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## Chapter 4 Study Guide – “Today’s Students”

1. **Compare** the concept of school as “melting pot” with the concept of cultural pluralism or multiculturalism. Be specific and give advantages and disadvantages of each. Do additional research beyond your textbook if necessary.

**Answer:** **Culturally pluralistic** has the concept of school as “*melting pot*” because their goal is to keep their uniqueness and celebrate it with their own differences. An example that shows how different cultures and can be combined into one by creating a salad bowl with different ingredients such as carrots, lettuce, tomato, cucumbers, and etc. and salad dressing. The different ingredients in the salad bowl represent the different cultures and the salad dressing is what binds them all together into our society. The advantages of this allow the society to respect diversity and ‘help preserve the unique traditions, identities, and languages of the many cultures within a society’ (ehow.com). Some critics say that it is also considered a disadvantage because it can ‘threaten to divide American culture into more isolated units and, if pursued vigorously’ (ehow.com).

2. What are **three** concepts that teachers need to guard against as they embrace multi-cultural education? (Pages 117-118) **Describe** them.

**Answer:** The three concepts that teachers need to guard against as they embrace multi-cultural education are *stereotyping and racism, and class and socioeconomic status, and religious pluralism* because they are considered **minority groups and academic achievement**. One of the concepts that teachers need to guard against is **stereotyping and racism**. *Stereotypes* are formed on the basis of limited experiences with and information about the group being stereotyped and the validity of these stereotypes is not questioned. It can cause students to start being bias towards one another it can lead to violence such as bullying. Teachers should also learn to recognize *individual racism*, the prejudicial belief that one’s ethnic or racial group is superior to others such as, ‘the whites are better than any other color’. *Institution racism* occurs when institutions “behave in ways that are overtly racist or inherently racist” (Randall, 2001). As future teachers it is our responsibility to the students to be free of any forms of stereotyping or racism in our curriculum. Another concept that teachers need to guard against is students whose family has **low income**. Families who have *low income* cannot afford to get \$21,200 according o the **federal poverty level**. For children, poverty can contribute to depression, lower levels of sociability and/or initiative, problematic peer relations, and disruptive classroom behavior. Poverty can block children’s ability to learn and contribute to social, emotional, and behavioral problems because they believe that there are other things that are more important than that such as money (financial struggle). The third concept that teachers need to guard against is **religious pluralism**. Different religious groups in American can have different expectations of the schools. Depending on the religious makeup of a local community, areas such as the following can emerge as points of conflict between the community and the school: sex education, teaching of evolution/or intelligent design, and liberal points of view in textbooks.

3. Think about your classroom someday. What kind of an environment will you create to respect and celebrate diversity? **Be specific; don't respond in generalities.** In addition to describing the environment as a whole, give one specific activity or project you will do that demonstrates a respect for diversity. (You may need to search the Internet for a specific idea. **Be creative; find one you would really like to use someday.**)

**Answer:** In my opinion, I believe that I am able to help my future students respect and celebrate diversity. In my lesson plan, I would create culture week to allow students to feel like they've travelled around the world. Each day of the week or even once a week, I would pick a country and find create a PowerPoint presentation with facts about the culture, the people, and the food. Then, I would show short video clips (depending on their age range), such as cartoons, to help them understand the country on their own level. After that, I would find something people in that country most commonly use and create it into an art activity. For example, if I were teaching the class about China, I would make the art class make paper lanterns. Teaching kids with fun activities allows my future students to remember these different types of culture and because they're having fun with it, it allows them to respect that culture and respect diversity.

4. Write two paragraphs contrasting the reasons **for and against** bilingual programs.

**Answer:** **Bilingual education programs** are designed to meet the learning needs of students who first language is not English by providing instruction in two languages. Researchers on the effectiveness of bilingual programs is mixed where some believe that they have little effects on achievement, while others found that well-designed bilingual programs to increase students' achievement and are superior to monolingual programs.

Those *in favor of bilingual education debates* that students are better able to learn English if they are taught to read and write in their native language. Bilingual programs allow students to learn content in their native language rather than delaying that learning until they master English. Further developing competencies in students' native languages provide important cognitive foundations for learning English and academic content. Second-language learning is a positive value and should be as valid for a Spanish-speaker learning English as for an English-speaker learning Spanish. Bilingual programs support students' cultural identity, social context, and self-esteem.

Those who *opposed to bilingual programs* debates that public schools should not be did not expect to provide instruction in all the first languages spoken by their students, nor can schools afford to pay a teacher who might teach only a few students. The cost of bilingual education is high. Bilingual programs divert staff and resources away from English-speaking students. If students spend more time exposed to English, they will learn English more quickly. Bilingual programs emphasize difference among and barriers between groups; they encourage separateness rather than assimilation and unity. Bilingual education is a threat to English as the nation's first language.

5. What does it mean to develop multi-cultural curricula? Give some specific guidelines for selecting materials for these curricula. (Use pages 134-138) **Be thorough please.**

**Answer:** A **multicultural curriculum** addresses the needs and backgrounds of all students regardless of their cultural identity to help increase awareness and appreciation of diversity. Some *guidelines* for selecting *multicultural instructional materials* follow:

- Books and other materials should accurately portray the perspectives, attitudes, and feelings of ethnic groups.

- Fictional works should have strong ethnic characters.
- Books should describe setting and experiences with which all students can identify and yet should accurately reflect ethnic cultures and lifestyles.
- The protagonists in books with ethnic themes should have ethnic characteristics but should face conflicts and problems that are universal.
- The illustrations in books should be accurate, ethnically sensitive, and technically well done.
- Ethnic materials should not contain racist concepts, clichés, phrases, or words.
- Factual materials should be historically accurate.
- Multiethnic resources and basal textbooks should discuss major events and documents related to ethnic history.

6. What are the essential knowledge and skills for successful teaching in a diverse society? (Page 138) Think of **real classroom examples** to highlight each one.

**Answer:** The *essential knowledge and skills for successful teaching* in a diverse society are:

- a) Ability to communicate with students from other cultures.
- b) Skills in assessing the knowledge and abilities of students from other cultures.
- c) Increased openness to examining and reassessing one's own cultural attitudes, values, and beliefs.
- d) Increased ability to respond positively and sensitively to the diversity of behavior in multicultural settings.
- e) Knowledge about the psychology, dynamics, and impact of prejudice and racism.
- f) Increased capacity for humane, sensitive, and critical inquiry into multicultural issues as they relate to teaching.
- g) Deeper knowledge of one's own and other cultures – leading to the realization that people are more alike than different.
- h) Appreciation for differences among the value systems of diverse ethnic, racial, and class subcultures.

7. How will you create a gender fair classroom? **Give specific strategies.**

**Answer:** In my opinion, a **gender fair classroom** for my future grade school students would be taking turns picking people to call on. For example, when doing a class discussion I would pick boy-girl-boy-girl or girl-boy-girl-boy. I would also specify that everyone is fair for when we do line-ups to go to class, lunch, dismissal, or any other classes that are not in the classroom, I would have one boy and one girl hold the door together when walking through doors; I could also have one boy hold the first door and the girl hold the second door, thereby, taking turns holding the door with one person instead of two.

8. Choose **one** of the ethnic groups in the textbook that is less familiar to you; describe something new that you learned about this group and equal educational opportunity.

**Answer:** One of the ethnic groups in the textbook that I am less familiar is **Latino and Hispanic Americans**. A few things that I learned about them are that they are the fastest growing minority group in the United States and within the five states known as California, Texas, New Mexico, Arizona, and Colorado have population that are more than ten percent Hispanic.