a collage that shows various families. Follow this activity with a whole-class discussion that brings out the idea that families are made up of many different people. Encourage the children to introduce their own families. Tell them that they will learn about their classroom members' families in greater depth.
2. Show the children the illustrations on the cover and title page of the book *Who's in a Family?* (written by Robert Skutch, illustrated by Laura Nienhaus). Read the title. As they look at the title page, ask children to make predictions about the story. Read the story as you point under each word to help children connect speech to print.
3. Have the children construct family portraits as an art project. Have them decide who will be included in their family portrait (nuclear or extended), and how many adults and children there are. Help children label family members with their names. Ask children to describe their completed pictures with family member names, their relationship, and any other information they wish to give.
4. The next day, read *All Families Are Different* (written by Sol Gordon, illustrated by Vivien Cohen). As a writing activity, have students copy today's date onto the first line on the top right-hand side of the paper. Ask them, "What is special about your family?" Model appropriate conventions of writing and letter formation. Students then write symbolic and D'Nealian-style responses. Have students draw a picture to match their written response.

Recommended Practices: Assessment

- ◉ Use performance assessments over testing
- ◉ Recommended performance assessments:
 - > Portfolios
 - > Classroom observation
 - > Projects
 - > Performance exams
 - > Essays

Note: Students should be assessed in their native language if different from English when necessary.

Recommended Practices: Home/School Relations

- Link parents with school in the following ways:
 - > Parenting
 - > Communicating
 - > Volunteering
 - > Learning at home
 - > Decision making
 - > Collaborating with the community

These areas are proven “to have a positive impact on students’ attendance, behavior, and learning in school” (Sleeter & Grant, 2009, p.182).

Other Schoolwide Issues

- ◉ Advocates for Multicultural Education are also concerned with classroom practices, including staffing, tracking, and extracurricular activities.
- ◉ Hiring of diverse teachers
- ◉ Athletic opportunities
- ◉ School lunch

What the Critics Say

- Critics say that it is “unrealistic to think that mainstream culture will become pluralistic and the best thing schools can do is try to equip those who are poor, minority, and disabled with the skills and knowledge they will need to get a job and compete for the upward mobility in the existing society” (Sleeter & Grant, 2009, p.188).
- Teachers are often unequipped to individualize instruction
- May give students a broad of a knowledge base
- Studying multiple forms of diversity may be a waste of time and actually weaken the study of diversity
- Implementing this approach requires reeducating educators
- Too much attention on cultural issues and not enough on social structural inequalities

Reflect about Multicultural Education

1. What do you think are the strengths and weaknesses of this approach?
2. Do you believe that celebrating and supporting diversity is important in your classroom?
3. What is important for teachers to know about their students? How does it inform their teaching?
4. What are some difficulties in implementing Multicultural Education?
5. What will you include in your classroom next year?

Closing Activity

Objective: To increase awareness and encourage self-development while engaging participants in activities that call for introspection and self-reflection.

Instruction:

Take ten to fifteen minutes to write a poem called "Who I Am." The only rule is that each line should begin with the words "I am..." that You can include statements about where they're from regionally, ethnically, religiously, and so on; memories from different points in their lives; interests and hobbies; mottos or credos; favorite phrases; family traditions and customs; and whatever else defines who they are.

You will be sharing your poems at the end of the fifteen minutes with a small group of 8-10 teachers.

Sample:

I am basketball on a snowy driveway.

I am fishsticks, crinkle-cut frozen french fries and frozen mixed vegetables.

I am primarily white, upper-middle class neighborhoods and racial diverse schools.

I am Donkey Kong, Ms. Pac Man, Atari 2600 and sports video games.

I am football on Thanksgiving and New Year's Day.

I am "unity in diversity" and "speaking from your own experience."

I am triple-Wahoos, earning three degrees from the University of Virginia.

I am diversity, multicultural education, identity, introspection, self-reflection, and social action.

I am Daffy Duck, Mr. Magoo, Hong Kong Phooey, Foghorn Leghorn, and other cartoons.

I am Tae Kwon Do, basketball, the batting cages, a soccer family, and the gym.

I am a wonderful family, close and loving and incredibly supportive.

I am films based on true stories and documentaries

I am the History Channel, CNN, ESPN, BRAVO, and Home Team Sports.

I am a passion for educating and facilitating, personal development and making connections.

Closing Activity

- What connections did people make with each other from this activity?
- What were some commonalities across poems?
- Did any of these surprise you?
- How can you adapt this activity for your classroom?

From: <http://www.edchange.org/multicultural/activities/poetry.html>

Thank you for learning with me today!