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## **A Multicultural Education Program for Primary-Level Students in Taiwan, Using Visual and Performing Arts**

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A MULTICULTURAL EDUCATION PROGRAM FOR PRIMARY-  
LEVEL STUDENTS IN TAIWAN, USING VISUAL AND  
PERFORMING ARTS

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A Project Report Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Education

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by  
Yu-Chi Chen  
June, 1997

A MULTICULTURAL EDUCATION PROGRAM FOR PRIMARY-  
LEVEL STUDENTS IN TAIWAN, USING VISUAL AND  
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The purpose of this project was to design and develop a multicultural education program for primary-level students in Taiwan. To accomplish the purpose, a review of current literature regarding utilization of the performing and visual arts in the advancement of multicultural education will be conducted. Additionally, related information from selected authorities was obtained and analyzed.

## Acknowledgment

This project is dedicated to :

1. my loving parents Juin-Shen Chen and Li-Hua Lin Chen;
2. my supportive professors, Dr. Gregory S. Chan, Dr. L. Jack McPherson, and Dr. Susan M. Madley;
3. my true friends who went through thick and thin with me, especially my dear classmates: Joan Chiung-Hua Tseng, David Lai, Jean Chen, Pency Wu.

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# CHAPTER I

## BACKGROUND OF THE PROJECT

### Introduction

“Young people, who will soon become our country adult citizens, need to learn broad concepts of cultural difference and respect for the diversity of our population. These diversities are derived from gender, age, national origins, language backgrounds, religious beliefs, politics, the work world, physical and mental abilities, and experiences.” (Tiedt, 1990, p.3).

In the above statement, Tiedt, has emphasized the need for and the important place that multicultural understanding must play in educating our young children.

Miller (1994) has reinforced the necessity of introducing and teaching multiculturalism to young children through the medium of visual arts. Miller, as an art educator, understands the power of the language of the arts, and in the chapter entitled “*finding the Path*”, (p. 14) she applied a Robert Godfrey quotation as follows:

Art plays an integral role in civilizing a society and its members. If introduced early and incorporated regularly into instruction, art teaches us about our capacity to communicate ideas and feelings in a variety of modes and media: to analyse data through analogy and illustration; to accept compromise,

ambiguity, and differences as positive human traits; and to construct ethical standards of judgement and action. Works of art tell us where we have been, indicate where we are, and leave evidence for future generations to examine for their own education, enlightenment, and delight. The visible remains of our historical past serve as sources of information about our world. Through the visual arts we can directly comment on the human condition and begin to comprehend the complexities of our species and of our multicultural society.”

(Miller, 1994)

The performing arts also provide abundant opportunities for elementary-level students to examine and to understand people and cultures beyond their immediate surroundings. For example, teaching music from a multicultural or global perspective can be done in a variety of ways. As stated by Anderson and Campbell (1989):

Multicultural music study can be approached through various experiences in singing, playing instruments, moving to music, and guided listening. Whenever possible, attention should be directed toward an experiential approach to learning. Through performance, students become actively involved in discovering how music of various cultures are constructed. (p.1)



### **Purpose of the Project**

The purpose of this project was to design and develop a multicultural education program for primary-level students in Taiwan. To accomplish the purpose, a review of current literature regarding utilization of the performing and visual arts in the advancement of multicultural education will be conducted. Additionally, related information from selected authorities was obtained and analyzed.

### **Limitations of the Project**

For purposes of this project, the following limitations were identified:

1. **Research:** The preponderance of research and literature reviewed was limited to the past ten (10) years.
2. **Scope:** The model multicultural educational program was designed for implementation in elementary schools in Taiwan.
3. **Target Population:** The model program has been designed for students in grades K through 6.

### Definition of Terms

Significant terms used in the context of this project have been defined as follow:

1. Multicultural Education: School programs which help students to understand and take pride in their own heritage and identity and to understand and accept the heritage and identity of others and which promote equality, justice and fairness for all groups. ( Bailey, 1991)
2. Performing Arts: Drama, song, and dance are the performing arts. (Zarrillo, 1994)
3. Stereotype: An oversimplified, often false, mental picture or preconceived view of a particular person, idea, or thing. (Bailey, 1991)
4. Visual Arts: The visual arts include more than drawing and painting, such as photography, mixed media, video, and also cut paper collages, and dimensional three dimensional displays. (Zarrillo, 1994)

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### Introduction

The review of research and literature summarized in chapter 2 has been organised to address:

1. The Importance of Introducing Multicultural Education to Young Children
2. Using Selected Visual Arts for Multicultural Education for Primary-level Children: Films, Movies, Pictures, and Handmade Crafts
3. Using Selected Performing Arts for Multicultural Education for Primary-level Children: Music, Games, and Dances
4. Summary

Data current primarily within the past ten (10) years were identified through an Educational Resource Information Centres (ERIC) computer search. A hand-search of various other sources was also conducted.

#### The Importance of Introducing Multicultural Education to Young Children

According to Kendall (1983), all children, for their part, have the right to experience an affirmation of individual differences and a respect for the cultural heritages of all people. (p.1)

Young children who live in a multicultural community experience cultural diversity firsthand; it is part of their world. However, Kendall maintained that three-, four-, and five-year-olds who live in a monocultural setting may have difficulty imagining an alternative world, a community that is different from theirs. In a monocultural community, the classroom can be both a familiar, comfortable setting with multicultural environment of experience, picture, music, and books pertaining to people with diverse cultural heritage for the children. (p. 3.)

Kendall stated that the five primary goals of multicultural education were (p.3):

1. To teach children to respect others' cultures and values as well as their own.
2. To help all children learn to function successfully in a multicultural, multiracial society.
3. To develop a positive self-concept in those children who are most affected by racism (i.e. children of colour).
4. To help all children experience both their differences ,as culturally diverse people, and their similarities as human beings, in positive ways.
5. To encourage children to experience people of diverse cultures working together as unique parts of a whole community.

McLeod (1984) discovered that , from age three, children start to become aware of simple racial differences and soon pick up the way society evaluates these groups. About the age of five, rudimentary versions of adult attitudes are expressed, but not necessarily

understood. McLeod also contended that children develop attitudes towards ethnicity, race, and other groups from an early age and that the society around the children is their teacher. (p.3)

In Mock's essay (1984), "Multicultural Education in Early Children", the author maintained multicultural education does not eliminate differences, but builds on cultural diversity as a strength in the classroom and in the society. Multicultural education at the early childhood level is to be found in the principles of a child's cognitive, social and emotional development, that have implications on effective teaching and learning. (McLeod, p.9)

Generally, the literature supported the idea that multicultural education is also a way of learning. Thought processes, learning experiences and attitude exercises benefit students and help them prepare for real-life problems. If teachers use an effective multicultural approach, all students are allowed to benefit from exposure to people and things to which they are not accustomed. Even when there are important differences in opinions, beliefs, and cultures, multicultural education can enhance the student's ability to relate successfully to other people, and offer students a perspective they can use to evaluate new knowledge. Multicultural education provides students a background that will help them cope with change in the future (Rodriquez & Sherman, 1983).

As M. Oritiz observed (1977), multicultural education for today's society necessitates the development of new learning strategies and techniques to promote this concept within the classroom environment. Invalidation of the outdated "melting pot" theory that puts everyone

into one cultural mold will only become possible with the realisation that ours is a pluralistic society, and that our strength lies in diversity itself.

According to Meyers (1993), “Education for a Global Perspective” includes Multicultural, Intercultural and Anti-Racist Education. However, the goals of Education for a Global Perspective must include (p.103):

1. Developing student’s respect for the culture and values of other ethnic groups as well as for their own;
2. Helping students appreciate human similarities as well as differences;
3. Providing opportunities for students to experience people of different ethnicity and countries in positive and mutually supportive ways;
4. Demonstrating active efforts to understand and redress issues of intolerance and racism;
5. Developing the student’s ability to problem solve, to assess perspectives and information, and to seek honesty and justice.

**Using Selected Visual Arts for Multicultural Education**  
**for Primary-level Children**

In his article entitled "Multicultural Teaching Strategies" in *Curriculum Update*, Sept. 93, Willis stated that, to accommodate students' cultural differences, teachers should use a variety of visual, oral, and tactile approaches.

Anderson (1989) observed that students enjoy learning about different peoples from both their own and other countries by studying their customs, crafts, painting, sculpture, architecture, literature, dance and music. Through an interrelated study of many aspects of a culture, students develop new and important understandings of other peoples, and begin to realize the integral place of arts in other cultures. Anderson concluded that performances by means of dramatic presentations, puppet plays, and folk dances, are some of the activities related to visual arts that enliven classroom study.

As Diamond and Moore (1995) stated (p.239), "Art is a language of understanding". Children who are unaware of the artistic aspects of their heritage might learn and grow from art experiences. If children are already aware of these artistic aspects, they might enjoy sharing this knowledge with their peers. As a result of these experiences, students gain an appreciation of how art is bound to the daily life of a cultural group and the place of importance that it holds. Art should be examined and appreciated in the context of the cultural group being studied.

Diamond and Moore further observed (p.240), that art activities can be successfully integrated into a multicultural literacy program, using a thematic approach. When art is used, students learn how it enriches the lives of people of all cultures. Students also gain insight into the culture through the actual experience of making or creating something that is special or

beautiful. Through multiple experiences with art, students discover that art is an important part of the human spirit to be valued and enjoyed. For example, the illustrations in multicultural literature frequently help students develop an appreciation for art, and motivate them to experience the story aesthetically. When students attempt to recreate the artistic form in their own drawings, students spontaneously share their positive feelings and thoughts about the illustrations.

As James(1981) has suggested (p.28), the multicultural education program should include active participation in the visual arts, music, and the design of the man-made environment, to be understood by children who are expected to play an increasingly active and responsible part in processes of collective decision-making on matters which affect their lives and work at school.

### **Using Selected Performing Arts for Multicultural Education for Primary-level Children**

Kendall(1983) believed that taking a multicultural approach to music and games not only is easy but is lots of fun. All it takes is a commitment to more careful selection of games and music, keeping in mind the goal of overall cultural diversity in the materials presented in the classroom. It is important to talk to the children about the music they listen to and sing as well as about the games they play, so that they are aware that different cultural groups, or kinds of people, listen to different kinds of music and play different games. By using culturally



diverse music and games, the children are learning, in a small way, about other people's lives (p. 69).

Kendall further suggested that children not only listen to the folk music from other countries but also learn to sing the folk songs and play games from different backgrounds. Applying a multicultural approach to the games that are played in a classroom requires much the same kind of ingenuity necessary for using culturally diverse music in the curriculum (p.72).

Ortiz (1977) contended that a rich diversity of musical heritage is evident among people in different cultural groups and can be appreciated by all people throughout the world.

Anderson and Campbell (1989), agreed that a multicultural approach to learning should be organized around educational experiences for students that encourage and develop understanding and sensitivity to peoples from a broad spectrum of ethnic backgrounds. Multicultural education thus develops the understanding that there are many different, but equally valid forms of musical and artistic expression and encourages students to develop a broad perspective based on understanding, tolerance, and respect for a variety of opinions and approaches.

Anderson maintained that multicultural music education has reflected the ethnic diversity of the world through representative songs and instrumental selections, dances, and guided listening. Educators also should encourage interdisciplinary study of ethnic cultures through art, literature, drama, and social studies. Performances by choral and instrumental

are some of the experiences that enliven classroom study. Multicultural music study can be approached through various experiences in singing, playing instruments, moving to music, and guided listening. Whenever possible, attention should be directed toward an experiential approach to learning. Through performance, students become actively involved in discovering how music of various cultures reflects those cultures.

Anderson also has pointed out that many people have encouraged an investigation of world music for intercultural and interracial understanding, particularly when it is understood that multicultural music study can also provide a number of strictly musical contributions. For example:

1. Students can be introduced to a great variety of musical sounds from all over the world. Their palette of musical experiences can be expanded as they come to realize the astounding variety of sonic events world-wide. An early exposure to a large array of musical sounds is important in helping students become receptive to all types of musical expression.
2. Students can begin to understand that many areas of the world have music as sophisticated as their own. Until recently, peoples of both non-Western and Western cultures thought of Western classical music as “superior” to other music. Today, composers, performers, and teachers are coming to realize that many equally sophisticated types of music are found throughout the globe, and that Western classical music is only one of many varied styles.

3. Students can discover many different but equally valid ways to construct music.

For many students this may be one of the most important gains derived from a study of music in its multicultural manifestations. They discover that music from other cultures often has principles that differ significantly from those contained in music of their own culture, and that one should learn the distinctive, inherent logic, of each type. What would be an unacceptable practice in Western music may be perfectly acceptable in music from another area of the world.

4. By studying a variety of world music, students develop greater musical flexibility and increase their ability to perform, listen intelligently, and appreciate many types of music.

According to Diamond (1995), students should understand that music, which is a universal language, bridges languages, cultures, race, and ethnicity. Integrating music and dance with literature is another effective way to help students learn about cultures, as both music and dance represent a significant expressions of a culture.(p.237)

Tiedt (1990) has stated that dance is a universal language, is something that is shared and understood around the world. To demonstrate the universality of dance and its themes by showing films of dancing performed by different cultures is a good method for helping young children to developing the concept of multiculturalism (p.123).

### Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. It is every child's right to learn and know about other people's cultures as well as his/her own.
2. The age of primary-level students is a crucial stage of learning, because these young children are eager to learn about everything. As a result, the concept of multiculturalism is better introduced in this time.
3. The intention of teaching students about multiculturalism is not only to respect other's ethnicity, but also to gain self-confidence about their own culture.
4. Young students can learn about other cultures through these common activities such as singing, dancing, playing games and watching cartoons.
5. Students enjoy learning about different peoples by studying their visual arts crafts, painting, sculpture, architecture, literature, dance, and music.
6. The performing arts of choral ensemble, instrumental ensemble, folk dancing, and guided listening to folk music, can enhance young children's appreciation and understanding of other cultures.

## CHAPTER 3

### PROCEDURES OF THE PROJECT

The purpose of this project was to design and develop a multicultural education program for primary-level students in Taiwan. To accomplish the purpose, a review of current literature regarding utilization of the performing and visual arts in the advancement of multicultural education will be conducted. Additionally, related information from selected authorities will be obtained and analyzed.

Chapter 3 contains background information describing:

1. Need for the project.
2. Development of support for the project.
3. Procedures.
4. Planned implementation and assessment of the project.

#### Need for the Project

The need of the project was influenced by the following considerations:

1. The writer (Yu-Chi Chen) has observed that multiculturalism, a topic which has received much attention in North American schools in the aftermath of the civil rights movement of the 1960's, has not yet been introduced in the schools in Taiwan.

2. There is urgent need for Taiwanese students to get correct and non-biased information, and opportunity to learn about other cultures, customs and peoples of other nations in the world, through multicultural education, for the students in Taiwan.
3. The writer, as a graduate with a Bachelor of Music Degree in Voice Performance, from the University of British Columbia, Vancouver, Canada, and a prospective elementary-level teacher in Taiwan, has been searching ways to further develop her instructional knowledge about multiculturalism by applying her skill in the field of music.
4. The writer, while pursuing graduate study at Central Washington University, Ellensburg, Washington, has conducted extensive research related to multicultural education program's, both in United States and Canada, for primary-level students.
5. Undertaking this project coincided with the writer's graduate studies at Central Washington University.

### **Development of Support for the Project**

The writer gained her first ten years of high school education from her native land, Taiwan, completed the balance of three years, and earned her bachelor degree in her second mother country, Canada. Having attended school in both countries, she has been able to compare and contrast the two cultures. These observations has caused her to discover that people in Taiwan have stereotyped other races more readily than the people in Canada because

the idea of multiculturalism has been emphasized in Canadian schools, but not in Taiwan. After her four years of specialised musical training from the University of British Columbia and private teaching, the writer determined to utilise her skill to design and develop a multicultural education program for primary-level students in Taiwan. Following her admission to the graduate studies program at Central Washington University in 1996, the writer undertook an in-depth research, related to multicultural education curriculum and instruction for elementary-level students, in combination with the visual and performing arts.

### **Procedures**

To obtain background information essential for designing and developing a multicultural education program for primary-level students in Taiwan, using visual and performing arts, an Educational Resources Information Center (ERIC) computer search was conducted. Additionally, related information from selected authorities concerned with multicultural education curriculum and instruction was obtained and analyzed.

### **Planned Implementation and Assessment of the Project**

Implementation of the model program in multicultural education for primary-level students, grades K-6, has been tentatively scheduled for fall 1997 in a selected elementary school in Taiwan. Following implementation of the model program, the school administration will work collaboratively and cooperatively with music, arts, and performing art faculty, to

plan and design performance-based curriculum procedures needed to determine program success. Examples of curriculum may include activity description, questionnaire surveys, and student interviews. Assessment data obtained will be used to modify the model program at the discretion of the administration and faculty.



## CHAPTER 4

### The Project

The Multicultural Education Program for primary level students in Taiwan, using visual and performing arts, which was the subject of this project, has been presented in Chapter Four, in seven (7) units, including:

Unit One - The Concept of Multiculturalism

Unit Two - Asia

Unit Three - The Americas

Unit Four - Europe

Unit Five - Australia

Unit Six - Africa

Unit Seven - Learning Results

# Multicultural Education Program

## Using Performing and Visual Art

June, 1997 by Yu-Chi Chen



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# UNIT ONE

## THE CONCEPT OF MULTICULTURALISM

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## **THE CONCEPT OF MULTICULTURALISM**

### **Overview**

The Concept of Multiculturalism introduces students to a world of nations. This unit briefly covers the cultures of the most dominant nations on the five major continents. Students will be challenged to learn about peoples different from other cultures.

### **Instructional Materials**

Through an imaginative use of instructional materials and the teachers' enthusiasm for teaching, students will be motivated to learn about other peoples. Examples may include any or all of the following:

- Souvenirs from different continents
- People dressed in their national costumes
- A large sized of recent published world map
- "Puzzle Place"—American TV show for children
- "Barney & Friends"—American TV show for children



### Selected Learning Activities

- Brainstorming ideas of other nationalities.
- Dressing up and putting on major national significant costumes.
- Asking students to bring pictures and souvenirs of countries, they have visited.
- Gathering and collecting information related to multicultural teaching such as world maps and other significant materials.
- Making a demo tape melodies representing different cultural backgrounds.
- Inviting international guests to the class, and preparing pictures and videotapes.
- Play the TV series for children, “ The Puzzle Place”, to demonstrate and introduce other races living in another world.
- Play the TV series for children, “ Barney and Friends”, not only to show other races, but also to learn the correct concept of multiculturalism.

### **Anticipated Student Outcomes**

At the end of this unit, students will be able to:

1. respect human dignity and universal human rights.
2. accept and appreciate the important essentials for cultural diversity.
3. learn how to take the responsibility to a world community.
4. gain a sense of brotherhood.
5. combat racism prejudice and discrimination.
6. strengthen cultural consciousness.
7. strengthen intercultural competence and develop a historical perspective and geographic sense.

# **UNIT TWO**

## **ASIA**

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## ASIA

### Overview

The unit of Asia introduces students to other countries on the Asian continent. This unit contains a basic introduction of selected Asian countries. The instructional unit detailed below will teach primary-level students in Taiwan, whose nationality is Chinese, how to make the most beautiful ancient art---tying the Chinese knot.

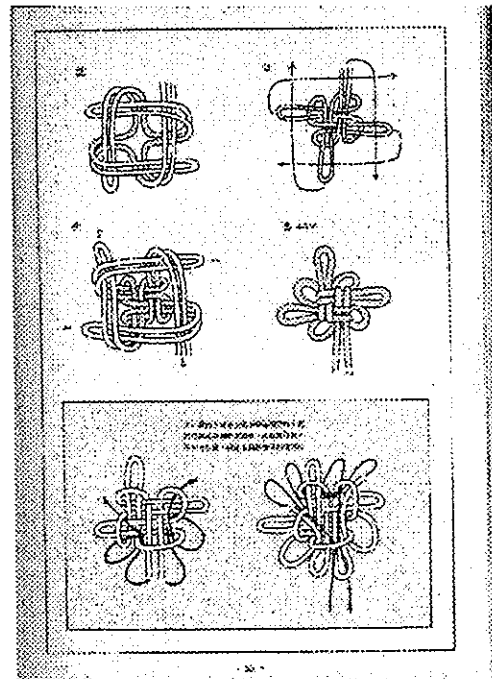
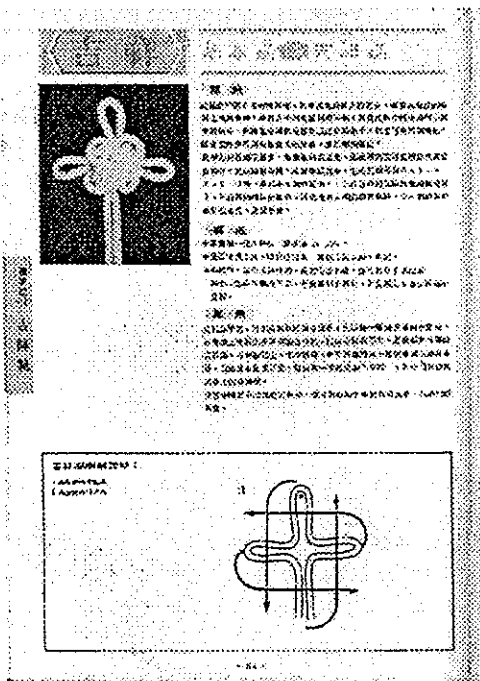
The purpose of learning Chinese knots is to encourage the younger generations to keep the beautiful and partice traditional art alive. In addition, the students will have the skill and talent to proudly represent their unique art culture to the other nations.

The instructor will also involve students in researching and studying which other Asian cultures.

### Instructional Materials

- Encyclopedia about Asia.
- Nelson, Wayne. (1992). *International Playtime-classroom games and dances from around the world* . Published by Paramount Communications company: Fearon Teacher Aids.
- *Multicultural Perspectives in Music Education*. Edited by Anderson and Patricia Shehan Campbell (1989). Virginia: Music Educators National Conference.

- Chinese knot ropes.
- Scissors and ornaments.
- Practical Chinese Knots Instructional Book.



Source: The Practical Chinese Knots Instructional Book. (1982)

### **Selected Learning Activities**

1. Teacher will give a concise lecture about each country in Asia.
2. Teacher will exhibit well done Chinese knots to students to initiate students' interests in learning about the subject.
3. Distributing the instructional materials and procedures to students.
4. Teachers will demonstrate fundamental knots to the class, step by step, and follow procedures.
5. Students will attempt to do the knots by themselves using the handouts after the teachers' demonstration.

After learning the knots, teacher can hold a in-class Chinese knot contest. The winners must be able to do the knots from memory and finish within a limited amount of time. If time allows, teachers can also teach students more complicated Chinese knots.

### **Anticipated Student Outcomes**

At the end of this unit, students should be able to :

- narrate a basic geographical description of Asia;
- explain the basics of their Chinese culture;
- make simple and meaningful Chinese knots.

# **UNIT THREE**

## **THE AMERICAS**



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## **THE AMERICAS**

### **Overview**

The American unit covers a brief introduction to selected countries on the American continent, namely North America and Latin America. The unit will emphasize the latter, which is strongly influenced by Spanish culture.

The purpose of learning the Macarena dance and song is to have students keep up with modern trends in the country of study. In addition, the students will understand another culture and have common topics to communicate at an appropriate tone and place.

### **Teaching Materials**

1. Encyclopedia about the Americas continent.
2. Kareoke equipment.
3. Macarena music tape or compact disc.
4. Macarena video tape for dancing instruction and patter.
5. Music in Cha-Cha rhythm (supplemental).
6. "International Playtime---classroom games and dances from around the world".
7. Macarena song in original Spanish lyrics published by Warner Bros. Publications:  
Miami, Florida, in 1994.

MACARENA

Words and Music by  
ANTONIO ROMBERG  
and RAFAEL ELIOT  
arranged by MAX COATES

Dance Band J = M

Source: Macarena song in original Spanish lyrics published by Warner Bros. Publications: Miami, Florida, in 1994.

### **Selected Learning Activities**

1. Teachers will begin with short description about America.
2. Teachers will play the Macarena dance videotape to demonstrate the styles and routines.
3. Teachers will lead the students in dance after the videotape.
4. Hand out the music scores and lyrics to students.
5. Teachers will teach the students to read the lyrics in Spanish explain the meaning.
6. Students will try to dance and sing the song (through Kareoke) by themselves.
7. Students will perform the dance and song taught in the classes.

### **Anticipated Student Outcomes**

After the learning stage, the teacher can hold an in-class concert so that every student can perform as a singer, dancer, translator, or music DJ. If time allows, teachers can also teach students other Latin American dances such as Cha-Cha.

At the end of this unit, students should be able to:

- narrate a basic South American geographical description
- perform the popular Spanish dance “Macarena”

# **UNIT FOUR**

## **EUROPE**

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### EUROPE

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## EUROPE

### Overview

The European unit covers a basic introduction of a number of countries on the European continent. Important historical events such as the Dark Ages, Renaissance, Industrial Revolution, will also be mentioned in the unit. The emphasis of the unit will be to teach the novel written by the well-known French poet, Victor Hugo, *Les Miserables*, this should help students in Taiwan to appreciate everything they have.

The purpose for study in this musical is not to only develop a musical sense, but also to learn history of another countries. Moreover, students will appreciate the present life after learning about the historical tragedy that which happened during the French Revolution.

### Instructional Materials

- Encyclopedia about Europe, focusing on France.
- Alain Boublil & Claude-Michel Schonberg. (1996) The *Les Miserables* the musical that swept the world in concert, [laser disc] London: VCI or Rock.
- Alain Boublil & Claude-Michel Schonberg. (1985) The *Les Miserables* the musical that makes history. [Tape] Don Mills, Ontario: CBS Music Products Inc.
- Pianos or keyboards.
- Children storybook in Chinese version of *Les Miserables*.
- Alain Boublil & Claude-Michel Schonberg. (1991) The *Les Miserables* piano/vocal musical score. New York: Hal. Leonard Corporation.

Castle on a Cloud

"

Alain Boublil & Claude-Michel Schonberg. (1991) The *Les Miserables* piano/vocal musical score. New York: Hal. Leonard Corporation.



### **Selected Learning Activities**

1. The teacher will begin telling the story in Chinese so that students can understand the musical in English version while watching the show.
2. The teacher will play the musical laser disc in class.
3. The teacher will hand out the music scores and lyrics to students.
4. The teachers will teach students to sing some highlights from the vocal score.
5. Students will narrate the story by using the relay style.
6. Students will be able to sing the songs by themselves and in-groups from memory with piano accompaniment.

### **Anticipated Student Outcomes**

At the end of this unit, students will be able to:

1. have some basic geographic knowledge about France and other European countries;
2. perform some songs from the well-known musical, “Les Miserables”;
3. have some knowledge of the French Revolution.

# **UNIT FIVE**

## **AUSTRALIA**

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### AUSTRALIA

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## **AUSTRALIA**

### **Review**

The unit of Australia covers a basic historical and geographical introduction. The emphasis of the unit is to teach the students in Taiwan to learn about Australia, such as its terrain, nature, animals, and aborigines.

The purpose of learning this unit is to apply the oriental paper folding technique to learn about another western culture. Students choose to learn Australian Native songs instead of the oriental paper folding.

### **Instructional Materials**

- Encyclopedia about Australia.
- Folding papers.
- Hand out on how to make a Kuala by folding paper.

Source: Kunihido Kasahara. *Origami Omnibus folding for Everybody*. Tokyo: Japan  
Publication: 1989

### **Selected Learning Activities**

1. Teachers teach students how to fold the Kuala.
2. Students will learn the paper folding during the class period.

### **Anticipated Student Outcomes**

At the end of this unit, students will be able to:

1. have some basic geographic and historical knowledge about Australia.
2. fold a Kuala, which is the symbol of Australia, by using a piece of paper.

# **UNIT SIX**

## **AFRICA**

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### AFRICA

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## **AFRICA**

### **Review**

The unit of Africa covers a basic historical and geographical introduction. The emphasis of the unit is to teach the students in Taiwan about Africa's terrain, native tribes, and animals.

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### **Instructional Materials**

- Encyclopedia about Africa.
- Pictures and posters of wild animals.

Source: *International Playtime*, p18

### **Selected Learning Activities**

1. Teachers teach the students to recognize animals from pictures.
2. Teachers describe the game, *Animal Keepers*, which is about Kenya, one of the countries in Africa.
3. The game, *Animal Keepers*, will be introduced and taught.

### **Anticipated Student Outcomes**

At the end of this unit, students will be able to:

1. identify the unique wild animals of Africa;
2. describe general information about Africa.

# **UNIT SEVEN**

## **LEARNING RESULTS**

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### Learning Results

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## LEARNING RESULTS

### Review

The Learning Results Unit covers the methods used to assess students' learning about different cultures. The Unit also contains surveys, used to evaluate and analyze the opinions of teachers and students.

### Methods

- Students' concert performances.
- Exhibitions of students' art works/products.
- Encouraging students to create or produce a short show based on what they have learned from the in class of multiculturalism.
- Field trips to attend concerts, movies, dramas, plays, or shows that emphasize or are focused on different cultures.
- Oral and written examinations
- Holding essays contests with multiculturalism themes.

## Survey from Teachers

<b>STUDENT' NAME</b>						
<b>Students' ID</b>						
<b>Units of Classes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Class Participation						
Projects						
Performance						
Written Exams						
Alternative Projects						
General Comments						
Criticism						
Suggestion						

## Survey from Students

<b>TEACHER'S NAME</b>						
<b>Subject</b>						
<b>Units of Classes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Class Materials						
Preparations						
Performance						
Fairness of the Exams						
Teacher's Attitudes						
General Comments						
Criticism						
Suggestion						



## **Summary**

At the end of this unit, teachers and students will have:

1. become more knowledgeable about the world in general;
2. grown as persons;
3. built a closer relationship between students and teachers;
4. appreciated the importance of learning about Multiculturalism.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this project was to design and develop a multicultural education program for primary-level students in Taiwan. To accomplish the purpose, a review of current literature regarding utilisation of the performing and visual arts in the advancement of multicultural education will be conducted. Additionally, related information from selected authorities was obtained and analysed.

#### Conclusions

Conclusions reached as a result of this project were:

1. The visual and performing arts can serve as important learning vehicles to instruct primary-level students in multicultural education.
2. Young children can learn about different peoples by studying visual arts such as crafts, painting, sculpture, architecture, and literature.
3. Performing choral, instrumental ensemble, folk dancing, and guided listening to folk music, can all enhance young children's appreciation for and understanding of other cultures.

### **Recommendations**

As a result of this project, the following recommendations have been suggested:

1. When instructing primary-level students in multicultural education, teachers should use the visual and performing arts as instructional vehicle.
2. To encourage young children's understanding of different cultures, educators should focus studies on the visual arts, crafts, painting, sculpture, architecture, and the literature of other cultures.
3. To enhance young children's appreciation for and understanding of other cultures, educators should focus studies on the performing arts of choral, instrumental ensemble, folk dancing, and guided listening to folk music.
4. Educators seeking to design and develop a multi-cultural education program for primary-level students, may wish to adapt the model developed for purposes of this project, or undertake further research on the subject to meet individual needs.

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