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Multicultural Education: A Review of Approaches and Methods

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This starred paper submitted by Heather P. Abrahamson in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

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MULTICULTURAL EDUCATION: A REVIEW OF APPROACHES AND METHODS

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Chapter I

BACKGROUND AND RATIONALE

When I was eight years old I knew that I wanted to someday become a teacher. This goal that I had for myself was achieved in 1993 when I obtained my first teaching job in Becker, Minnesota. After achieving this goal, I now have a new set of objectives in mind. My primary goal now is to become the best teacher that I can. I feel that it is important to always improve in my profession, and do what I can to grow as a person and a teacher. In working toward a master's degree, I feel I have been working on improving my teaching skills and achieving a new set of goals that I have for myself. The first goal of this paper is to justify the need for multicultural education in all areas of our schools. However, another goal or objective of this paper is to acquire or build the background and conceptual framework that I need in multicultural education in order for me to be an effective multicultural teacher.

Multicultural education is a pair of words that means different things to different people. It's a concept that has been debated and implemented into education plans all over the United States. However, one commonly or universally accepted definition or method of implementation has yet to be agreed upon. According to Geneva Gay, the author of At the Essence of Learning: Multicultural Education, Multicultural education is

a controversial idea and the debate over it is gaining widespread attention. It is controversial because there are so many different notions about what it is how it should be implemented, and where it fits in the overall scheme of education in the United States. It also challenges how some of the nation's most fundamental value assumptions have to be interpreted and translated into action (Gay 1994). I propose a working definition of multicultural education as "education that is complete and comprehensive in teaching students to be culturally aware, and able to function in the diverse society that is becoming the United States." It suggests that students would understand what a democratic society is, and would teach them how to become democratic citizens. It is education that integrates multicultural themes throughout a student's school career, from kindergarten until graduation. This could be a course that would be offered to students in high school, and would help students to become culturally aware, and able to live in a world where people could work with and relate to each other (see Appendix A, Syllabus).

This paper will attempt to address two questions. The first question deals with the actual need for multicultural education, and the second question deals with an effective way to approach educating our youth in a culturally diverse manner. The first question, I feel, is easily answered. Multicultural education is a necessity in the world we live in today, and I will provide evidence that will support this idea. The United States as well as the world, needs to have this type of education in order for citizens to be able to function effectively in the twenty-first century. Also, through supporting literature I would like to justify the idea that multicultural education is a topic that needs to be approached as a required course. I believe, or will suggest, that every student should take a course similar

to the one that I would suggest or design. In this course, participants would have the opportunity to study cultures and people to which they may not otherwise have had exposure in-depth.

My belief is that teaching multi-culturally cannot, and should not be done superficially, but must be done with the vigor and inclusiveness that only a specific in-depth class can do. I do believe that in addition to this course which would be required in high school, students should also be studying other cultures and people in courses even before they get to the high school level and while they are in high school. In other words, I in no way feel that one course is all a student would need, but my main focus is to support the idea that the brief look we give many cultures now is not enough. It is important that each student have an in depth study of cultures that can only be done by a course such as the one that this paper is suggesting. I feel that in the world in which we live today, if students are not given the chance to learn how to work and compete on a global level they are in jeopardy of not being able to compete at all. Along with this idea of being able to compete at the global level, it is my belief that it is imperative that students are able to function and work with not only people of their own gender and origins, but of people of different races and cultures.

In teaching multi-culturally, educators may ask why students need classes and lessons that deal with this topic. James Banks (1994), an author who will be addressed in chapter two, gives many reasons. James Banks says we educate multi-culturally because the need is there. People of color in the United States in the future will number one in three. In order for our country to survive, we need to educate the people of our country

to work together and function in our democratic nation. Even if the quality of education improves, I agree with Banks in that our country needs not only to improve on education of people of color, but all others also. The obvious way to prepare students to do this is to educate them multi-culturally.

In Becker, Minnesota where I am a secondary social studies teacher, our curriculum currently includes a course called American Studies. In this paper I would like to support the idea that this should be a required course for all students in Becker. I would also like to propose that multicultural education, in general is the best way to educate students and to help them become culturally aware. Many professional educators, whom I will use as sources of information, have written great quantities of literature on this topic. One specific group of people, which Christine Sleeter (1989) discusses in her book Turning on Learning, is the Social Reconstructionists. In their view, American education has the responsibility to give students the skills that will help them function in a democracy, and with the rest of the world. Their main focus is that schools should prepare our young to be future citizens and be able to work actively and collectively on problems facing society. Some of the problems that students have start with the misconception that voting is the only way individuals can participate in a democratic world. Social Reconstructionists, according to Christine Sleeter, believe there is more that each individual can do. Through studying different races and cultures, students can become culturally aware and contribute to helping our country progress into the future, where positive racial relations are imperative for the survival of our nation (Sleeter 1989). Currently there are people in this world who believe that the race issues we "once had" in

the United States are now gone. This belief is incorrect and my plan of education attempts to make students aware, through experience, that many of our social concerns or social inequalities are not resolved and are actually still based on race and social class along with disability and gender.

In short, my belief is that through education, multi-culturally aware schools can teach and model democratic living and prepare our young to be able to actually participate in our democratic, global society as adults. Social Reconstructionists believe that in order for students to be able to relate and understand what happens in our class based society they must experience it first hand or try to relate as much as possible. I interpret this as, meaning students cannot fully understand or relate to individuals of another race without studying their culture in-depth, not just learning about what kinds of food they eat or what language they speak. I am not saying that these items are not important, they are just not enough. I feel that this in-depth type of study that I am proposing, can be successful only with a course specifically set up to do just this--a course taught with similar objectives to American Studies.

It is my thought that many people believe that there is no need for the ability to be able to relate to others of different races and cultural backgrounds. I have learned through experience that many students and parents alike believe that we do not need to worry about educating in a culturally diverse manner. They do not understand how imperative it is that their children are able to have the ability to relate and work with people of all different walks of life, of different ethnic backgrounds, and from all corners of the United States as well as the world. Geneva Gay (1994) once again, says in her book At the

Essence of Learning: Multicultural Education; "Interest is becoming more and more wide spread, not because it is commonly accepted, but because ethnic and cultural diversity is growing in magnitude and influence in all segments of society." It is important to remember, Gay says, that "People in government, business, economic institutions, religion, media and the entertainment industry are asking questions about how to deal effectively with ethnically and culturally diverse audiences in their respective areas of interest."

A prime example of someone who must know this to be true is the owner and chief executive officer of Microsoft Corporation. The man is not only the richest man in the world but is also, I believe, one of the most realistic when it comes to cultural relations. Bill Gates is the CEO of one of the most successful businesses in the world. Mr. Gates is the owner of Microsoft, the company that has done wonders in the computer software industry. He has many employees, of which my husband is one. The employees of Microsoft are expected to be able to work in their home location, but also be able work with and to travel to places all over the world. As a CEO of a major corporation, Bill Gates requires all of his employees to go through extensive training in the exact topic this paper is addressing, multicultural education. Mr. Gates must know that for his company to be successful, his employees must be the best they can be, in every aspect of the words. His employees have to be able to work effectively with people of every race and culture. They have to be able to do their jobs in many different climates and communicate in many different settings and locations. This is just one example that if students want to prepare themselves to work for, and compete with companies like Microsoft, the schools must be their first source of multicultural teaching and preparation. In our growing global society,

the only way to educate our young is through education that contains strong multicultural themes. These multicultural themes should be reflected in all lessons from kindergarten up through twelfth grade, and also be taught as a separate required course, which all students could take when they reach high school.

Social Reconstructionists also believe that their philosophy can only be successful when there is action involved on the student's part. This student involvement can be in the form of writing letters, engaging in community service and basically experiencing first hand (Sleeter 1989)*. In order for the students to gain experience they need to have time and instruction (see Appendix B, Lesson Plans). The current system that allots a special month (an example would be National Black History Month in February) for students to learn about different groups around the world should be just a beginning. In fact, these special months skim only the surface of the qualities of each of the groups those months recognize. I feel that those months should not be erased, but they need to be a supplement to the proposed plan that I will support in this paper. The course that I teach is called American Studies. It is a course that has been designed to give students an in depth look at various cultures and groups of people in our world today. It is a course that I believe all students at Becker High School could benefit from. This specific course would give the students the time to acquire the skills they need to compete in the global economy that Bill Gates and many other employers take part in. It would also give the students the skills needed to relate and work well with others of various races and cultures that will live with and be competition for them in the future.

In the second chapter of this paper I will support my ideas on multicultural education by providing examples from educators and experts on the subject of educating in today's world, and education in a multicultural manner. Christine Sleeter wrote a book called Turning on Learning. In this book Ms. Sleeter describes a set of ideas to teach multi-culturally by giving ideas, as well as providing lesson plans that can help teachers use her methods. A second author and well-respected multicultural expert I will use is James Banks. Mr. Banks has written many books on the topic of multicultural education. I will use examples from the books that he has written, as well as examples from various other authors and books in my second chapter. These examples will be used to support my idea that multicultural education is a necessity and it needs to include an in-depth study about different groups and cultures that students will encounter in their lives. As Christine Sleeter says "Schools should teach and model democratic living. They should prepare our young for active political participation as adults." She also says, "The entire school experience should be reoriented to address concerns of social inequality based on race, social class, disability and gender." Her belief is that both of these issues can be addressed by correctly teaching students in a multicultural manner (Sleeter 1989).

Chapter II

WHAT DO THE EXPERTS SAY?

James Banks

The first author I would like to look at is James Banks (1994). Mr. Banks has written many books on the subject of Multicultural Education. In his book, An Introduction to Multicultural Education one of his opening statements addresses the fact that education within a pluralistic society should affirm and help students understand their home and community cultures. Mr. Banks believes that this is the best place to start. It is his belief that education is the provider used to free students from their cultural boundaries. One of my main goals in teaching American Studies is exactly this concept. Growing up in a small town, students in Becker have little exposure to people that are different from themselves. As James Banks says, it is the job of educators to start with the home and community but also to help expose students to people and places that they might not otherwise have the chance to be exposed to. James Banks goes on to say, "Education in a democratic society should help students acquire the knowledge and attitudes and skills they will need to participate in civic action to make society more equitable and just." Banks again goes back to that central theme of a democratic nation that is one of the central themes of all of the experts this paper addresses. Even our

founding fathers wanted this to be education's main goal (Banks 1994). However, with the increase in peoples of other cultures and nations living in the United States we have to learn to live democratically as one nation. In order to do this schools must provide students with the tools necessary to relate and work with the various cultures they will encounter.

It is important that as educators, we remember that this type of multi-cultural education will come up against much opposition from both students and parents. I had some trouble convincing some of my students how important a course like American Studies is for their future. After much reading and learning and discussing I think I was able to reach the majority of the students. However, there were a few that I was apparently not able to reach. James Banks has a suggestion about how to keep this problem under control. He addresses it as follows. "Multicultural education emerged out of western democratic ideals, one of its major aims was to close the gap between the western ideas of equality and justice, and societal practices that contradict those ideas such as discrimination based on race, gender and social class" (Banks 1994). In this statement Banks is able to remind us what principles this nation was founded on and how important it is that we continue to teach students that we need to learn to get along with other nations and peoples and make the work equitable for all people. Banks has high expectations for what multicultural education can do for us as a whole. I agree with what he says and with the intensity that he expects. I feel that one way to teach multicultural education is to have a concentrated course that will give students the skills needed to work and grow as caring, democratic adults.

James Banks writes about education and what a just and democratic school should be. He does a superior job of describing what a multi-cultural school would look like. Again, in his book, An Introduction to Multicultural Education, he lists two main things. Number one, multicultural education is an educational reform movement designed to restructure schools and other educational institutions so that students from all social classes, racial, cultural and gender groups have an equal opportunity to learn. He then goes on to explain the goal to help students develop more democratic values and beliefs and the knowledge, skills and attitudes needed to function cross culturally (Banks 1994). He is saying in these descriptions, that it is only possible for students to learn and grow and become successful through education. Education not only teaches them how to be equitable, but also is equitable to them. This is where he agrees with Christine Sleeter. Education that teaches democratic values has to be democratic itself.

Another important concept that James Banks addresses in his description of multicultural education is that of infusion versus transformation. Banks wants to make it clear that because the topic of multi-cultural education is so important, we have to make sure that it's done correctly. Banks says that infusion is when ethnic and gender contents are put into curriculum. With infusion the students view the experiences of ethnic groups and women from the conceptual frameworks of the traditional western cannon (Banks 1994). In this he means that it is just like going through the motions. I think this is similar to the idea of having special months to celebrate other cultures and their diversity. It just touches the surface, and does not give the students a real view of what it is like to actually be a person of color; it still gives them the view in western terms. Banks, on the other

hand, says we need to teach with the idea of curriculum transformation in mind. Here Banks says students and teachers make paradigm shifts and view the American and world experience from the perspectives of different racial, ethnic, cultural and gender groups. In transformed curriculum the experiences of women and people of color in the West are not viewed as an appendage to the experience of men, but are viewed through these peoples' eyes (Armitage 1987). I see him meaning in this statement that transformation puts learning into the realm of real learning and not just celebrating women's history month. In typical multicultural education we spend one month recognizing a group that we should recognize the whole year round, whereas we should educate students not to simply give women and people of color credit only one month a year.

James Banks has much to say about education and what we should be teaching our students. His goal however, is slightly different than other authors discussed in this paper. Banks also looks at how important it is to not only teach the majority, but also teach students of color. He has set goals for what multi-cultural education will do and should do. Banks has two major goals. Number one, he feels that multicultural education should improve schooling for students of color. Banks' second goal of education is to help all students to develop the knowledge, skills and attitudes they need to survive and function effectively in a future United States, where one in three persons will be people of color (Banks 1994). In these two goals education would be able to benefit all students, and help to create a better United States.

One of the major themes of multicultural education that this paper as well as other authors touched on is the idea that multicultural education cannot be based on students

learning facts alone. James Banks also addresses this topic. He says that knowledge is an essential part of multicultural literacy but is not sufficient. He also says that knowledge alone will not help students develop an empathetic, caring commitment to humane and democratic change. An essential part of multicultural curriculum is to help students develop empathy and caring. His goals are centered on the idea that we need to educate our young in order to help our nation (Banks 1994). In other words, to help our nation and world become more culturally democratic, students must also develop a commitment to personal, social and civic action. They need the skills as well as the knowledge to participate in effective civic action. He makes this point because he wants teachers and students alike to understand that this type of education cannot be taken lightly. It is a subject that must be taken seriously, and the only way to do this is, in my opinion, to have a specific course, required of all students that does just that. James Banks believes that multicultural education is needed to help all of the nation's future citizens acquire the knowledge, attitudes and skills needed to survive in the 21st century. Banks also makes the point that the rapid growth of people of color, the escalating importance of non-white nations such as China and Japan, and the widening gap between the rich and the poor make it essential for our future citizens to have multicultural literacy and cross cultural skills.

One of the goals of multicultural education must deal with change, not only in students but also in society in general. James Banks makes the comment that a society that has sharp divisions between the rich and the poor and between whites and people of color is not a stable one. It contains stresses and tensions that can lead to societal

upheavals and racial polarization and conflict. Banks says that education in the 21st century must not only help students to become literate and reflective, but citizens who can participate productively in the workforce. Education must also teach students to care about other people in their communities and to take personal, social and civic action to create a more humane and just society. Banks again makes the point that the multicultural education we are providing our youth has to be sincere and teach them more than just facts and figures.

Finally, Banks in his book, Introduction to Multicultural Education has a list of three things that have to happen in our changing world.

- Number one, teachers and administrators must restructure schools so that students from all ethnic, racial and gender and social class groups have an equal opportunity to learn.
- Number two, he says that we need to implement prejudice reaction strategies so that all students will develop the knowledge, attitudes and skills needed to function in an increasingly diverse, tense, problem-ridden world.
- Because of the enormous problems within our nation and the world, educators cannot be neutral.

James Banks, in the book that has just been discussed, approaches multicultural education as an essential part of the foundation of today's schools. He does not see how the world will function unless educators take his ideas seriously. I agree with all that Banks has to say. The main thing that I am in agreement with is that multicultural education has to be taken seriously. It needs to be a specific course that can help students

focus and learn not only facts, but the feelings and attitudes needed for them to be able to relate to students of all ethnic backgrounds. James Banks will be referred to again later in this chapter and in chapter three when I will address actual teaching strategies.

Christine Sleeter

Christine Sleeter is one of the authors who wrote the book, Turning on Learning. She supports the Social Reconstructionist theory. She believes in an action oriented method of multicultural education that teaches students about issues of social equality that fosters an appreciation of America's diverse population, and teaches the political action skills that they may use to deal vigorously with these issues (Sleeter 1989). Much of what Christine Sleeter believes is tied to her belief that students not only need to be educated to live in a global, democratic society, but they need to have this democratic idea demonstrated to them in their education. She supports the idea that students need to also be able to make choices and decisions about what happens in the courses they are enrolled in. Ms. Sleeter feels that this demonstration by teachers, of giving their students the power to make decisions about what happens in the courses they are enrolled in, helps them to be sensitive to democratic ideals. This method of teaching will help students to carry this method into their everyday lives while they are in school and after they have completed school and are working (Sleeter 1989). The reason I mention this belief of Ms. Sleeter's is that much of my American Studies course is based on student decision making. I give the students decision making power, in order for them to be able to see that our student-teacher relationship resembles that which I would like them to be able to

demonstrate in other relationships after they complete the course. Part of the multicultural approach is that students need to be able to feel what it's like to be in another person's shoes and empathize with them. It's hard to be able to teach this concept if I cannot see from their point of view when it comes to assignments and tests in a class that they have even more stake in than I do (see Appendix C). Another idea that Sleeter has that I agree with, is the idea that social issues become more real and meaningful to students when they are encouraged to examine them from a personal viewpoint. They are also more likely to act on issues that have meaning to them than on distant, abstract ones (Sleeter, 1989). I think this idea also fits in with how I organize my course, and allow the students many choices when they are working on assignments that are required for the class. The third chapter of this paper contains a copy of the course requirements for American Studies. The first thing that I would like to do in order for the students to be educated multiculturally, and be able to work democratically and empathize with others, is to give them options that make this course as meaningful as it can be.

In summary, Christine Sleeter is an advocate of the Social Reconstructionist method of teaching multicultural education. She believes that it takes in-depth study on the student's part to help in understanding people of different cultures and backgrounds. It takes time and dedication for this to be a success. The goal is to help the students of our nation to be able to live and work with people of other races, gender and beliefs (Sleeter 1989). In support of my proposal that there should be one specific course taught to make sure that multicultural education is taken seriously by all, Sleeter writes about the idea that

many people are under the assumption that all is well with the world today. Realistically however, we all need to understand that competing and working in a global society takes dedication and time on the student's part. American Studies is a course that could help attain the multicultural goals this paper is addressing. It not only teaches the students ideas they need to be successful, but demonstrates democratic principles. American Studies, in my view, can be a course that meets the expectations of the leading multicultural educators in our society today.

Enid Lee

Enid Lee (1995) is an educator who looks at the idea of multicultural education from a little different viewpoint than has been discussed so far. She approaches the topic of multicultural education by addressing the anti-racist part of multicultural education and how it can combat racism. One of her most powerful quotes which I feel supports my position in full is as follows: "Multi-cultural or anti-racist education means equipping students, parents and teachers with the tools needed to combat racism and ethnic discrimination" (Lee 1995).

Ms. Lee is very focused on the fact that education needs to take a stand and be anti-racist and create an anti-racist society. Ms. Lee wants schools to teach in the manner that would help schools to change the way things are currently done. She would like schools to make the necessary changes that will help students and society value differences we have in our culture. If our society can learn to value the differences the racists views

may be an idea of the past. Ms. Lee recommends a four-step method in order to achieve this goal.

Step one is the surface step. In this step people change a few expressions of multicultural education in schools. For example, multi-language signs and welcome signs. This is where the food and festivals that celebrate other individual cultures comes in. She believes that too many schools stop at this stage and they need to move further. The second step in Lee's method is the transitional step. This step is where schools should create units of study that will be put into various classes in the school district. In the second stage, schools usually have a two to three week unit on a group of people that have been omitted from the main curriculum. Step three is the actual structural change that takes the elements of a unit a teacher has created, and those units are integrated into other existing courses. The center of the curriculum gets changed in its prominence and extends into other cultures. I would not stop here with her third step. I would advocate that some of these units also be placed into one specific course that all students are required to take, in order for them to actually have the time to thoroughly address all of these units. Many times teachers have good intentions and plan on using the units in their classroom, but they run out of time and the unit will get put on the back burner. If a school has a specific course to address these units and issues then they will never get put on the back burner. This specific course, along with Lee's other strategies, will lead into the important final step in her ideas. The fourth and final step that Lee supports is the social change step. In this step she says that curriculum change in the school will lead to changes outside of the school. In essence, in anti-racist education we use knowledge to

empower people in order to change their lives. We change their lives in school and later in life when they are out in the community working and living. Lee has numerous ideas in her four-step process. One problem that many teachers and districts have is getting started. Lee also has a solution and suggestion for dealing with this important problem. In that same article she gives ideas as to how teachers can get started.

Getting started includes five stages that Lee explains. The first step is to read what has been written about multiculturalism. She next moves on to step two where teachers need to look around and see what people of color are saying about their lives and draw from those sources. Her third step is to re-educate yourself multi-culturally. Teachers have to realize, however, that this is an on-going process and it will not happen overnight. The process should not stop once someone thinks they are culturally aware. The fourth step Lee recommends to teachers is to not fill their heads with trivial facts about other cultures. Teachers should take a look at their own culture or the dominant culture and the biases that affect their view of non-dominant groups in society. Her final recommendation to teachers is to remember that things that we sometimes view as universal are quite exclusionary. Her views do not stop there. She says that it is very important for teachers to have the support of the administration. This is where my course, American Studies, comes into play. When budget cuts happen, American Studies has been discussed in our department as being a course we could teach every other year or get rid of entirely. I hope this paper will again support the idea that it is a much-needed course. Multi-cultural education is a vital part of the curriculum that should be taught in these times, and the course that this paper recommends is a good place to start.

Enid Lee had many good ideas in this one article. I agree with her on many points. To summarize, she ends her article with this quote. "This is a radical approach to multicultural education, but it allows teachers to try again and help students to see that we need to stop society from defining a person's self worth by the color of their skin." She also says that this process will only happen with a lot of work and effort on the part of teachers and students. It's a big battle we had better get ready to fight. One last, very effective, point that she makes is that if you do not take multicultural education seriously, you are actually promoting a mono-cultural or racist education. According to Lee, there is no neutral ground on this issue. Enid Lee has drastic approaches to her ideas of multicultural education. I also agree it is imperative that we address the race issue. I support Lee's ideas, however I would take it one step further and teach across the curriculum and also have a specific course to address the important issues of educating multi-culturally.

Geneva Gay

Geneva Gay (1994) wrote, At the Essence of Learning: Multicultural Education. In this book she writes about the reasons why we need multicultural education, and why it is so important to the ever-changing United States. She begins her book by giving the reactions that educators all over the country have to the concept of multicultural education. In this way she can show both sides of the issue in order to make her visions extremely clear. The two reactions she discussed in her book are as follows. The first is that some educators only perceive problems with multicultural education and predict collisions between it and the goals of general education. Others see complementary,

enriching and interactive relationships between multicultural education and general education. Her reasoning for these two conflicting views follows:

These versions vary due to certain kinds of philosophical beliefs about the place of cultural diversity in education and that philosophical position has a profound effect on the identification and interpretation of perceived values, benefits, nature and purposes that are the principles of multicultural education.

One of the major controversies in multicultural education, according to Geneva Gay, stems from questions about how to reconcile its emphasis on diversity with the values of unity symbolized by the motto: *E Pluribus Unum*. Why would we, as educators want to teach diversity and different cultural beliefs when our country's founding fathers wanted us to melt together and be one? Gay quotes James Banks when she discusses the common misconceptions that people have about multicultural education, and tries to explain how we can get past these misconceptions and convince educators that multicultural education is a necessity in today's changing world. Banks discusses the following three misconceptions.

1. Multicultural education is an entitlement program and curriculum movement that is only for and about groups of color, the powerless, women and other victims.
2. The concept is contradictory to Western cultural and democratic ideas.
3. It is a diverse force that will destroy our national unity.

Because of these misconceptions, educators and parents alike are having trouble seeing how multicultural education fits in the grand scheme of things. In fact, Gay discusses in her book some common questions that come from the population about multicultural

education and she tries to answer them in her support of multicultural education. The questions are as follows:

1. Will studying differences aggravate existing hostilities between ethnic and racial groups or even create new ones?
2. Aren't schools obligated to teach a national common culture to all students?
3. If we concentrate on cultural pluralism in schools will there be enough time to teach the fundamentals?

Another group of questions that Gay puts into the picture is a series of questions that two individuals, Davidman and Davidman (1994), explain as questions concerning why we need culturally diverse education. These two individuals identified six contributing factors helpful to understanding and contributing to or creating the controversies surrounding multicultural education.

1. As a reform movement, multicultural education punctures theories and beliefs of individuals comfortable with and interested in maintaining the existing social order.
2. Multicultural educators offer a new vision of what it means to be an American, which threatens old notions of national strength and unity.
3. Multicultural education challenges those individuals who view the United States as a mono-cultural society built around human values. It suggests that universalistic, "one world, one people" viewpoint is inflexible and promotes the cultural ethnocentrism of European-Americans.
4. Multicultural education's emphasis on equity causes some people to perceive it is a threat, reducing the resources available to other important programs.
5. Many people find the antiracist theme in multicultural education difficult and intimidating to embrace. They view teaching about racism as a highly explosive and volatile undertaking that they prefer to avoid.
6. The multifaceted nature of multicultural education generates diverse conceptions that sometimes cause division among its proponents. This apparent lack of consensus is often interpreted by critics or skeptics as a weakness that causes the integrity and validity of multicultural education to be suspect.

In response to this, Gay proposes that advocates of multicultural education argue that cultural diversity must be a fundamental part of all components of the educational process, including curriculum, instruction, administration, counseling, evaluation and school climate and must be accessible to all students. Gay is saying that multicultural education is important enough that it should be put into all aspects of our children's educational experience. I agree with this statement and would consider using it as a response to parents and students who would question the reasons why multicultural education is a necessary component of education in schools today. I would want them to understand that the course I teach will help to address this necessary part of the curriculum and will also prepare their children to live in a world that is becoming smaller and smaller every day.

So far I have addressed only advocates for multicultural education. This paper would not be complete if I did not address the ideas that the critics of multicultural education have. One prominent person that Gay includes in her book is Arthur Schlesinger. He is a conservative critic of multicultural education in general. Schlesinger says, "When carried to extremes, the emphasis on differences can have serious negative effects" (Gay 1994). Schlesinger identified some of these as rejecting the vision of unifying individuals from many national origins into a single nation and culture. He also states that these demands have already transformed the United States into more segregated society composed of ethnocentric, Afro-centric and bilingual curricula in public schools. As a result, racial prejudices are being nourished and antagonisms between groups are flourishing. He finishes up saying that cultural diversity is the aspiration of only a few

ethnic individuals because most American born members of minority groups, white or non-white, still see themselves as primarily Americans. I feel that Schlesinger is much too extreme in his analysis of the goals and practice of multicultural education, however, I do know that there are individuals who have the same beliefs as Schlesinger. I have experienced examples of times in my career when this type of attitude put the multicultural goals that I had on the back burner. The following is an example of how this occurred.

At one point in my teaching career I was teaching a unit on the Supreme Court. It just happened that this fell in the month of February, which is National Black History Month. I finished my unit on the Supreme Court and how it works, and decided to show the movie "Separate but Equal." It is a movie that tracks the case of Brown vs. the Board of Education, Topeka Kansas, as it moved from the local courts to the Supreme Court of the United States. It was an excellent example of how cases make it to this high court. It is also a good example of how oppression can cause more problems for individuals of color than most people realize. If oppression starts at a young age and students are not given an equal opportunity to learn they are at a disadvantage from the beginning. When we were about half way done with this movie a parent called me to let me know she thought the movie was terrible, and was giving her son the wrong idea about black individuals in our country. Her son was getting the impression that all the black individuals of our country do is complain about the things they do not have, and if they would just work for what they needed they would have it. This particular student was under the impression that they were complaining about the quality of their education, without putting forth any effort of their own. This is very similar to what Schlesinger is

saying. He says "The more we overdo this idea of multicultural education, the further apart we get and the more prejudice and discrimination there will be." According to the mother of this particular student, her son was not prejudiced until I was pushing the issue. My response to this parent, and her son was one that discussed the need for this type of education because of the fact that many individuals have no idea of what actually happens in the United States today due to prejudice and discrimination. I explained that my goals in showing this film were to demonstrate that discrimination could come in many forms, and that in order for our country to be able to escape from our racial boundaries, this type of movie must be shown. My first objective in showing this movie was to demonstrate the workings of the Supreme Court, but in the process other objectives could be met-- objectives that would give students the knowledge and understanding of how race issues and prejudice can come in many forms and could affect an individual for the rest of his or her life. One of the main goals of multicultural education is to give students the information they need in order to be able to relate to and understand people of other races and cultures, and be able to understand where they are coming from. I felt, and still feel that "Separate but Equal" is an exceptional movie and meets the objectives that I was hoping it would.

One final set of ideas that Geneva Gay had in her book is the following principles of multicultural education.

- Multicultural education is appropriate for all students, subjects, grades and school settings.
- Cultural diversity is a normal trait of our society and humankind; cultural pluralism therefore, should occur routinely in the education process in order to accommodate and value diversity.

- The close interactive relationship between culture, ethnicity and learning validates the need for multicultural education. Multicultural education is a valuable and valid tool for achieving educational access, equity, relevance, and excellence for culturally different students.
- Teaching culturally different students is more effective when it is culturally contextualized.
- Education should promote cultural diversity in the United States without hierarchy imperialism, or hegemony.
- Understanding and accepting cultural diversity are fundamental to building social and political unity among diverse racial, ethnic, and social groups.
- Educational equity and excellence are reciprocally related; the achievement of one is a condition of the other.
- Multicultural education empowers individuals and groups for personal liberation and social transformation.
- Cultural diversity should be infused throughout all aspects of the education process.

Other Authors

Throughout this paper I have concentrated on four main authors. I picked James Banks because he is well known for his writing on multicultural education. Others, including Christine Sleeter I read based on the recommendations of professors and other individuals who have a vested interest in multicultural education. In this paper I have touched a few people who have opinions on multicultural education. It would be impossible for me to be able to include everyone, however in order to get a wider view of what information is available I would like to use this section to touch on what other authors have to say about the topic of multicultural education.

Leonard and Patricia Davidman (1994) wrote a book titled, Teaching with a Multicultural Perspective: A Practical Guide. It is a book that is designed to help teachers work with the growing diversity in the schools today. It is a guide that puts educating a diverse population into full classroom context. It presents an integrated multicultural

model of curriculum and instruction, along with practical tools prospective and veteran teachers can use, and links the idea of multicultural education to the concept of effective teaching (Davidman and Davidman 1994). I feel this book is a wonderful way for teachers of all levels and experience to gain a more complete understanding of how multicultural education should look in a school system, and it gives them ideas of what they can do in each of their classrooms to accomplish this task.

One of the first things that Davidman and Davidman want educators to understand is the fact that there is not one precise "right" definition of multicultural education. Davidman says; "What we have are various valuable meanings, some more suitable than others for specific grade levels, school settings, and cultures" (Davidman 1994). This sentence is the summary and conclusion that I have come to in writing this paper. I have found that education that is multicultural is imperative to our society and to the world. However, it has to be done, and taught with the context of each school and grade level in mind. The working definition, that I have come up with for this paper is the definition I would like to pay particular attention to in Becker, Minnesota, while working with grades nine through twelve. Davidman and Davidman define it in order to show what a possible example for schools could be. Multicultural education is a multifaceted, change-oriented strategy, which is aimed at six interrelated but distinct goals (Davidman and Davidman 1994). These six goals were discussed earlier in this paper and explain that multicultural education is the job of the entire school and everyone is responsible for making sure it happens.

Finally, Davidman and Davidman do an excellent job of discussing the fact that implementing multicultural education in a school district will not be easy and they give examples of why this happens. They list at least six factors that contribute to this problem, however one specifically made sense to me and that is the final thing I would like to address in this paper. This problem that the Davidmans say will be encountered deals with schools trying to redefine what it means to be an American. The Davidmans say;

As opposed to the melted down, assimilated, unidimensional Anglo-Saxon model of the true American, multiculturalists have developed a multidimensional, pluralist, rainbow image of the model American. Multiculturalists advocate an America where differences as well as the common group can be celebrated. In contrast some opponents want to shape an America where cultural differences are reduced and the common ground expanded and emphasized. The rainbow image, because it embraces bilingualism and other cultural maintenance strategies, frightens some Americans who believe that the celebration of cultural differences could lead to a more diverse and vulnerable America. (Davidman and Davidman 1994)

I see this obstacle as one that I can address because of the subject that I teach. In teaching social studies I would be able to discuss what our founding fathers set forth for this country and what has stayed the same and what needs to be different.

Teaching with a Multicultural Perspective is a book I recommend teachers read, and use in their classroom. It is exactly what the title says it is; A Practical Guide, that contains a great deal information as well as lesson plans, some of which I hope to address in the appendix of this paper. The Davidmans refer to many other experts in their book to clarify that there are many different ways of looking at and teaching multicultural education, including the views of James Banks and Christine Sleeter. The important thing

to remember from the Davidmans is that there is no one "right" definition of multicultural education.

Another book, entitled Multicultural Literacy, written by Barbara J. Diamond and Margaret A. Moore is subtitled Mirroring the Reality in the Classroom. This book is another practical methods book used to help teachers both teach and justify multicultural education. The part of this book that I would like to include is the rationale they give for changing the way schools are run today. I think this is something I could use on a daily basis with students and parents to explain why multicultural education is so important. As Diamond and Moore say:

As we approach the turn of the century we are reminded that the population of the United States is changing. The predominantly European America is changing due to the rapid increase of ethnic and cultural groups moving into the United States. Teachers, students and parents alike need to have the skills and abilities to learn to live in what the United States and the world is becoming. (Diamond and Moore 1995)

Although this is repetitious of what other authors in this paper have said, I want to stress it again. Our world is changing, and our population needs to be ready to meet the changes. Although much of this book repeats what other authors have already said, again it is a practical guide to implement a multicultural plan, both in the classroom and with the staff, through staff development. I would like to use some of their ideas in my teaching and in my interactions with other faculty members.

Robert K. Fullinwider (1995) is the editor of the book, Public Education in a Multicultural Society. In just reading the title of this book I realize that it could contain vital information for me to use in both my starred paper and in my teaching. One of my

goals again, was to get as much information as possible to become the best teacher that I can. One of the author's goals in writing this book was to clarify what multicultural education should be. He advocates in his book that it should be different, and look different at the various levels of education in this country. Fullinwider writes that multicultural education should be different at the public school level versus the college level. He says, "The public schools educate children, rather than adults; they possess a distinctive civic mission; and they must be responsive to community and parental issues" (Fullinwider, 1995). This quote means a lot to me because they are the issues that I face on a day to day basis. I am a public school teacher and I do have to answer to the students, the parents and the public in what I am teaching. The information that I have been able to learn by writing this paper has put me several steps ahead of where I was prior to writing it.

Robert K. Fullinwider edited the book, Public Education in a Multicultural Society. One of the authors who contributed to the book is Lawrence A. Blum. I would like to finish this book summary with the following quote from this man. In this statement he is agreeing with another author, Enid Lee, who has been discussed in this paper. Following are words from Mr. Blum.

Antiracist education is a dimension of moral education concerning right and wrong in the area of race and race relations. It takes as a core value racial equity—understood both as equal rights and opportunities for persons independent of their racial identity, and as an attitude of respect for members of other races as moral equals. Above all, antiracist education seeks means and methods by which this value can be taught in schools. Antiracist education is an important component of the broader category of multicultural education, and may even appear to describe its central motive and agenda.

This quote is an example of how similar the opinions and views of multicultural authors are, and that these similar views and opinions have done a lot to clarify what I believe as a teacher of multicultural education. Overall, in the reading that I have done, I have been able to learn a lot, and add to my teaching repertoire, not only lesson plans but also opinions and views of other individuals who can reinforce what I believe and want to share with my students and their parents. In everything that I have read I have not only realized that multicultural education is a necessity, but a set of controversial opinions and thoughts that actually make this country what it is today. It is also a set of words that mean many different things to many different people.

Chapter III

CONCLUSIONS

The main purpose of this paper was to justify to myself and to others who read it, the importance of multicultural education. This justification was done through investigation and research. My research was designed to look at the opinions of multicultural experts in order to discover their reasons for teaching multi-culturally, and try to find out what is the best way to do it. This paper was written in defense of multicultural education taught across the curriculum, as well as proposing an in-depth course that would give students the concentration they would need to be educated multi-culturally in order to compete in our ever changing world. It was also written for the benefit of improving myself as a teacher. In researching and reading what the experts think, I was able to get a firm grasp of how I feel about the subject of multicultural education, and how I will now plan to teach it in order for the students to gain as much as possible.

I began my paper believing that multicultural education is an important part of our educational system today, however I found through research and reading that it is even more important than I had thought. The authors that I read and included in this paper vary in their opinions and thoughts on this topic. They have many similar thoughts

when it comes to the overall need for multicultural education, but ideas on how to get there, and why we need to get there, vary in degree and intensity. On the moderate end of the spectrum there is James Banks, who believes we should educate multi-culturally simply out of necessity. He feels that with the population eventually reaching one in three persons being of color, we need to not only educate the diverse groups, but educate others as to how to get along in order to be able to work together. Banks concentrates on the fact that education needs to be equal for everyone, and if we do not realize this, our country will be in trouble because we will not have anyone to do the work that needs to be done for our country to survive. His goals are to make education ethnically diverse and ethnically equitable. I think he would agree with Supreme Court Justice Earl Warren in his famous quote from the case of Brown versus the Board of Education; "Education that is separate, can never be equal." In analyzing what I have read by James Banks, I feel that Mr. Banks sees the need for education that is multicultural not only out of fairness, but out of necessity.

Christine Sleeter is similar to Banks in what she believes, in that she sees the vital need for education that is multicultural. She looks at it from the viewpoint that students learn from multicultural education how to live and function in a democratic society. She explains that the only way for students to see the need for our country to be equitable and just is for them to experience equity and justice first hand. Sleeter explains that the best place for this to happen is in school. She feels that multicultural education is not only good for the students but also good for our democracy. This is where she is similar to Banks. Sleeter sees the need for equitable life, starting with education. She also sees the

need for in-depth study where students can experience diverse education first hand in order for them to be able to carry the concepts with them into the real world once they leave school. Banks and Sleeter have similar viewpoints when it comes to the overall goals of multicultural education. Complementing Banks and Sleeter is Geneva Gay. She agrees with Banks on many of his ideas, but is able to draw many of her own conclusions.

Geneva Gay sees the need for education that is multicultural, but she also recognizes that there is not agreement on the best way to approach it. She writes about the difficulty we are having because of the wide range of beliefs of educators when it comes to how much there should be, and when it should be done. She writes about the idea that some people see there is a real problem with how we teach multi-culturally today, and others see no problems with our current system (Gay 1994). She agrees with Banks and Sleeter in the fact that we have to do something in order to improve our current system for the benefit of all. She discusses the fact that people in business and industry need workers who can work with people of all makes and models. In order for our graduating students to be able to do this our education system needs to improve to the degree that students will have the experiences they need, and they will be given to them through education that is multicultural. The first three authors see the need for education that is multicultural, for reasons of supporting our democracy; the final author that I read looks at it from more of an anti-racist position.

Enid Lee is in support of education that is multi-cultural. Her view, however, is based more on the fact that we need anti-racist education. She feels that the need is there because our country will never get rid of its racist views without proper education of our

young. She even goes as far as to say, "If you do not take the multi-cultural education seriously, you are actually promoting a mono-cultural, or racist education. There is no neutral ground on this issue" (Lee 1995). Lee also looks more at the discrimination issue in the need for multicultural education. The other authors that have been discussed also see this need for equitable education, however Lee approaches it much more vigorously than the others do and it is one of her main goals. If I were to put the previous four authors on a multicultural continuum, I would see Lee at one end of the spectrum and Banks at the other. Their views are not different when you see the overall picture, but are different in the way they approach them. These authors gave me a sizeable look at what the objectives and goals of multicultural education should be, and they were able to help me to not only reach some conclusions about multicultural education, but to develop my beliefs and opinions as an educator.

My goals for this paper, again, were to come up with a solution to the multicultural education debate, to improve myself as a teacher, and to improve American Studies, the course that I teach at Becker High School. In reading and researching information that is available on multicultural education, I feel my goals have been met. I feel as I did in the beginning, that multi-cultural education is a necessity. It is a necessity for students of all ages. The conclusion that I have come to is that multicultural education should be integrated into the curriculum from the primary grades all the way up through seniors in high school. I do not feel that this is, however, enough. I also think that there should be a specific course that students take that would give them more of an in-depth look at people and places that are different than they. In this I agree with Christine

Sleeter. Students need more than just a quick view that integration can give them, they need to experience it first hand.

I propose that a working definition of multicultural education is

education that is complete and comprehensive in teaching students to become culturally aware, and able to function in the diverse society that is becoming the United States. It helps students to understand what a democratic society is, and teaches them how to become citizens. It is education that integrates multicultural themes throughout a students' school career, from kindergarten until they graduate.

Through research and reading I was not only able to develop my working definition, but I was able to learn a great deal. I feel I was able to improve my knowledge about multicultural education, as well as clarify my goals in order to become the best teacher I can. Multicultural education, the need and the necessity are there. Its up to everyone to make sure that it happens!

Multicultural Conclusions

1. Education that is multicultural must be democratic. Teachers should keep this in mind while teaching.
2. Multicultural education is more than just teaching about various foods, languages and traditions. Teachers need to be prepared to teach in-depth concepts when instructing multiculturally.
3. Teachers are not expected to be experts immediately. Learning and reading what others use to teach is a good place to begin.

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APPENDICES

APPENDIX A

Syllabus--American Studies

Syllabus

American Studies

Mrs. Abrahamson

(Syllabus adapted from an example created by Dr. Jan Hintz-Frank, St Cloud State University)

American Studies is not designed to make you an expert on any of the cultures we study. It can never take the place of actually living in any of these cultures and experiencing them first hand. It is here to give you some information on the cultures in the United States and to help you to understand them better in order to appreciate and celebrate the diversity of the United States today.

You will be graded in the following manner:

Participation and Attendance:

This course is structured based on interaction between the teacher and the students and among the students. Given its focus on discussion, active participation by all for every session is vital. Various types of assignments will be given during the quarter and they will be counted as part of your participation grade.

0-5 sessions of inactivity = 2

6 sessions of inactivity = 1

More than six sessions of inactivity = 0

Reflective/ Reaction papers (6)

(Typed, double spaced, 2-3 pages of informal but correct writing)

This assignment provides students with the opportunity to put into writing their thoughts as a result of their reading and class discussions. Students may choose to reflect on any topics of six of the minority groups that we study throughout the quarter. Students may choose to write on any of the topics covered prior to the due dates. Evaluation (a 2 or 1 for each paper) is based on demonstrated reflection, in-depth critical thinking, and acceptable standard of writing. If any paper is not turned in the student will be given a zero for that assignment. These papers will be based on articles that the teacher gives you to read.

Jigsaw reading:

Students will be responsible for the class discussion and activities based on assigned jigsaw reading. (Various books written by authors of the groups we are studying)

Evaluation (2 or 1) will be based on the level of skill demonstrated in facilitation the discussion and in sharing assigned readings. If a student misses the sessions scheduled for these discussions, the student will be given a 0; if a student misses the sessions, the student will have the option of submitting an additional reaction paper to avoid being given a zero but only a one can be attained. The dates for this jigsaw reading will be given at a later date in the quarter.

Total:

| | |
|---------------------|---|
| 16-14 (No zeros) | A |
| 13-11 (No Zeros) | B |
| 10-8 (or any zeros) | C |
| 7-5 | D |
| 4 or below | F |

Certain parts of syllabus adapted and approved by the students enrolled in the course.

APPENDIX B

Lesson Plans

Lesson Plans

LESSON PLAN

Topic: [Illegible]

Grade: [Illegible]

Subject: [Illegible]

Grade: [Illegible]

Unit: [Illegible]

[Illegible]

[Illegible]

Objectives

- 1. [Illegible]
- 2. [Illegible]
- 3. [Illegible]

Materials/Preparation

[Illegible]

APPENDIX B

Lesson Plans

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

[Illegible]

Lesson Plans

The Court System

From: Turning on Learning

Taken from: Christine Sleeter (1989)

Subject Area: Social Studies

Grade Level: 8-12

Time: One week

Objectives:

1. Students will describe how the court system works and how a trial takes place.
2. Students will describe the roles of the main persons involved in a trial
3. Students will distinguish between the different kinds of legal issues that each type deals with.

Suggested Procedures:

1. Ask the students to describe how the court system works and a trial takes place, based on what they have learned through the media or during any visits to court.
2. Have students read pages in the textbook on the court system, the kinds of courts, and the kinds of legal issues with which each deals. Discuss this material with the class, providing additional examples and explanations.
3. Have the students read pages in the textbook on how a trial takes place. Discuss this with the class, making a list on the board of each of the main persons involved in a trial and describing his or her role: judge, bailiff, prosecutor, plaintiff, defendant, defense counsel, witness, jury and court reporter.
4. Arrange a visit to the local courthouse to watch a trial in action. Have students develop questions, based on their observations, that they would like to ask a member of the legal profession.
5. Invite a member of the legal profession to talk with the class as a guest speaker. The talk should center on the questions that students generated.

Evaluation:

Assess students' knowledge of how the court system works, of the different kinds of courts and their functions, of how a trial takes place and of the roles of the main persons involved in a trial through a test.

After:**The Court System****Subject Area:** Social Studies**Grade Level:** 8-12**Time:** On Going**Objectives:**

1. Students will use democratic procedures to establish classroom rules.
2. Students will use courtroom procedures to enforce classroom rules.
3. Students will describe how the court system works and how a trial takes place.
4. Students will describe local agencies that help low-income and minority families with legal problems
5. Students will analyze local legal conflicts involving race, gender, or disability issues.

Suggested Procedures:

1. Ask students to brainstorm a list of the classroom conditions that they need to study and learn (e.g. lighting, heat, room, noise level, and so on); write the list on the board. Beside the list, record students' suggestions for rules or classroom laws that help provide the conditions for good learning. Ask them to discuss the lists and to suggest any additions or corrections.
2. Explain that students will select the rules that they will follow daily in the classroom. Take a secret ballot vote to give each student the chance to express his or her opinion. If the rules receive a majority vote, they are passed. If they do not pass, return to the list and discuss changes. This may be time-consuming, but students time is not wasted if the teacher explains that this is the way laws are passed and discussion is important. The students are also more apt to follow rules that they establish themselves.
3. Ask students if they have ever seen a courtroom, either a real one or one on television. Explain that in a democratic society, courts are considered a fair way to decide on an individual's guilt. Ask why it is better for a court and judge/jury rather than an individual citizen to decide guilt (e.g., "Why shouldn't citizens take the law into their own hands?")
4. Explain that since the students set up the rules for the classroom, they will set up enforcement procedures as well. Each student will be selected as a judge for a week. On Monday of that week, the name of seven students will be chosen randomly to serve as jurors. Any student who violates a classroom rule will receive a summons to appear before the student court. The teacher will act as arresting officer. Trial will be held every Friday for the student(s) who misbehave. If the weekly judge is sick on that day, the next judge (alphabetical order) will preside. If one of the jury is sick, another will be randomly selected at that time. The defendant may speak in his or her own defenses or select another student to act as a lawyer. In selecting punishment, the punishment must be fair and should fit the crime. It can be a creative punishment but cannot be humiliating or painful to the student. The punishment meted out to the student will be followed as if the teacher had given out the punishment.

5. Arrange a visit to the local courthouse to watch a real trial in action. Ask students to answer questions comparing this courtroom with media portrayals of courtrooms and with their own student court. If at all possible, try to select a trial presided by a judge of color (female, Black, Hispanic) and/or in which attorneys are of color and/or female.
6. For homework, ask students to write an essay showing how they think the legal system works and its possible problems. These will be opinion essays and will not be graded.
7. Have students read pages in the textbook on the court system. Then invite a member or members of the legal profession to talk with the class. These speakers should include, if possible, women and members of racial groups. Use students' essays on the legal system and what students see as its problems for the focus of the talk.
8. Ask students what they would do if they were in legal trouble and had no money to pay a lawyer. Probe to find out what agencies they are familiar with. Discuss the various agencies, describing the functions of each one. Pass out brochures from these agencies and ask each student to choose one he or she finds interesting. Each student will contact that agency and find out more about it, inquire about services in legal matters and in translations for non-English-speaking persons, and inquire about ways to volunteer and help such an agency. Each student will have a week to find out this information and report back to class.
9. Have the class role-play a local trial involving a race, social-class, disability or gender issue. Help students gather information on the case. Assign the following roles: Judge, bailiff, prosecutor, plaintiff, and defendant, defense counsel, witnesses, jury and court reporter. The role playing can include the following steps: opening statements by the attorneys, direct examination and cross examination of the defendant and witnesses, closing statements, jury deliberation and verdict. Then have the class discuss ways in which the legal system supports fairness and equality and ways in which it can be biased.

Evaluation:

1. Assess students' skills in using democratic and legal procedures through their development and enforcement of classroom rules.
2. Assess students' understanding of how the court system operates a trial take place through a quiz.
3. Assess students' analyses of race, class, gender and disability issues in legal conflicts and their knowledge of local agencies that deal specifically with these issues through class discussion and a quiz.

Why the Changes? The Court System:

Modeling Diversity:

The "After" plan includes issues related to race, social class, gender, and disability that are not attended to in the "Before" plan. First, the teacher tries to select a courtroom to visit in which the judge, and/or attorney's are of color and/or female. Second, the guest speaker(s) are to be women and/or members of groups of color as much as possible. Third, agencies there that specifically help lower-class people and people of color are studied. Fourth, the trial that students role-play is selected so that it deals with race, class, gender or disabilities issue.

The "After" plan also uses a greater variety of teaching strategies than the "Before" plan, especially those that actively involve students. In the "Before" plan, students read, listen to the teacher, observe, and listen to a guest speaker. The "After" plan adds to this role-playing, performing volunteer work, and discussion. The role-playing, in particular, appeals to students who learn best through involvement and working with their peers.

Practicing Democracy:

In the "Before" plan, students learn about the legal system but do not practice it. In the "After" plan, students use democratic and court procedures for governing themselves in their classroom. In this way, they learn to make democracy a real part of their lives.

Analyzing Social Inequality:

In the "After" plan, students examine how race, class, gender, and disability interact with the local court system, primarily by learning about local agencies that deal with these issues and by role-playing a trial. The lesson then asks students to discuss the extent to which the existing local system promotes fairness as well as ways in which it is biased or used unfairly.

"Why Indians"**Taken from James Banks (Banks 1971)**

1

Often I return
To my little song.
And patiently I hum it
Above the fishing hole
In the ice.
This simple little song
I can keep humming.
I, who else to quickly
Tire when fishing-
Up the stream

2

Cold blows the wind
Where I stand on the ice,
I am not long in giving up!
When I get home
With a catch that does not suffice,
I usually say
It was the fish
That failed-
Up the stream.

3

And yet, glorious is it
To roam
The river's snow-soft ice
As long as my legs care.
Alas! My life has now glided
Far from the wide view of the peaks
Deep down into the vale of age-
Up the stream

4

If I go hunting the land beasts,
 Or if I try to fish,
 Quickly I fall to my knees,
 Stricken with faintness.
 Never again shall I feel
 The wildness of strength.
 When on an errand I go over the land
 From my house and those I provide for—
 Up the stream

5

A worn-out man, that's all,
 A fisher, who ever without luck
 Makes holes in river or lake ice
 Where no trout will bite.

6

But life itself is still
 So full of goading excitement!
 I alone,
 I have only my song,
 Though it too is slipping from me

7

For I am merely
 Quite an ordinary hunter,
 Who never inherited song
 From the twittering birds of the sky.

Reaction Statement Assignment.
(Used as a follow up to the study of Native Americans)
American Studies
Mrs. Abrahamson

Directions:
React in paragraph form to the following Statements.

Name _____
Block _____

1. The government had not planned the Indian Wars. They came because there was no way to prevent white men from moving into Indian Lands.
2. The United States made a great mistake when it promised the tribes that they could keep their lands forever.
3. The government had no choice except to attack Indians who attacked settlers. Indians were placed on even smaller reservations because white men needed their land.
4. Now it was time to make the Indians give up the remaining reservations. They had to become farmers, learn the way of life of the white men and then become American Citizens.

Test 3
Mexican-Americans
American Studies
Mrs. Abrahamson

Name _____

Block _____

Answer the following questions based on the information in your packets and what we discussed in class. I would also like you to include your thoughts and opinions on these topics.

1. What proof is there that Indians of Mexico had advanced civilization before 1500.
2. Why was Manifest Destiny so acceptable to most Americans?
3. Mexican culture is both Spanish and Indian. Why?

Test Four
Women's Issues
American Studies
Mrs. Abrahamson

Directions:

Please answer the following questions completely and honestly. Use information you obtained through notes in class from me. You also need to include your opinion.

1. The modern Women's movement was revitalized in the 1960's. Why was it revitalized, and who was involved in bringing it back? Also, what did these individuals do to gain rights for women?
2. Discuss the facts behind the Equal Rights Amendment, and why it failed. Please make sure you list facts as well as your opinion of the amendment in general.
3. Men and women are typically given roles in our society. What do you think of these roles (how we get them and who gives them to us) and how do you think we can work to erase them and the negative effects they cause? Should we erase them?

Women's Issues Media Unit
Group Project
American Studies
Mrs. Abrahamson

Women have been fighting for equal rights for years. The biggest step was gaining the right to vote in 1920 when the 19th amendment was passed. The Equal Rights Amendment even though passed by Congress was never ratified by the states. The Supreme Court case of Roe versus Wade gives women the right to choose. These issues are always present when we discuss women's issues. Now it's your job to create a project to help advocate for these issues, or if you choose you may develop a rationale based on United States law and the Constitution that is against these issues.

Your Job:

Step One:

Choose an issue that you would like to support

Voting rights

The right to choose

The Equal Rights Amendment

Equal pay in the workforce

Women's stereotypes

Other

Step Two:

Research your topic in the library and in class. Find articles and books that deal with your topic and learn as much as you can about it. Facts, years, famous women involved in the issues, etc.

Step Three:

Create your project. Your project could be a poster, (well done) and commercial, a skit you perform in class, a brochure, a bill you would like passed into law. These are ideas and you and your partner can come up with ideas on your own but the teacher must clear them.

Step Four:

Your project should contain facts and information that you wish to share with the class as well as advertise or support your topic. The due date will be: _____

You will be presenting them in class. Please ask for any materials you need. Have fun and do a good job!

Film Reaction: Mary Bong (1880-1958)

Please react to one of the following statements/questions based on what you have just viewed in the film.

Name _____

Block _____

The world in which we live in the late twentieth century is a global society. In what ways does that change our lives from what Mary Bong struggled with in her life in the late nineteenth century?

Or:

Many women of today have publicly stated that they do not feel they have been treated equally. They feel that males have been given more rights. Was Mary Bong in the video treated as an equal? If not, give examples. If so, give examples. What is needed within our society that will put all races as well as genders on equal levels? How do inequalities we currently have affect you and your family structure? How does it affect you financially?

Test Asian Americans
American Studies
Mrs. Abrahamson

Please answer the following questions completely. You may have to use resources available in the library in order to do this. You should also include your opinion in each answer.

1. Compare concentration camps in Germany during World War II with those for Japanese-Americans in this country.
2. How were Indian reservations similar to, or different from concentration camps?
3. How did concentration camp life compare with that of a slave on a plantation?

Icebreaker- Draw a House
Kohls (1994)

Goal: To understand the effects of cultural conditioning on peoples' ability to do a task.

Group size: Variable

Materials: Pen and paper

Procedure:

1. Ask participants to select a partner as different from themselves as possible.
2. Then ask each two-person team to share a single pen or pencil and, with both persons holding the pen at the same time, draw a house on a blank sheet of paper. Talking is permitted.
3. After two or three minutes, ask them to stop, turn the paper over, and without talking, draw a house together from a uniquely different culture, e.g., an igloo. The type of house will depend on the composition of your group. Give them three or four minutes to do the task.
4. Allow the teams to present and talk about their houses. Then ask:
 - How did you draw your house?
 - What were the barriers to doing the task.
 - Did talking help or hinder?
 - In what ways were you aware of the relationship with your partner? How did it feel to lead/follow?
 - What happens in your life that this reminds you of?
 - How can you use what you learned here?
5. Close the exercise by discussing how our cultural conditioning leads us to view situations in predetermined ways and to respond to tasks in ways appropriate to one culture. Even when our cultures do not share the same expectations about a situation, a cooperative task can be accomplished if we stay alert to our cultural differences, check understanding, and learn to communicate.

Reaching Consensus:

(Kohls 1994)

Goal: To introduce participants to the subconscious ethnocentrism which pervades our daily lives.

Group size: Variable

Materials: Photocopies of resource 4

Procedure:

1. Divide the group into subgroups of three to five and give them the following instructions.

Individually, place an "A" or "D" beside each statement on the sheet to indicate whether you personally *agree* (A) or *disagree* (D) with it.

Then, going over each statement in order, check to see if anyone in your group disagrees with it. If even one person disagrees, the group should change the wording so that the statement is acceptable, as reworded, to *all* members of the group. The same applies when *everyone* in the group disagrees with a statement: it must be changed so as to make it acceptable.

You may not simply "*agree or disagree.*"

Choose one member to record the revised, acceptable statements.

2. Report orally. Ask each group to report on a couple of the statements, and ask for alternative revisions from other groups.
3. If time is limited or if the group is exceptionally large, it's a good idea to assign one or two statements to each subgroup, so that all the statements can be covered in a shorter time. Another alternative is to ask some subgroups to start from the top of the list while others start from the bottom.

The value of this exercise lies not so much in whether or not the statements per se are valid, but in the discussion they spark. In particular, the exercise allows participants to learn more from their enlightened peers than from an "authority" on the subject. It also provides the facilitator with the opportunity to underscore certain key points, especially how pervasive ethnocentrism is and how difficult it is to form nonjudgmental or non-ethnocentric statements.

4. Ask group members to identify ethnocentric attitudes demonstrated in the statements.
5. Explore how the groups reached consensus on the rewording of the statements and what attitudes were challenged in the process.

1. _____ People going to live in a new country should let go of their own culture and adopt to the new country as quickly as possible.

2. _____ Children do many things backwards.

3. _____ Many Third World countries are "underdeveloped" through lack of initiative on the part of their inhabitants.

4. _____ Everyone should learn English, as it is the one unifying language.

5. _____ The White man has set the pace as much value as there is in American life.

6. _____ Americans have been very generous in teaching other people how to do things the right way.

7. _____ Primitive people have not yet reached the higher stages of civilization.

8. _____ Minority members of a population should conform to the customs and values of the majority.

9. _____ Other people in the world should learn to do things the way Americans do, so that we will be able to understand each other better.

Attachment to Resource 4

1. _____ The fact that the first man on the moon was an American is proof of America's technological superiority.
2. _____ Foreigners going to live in a new country should let go of their own culture and adapt to the new country as quickly as possible.
3. _____ Orientals do many things backwards.
4. _____ Many Third World countries are "underdeveloped" through lack of initiative on the part of their inhabitants.
5. _____ Everyone should learn English, as it is the one unifying language.
6. _____ The Vietnamese do not place as much value on human life as Americans do.
7. _____ Americans have been very generous in teaching other people how to do things the right way.
8. _____ Primitive people have not yet reached the higher stages of civilization.
9. _____ Minority members of a population should conform to the customs and values of the majority.
10. _____ Other people in the world should learn to do things the way Americans do, so that we will be able to understand each other better.

Most Common Stereotypes of Americans Held by Foreigners (Kohls 1994)

Goal: to increase awareness of how Americans are perceived by foreigners.

Group Size: Variable

Procedure:

1. Have participants brainstorm what stereotypes they think foreigners have of Americans. Examples may be drawn from Resource 7-which will be especially meaningful if the participants have already done that exercise. The following list can be used to help complete the participants' list.

- Outgoing, friendly
- Informal
- Loud, rude, boastful, immature
- Hardworking
- Extravagant, wasteful
- Think they have all the answers
- Not class-conscious
- Disrespectful of authority
- Racially prejudice
- Know little about other countries
- All American women are promiscuous
- Wealthy
- Generous
- Always in a hurry
- Disregard for the elderly

This is by no means a complete list: Add other stereotypes you have encountered.

2. Ask the following questions

- How many of these stereotypes are true or deserved?
- How many have positive points
- What are the sources of such stereotypes? (American tourists, movies, TV programs, YOU)

3. It is easy to see why we have been called "Ugly Americans" Even if these stereotypes are untrue, undeserved, or if you personally are not guilty, you will be blamed for them. Additionally, foreigners may consider most of the ones that *we* consider positive negative by foreigners. What examples of this last point can you think of?

Part 10 Social Studies Standards
Standard 10.1

10.1.1

10.1.1.1

10.1.1.1.1

The student will identify the major components of a democratic government, including the branches of government and the role of citizens. The student will identify the major components of a democratic government, including the branches of government and the role of citizens.

10.1.1.1.2

10.1.1.1.2.1

10.1.1.1.2.1.1

APPENDIX C

District 726 Outcomes

District 726 Social Studies Outcomes American Studies

Abilities Outcomes:

Apply each of the following to each content outcome

1. Develop abilities in Social Studies.

- a. Higher thinking (analyze, evaluate, predict, estimate, generalize, solve, decide, relate interpret, simplify)
- b. Communications: (Present, demonstrate, persuade, collaborate, explain, defend, recommend.)
- c. Goal setting/ attainment: (brainstorm, envision, research, plan, organize, support, recommendations.)
- d. The quality process (Plan, draft, analyze, and revise when producing products)

2. Be able to apply social studies knowledge and skills to a variety of purposes.

- a. Be able to support positions in a reasonable manner (research thesis, organize, support recommendations)
- b. Be able to relate social studies to your life.

View life from other perspectives and others' points of view

Understand key forces (Inventions, discoveries, people, events, moments) which have shaped our world

Explain the causes and effects key forces have on you, the present, and the future

Use the past and present (other cultures, other situations, and different places) to solve problems.

Make decisions and predict the future

Relate current events to your life (be conversant, know sources related to current events, conduct research)

C. Possess technical skills:

Read/ write/present: Instructions tables, chart reports,(progress, research), proposal, letters (complaint, request, application, response, recommendations) manual, form checklist, resume, brochure,/ pamphlet, bid, summary.

Technology: word processing, spreadsheet, database, desktop publishing, internet, search tools, AV production.

Content Outcomes:

3. To understand how various minority cultures in our society have developed and how they came to be part of American Culture.
 - a. Lifestyle, traditions, beliefs, home food, holidays, and celebrations.
4. To understand how various minority cultures have influenced who we are and what we are today.
5. To be able to relate to current issues minorities in our society face today.
6. To understand the importance of multicultural education for students of all ages.