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Redefining the Apartheid of American History: A Middle School History Curriculum

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REDEFINING THE APARTHEID OF AMERICAN HISTORY:

A MIDDLE SCHOOL HISTORY CURRICULUM

A Project Report

Presented to

The Graduate Faculty

Central Washington University

For the Degree of

Master of Education

Master Teacher

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by

John Scott Sandberg

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John Scott Sandberg

B.A.E., Eastern Washington University, 2005

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ABSTRACT

Redefining the Apartheid of American History:

A Middle School History Curriculum

by

John Scott Sandberg

July, 2008

After more than half a century of efforts to address the historical educational chasm between marginalized groups it has become obvious that the need for culturally sensitive and inclusive curriculums need to be developed. This project is intended to assist educators take the first steps into the multicultural arena or provide a vehicle for curriculum incorporation. Sample curriculum is provided as an illustration of classroom practice and cultural inclusion. Student and educator roles are defined as well as activities, and assessment methods are described and outlined with links to curriculum content, Washington State's Essential Academic Learning Requirements and Classroom Based Assessments.

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INTRODUCTION

Background of the Project

America has been a racially divided and multicultural nation since it was created from the original thirteen colonies and trying to bridge this gap of multiculturalism has been a difficult process (Takaki, 1993). Teachers today have many obstacles to tackle with developing new curriculums, trying to meet state standards and an ever-increasing culturally diverse student body (Banks, 1995). Therefore, it becomes glaringly apparent that the need for a multiculturally inclusive pedagogy for both pre-service and current teachers is essential (Gay, 2003)

As teachers begin to develop a multicultural curriculum it is essential that they develop it in a culturally sensitive and inclusive way (Noel, 2008). Today's teachers need to be aware of the steady growth of cultural America and develop their curriculums according to the unique and diverse needs of their particular students; by doing this teachers are able to help students develop the skills to evaluate cultural groups through the proverbial cultural and historical lenses (Takaki, 1993).

Discrimination, in North American, can be traced to the early European explorers of this continent who encountered peoples previously unknown to them and these people helped to ensure the survival of the new invaders that became known as "Mannittowack" (Takaki, 1993, p. 25) or Gods. These native peoples had no idea the intense discrimination and dehumanization they would endure in the future. The Europeans, the English in particular, were notorious for the

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dehumanization of cultural groups. Instead of accepting a new culture and seeking similarities to bridge the gap between their differences, the English would rather just assimilate them (Takaki, 1993); savage, cannibal, lazy and wicked was typical terminology for any culture the English did not understand. This attitude, as seen in *The Tempest* by William Shakespeare, began the moral exclusion of Native Americans long before the Europeans came to the New World. They were led to believe that they were above these people. Caliban, the Native American in the play, was portrayed in the stereotypical way, as a savage, unsophisticated brute concerned with only the most primal wants and needs such as food and sex. This depiction of the Native Americans allowed for tens of thousands of English to make preconceived judgments of a people that most of them would never come in contact with. Therefore, when English settlers finally did come to the New World, the Native American demise was imminent (Takaki, 1993).

Even after the formation of the United States the Native Americans of North America had no idea the treachery that was about to befall their prosperous and proud nations. The United States Government, during its infancy, took several steps to exclude those that were not European. This intense racism most likely stemmed from the ingraining of hatred of those that were different. One of the most tragic events in American history was the forced relocation of Native Americans onto reservations. The most legendary of these forced relocations was known as The Trail of Tears, in which thousands of Cherokee were forced from their homes into what the Germans of WWII called

concentration camps, but the United States affectionately referred to as relocation forts (Takaki, 1993; Finnie, 2003). The United Nations General Assembly adopted and defined the term "Genocide" as " The denial of the right of existence of an entire human group" (U.N General Assembly, 1946). And defended it in 1948 as "… intent to destroy, in whole or in part, a national, ethnical, racial or religious group" (U.N. General assembly, 1948). Therefore, not only did the United States dehumanize and morally exclude the Native Americans, they also committed genocide on the Native American culture. The rights defined in the Declaration of Independence, adopted only fifty years earlier, were simply ignored at the expense of the American Indians.

Since the inception of the United States there has been a "working class," a work force that could be owned and controlled. Initially, these people were the African-Americans. Although this working class was predominantly in the south, it was not just confined there; it spanned the entire scope of the United States (Takaki, 1993).

This sub-human work force caused the denial of personal dignity and human rights, which led to the formation of a large separation of power between the slave owners and the African-Americans (Samovar & Porter, 2005). This distinction of power was exemplified constantly. One such instance was of a slave known as Nat Turner, who was allowed to travel freely on Sundays to preach the gospel. Nat Turner eventually rose up and killed his master and his family because of the intense racism and discrimination that even beloved slaves encountered (Takaki, 1993).

"Your male and female slaves are to come from the nations around yours; from them you may buy slaves. You may also buy some of the temporary residents living among you and members of their clans born in your country, and they will become your property" (Leviticus, 25:44-45, New International Version).

This passage from the Bible and others like it justified to Southerners that their approach to slavery was correct. Unfortunately, their views have torn a huge crevasse throughout the United States, a crevasse that has caused Americans to amend the mistakes of the forefathers.

Racial hatred was not just confined to the 1700's and 1800's it has continued into the twentieth and twenty-first centuries. In the book *A Death in the Delta*, by Stephen Whitfield he outlines the death of a fourteen-year-old boy named Emmitt Till in 1954, and its ensuing murder trial, just one year after the *Brown v. Board of Education* decision.

"This case somehow struck a spark of indignation that ignited protests around the world... it was the murder of this 14 year old boy, an out of state visitor, that touched off the world wide clamor and cast the glare of the world spotlight on racism" (Whitfield, p. 60, 1991).

The judicial farce that was put on in front of the world only energized the nation. Enraging blacks and whites alike, the Emmett Till case brought to the forefront racism in the south and the intense hatred that was not only felt by the white populous, but the judicial system as well. Whites in Mississippi resented the Northern criticism of the barbarity of segregation and the National Association

for the Advancement of Colored Peoples (NAACP) labeled the murder as a lynching. In the end, however, even the courage of blacks and their white supporters did not make a difference. The jurors deliberated for just over an hour, then returned a "not guilty" verdict on September 23, 1954 exactly 166 years after the signing of the Bill of Rights.

"The downfall of the white-supremacy system in the rest of the world made its survival in the United States suddenly and painfully conspicuous" (Whitfield, p. 78, 1991). Emmett Till, although a young man, challenged a nation that was severely divided on the issue of race by becoming a martyr. Emmett's death, although horrific and barbaric, became the spark that ignited the modern civil rights movement (Whitfield, 1991).

These examples of cultural exclusion are in stark contrast to the ideals written in the Declaration of Independence. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights that among these are Life, Liberty and the pursuit of Happiness" (Declaration of Independence, 1776). These words penned by the founding fathers established a country that in all aspects should be multicultural and equal.

After years of ethnic, cultural, religious and social change in the United States and around the world the need for multicultural change is evident (Finnie, 2003; Banks, 2004). The United States is, in every aspect of the word, a multicultural nation comprised of many different cultural and ethnic groups encompassing a variety of indigenous peoples, as well as those that arrived as

immigrants on its shores from other countries throughout the world. These vastly different and diverse groups represent an ever-growing population of people of color; the U.S. Census Bureau estimates by the year 2040 that 50 percent of the United States population will be that of color (Gollnick & Chinn, 2008).

Statement of the Problem

"The tragic events of September 11, 2001 reminded educators how important it is for students throughout the world to develop cultural understandings and to acquire the values and skills needed to get along with people from different cultural, racial, religious and nationality groups" (Banks, p.xxi, 2004).

It is rare to find two teachers that teach anything the same way; educators bring to the classroom their own perspectives on teaching, diversity, education, classroom management and interpreting student behavior (Banks 2004). Ethnicity and diversity are an integral part of the American experience and Americans have a distinct identity, but other cultural groups bring different perspectives and concepts that must be taken into account and explored. Educators need to look inside themselves and find common ground to build a bridge between the mainstream American culture and that of each diverse student's individual culture. The ultimate goal of multicultural education is to transform the classroom into a learning environment that is conducive to ethnic, racial and cultural environment that can be found outside the classroom (Banks, 2004).

The United States has attempted to make good on its promise that "... all men are created equal," but past transgressions have lead the United States to be a very diverse and radicalized society. Many educators and students often don't realize the invisible caste that they belong to, a special society that is a member's only club known as white privilege. Because of this privilege many educators and students will never understand the oppression and marginalization felt by those of different cultural groups. This oppression creates a gap and barrier between educators and students and other students and will only continue to grow as schools become more diverse. (Grant & Sleeter, 2007)

It is this researcher's intent to show educators and students that with critical analysis and planning, education can begin to bridge the gaps that the ancestors built and established a truly multicultural nation.

Purpose of the Project

The purpose of this project is to provide a curriculum that will help teachers design and teach multicultural units within a seventh grade United States history classroom in Washington State. This project was designed in a school district in Central Washington's Columbia Basin. It will provide teachers, parents and students with the foundational concepts for understanding multicultural ideology, visualizing perspectives and examining the complex framework that makes up a multicultural world. This project will provide a greater connection between the sheltered world in which many students live and the outside world in which they must survive.

Significance of the Project

Multicultural education must be a transformative process, which transcends all aspects of education, but educators must take information at face value and constantly reevaluate information presented (Gollnick & Chinn, 2008). With this in mind, the project will allow the students to step outside their cultural comfort zone and into that of another person; they will be allowed to walk in another person's shoes.

Limitations of the Project

This project was designed for seventh grade students in a middle school environment with a very cohesive seventh grade staff, and a student demographic of 76% Hispanic, 23% White, and 1% Asian-Pacific Islander. It is possible for this project to be generalized into other schools with similar demographics. However, there are several limitations that may impact the outcome of this project as outlined below.

This project utilized resources that are prevalent in many schools but may not be readily available in all areas such as; media projectors, document cameras, in class computers, DVD players and audio equipment. Although this equipment is usually available in most school districts the availability of it may still be limited. Additionally, team collaboration was utilized in this project that could significantly impact the outcome.

Project Overview

Chapter one will outline the reasons and implementation of a multicultural curriculum as well as outlining the limitations that may be encountered. Chapter

two provides support literature and shows the need for the development of a multicultural curriculum. Methods, procedures and implementation of the project are outlined in chapter 3. Chapter four defines the bulk of the project including lessons to be used throughout the unit and a description of how the classroom was changed to reflect a culturally inclusive environment. Lesson plans with objectives and connections to state standards are included, along with ideas for lesson extension to enhance student learning beyond the classroom. Chapter five concludes the project and provides additional information and recommendations for further use and study in the classrooms for teachers.

Definition of Terms

Constructivism: A theory of learning that holds that students bring their past experiences and knowledge with them to a subject. Constructivism requires teachers to facilitate learning and assist the student in active participation (Rice and Wilson, 1999) Epistemology: The theory of knowledge and cognition (Wikipedia, 2008).

Multicultural Education: An emerging field of study and whose major aim is to create equal educational opportunities for students and educators from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society (Banks, 2004).

Pedagogy: The art of science of teaching. Also defined as the correct implementation of teaching strategies (Wikipedia, 2007)

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

My music is the spiritual expression of what I am – my faith, my

knowledge, my being . . . When you begin to see possibilities of music,

you desire to do something really good for people, to help humanity free

itself from its hang-ups.

~John Coltrane

Education in the United States is not a blanket system that can be applied

to every child in the same way. It needs to be differentiated and pluralistic in

order to accommodate the needs of the ever-growing diverse population.

Today's children attend different types of schools, receive different types of

education and utilize different types of curriculum based, partially or completely,

on the economic, social, racial, religious, ethnic or any other of the myriad of

determining factors. Consequently, children often end their schooling, with

educational differences that are wider than when they began, and these

differences only magnify the already widening gap of inequalities (Bullard, et al,

1997). By better understanding how schools help to build inequalities, educators

are in a better position to try to change them. Unfortunately, the historical

inequalities in education have filtered into the communities, to the parents and

their students, developing an even more complex and disparaging problem for

schools, teachers and students.

Parental Involvement

A fundamental key to a student's success is parental involvement in their

children's education (Hidalgo, et al., 2005, p. 631 – 649). A study, conducted by

Henderson and Berla in 1994, found three areas of parental involvement that had

a profound impact on student achievement and social behavior (Henderson &

Berla, 1994). The first area of involvement is for parents to become a participant

in their child's education, either by assisting the teacher directly in the classroom

or providing support to the school. In turn, schools need to be willing to allow

parental participation in the many levels of the educational process (McGee

Banks, 2007). This does not necessarily entail parents work solely as tutors for

their children at home. While some parents may prefer to do this, others may

feel compelled to work in the school, helping teachers and school boards with

decision-making and collaborating with the community members.

The second area deals with parental involvement in extra curricular

activities and school functions. This level of involvement could include talking

with teachers, making a presence at school, monitoring of schoolwork, attending

school functions and sporting events and having a overall positive attitude toward

the school (Henderson, Berla, 1994, pp14-15, 88-89, 110-111). This level of

involvement demonstrates a respect for the educational process and shows the

student that education is important.

Finally, the third area deals with parental styles, attitudes, values,

aspirations and motivations. Parenting styles can have an overpowering impact

on student achievement and can be a more powerful influence on student's

achievement than parental educational levels, ethnicity or family structure even for historically marginalized groups (Henderson and Berla, 1994, pp 39-40, 57-58, 127,129).

While the studies by Henderson and Berla found evidence that parental involvement made a profound difference, they also state that the results were mixed based on the types of involvement. The best results occurred when parents were involved in both school activities and the child's learning at home.

<div align="center">Teacher Training</div>

Since the inception of multicultural education in the 1960's, colleges and universities have been doing their part to instill in educators the need for diversity related teacher preparation. As was previously stated, part of the problem is the school environments in which educators are facilitating the learning of today's children. Colleges and universities have been acknowledging this and are requiring pre-service teachers to take courses in multicultural education. Studies have shown that even though pre-service teachers are receiving education in multicultural education and studies, they still need, "More work in identifying the power relations set up by school configurations, in their teaching practice" (Grant, Elsbree, and Fondrie, 2004, p 192).

Even with the classes being offered and work being done at the college and university level it could be argued that what is being done is not enough. In 1996, Lawrence and Bunche examined how a one-semester course in multicultural education could affect the views and beliefs of pre-service teachers. The research showed that, while one course was helpful, it only provided a

catalyst for change and more courses were needed (Grant, Elsbree, and Fondrie, 2004, p. 192). Karla Hollins notes: "All of us have been trained at a reputable University with a nationally accredited teacher preparation program, yet we have not been prepared for the realities of teaching" (Hollins, 1999, p. 4).

Another study conducted with pre-service teachers examined the impact of multicultural education on human relations and multicultural education. Reed's study in 1993 showed that while pre-service teachers felt better prepared after the one-semester class, their views about students of color remained the same after the class (Reed, 1993; Grant, Elsbree, and Fondrie, 2004, p. 192).

While steps are being taken to help transform pre-service teachers and their pedagogical practice, little is being done to assess, change and hold accountable k – 12 teachers. A study, by Kailin, examined 222 white teachers and showed that while they acknowledged racism they tended to blame the victim for acts of racism and in some cases completely ignored it (Kailin, 1999; Grant, Elsbree, and Fondrie, p. 193).

A single teacher curriculum study preformed on 76 fourth and fifth grade classrooms by Saldana and Waxman in 1997, utilized multicultural teaching observational instruments in 12 desegregated elementary schools. They concluded that while teacher support of culture was present "there was little integration of the students culture" (Saldana and Waxman, 1997; Grant, Elsbree, and Fondrie, p. 194).

Taking these studies a step further, Christine Sleeter studied 30 teachers over a two-year multicultural staff development project to determine the extent

that the teachers implemented the education they received in the development

sessions. Even though the participation of the teachers was voluntary several

factors impeded the progress of the study: lack of time, required curriculum,

existing curriculum and community involvement (Sleeter, 1992).

<center>Challenges of Multicultural Education</center>

Schools have always been a topic of debate and over the past 25 years a

growing emphasis on standardized testing has emerged. In April of 1983 the

government released A Nation at Risk: The Imperative for Educational Reform

which stipulated that the students of the United States are falling behind the rest

of the world while only achieving basic standardized skills (United States,

National Commission on Excellence in Education, 1983). After several decades

of trying to raise the achievement of student's skills in key areas, the United

States adopted the No Child Left Behind Act of 2001, in which, reading and

mathematics have been the primary focus of school districts around the country.

This act requires children, in grades three through ten, to be tested in reading

and mathematics and all students must demonstrate 100% proficiency by the

end of the year 2014 (No Child Left Behind Act of 2001). While literacy is of

utmost importance and should be pursued, should it be pursued at the cost and

detriment of other subjects such as social studies, physical education, science

and the arts (Fusarelli, 2004)? Even though the primary function of No Child Left

Behind is to "Close the achievement gap with accountability, flexibility and

choice, so that no child is left behind" (No Child Left Behind Act of 2001), the law

leaves all children behind when it comes to multicultural education in this pluralistic society (Fusarelli, 2004).

According to the Office of Superintendent of Public Instruction of the State of Washington, the primary goal of education is to create "responsible global citizens." These are lofty claims thrown around by the state government, considering the fact that the state superintendent of public instruction has vehemently refused to address multicultural education for all students (Multi-Ethnic Think Tank, 2002). In Call to Action, the Multi-Ethnic Think Tank sought to integrate and add multicultural viewpoints into the state learning goals, but was met with resistance. The learning goals would have required multiculturalism in every classroom and brought the ideals and perspectives of multicultural educators to the forefront of education in Washington State. Even though the superintendant of public instruction has devalued multicultural education, educators can take it upon themselves to evaluate and incorporate any of the core principles, values and concepts or dimensions of multicultural education. They should begin by learning the extent of multicultural awareness within their schools and districts.

<div align="center">Democracy and Diversity</div>

A consensus panel convened by The Center for Multicultural Education produced a document titled Democracy and Diversity, outlining four principles and ten concepts that educators need and can use to determine the extent of multicultural understanding within schools and districts. The first principle addresses the need for students to learn the relationships between unity and

diversity in their local communities, states, nation and world (Banks et al, 2005). This presents a very real challenge, effective teachers must produce students that understand their communities how they, as citizens relate to the world and demonstrate the ability to affectively collaborate with different cultural groups.

The second principle addresses the students need to understand how people are interrelated politically, culturally, socially, economically, and environmentally. Students need to understand that globalization has a very real impact on how they live and what they do. By seeing the world from a global perspective students are able to relate to others around the world and critically analyze the impact of governmental polices and procedures.

The third principle addresses human rights. In order to help students fully understand their rights, rights they may take for granted, they must first understand the rights of others. Only then can students fully appreciate what they have. The Universal Declaration of Human Rights and The United Nations Convention on the Rights of a Child provide educators with an avenue to facilitate understanding of this principle (Banks et al., 2005, p. 12). It is essential that students comprehend the underpinnings of citizenship in an equitable and diverse society. These two documents provide just that.

While principles one through three address unity, global interconnectedness and human rights, principle four addresses experience and participation in democracy, in a democratic society, by practicing democracy itself. Students that learn about democracy should understand it's historic foundations. They should embrace the historical documents that have provided

the world with democracy and what democracy provides people around the world. Students should also understand the plight of people that don't live in a democratic society. While knowledge is important it is nothing without action. Students that don't experience democracy will never fully understand how democracy works, for democracy requires action and action will facilitate change. Students need to become involved and be apart of the process, participate in school decisions, and become part of the community. By doing this, students become part of the solution and not part of the problem. By understanding and utilizing these four principles, educators will be able to evaluate and incorporate multicultural education into their lesson plans, however, one must take it a step further and apply the ten concepts.

The first concept builds on the last principle of democracy. While it is important the students and educators understand the meaning of democracy, it is also important that they understand the historical foundations and its relation to cultural democracy. Cultural democracy provides marginalized groups the ability to maintain aspects of their cultural identities (Banks at el., 2005, p. 17).

The Second concept addresses diversity within nation states. While European countries have been diverse for many centuries, it wasn't until the late 18th, 19th and 20th centuries, during European exploration and expansion, that cultural diversity has become such a political hot topic in the United States. Today's immigration problems stem from the historic migrations of the past, in which immigrants came to this country for a better life. This immigration influx has created a nation that is culturally and ethnically diverse while creating a

structure that provides for cultural advantage and disadvantage based on historically marginalized groups (pp. 17-18).

The third concept addresses globalization and its effects on nations around the world. Globalization provides aid to countries and people in need; it is the force behind the spread of democracy to isolated countries around the world. While globalization provides benefits to countries, it can also be a means of power for those who know how to take advantage of global markets and technologies. Another disadvantage of globalization is it can endanger cultural identity and increase cultural imperialism (p. 18-19).

The fourth concept delves into sustainable development in which nations consume the natural resources of the planet. This is especially prevalent in the countries of North America and Europe that consume large portions of the planets resources; whereas the United States has one twentieth of the world population but consumes one fifth of the world's resources. This concept brings about real concerns in that the natural resources of the planet cannot be replaced. Additionally, the United States is currently meeting its needs for sustainability while other countries are unable to provide even the most basic services. This causes a power vacuum that allows for unequal distribution of the worlds resources and is closely tied to human rights problems around the globe (p. 19).

The fifth concept deals with empires, imperialism and power. Students that understand the historical inequalities of nations through concepts such as imperialism and empire and how the power distribution affects powerful and less

powerful nations will see the innate inequalities that are built. When empires are built stereotypes are developed for the marginalized groups creating inequality.

The sixth concept addresses prejudice, discrimination and racism. Prejudice occurs when groups are judged based simply on group membership and are perpetuated based on characteristics of the group. Prejudice can stem from conflict that has historical foundations competition or simple hatred. Discrimination occurs when people act upon their hatred and prejudices. Discrimination is negative and unjust behavior towards members of marginalized groups. Historically, in the United States, discrimination has had many faces, the most prevalent of these is simply denying access to facilities and/or opportunities that the larger society would have access to but is removed or limited based on characteristics of the marginalized group. The last aspect of the sixth concept is that of Racism. Racism is the classification of people based simply on racial or physical characteristics that produce feelings of inferiority or superiority. Historically racism has provided a large power chasm between the dominant group and the marginalized group (p. 20). It is important that students fully understand the concepts of prejudice, racism and discrimination, not only in a historic framework but also, from a modern outlook. Students need to understand the interconnectedness of power relations between dominant and marginalized groups while grappling with the prospect of democracy and equality.

The seventh concept addresses migration. Historically people have migrated around the world for various reasons, survival, imperialism, colonialism,

slavery, and in search of a better life to name just a few. Throughout the world people are constantly moving or changing demographics. For example, immigrants relocating for better jobs and sending their money back home or students studying abroad gaining an education and developing skills that can be better utilized throughout their native countries. Whether permanent or temporary it is apparent that the need to migrate is necessary for the equitable distribution of intellectual, cultural resources (pp. 21-22).

The eighth concept addresses identity/diversity. A person's identity can be defined in many different ways and is influenced by many factors. Ultimately most of a person's identity is self-defined, such as political and religious affiliations. However, there are certain aspects that are static such as race, age and sex. While identity defines a person it can also make them very diverse (p. 22).

The ninth concept introduces multiple perspectives. It is essential that students understand the plight of marginalized groups. Students need to see the world from different perspectives. They need to walk the proverbial mile in another person's shoes to fully gain social knowledge and understanding. By doing this they are able to address the pressing issues on society today. An important question to ask is, "How can we engage constructively those that are not like us" (pp. 23)?

The final concept, as defined by the Center for Multicultural Education, addresses Patriotism and Cosmopolitanism. Patriotism is simply love for ones country shown through different rituals. People celebrate patriotism in different

ways, but no matter the way it is displayed, collective patriotism fosters social responsibility and leads to defending the rights and freedoms defined in a democratic society. While patriotism tends to foster positive feelings, it can, at times, foster negative attitudes. Under certain circumstances, in patriotisms name, intolerance can rear its ugly head limiting freedoms and causing civil disorder. Educators should walk the line very carefully and teach students critical patriotism. Critical patriotism allows educators to encourage patriotism while allowing the students to see the rights and wrongs committed by their country. Cosmopolitism provides students the ability to view the "bigger picture," where they view themselves as citizens of the world. Cosmopolitism students will strive to immerse themselves in other cultures and embrace differences in order to acquire cultural competence (p. 24).

The principles and concepts defined by Center for Multicultural Education provide a springboard for the implementation of a multicultural curriculum and the classroom, school or district, but should be supplemented with additional resources.

<div align="center">Teaching</div>

Teaching in a multicultural society can be an arduous and daunting task. Even the most seasoned and trained educators have difficulty with the implementation and maintenance of a multicultural curriculum. This problem really becomes evident when educators representatives of dominant social/cultural perspectives find themselves working with diverse students in the classroom. The question eventually arises, what can be done as an educator

(Howard, 2006, p 69)? Gary Howard in his book <u>We Can't Teach What We Don't Know</u> outlines a four-step process that will significantly increase the contributions educators can enact to facilitate the healing process and bridge the gaps of the multicultural chasm.

<p style="text-align:center">Honesty</p>

"Much as I cared for these kids, I had no notion of preparing them for college, had accepted low academic expectations of them, and had almost no academic content knowledge about anyone other than Euro-Americans" (Sleeter 1996, p. 24).

Educators have historically had difficulty accepting the cultural beliefs and customs of other cultural groups. "It has been like a crazy uncle who has been locked away for generations in the hidden attic of our collective social reality. This old relative has been part of the family for a long time" (Howard, 2006, p. 52).

Educators view cultural differences in one of three ways. The first and most "romantic" of ideas is that of the melting pot, in which Americans all melt together, sloughing off their cultural identities and become a part of the greater whole. The Jewish playwright Israel Zangwill originally introduced this idea in 1908. In the years between 1914 through 1921, the Ford Motor Company took this notion a step further in their Ford English Schools. They had their graduating classes dress in costumes representing their countries of origin, enter a cauldron, and then emerge on the other side dressed as Americans holding American flags (Howard, 2006).

This Eurocentric mindset still exists in most schools today. The work of multiculturalists is to transform the educational stage and blaze a trail to equality and equity in the classroom. As progress is made, educators still need to be honest and reflect on their teaching strategies in order to facilitate continuing change.

Another view of multiculturalism is that of colorblindness. In this cultural view people tend to say, "I was raised not to see color. I have always treated everyone the same. I see people as individuals, not as members of a racial group" (Howard, 2006, p 53). The colorblind perspective makes dealing with culture and race very difficult. If educators don't see the color of their students or the cultural essence of their families then teachers cannot really connect with them and in turn they will be lost. How can instruction be differentiated if students are not being recognized for their diversity and differences?

Yet another perspective of multiculturalism is that of a mixed salad. Initially, this perspective seems feasible, but has at least one perceptible problem. This perspective allows for the educator to see the student as a unique individual of ethnic or cultural background but completely ignores the fact that they are made up of several cultural groups (Takaki, 2002).

Empathy

In order to empathize with another cultural group educators need to view cultural groups from the cultural groups perspective and not their own. It allows educators to show students the world from another point of view, another perspective, and seeing cultural differences in an authentic context. Educators

cannot fully understand the challenges and experiences that students encounter but with planning and effort there can be an understanding and bridging of the two worlds (Howard, 2006, p 75).

Advocacy

Gary Howard, when he speaks of advocacy speaks of fairness. Educators need to keep in mind that their pedagogy and curriculums need to be fair and designed to address the needs and desires of all the students in the classroom, as well as those that who are not present. Educators need to show the world as it is and as it was, how things came to be and came to pass.

Action

Arguably the most important aspect of the multicultural healing process is the need for social action. This is the transformative process that James Banks and Christine Sleeter talk about in their texts and is the highest goal of multicultural education. When an educator honestly evaluates their curriculum, teaching style, content and pedagogy it should become obvious that the need for cultural integration is paramount. Not only should educators reevaluate historical implications of cultural dominance they should look into the current world and build upon the equitable accounting of the world upon which they live.

In a profession that is predominantly white (Howard, 2006), it becomes very difficult for educators to address the concepts of multiculturalism. Many teachers find it an uncomfortable topic and instead of opening up a dialog the topic is completely avoided. As educators the topic, although uncomfortable, should be embraced. Educators should look at history from multiple viewpoints.

They should weave the cultural perspectives together to form a patchwork of historical and cultural viewpoints that empower students to be educated citizens in a culturally diverse society and nation (Howard, 2006).

An overlooked perspective of multiculturalism is that of white privilege. Most teachers either don't know that this perspective exists, refuse to acknowledge it or chose to simply ignore the fact that people of color are oppressed. The effects of white privilege can be seen throughout the country and Lisa Delpit describes it as the "culture of power." This cultural group has distinct advantages that are completely invisible to them beyond what is commonly experienced by marginalized groups in the same social, political and economic situation (Delpit, 1995).

White privilege gains its strength from the stereotyping of other races. The historic foundations of racism have developed over time and are engrained in the American culture. In order to resolve this invisible culture it is imperative that educators examine the social institution exists and how it was constructed (Delpit, 1995).

<center>Approaches to Multicultural Education</center>

James Banks defines four approaches to multicultural education. These approaches give educators a way to examine their curriculums and determine how to integrate multicultural ideas and perspectives into their curriculums. The first is the Contribution approach in which content, concepts, themes and perspectives are added to the curriculum based solely on holidays and heroes. An example would be reading about Martin Luther King during January. This

approach does not lend to the actual development of a curriculum but does provide a base upon which multicultural education can build it's roots (Banks, 2007, pp. 251 - 259). This approach reflects the lowest level of multicultural involvement.

The second approach is the Additive approach, in which cultural content, themes and perspectives are added to the existing curriculum without actually changing the foundations of the curriculum. An excellent example would be adding a Native American perceptive to the exploration of the west. It enhances the existing curriculum without actually changing it (Banks, 2007, pp. 251 - 259).

The third approach is the Transformation approach in which the cultural content, themes and perspectives are viewed from several viewpoints and perspectives. This approach involves critical thinking and looks at the root cause of the problem and possible remedies (Banks, 2007, pp. 251 - 259).

The fourth, and final approach is the Social Action approach in which the students would incorporate the transformation approach and take it a step further. They would put it into action. In the approach students would evaluate cultural content, themes and perspectives and develop an action plan to implement societal change. Examples of this approach would be to have students get involved within their community, bring problems up by writing elected officials, newspapers and business owners (Banks, 2007, pp. 251 - 259).

While multicultural education strives to build citizens that will participate in society, the educational systems today are shying away from that goal. The

approaches to multicultural education as outlined by James Banks shows, the primary catalyst for change is multicultural education.

<p style="text-align:center">Dimensions of Multicultural Education</p>

James Banks also outlines five Dimensions of Multicultural education that need to be examined and conceptualized by educators before a true understanding of transformative education can be achieved. The first dimension deals with content integration, which involves historically marginalized groups, and their integration into curriculum one at a time. Adding African-Americans then Mexican-American and so on. While that is important it is only one dimension of a multidimensional process (Banks 2004).

The second dimension is knowledge construction in which educators help the student develop knowledge of marginalized groups. This process takes it to the next level because the students will begin to understand that the westward movement is a relative term to one group of people as is El Norte for another (Banks, 2004).

The third dimension addresses prejudice reduction and seeks to help students develop a positive democratic and equitable idea of education by addressing the discrimination and prejudice that is encapsulated in the communities in which the students live (Banks, 2004).

The fourth dimension deals with an equitable pedagogy, which exists when educators modify their teaching, classrooms and schools in order to facilitate the academic achievement of students from diverse cultural groups. Educators are culturally responsive in an equity pedagogy when instructional

practices are incorporated that are relevant and important to the students (Banks, 2004). "Cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students make learning encounters more relevant to and effective for them" (Gay, 2000, p. 29).

The last dimension involves empowering school cultures, which involves restructuring the school so that students from diverse cultural groups feel equality. By empowering the school structure, relationships are based on mutual respect because cultural differences are reflected in the schools goals and practices (Banks, 2004).

The dimensions of multicultural education empowers educators, students and schools by providing opportunities and creating democratic structures that give students, parents, and the community a shared goal of responsibility for school equality.

<center>Five Approaches to Multicultural Education</center>

Grant and Sleeter address five approaches to multicultural education in the book Turning on Learning: Five approaches for multicultural teaching plans for race, class, gender and disability. Grant and Sleeter argue that multicultural education must be both multicultural and transformative. And while everyone is different, culture is defined in many ways not only race, but class and gender, ability, language and sexual orientation among the multitude of other cultural distinctions. Every classroom should reflect and celebrate diversity of every type. By extending the role of schools educators are able to facilitate social justice among diverse groups (Grant and Sleeter, 2007).

The first approach, teaching the exceptional and culturally different, challenges educators to consider enhancing their curriculum and teaching practices in order to facilitate a greater quality of education for students of color. This approach will increase the students understanding of society and of other people and establish a connection between the community they experience every day and how society connects to it. If the dominant society they encounter is predominately of one ethnic, racial or cultural group, the student's comprehension of racism or knowledge of other groups is extremely limited (Grant and Sleeter, 2007, p 203).

The second approach towards multicultural education is the Human Relations approach, which aims to develop the student's self-concept in relation to those around them. The classrooms should reflect individual differences while maintaining unique characteristics. This results in a classroom that reflects the student's culture as well as that of the dominant culture. This approach works well with cooperative learning groups, in a constructivists setting and can, according to Human Relations, improve inter-group relationships among students (Grant and Sleeter, 2007, pp 67-69).

Single-Group Studies is the third approach and describes women's studies, African American studies, Hispanic studies, Native American studies or any program that specifically targets a particular cultural group. Some universities have established ethnic studies programs. The logic behind this type of study is to counter balance the effects of the culturally dominant group. This approach counterbalances textbooks that marginalize social problems, ethnic,

racial and cultural groups limiting their histories that should be taught in mainstream classes. Students who grasp their own culture and recognize their contributions to society will be willing to work toward social change in a democratic and equitable society (Grant and Sleeter, 2007).

The fourth of the five approaches deals with approaches to race, class and gender and seeks to "Reduce prejudice and discrimination against oppressed groups" (Grant and Sleeter, 2007, p 70). In order for this approach to succeed educators need to avoid preconceptions of academic insufficiency. Educators must expect all students to surpass preconceived expectations based on class, gender, language, socioeconomic status and race (Grant and Sleeter, 2007).

The final approach, Social Justice Education approach, allows students to use their newfound knowledge and put it to practical use. This provides a challenge to educators in that they would need to reconstruct curriculum to allow students to demonstrate their newfound knowledge, while allowing students to learn how to seek solutions to community problems.

Multiple Intelligences

Multicultural education works hand in hand with the educational theory developed by Howard Gardner, that describes an array of learning techniques known as "intelligences" (Noel, 2008). Gardner suggests that each individual demonstrate varying levels of these intelligences in varying degrees. It is through these intelligences that educators can provide students with the best avenue to educate students in multicultural education. The first intelligence

known as, Verbal Linguistic Intelligence, deals with words, either spoken or written. Students with this intelligence will display a mastery of words and languages. They are typically good at reading and writing. They usually learn best by reading books and taking notes during lectures (Noel, 2007).

The next intelligence defined by Gardner is interpersonal in which student's interact with others. Students in this category are usually social, able work well with others, work well as part of a group and are good communicators. They may be either leaders or followers. These students typically learn best by working with others and often enjoy discussions and debates (Noel, 2007).

The third intelligence Body and Kinesthetic addresses movement and doing by the student. Students in this category are usually good at physical activities and excel at sports. They usually enjoy participating in group activities and are good at building and making things. These students often learn best by physically doing something, rather than reading or hearing about it (Noel, 2007).

The next intelligence, Logical Mathematical Intelligence, addresses the student's ability to do logical abstracts, inductive and deductive reasoning, and mathematical evaluation and expressions. Students demonstrating logical mathematical ability are more comfortable with reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations (Noel, 2007).

Another intelligence addresses Intrapersonal Intelligence. Students demonstrating this intelligence do best when working alone. They learn best

when allowed to concentrate on the subject by themselves and take great pride in their accomplishments (Noel, 2007).

The sixth intelligence addresses visual and spatial judgment. Student's that demonstrate this intelligence tend to be good at visualizing and manipulating objects.

They tend to be able to visualize abstract concepts and have good hand eye coordination (Noel, 2007).

The seventh intelligence tackles music. Students who have a high level of musical intelligence display sensitivity to sounds, tones, and rhythms within music (Noel, 2007).

The last intelligence addresses naturalistic intelligence, which, surprisingly enough deals with nature, nurturing, and natural surroundings. This intelligence was added in 1999 and was not part of Gardner's original theory of Multiple Intelligences. Those with it are said to have greater sensitivity to nature and their place within it (Noel, 2007).

Schools have emphasized the development of logical mathematical intelligence and linguistic intelligence because of the drive by governments to ensure students can read and write, but educators need to consider the fact that students learn in many different ways and perhaps the extension of curriculum development should include several, if not all of the intelligence to facilitate greater student learning (Noel, 2007).

Stages of Cultural Identity

Utilizing the stages of Cultural Development, educators can assist

students attain higher stages of cultural development and understanding. During

stage one, Cultural Psychology captivity, students will begin to internalize

stereotypes and exhibit low self-esteem. Students will believe that their cultural

group is superior to others. Stage two, Cultural Encapsulation, involves student's

discovery of their cultural identity, but still limit cultural participation to their

cultural group and take great pride within their groups. The third stage, Cultural

Identity Clarification, students are able to present positive attitudes towards other

cultural groups while simultaneously taking pride in all cultural affiliations. It is in

this stage the students are really beginning to grasp cultural identities on a global

level. Stage four addresses biculturalism, students will be able to function

effectively within the cultural communities. The fifth stage, multiculturalism and

reflective nationalism, allows students to reflect on the cultural, personal, and

national identities of racial, cultural and ethnic groups. Students in this stage of

multiculturalism have the knowledge and skills to function within their own

cultural communities as well as those around the world. The final stage of

multiculturalism is, cosmopolitanism, during this stage students are fully

committed to the cultural well being of people around the world (Banks, 2004).

It is essential that students work their way through the stages of cultural

identity. Multiculturalism is a journey of self discovery and self identity. Through

this process students of all cultural backgrounds will be exposed to valid images

of diversity and be better prepared to address the demands of a global society (Takaki, 2002).

Historic Foundations

Although the current idea of multicultural education was born during the civil rights movements of the 1960s and 1970s (McGee-Banks, 2005), the movement finds its roots in the intergroup movement of the 1930s, when educators sought to find new ways to educate the Irish, Italian, and Jewish immigrants while allowing them to maintain their cultural status (McGee Banks, 2005). This early work is directly linked to the early African American leaders such as G.W. Williams, Fredrick Douglas, Marcus Garvey, W.E.B. DuBois and Carter Woodson. These influential leaders provided the groundwork to integrate African American culture into schools and colleges throughout the country.

The early schools of the United States were segregated and it wasn't until the mid-1950s that education took a swing towards re-integration (Banks, 2004). Some viewed this reintegration as a good thing while others, such as Supreme Court Justice Clarence Thomas, viewed it quite differently. He believed that integration of public education was robbing African American youth of their ability to take leadership roles within their communities (Caldas & Bankston, 2003). Historically, the education of African Americans has been based on European ideals. In his book, The Mis-Education of the Negro, Carter Woodson states that African Americans were being taught the great accomplishments of European civilizations while the undertakings of Africans and African Americans were being trivialized or completely left out (Woodson, 1933). Woodson's efforts gave rise to

the early Ethnic Studies Movements and began to propel multicultural education

forward (Banks, 2004).

The early 1940s became a definite turning point in multicultural education.

The growing political and social pressures, combined with mounting racial and

ethnic hatred required a call for action. The Intergroup Educational movement

was the catalyst that brought about many publications, curriculums, projects and

activities. Studies done during this period showed that there was a connection

between personality and links to prejudice (Banks, 2004).

Rational for Curriculum Development

An important issue in understanding the nature and evidence examined in

this project is that while there is a large quantity and varying qualities of research

on multicultural education it is essential to utilize the best practices for

implementation of multicultural needs based on individual requirements. With

that said, there are many aspects of multicultural education to consider when

developing a project of this scope. It is important to reflect on the construction of

classroom curriculum that is sensitive to the varying viewpoints that are prevalent

in the classroom (Banks, 2005). Since students are influenced by every action

they see, it is imperative that every portion of a multicultural curriculum has a

profound impact on students. Additionally, it is important to note that

multiculturalism is far more than a simple curriculum set or unit design.

Multicultural education also takes into account all the aspects of cultural

development in a globalized society and incorporates them in an equitable and

democratic way by viewing the ideas and values of ethnic and cultural diversity,

which shapes the lifestyles, experiences and identities of marginalized groups (Gay, 1995).

This project focuses on research and activities that are designed to improve students understanding of marginalized groups by improving their tolerance through equity issues, intergroup relations and academic practices. It is this researchers intent that educators evaluate the review of literature presented above and the documents Democracy and Diversity and Diversity within Unity to establish an understanding of multiculturalism before implementing the following project.

Chapter III

Background of the Project

Several aspects lend themselves to the development of this project. The need for students and teachers to understand multicultural education and perspectives, the ever-increasing pressure for students to succeed in the "real world" and the push by schools, districts and states to ensure that students are prepared to be responsible citizens that can function correctly within their communities. Most curriculums today focus on the academic areas that are defined by No Child Left Behind with some effort being put into community development with multicultural focus. After examination of the Center for Multicultural Educations publications titled <u>Democracy and Diversity</u> and <u>Diversity Within Unity</u> it was glaringly apparent that the need for multicultural education was imperative to ensure students success in a democratic and diverse society.

Project Procedure

The initial design of this project is a two-week introduction to cultural groups other than those of the students in the classroom, which can be expanded during many stages of the project. It can also be aligned with a few of the State's Classroom Based Assessments. This will allow for a greater understanding of other people and their trials throughout history. The students will have the opportunity to explore other cultural groups and compare them to theirs and in doing so will develop a greater understanding and appreciation of the world in which they live. This project is developed with close collaboration to

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the Language Arts teacher with support from the other discipline areas. This project will include an in-depth social studies description with brief description of the language arts components. At the conclusion of the project the students will present their understanding of other cultural groups allowing for the understanding of history from the historic and cultural lenses that they are now equipped to use.

Project Development

Examination and integration of multicultural materials is paramount to the development of this project. Ensuring the relevance of the content as well as the integration of culturally pluralistic needs for a democratic society can be a daunting and arduous task, but when complete and aligned with curriculum will provide students a rich and complete understanding of equity and equality in a democratic society.

Careful consideration was used to ensure that culturally appropriate materials were selected and utilized, while allowing the students to understand the diversity and misconceptions that have occurred thought out history.

Project Implementation

This project was developed and implemented in the 7th grade Social Studies and Language arts classrooms over a two week period and while the unit is only a small part of the overall 7th grade curriculum it is the foundation upon which the rest of the years projects will be constructed. Other units have been developed building upon the foundation blocks that this unit has provided. It is

this researchers desire that this project will lay down the framework for other

educators to begin the rewarding path of multicultural education.

CHAPTER IV

Project Curriculum

The project contained hereafter is designed to be implemented after examination of the educator's school by using the guidelines and principles set forth in the Diversity Within Unity and Democracy and Diversity packets from the Center for Multicultural Education. These documents provide framework upon which this curriculum was devised.

It is essential that before implementation of this project that educators and administrators understand that concepts, aspect, dimensions and stages of multicultural education in most, if not all of their forms.

Day One

The social studies component begins with an examination of a document called "The Global Village." The teacher will lead a discussion in regards to the implications brought about by the document, pointing out common misconceptions about global population, race, religion, sexual orientation, gender, nationalities, socioeconomic status, and literacy. By giving students a more global perspective, students will further understand the need for culturally diverse education and the desire for democracy, justice, and equality within their local communities. Additionally, students will form groups and assign responsibilities.

Activity 1: <u>The Global Village</u>

Materials Required

The Global Village worksheet, Internet connectivity, computers

Vocabulary

Culture, Race

Essential Academic Learning Requirements

History 1.3.2 - Examine the development of different cultures in Washington State, the United States, and World.

History 2.2.2 - Interpret how changing technologies have shaped ideas and attitudes, and analyze the impact of ideas and technological developments on society and culture

Geography 3.2 - The student observes and analyzes the interaction between people, the environment, and culture.

Before beginning a unit of study it is important for the students to make connections that bridge their knowledge and develop a shared understanding of world cultures in relation to national and local communities.

Discuss with students the need for a cultural perspective and ideology by introducing them to the Global village worksheet, which will provide a foundational understanding of the cultural makeup of the world in a condensed perspective.

Global Village

If the world were a global village of 100 people...

If we could shrink the earth's population to a village of precisely 100 people, where 1 person equals 62 million people, with all the existing human ratios remaining the same, it would look something like the following: There would be:

- 57 Asians

- 21 Europeans

- 14 from the Western Hemisphere, both north and south

- 8 Africans

- 52 would be female

- 48 would be male

- 70 would be non-white

- 30 would be white

- 70 would be non-Christian

- 30 would be Christian

- 89 would be heterosexual

- 11 would be homosexual

- 6 people would possess 59% of the entire world's wealth and all 6 would be from the United States.

- 80 would live in substandard housing

- 70 would be unable to read

- 50 would suffer from malnutrition

- 1 would be near death;

- 1 would be near birth

- 1 (yes, only 1) would have a college education

- 1 would own a computer

   When one considers our world from such a compressed perspective,
   the need for acceptance, understanding and education becomes
   glaringly apparent.

The following is also something to ponder:

If you woke up this morning with more health than illness...you are more blessed than the millions who will not survive this week.

If you have never experienced the danger of battle, the loneliness of imprisonment, the agony of torture, or the pangs of starvation you are ahead of 500 million people in the world.

If you can attend a church meeting without fear of harassment, arrest, torture, or death...you are more blessed than three billion people in the world.

If you have food in the refrigerator, clothes on your back, a roof overhead and a place to sleep...you are richer than 75% of this world.

If you have money in the bank, in your wallet, and spare change... you are among the top 8% of the worlds wealthy.

If your parents are still alive and still married ... you are very rare, even in the United States and Canada.

Once the students have completed the discussion of the Global Village, guide the students towards the computers and access the web site http://nces.ed.gov/nceskids/createagraph/. The students can then develop graphs that will further emphasize their understanding about the cultural make up of the world in a graphical format.

Post student work around the classroom allowing for further visual reinforcement of the global cultural diversity and solicit feedback from students.

Day Two

The social studies component for day two shows students how

discrimination is formed based on the document <u>The Changing Face of</u>

<u>Discrimination</u>. Students are given the opportunity to discuss the differences in

terms such as stereotype, discrimination, prejudice, and racism. This paradigm

describes the mental process that discrimination takes in our society today, from

lack of education, to the act of discriminating against individuals or groups.

Activity 2: <u>Creating a Shared Understanding</u>

Materials Required

The Changing Face of Discrimination worksheet

Vocabulary

Stereotype, Prejudice, Discrimination

Essential Academic Learning Requirements

History 1.3.2 - Examine the development of different cultures in

Washington State, the United States, and World.

Geography 2.1 Compare and contrast ideas in different places, time

periods, and cultures, and examine the interrelationships between ideas,

change, and conflict.

Geography 3.2 - The student observes and analyzes the interaction

between people, the environment, and culture.

It is essential that prior to beginning a unit of study that the students have

a common set of defined vocabulary and understand the process by which

discrimination occurs. In doing this the students will understand that to truly

grasp the process of discrimination they must build the knowledge required to begin the process of self-discovery and cultural reflection. Discuss with students each step of the process of discrimination and why each step builds on itself and also address that the cycle can be broken.

The Changing Face of Discrimination
Creating a Shared Understanding

Lack of Knowlege		
Uneducated	Fear	Jokes

⬇

Sterotyping	
Rigid Preconceptions to all members of a group	Pictures in your head

⬇

Prejudice
Unfair, biased, or intolerant attitudes towards another group of people

⬇

Acting On It	Leads to

⬇
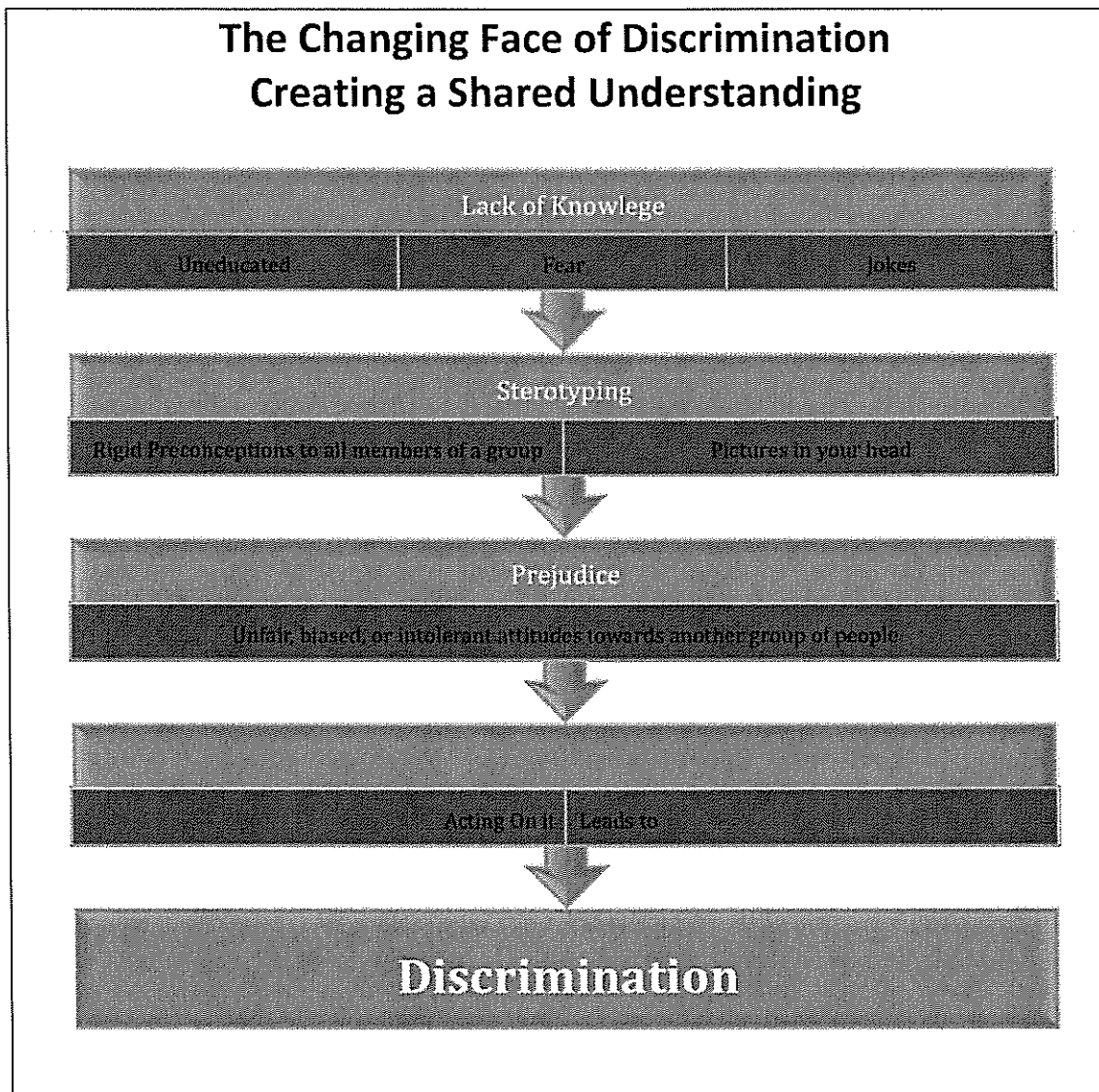
Discrimination

The students will share stories about instances of discrimination they have encountered and save for later use. By doing this the students will begin to develop a working definition of discrimination and the process by which it is unraveled.

Day Three

In order to build a humanistic approach to the pedagogy students will need

to understand the strength and power of their own cultural groups. In this activity

the students will develop sculptures and icons that represent them. This activity

provides the students with interflection and begins building bridges that will span

the gaps of multiculturalism. The students, by recognizing the similarities and

differences in their cultures, will begin the first steps of the transformative

processes of multiculturalism. Once this activity is complete, put the following

Venn diagram up on the document camera outlining how humanistic education

coupled with social justice education lead to action.

Activity 3: Symbolizing your culture

Materials Required

Cultural icons and symbols, paper, glue, pens, pencils, crayons

Vocabulary

Cultural perspective

Essential Academic Learning Requirements

History 1.3.2 - Examine the development of different cultures in

Washington State, the United States, and World.

Geography 3.2 - The student observes and analyzes the interaction

between people, the environment, and culture.

The students will group up and spend about five minutes drawing symbols

and icons that represent their cultural identities. Then group facilitators will share

group findings with the class showcasing both similarities and differences of group member's cultural identities.

Empowerment of Cultural Understanding

Humanistic
Education

Personal Power

Group Support

Social Change

Action

Personal Change

Education

Critical
Awareness

Social Justice
Education

Some guiding questions might be…

Which symbols were most important to you?

What did you learn about yourself and others from this experience?

Which symbols were shared across all or most students?

Day Four

In the social studies curriculum, students will be introduced to the major portion of the project, including a discussion of the final paper/product they are required to complete. Students will be given the opportunity to discuss different cultures other than their own and to choose one for further research. The culture to be researched can be based on any of the eight forms of discrimination.

Activity 4: Introduction to Cultural Perspectives

Materials Required

Historical and Current Perspectives of Cultural America

Vocabulary

Language, Misconception, History, Contribution, Distinctive

Characteristics, Demographics, Criteria

Essential Academic Learning Requirements

History 1.3.2 - Examine the development of different cultures in

Washington State, the United States, and World.
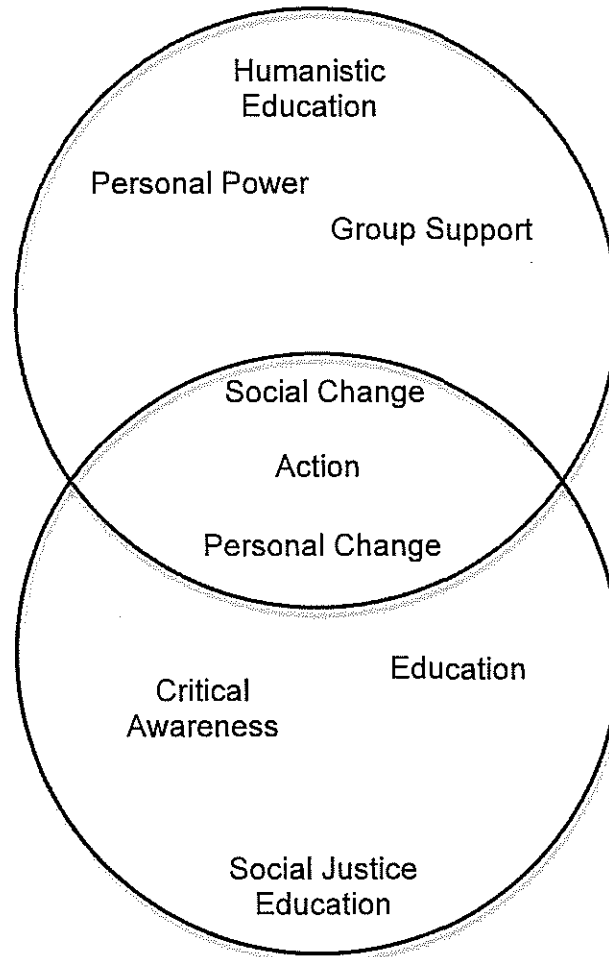
Geography 2.1 Compare and contrast ideas in different places, time

periods, and cultures, and examine the interrelationships between ideas,

change, and conflict.

Geography 3.2 - The student observes and analyzes the interaction between people, the environment, and culture.

The student will learn about, understand and appreciate another co-culture of the United States by researching it, finding representations of it in history, and presenting what was discovered to the rest of the class in a culminating project. The idea is to give the class a sense of cultural immersion while presenting authentic findings.

Global Village Group Project

This project is designed to help you learn about, understand and appreciate a specific **co-culture** of the United States by researching it, finding representations of it in history, and presenting what you have discovered to the rest of the class.

THE GROUP PROCESS

- ✓ You will meet with your group every week during the class time that has been set-aside for this.
- ✓ Designate, elect, or somehow decide who will be the coordinator for your group.
- ✓ Assign, volunteer, or somehow decide who will be responsible for the different areas of study.
- ✓ Set some timelines for what needs to be accomplished by the group for each of your meetings.
- ✓ The group coordinator needs to give me the subject you have chosen to study, who is doing what, and the timelines you've set for yourselves.
- ✓ Each member needs to write up a short report on what you are doing and how you are accomplishing your portion of the presentation to give to me.

THE PREPARATION PROCESS

Your group will select a specific domestic **co-culture**, each of you will research this co-culture, and as a group you will all present the highlights of what you have learned to the class

- ✓ Possibilities for study: Black, Elderly, Poor, American Indian (specific tribe), Chinese, Japanese, German, Russian, Swedes, WASPS, Vietnamese, Women, Eskimos, New Yorkers, Jews, Cowboys, Muslims, Puerto Ricans, Cubans, Appalachians, and many other possibilities!
- ✓ Limit your focus somehow.
- ✓ Can you determine the influence of **prejudice, stereotyping,** and or **ethnocentrism** on this co-culture including changes that have occurred (if any)?
- ✓ Each member of your group needs at least two (2) published sources of current (within the last 10 years) information-books, magazines, and newspapers to provide information about the **co-culture.**
- ✓ The group needs to find at least one (1) additional historic representation of this **co-culture.**
- ✓ You may want to interview some members of this co-culture. Some questions you could ask: "What **misconceptions** do 'outsiders' have about other **co-cultures** of the dominant American culture?" "How has the media helped and/or hurt the representation of your group to the rest

of us?"

In your research and interviews, target the areas below to concentrate your research on. All groups must include all items. Additional areas are left up to group size and accommodation.

_____ 1. **Language** – What is unique about the verbal and non verbal codes of this co-culture?

_____ 2. **Misconceptions** – What information and or misinformation does history give us about this co-culture?

_____ 3. **History** - How has this co-culture contributed to American history? What is their contribution today?

_____ 4. **Contribution** – How has this co-culture contributed to American Society? (Heroes, Political leaders, Scientists, Inventors)

_____ 5. **Distinctive Characteristics** – What are some of the characteristics that define this co-culture? (Dress, food, Folk tales, Housing, Art, ect..)

_____ 6. **Demographics** – What makes up this co-culture? (Residence, age, social class, occupations, educational levels) and how does this affect the role and function of the group?

_____ 7. **Criteria** – What makes this culture a co-culture?

The Written Report

A notebook, folder, or some sort of binder is to be turned in by your group that will have a report of your findings. Each member of the group should be responsible for 1 page of the report. In addition to the report about your specific co-culture, your notebook must have the following:

1. Begin your notebook with a preface identifying the subject, the specific areas of study, a hypothesis and any conclusions reached by your group.

2. Include a list of works used and other sources of information.

3. Prove that you have checked the spelling, grammar, and punctuation.

4. The binder must be decorated in accordance to the co-culture you are studying.

THE PRESENTATION TO THE CLASS

Each member of the group is responsible for some speaking in the presentation. How the presentation is divided up among the members is your decision.

✓ Possible presentation ideas: role-playing, panel discussion, television/radio talk show, group presentations. BE CREATIVE!!!

✓ Someone in the group needs to introduce the members and the subject you studied. This person also needs to make a concluding statement. "That's all folks!" is not an acceptable conclusion (unless you're Porky Pig!).

✓ Be sure to allow time for questions and comments from the class.

✓ Feel free to bring costumes, videos, music, food, pictures, or anything that you think will enhance your presentation and your understanding your co-culture.

✓ Practice your presentation out loud so that you know how long it will be and how well your separate parts coordinate.

ITEMS TO INCLUDE

When presenting you must have the following:

☐ **Visual aids** – This is a must but is up to you as to the type of visual aids required depending on

the type of presentation you choose.

☐ **Cultural Icon** – You must construct a culturally appropriate cultural icon that is representative of your culture.

☐ **Binder** – This must be designed in a culturally appropriate manner, as to reflect adequately your culture. All pages of your paper must be included, including your preface and table of contents.

GRADING THE PROJECT

This project is worth a total of 550 points to be divided into Six (6) areas:

1. **Presentation** = 100 points – Individual grade based on participation in presentation

2. **Written Report** = 100 points – Same for all members of the group

3. **Individual Grade** = 100 points – Feedback given by your group members

4. **Group Grade** = 100 points – Same for all members of the group

5. **Binder** = 100 points – Same for all members of the group

6. **Icon** = 50 points – Same for all members of the group

Divide the class into groups no larger than seven. Discuss with the students that they are going to become immersed into another cultural group of their choosing. Ask students what the requirements are of a cultural group and what makes up different cultures.

Some vocabulary building will be necessary. Words such as misconceptions, distinctive characteristics, contributions, demographics may be foreign to students.

Preparation

It is now time to have the students get into groups and decide which cultural group they wish to represent. The students will select five different cultural groups. Time should be allowed either in the classroom or in the computer lab to research different groups that may interest them. The only limitation is they may not select a group from which they belong. For groups

such a Native Americans it is imperative that the selection represents a specific tribe. Additionally, encourage the students try to narrow their cultural group as far as possible. Once the students have selected their cultural group and the instructor has approved it, inform the students that there are many ways to find information about cultural groups and not to limit their research to the Internet solely.

Share with the students the areas that must be covered. These include but are not limited to: Language, Misconceptions, History, Contributions, Distinctive Characteristics, Demographics and Criteria.

The Written Report

Because of the large scope of this project, is imperative that students provide a written account of their findings in a notebook folder or some sort of binder. The students will showcase, a written report, of one page in length, on each of the sections listed in the preparation section. The binder must also include a preface identifying the subject, area of study and present a hypothesis and conclusion. It must also include a works cited page and be decorated in a culturally appropriate manner.

Classroom presentation

Once again, because of the scope of this project students will be required to present their findings to the class. This presentation can take many different forms including but not limited to: role-playing, skits, plays, television broadcasts. The only limitation is the students are not allowed to simply lecture their findings

to the class. It is important the students understand it is their responsibility to make us feel as if we are interacting with their specific cultural group.

Items to include

Along with the presentation the students must present to the instructor and classroom three different items. These are a visual aid, this usual isn't a problem as the students are required to present their findings, a cultural icon, which is a tangible representation of their cultural group and a cultural binder which includes their papers and research materials.

Grading of the Project

Grading of the project can be done in many ways, but this researcher has found the following to be the most advantageous and equitable for a group project of this scope. Grading should be broken into six different sections;

1. **Presentation** = 100 points – Individual grade based on participation in presentation

2. **Written Report** = 100 points – Same for all members of the group

3. **Individual Grade** = 100 points – Feedback given by your group members

4. **Group Grade** = 100 points – Same for all members of the group

5. **Binder** = 100 points – Same for all members of the group

6. **Icon** = 50 points – Same for all members of the group

After groups are assigned and the worksheet has been covered let the students work for the rest of the period to assign jobs and responsibilities and begin researching.

Day Five

For day five of the social studies curriculum, students will be taken to the library and computer lab to begin researching their cultural groups.

Activity 5: Day of Research

Materials Required

Library, Encyclopedias, Books, Magazines

Vocabulary

Primary Source, Secondary Source

Essential Academic Learning Requirements

Writing 1.1 - Prewrites to generate ideas and plan writing.

Reading 2.2. - Understand and apply knowledge of text components to comprehend text.

Reading 2.3. - Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.

Reading 2.4. - Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.

Introduce students to the unit by asking them to sort buttons, categorize them based on size, color, thickness and texture. If students have not had such an activity, you will probably need to give them some time to think about how to sort. (I would suggest putting them in small groups with some of the items and letting them come with categories of their own.) After you are sure that students understand that sorting is a way of recognizing different characteristics of things, show them several books of various size, color, thickness, illustrations, etc. Ask

them how you could sort the books so that you would know what they are. Many students will be aware of the library system of categorizing books by number, but they may not realize that the process is the Dewey Decimal System. (This will be a good opportunity for you to see prior knowledge and what students are going to need to know.) In addition, let them know that they will also be using the Internet to discover how to find information.

The students will then discover how many different sources of information are available. Explain that while the information is important, they are writing an essay about a specific topic and the information needs to be gathered from sources besides the Internet; books provide excellent resources for additional information. After information gathering is complete meet back with the class to discuss the different sources of information found.

Internet Research Graphic Organizer

A subject that I am interested in is _____.
Five sources of information that I have found to help me learn about my topic are the following:

Source of Information	Type of Information	Things I've Learned
		1. _____ 2. _____ 3. _____ 4. _____ 5. _____
		1. _____ 2. _____ 3. _____ 4. _____ 5. _____
		1. _____ 2. _____ 3. _____ 4. _____ 5. _____
		1. _____ 2. _____ 3. _____ 4. _____ 5. _____
		1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Day Six

Social studies content for day six is a discussion of cultural competency and proficiency using the cultural competence continuum. Students will discuss the continuum and place themselves on it based on their beliefs, practices, and attitudes. Students will then discuss how they acquire their cultural understanding through classroom discussion and reflective writing.

Activity 6: Cultural Competence and Cultural Put-Downs

Materials Required

Vocabulary

Cultural competence, Cultural blindness, Cultural incapacity, Cultural destructiveness, Racial slurs Essential Academic Learning Requirements
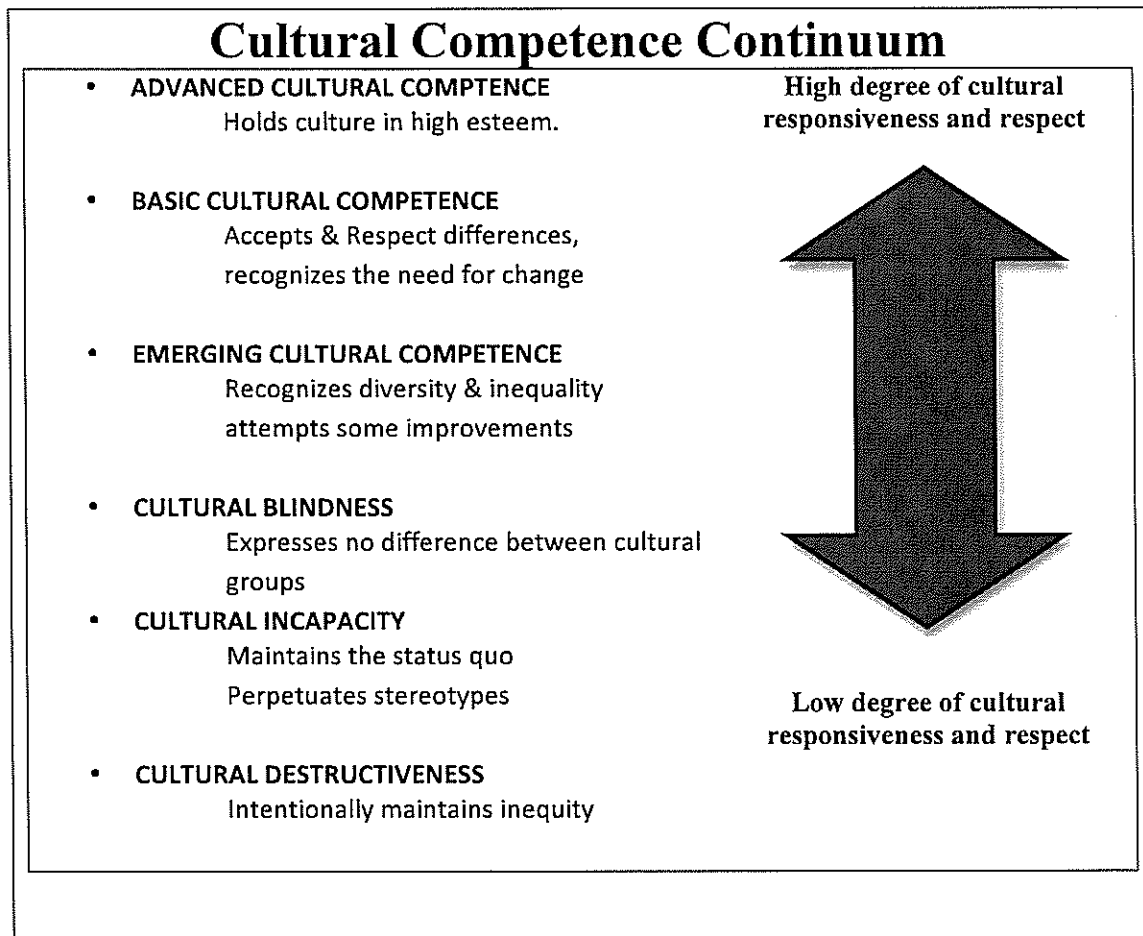
Ask the students to think of put-downs, racial slurs and stereotypes they have heard or used about other people. Begin in small groups and then come together as a class to share-out and brainstorm for additional content and write it on the board. Students may have difficulty sharing these in class so you can get the ball rolling by utilizing some of the more common ones such as; Bitch, Beaner, Cracker, Indian-giver, Sissy, Four-eyes, Retard.

Be very insistent that students understand that these are stereotypical expressions and perpetuate hate. Then ask the students to be honest and write down any of the items listed on the board that they have used.

Once this activity is complete introduce the students to the Cultural Competence Continuum. This activity will hit very close to home with several

students once they realize their placement on the continuum and many students may actually deny their placement based on it.

The continuum will provide the students with a graphical representation of their relative location of cultural competence. This can be a very difficult process, as the students will probably have difficulty accepting their relative position on the continuum by using excuses such as, "Everyone says that," or "It doesn't mean anything,"

Cultural Competence Continuum

- **ADVANCED CULTURAL COMPTENCE**
  Holds culture in high esteem.

- **BASIC CULTURAL COMPETENCE**
  Accepts & Respect differences,
  recognizes the need for change

- **EMERGING CULTURAL COMPETENCE**
  Recognizes diversity & inequality
  attempts some improvements

- **CULTURAL BLINDNESS**
  Expresses no difference between cultural
  groups

- **CULTURAL INCAPACITY**
  Maintains the status quo
  Perpetuates stereotypes

- **CULTURAL DESTRUCTIVENESS**
  Intentionally maintains inequity

High degree of cultural responsiveness and respect

Low degree of cultural responsiveness and respect

Help students understand that using such language, no matter how it was initially intended, they are still categorizing others based on race, class, sex age or any of the other myriads of stereotypical thinking. For this reason it is essential that the students understand that there is to be no stereotyping allowed.

Day Seven

Day seven is the moral and cultural exclusion of the Native American population. Students will build an understanding of the oral traditions and history of the many Native American tribes throughout Washington State and the entire country. Specific emphasis will be placed on the tribes in Washington and the surrounding areas, as they are the key sections of study for Native Americans in this unit.

Activity 7: Moral Exclusion

Materials Required

The Absolutely True Story of a Part Time Indian by Sherman Alexie and A Short History of Indians in Canada by Thomas King and an optional activity for extension of the Native American Experience; The Point no Point Treaty CBA (Optional) can be found in the appendix of this project.

Vocabulary

Exclusion, Inclusion, Reservation, Segregation

Essential Academic Learning Requirements

Reading 2.1 - Demonstrate evidence of reading comprehension.

Reading 2.2. - Understand and apply knowledge of text components to comprehend text.

Reading 2.3. - Expand comprehension by analyzing, interpreting, and

synthesizing information and ideas in literacy and informational text.

Reading 2.4. - Think critically and analyze author's use of language, style

purpose, and perspective in informational and literary text.

History 4.3 - Understands that there are multiple perspectives and

interpretations of historical events.

Social Studies - 5.1 Uses critical reasoning skills to analyze and evaluate

positions.

Students will read excerpts out of both Sherman Alexie's book and Thomas

King's book in order to gain an understanding of the historical and current

problems that Native American tribes encounter. They will further analyze

Sherman Alexie's book and compare it to their current AR book with the following

worksheet.

Name:

Title:

Author:

1. Illustrations – Are people of color shown? If so, in varied roles or stereotypical
     ways? Are people of color and white people, males and females, middle-
     class and lower-class people included? In what proportions? Are they
     represented positively or negatively?

Book 1   **Book 2**

2. Story Line – Do people succeed through competition or cooperation? Do they work
     for goals for themselves or to change situations to help many people?

Book 1   **Book 2**

3. Loaded Words – Are there insulting words for certain groups of people? If so do
     they label people in a stereotypical way?

Book 1   **Book 2**

4. Relationships – Who has power? Who has Hope? What genders are they? What
     Races? What classes? How are families shown?

Book 1   **Book 2**

5. Heroes – Are the standards the same for men and women? For different races?
     For different classes of people? Who takes leadership and makes
     decisions?

Book 1   **Book 2**

Additionally, incorporating <u>The Point No Point Treaty</u> Classroom based assessment could easily expand this part of the project and would greatly enhance the student's knowledge of the Native American experience. <u>The Point No Point Treaty</u> can be found in the Appendix of this Project.

<div align="center">Day Eight</div>

For social studies, day eight will begin by watching the movie <u>Smoke Signals</u>, in which we follow Thomas and Victor's journey from Coeur d'Alene to Phoenix, Arizona and back again. The movie will be watched over several days, tying into the Sherman Alexie and Thomas King novels. This will allow students to see the similarities and differences between two Indian nations, giving the students a better understanding of the ways in which similar cultures are not completely inclusive.

Activity 8: A time for Comparison

Materials Required

   Copy of the movie <u>Smoke Signals</u>

Vocabulary

   Exclusion, Inclusion, Reservation, Segregation

Essential Academic Learning Requirements

   History 1.2.2 - Identify and analyze major issues, people, and events in
      Washington State History.

   History 1.12b - Using evidence for support, identify, analyze, and explain
      possible causal factors contributing to given historical events

Geography 1.2.2b - Analyze how human spatial patterns emerge from natural processes and human activities.

This movie will provide visual insight into the Native American way of life and some of the trials that Native Americans encounter on a daily basis. This is a great opportunity to get juxtaposition between the movies, <u>Remember the Titans</u> and <u>Smoke Signals</u>.

Day Nine

Social studies will continue with <u>Smoke Signals</u> for day nine, allowing more time for discussion of the ways in which cultures are formed and maintained.

Activity 9: A time for Comparison (continued)

Materials Required

Copy of the movie <u>Smoke Signals</u>

Vocabulary

Exclusion, Inclusion, Reservation, Segregation, Oral history

Essential Academic Learning Requirements

History 1.2.2 - Identify and analyze major issues, people, and events in Washington State History.

History 1.12b - Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events.

Geography 1.2.2b - Analyze how human spatial patterns emerge from natural processes and human activities.

This movie will provide visual insight into the Native American way of life and some of the trials that Native Americans encounter on a daily basis. This is a great opportunity to get juxtaposition between the movies, <u>Remember the Titans</u> and <u>Smoke Signals</u> and further comparison with the cultural group they are researching. Additional discussion will be placed on oral histories and their impact on historical record.

Day Ten

For social studies, the students will continue to research the cultural group they were assigned. Students will be allowed computer and Internet access, as well as the opportunity to visit the school library to find hard copy sources.

Activity 10: Day of Research

Materials Required

Library, Encyclopedias, Books, Magazines

Vocabulary

No new vocabulary will be introduced in this section

Essential Academic Learning Requirements

Writing 1.1 - Prewrites to generate ideas and plan writing.

Reading 2.2. - Understand and apply knowledge of text components to comprehend text.

Reading 2.3. - Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text.

Reading 2.4. - Think critically and analyze author's use of language, style purpose, and perspective in informational and literary text.

Day Eleven

For social studies on day eleven, the students will watch an episode of The Twilight Zone called "The Shades of Guilt." This film offers an opportunity for students to see what it means to "walk in another man's shoes." This film provides an example of blatant racism, a stark contrast to the subtle forms seen in the short stories covered in the language arts curriculum.

Activity 11: A Legacy of Racism

Materials Required

      Projector, The Twilight Zone; <u>Shades of Guilt</u>

Vocabulary

      No new vocabulary will be introduced in this section

Essential Academic Learning Requirements

      Geography 3.3 - Understands the geographic context of global issues and

      events.

      History 4.3 - Understands that there are multiple perspectives and

      interpretations of historical events.

      The film will help students understand the historical legacy that racism has left on society. Tell the student's that African Americans were brought to this country hundreds of years ago and have them compare the discrimination they believe is encountered by African Americans and that of other cultural groups. Prior to showing the film ask students to close their eyes and listen to the following story (the story provided is the opening sequence of the movie). Once you have told the story have the students write down their feelings about picking up a stranger on a dark rainy night that shows up pounding on the car window screaming. Make sure the students don't have time to reflect and have to make a snap decision. Don't mention to the students anything about race, color or nationality. They may ask but tell them it's not important for this activity. After viewing the movie ask the students if their perceptive has changed and if they would reconsider their previous position and share-out.

<div align="center">Day Twelve</div>

The social studies component for day twelve will have students turning in the rough drafts of their cultural research paper. Then students will be discussing "privilege" and the ramifications it has on all cultures, including those of European descent.

Activity 12: How can I get in?

The students will experience the power of the dominant group upon the less dominate group. Additionally, they will understand the options that the majority has on the minority.

Materials Required

> Projector, Document Camera

Vocabulary

> No new vocabulary will be introduced in this section

Essential Academic Learning Requirements

> Geography 3.3 - Understands the geographic context of global issues and events.

> History 4.3 - Understands that there are multiple perspectives and interpretations of historical events.

Tell the students that they will be doing an activity in which you will need one volunteer and the remaining students will form a circle facing outward holding hands. The object of the exercise is for those in the circle to keep the volunteer out of the circle. The "outsider" can try to enter anyway they feel the can such as, squeezing between people, jumping over them, crawling under their

legs or maybe even convince someone to let them in. The activity usually ends when the outsider either gives up or makes it inside the circle.

Discussion Questions

1. Outsider, how do you feel now?
2. How did it feel being on the outside of the circle?
3. How did it feel being on the inside of the circle?
4. What strategies did the outsider use to try to get into the circle?
5. Did any of the insiders feel bad for the outsider? How if at all did you act of those feelings?
6. Did the people in the circle talk to each other? If so, about what?

Comparing this activity to society

7. What are some powerful groups of people in society? Which groups are on the outside?
8. In society the circle might represent access to power, privileges, job, money and a myriad of other things. How are some of the strategies the outsider used, or might have used, like the strategies people in less powerful positions in society, use to try to get opportunities?
9. Let's focus on the majority of people, those on the inside of the circle: How do people with power and privilege in society keep that power and privilege from others? What do they do? What arguments do they use? How is this like what you did in this activity?
10. What other choices did you have in the activity for including the outsider? What choices do people in powerful positions in society have for including those with less power?

An extension or addition to the activity is to make another circle within the circle representing different cultural groups and their relative power. If the outsider is able to get into one circle will they continue to try to gain access to the concentric circles?

Day Thirteen

On day thirteen the students will see how resources are divided up among groups within the United States. In this activity the students will be able to understand the various economic levels and their interrelationships within groups of people.

Activity 13: Privilege

Materials Required

Ice cream, toppings for sundaes for two students, raisins for seven students and apples for the remaining students.

Vocabulary

Privilege, Responsibility, Independent

Essential Academic Learning Requirements

Interpersonal 2.1.2a - Articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others

Begin with the students sitting in a group. Then call for two students who will be in elegant seating and will receive ice cream sundaes. Read them "Privileged Citizens" from the Information Sheet below being sure that everyone else can hear. Seat them at the table and serve them their sundaes. Then call up the apple group and read them "The Middle Class Citizens" again being sure all the class can hear. Seat them in chairs and serve them one apple each. Then call up the raisin group and read "Poor Citizens" making sure everyone in

the class can hear. Seat them on the floor give them a plain container containing one raisin each.

The poor students are to remain on the floor, the middle class students may walk around if they wish but they may not disturb the privileged citizens. Allow the students to continue until they become restless then come together and share.

Information Sheet

Privileged Citizens

You are a privileged citizen of this country. Welcome. Your group makes up 5 percent of the nation's population. You have almost unlimited enjoyment of the nation's goods. You enjoy good health care, wide choices for education, and many other opportunities.

Middle-Class Citizen

You are a middle-class citizen of this nation. Your group makes up 75 percent of the nation's people. You have education, adequate health care, and enough food to live.

Poor Citizen

You are a poor Citizen of the United States. You are part of the 20 percent of the nation's population. Your health care is poor and you don't have enough food to survive. You don't get to travel. You have to be creative and resourceful if you are to get by.

Discussion Questions

1. How did you feel about where you were sent and what you received for your snack?

2. What did you do? Was there anything else you wanted to do, but didn't do? Why didn't you do it?

3. What guesses were you making about the feelings of the people in the other two groups? How do those compare with what you just heard about their feelings?

4. What do you think you might have tried to do if you had been in one of the other groups?

5. (If the students that did have sundaes didn't share) What benefits might there have been for members of each group if the sundae group had chosen to share?

6. How do the three groups in this activity compare to groups of people in our country?

7. In what ways do people in our country share between groups? In what ways do they not share?

8. In the United States, what connections are there between those that have and those that have not?

9. How are all the people of the United States Independent?

10. In what ways could all citizens of the United States benefit from a more fair distribution of food and resources?

After the activity share the following thoughts with the students.

Throughout this activity we saw what can happen when resources in society are not divided evenly. Most of us feel better about ourselves when we act upon our beliefs and share our resources. When we say we believe in equality but don't

act upon it, we often feel guilty. Sharing power and redistributing opportunities also helps those that don't have much feel better and become productive member of society.

Day 14

Day fourteen will comprise of students wrapping up their final projects and preparing to present them in the Cultural Celebration Fair on Day 15.

Activity 14: Getting over the Wall

Materials Required

A wall, typically found on a wall ball court.

Vocabulary

Privilege, responsibility, independent

Essential Academic Learning Requirements

Interpersonal 2.1.2a - Articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others

The students will be able to understand the benefits of those with certain types of privilege. Divide the students into three different groups. 1/3 of them should be the tallest in the class, 1/3 should be the shortest in the class and 1/3 should be the middle in the class. Once you have done this tell the students that their task is to get over the wall with only what they have on them. All members of the group must be on the other side of the wall in order to complete this task. Don't suggest cooperation, but allow it with groups or between groups, but only if they think of it. Give each group a turn and have the other observe carefully.

Discussion Questions

1. How did you feel when you saw how the students were divided?
2. How did your group solve the task? How well did you work together to reach a decision and to carry it out?
3. How did you feel about the other groups? Was the task easier or harder for them? Why? How much of that depended on their height and how much on the way they did the task?
4. What are some times when size difference makes a difference in how you can do a task?
5. In the task being tall was a privilege that made the task easier. The tall group had a choice to use the privilege for themselves or to share the benefits with others. What did the tall group do with the benefits that their privilege gave them?
6. Did the members of the tall group "earn" their privilege?
7. What are examples in society of individuals and groups who have privileges that make doing certain tasks, or getting ahead in society, easier for them?

Explain to the students that some privileges we're born with. One example is being born white. That's a privilege in the United States today because whites don't have to face institutional and cultural racism. Have the students come up with other privileges that we have that are not earned then share-out. Ask the students if there is anything we can do as a class to reduce the power distance that has occurred in the United States and write those on the board. Have the students select one and try to implement it.

Day Fifteen

During the first parents night of the year, students will showcase their learning in a cultural celebration displaying their cultural group.

Activity 15: Cultural Celebration

Materials Required

School gym for cultural celebration.

Vocabulary

No new vocabulary for this section

Essential Academic Learning Requirements

Communications 2.3.2 Applies intercultural communication strategies.

In a celebration of diversity students will present their findings to the community, school and district. This mini presentation will provide pertinent information as if the students were members of the selected group to anybody that comes by.

CHAPTER V

Summary, Conclusions, and Recommendations

Tolerance, peace, equity and justice are lofty ideals that are interwoven in the multicultural patchwork that is our nation's classrooms. While the multicultural framework is comprehensive with many perspectives that are constantly being adapted, changed and manipulated one thing has remained the same, our curriculums. While educators try to infuse multicultural concepts into classroom pedagogies they find they are not ready or lack the required training for the infusion to take place.

On a daily basis students are barraged with information that may not be pertinent to what the state and nation have deemed they need to know, but is essential for the very survival in the diverse world that they will enter upon graduation. It is fundamental that educators take the lead and expose these students to the myriad of different perspectives and viewpoints upon which this great country was founded.

The one avenue that provides students with the ammunition required to succeed is the infusion of multicultural education into all curricular areas. Multicultural education builds its' success by giving students a chance to see the world from other people's perspectives and through this examination they are able to walk the proverbial mile in another man's shoes. This will allow them to be more tolerant of others customs and cultural beliefs and in turn become more active participants in the democratic ideals that this nation was founded upon.

With the desire to ensure democracy and unity in this country, it is this researcher's intent that teachers everywhere can and will use this document to begin an equitable voyage toward being a culturally responsive and inclusive teacher that will only benefit the educational needs of the students, their parents, communities and nation.

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