

TEST BANK

EIGHTH EDITION

Multicultural Education in a Pluralistic Society

myeducationlab
Where the Classroom Comes to Life



Donna M. Gollnick | Philip C. Chinn

DVD
ENCLOSED

Online Instructor's Manual with Test Bank
to accompany

Multicultural Education in a Pluralistic Society

Eighth Edition

Donna M. Gollnick
Philip C. Chinn

Instructor's Manual and Media Guide by
Peggy Hickman, Ph.D.
Arcadia University

Merrill
is an imprint of

PEARSON

Upper Saddle River, New Jersey
Columbus, Ohio



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Copyright © 2009 by Pearson Education, Inc., Upper Saddle River, New Jersey 07458.

Pearson Prentice Hall. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

Pearson[®] is a registered trademark of Pearson plc

Merrill[®] is a registered trademark of Pearson Education, Inc.

Instructors of classes using Gollnick & Chinn, *Multicultural Education in a Pluralistic Society*, Eighth Edition, may reproduce material from the instructor's manual classroom use.

10 9 8 7 6 5 4 3 2 1

Merrill
is an imprint of



ISBN-13: 978-0-13-613900-3
ISBN-10: 0-13-613900-0

Online Instructor's Manual with Test Bank
for
Multicultural Education in a Pluralistic Society
(Eighth Edition)

Multicultural Education in a Pluralistic Society, eighth edition, by Donna M. Gollnick and Philip C. Chinn, places an even greater emphasis on engaging students in exploring diversity by inviting and encouraging students to think reflectively and giving them access to real classrooms. Students must begin to develop skills for reflection while they are preparing to teach and develop the habit of reflecting on their practice now and throughout their teaching career in order to make informed decisions. This eighth edition also gives students the opportunity to see what culturally responsive teaching looks like in a real classroom by viewing and analyzing the *Video Insights* DVD that is packaged with every copy of this text. This edition also includes a new chapter on the influence of geography on cultural identity, and has expanded its attention to sexual

orientation, non-western religions, and evangelicals.

The Instructor's Manual/Media Guide and Test Bank

This instructor's guide has been written and designed to assist the instructor who is using the text, *Multicultural Education in a Pluralistic Society*, eighth edition. As noted in the text, varied levels of students (undergraduate, graduate, continuing education) will find this text helpful in understanding the influence of culture on education. It offers “the foundation for understanding diversity and using this knowledge effectively in classrooms and schools. Other social services professionals will find it helpful in understanding the complexity of cultural backgrounds and experiences as they work with families and children” and communities (Text Preface, p. v).

The guide has been organized into two sections:

Part 1 includes information and activities to correspond with each text chapter. Each chapter in the guide consists of the following sections:

- Introduction
- Key Terms and Corresponding Definitions
- Suggested Activities and Assignments related to the chapter, including Portfolio Activities
- Key Content Concepts and Corresponding PowerPoint Slides
- A Media Guide, including references to *Homework and Exercises* from the text website, MyEducationLab:
 - Pause to Reflect
 - Focus Your Cultural Lens: Debate
 - Critical Incidents in Teaching
 - Video Insights
 - Observe and Learn: Lessons in Action Activities
 - Licensure Test Preparation Activities

Part 2 includes a Test Bank with sample multiple choice, true/false, and short answer questions, along with answer keys, organized by chapter.

Getting Started Teaching About Multicultural Education

Multicultural education is of critical importance in our society today, as our communities are becoming more pluralistic and as we experience increasing global interconnectedness through technology and travel. Understanding culture and its influence in educational contexts is a process which must be undertaken with great patience and care, both in our own lives and in helping our students understand the depth, complexity, and richness of working in diverse environments.

Prior to teaching using this text, it is important that you as the instructor examine your own thoughts, beliefs, and values, and consider exploring some of the suggested activities and experiences on your own. *Your own reflections on your thoughts, values, and learning will provide insight to you* as you instruct in these same concepts and skills. Clearly, you will also want to preview all written and media materials before instruction, so that you can discern how the questions and experiences might best map on to the needs of your students.

It is also important to consider that our students will have backgrounds as diverse as those they are learning about; some will live in the same town in which they were raised, while others will have one or more international experiences or experiences in diverse environments with diverse individuals. Some of these experiences will have been positive, others negative. As we teach the concepts embedded in this text, it is crucial that we first understand the prior experiences, perceptions, and prior knowledge of our students in relation to these topics. In doing so, we as instructors can tailor the activities, choose media, and structure experiences that will maximize deep understandings and positive connections with diverse individuals in education.

Indeed, *attending to the affective dimensions of thoughts and behaviors* as they relate to multicultural education and working with diverse students is perhaps the most important thing that you, as the instructor, can do for and with your students. While it is important for the students to grasp the academic aspects of the subject matter, ***what will ultimately count in the classroom is their deep understanding about the influence of cultural dimensions on thinking, learning, and the educational process.*** This in turn, will inform their instruction of, interactions with, and pedagogic interpretation of the needs of all students.

The Activities and Assignments in this guide are a start in this direction. They are, however, just the beginning. As the instructor, you may wish to **reach out to the local or regional community to explore venues for student activities and experiences**, which will provide them with experiences with populations related to those discussed in this text. By connecting with these communities, opportunities for interactions and deeper understandings of culture and its influence in education can be explored. Abstractions in the text will come alive for students and you as you explore these opportunities for experiential learning.

MyEducationLab

This research-based tool brings teaching in today's classrooms to life. Through authentic in-class video footage, research articles, real classroom artifacts, and more, MyEducationLab at

www.myeducationlab.com helps prepare students for their teaching career. This eighth edition includes the MyEducationLab logo in the margins of the text to alert you when integration occurs. MyEducationLab for the eighth edition includes:

- **Study Plan** – Students can take pre- and post-tests before and after reading each chapter. Their test results automatically generate a personalized study plan, identifying areas of the chapter they must reread to fully understand chapter concepts. Students are presented with multimedia exercises to help learning. The study plan is designed to help your students perform well on exams and to promote deep understanding of chapter content.
- **Homework and Exercises** – Helps students extend what they are learning. Links to these assignments are found through the following text features:
 - *Pause to Reflect*
 - *Focus Your Cultural Lens: Debate*
 - *Video Insights: ABC News*
 - *Observe and Learn: Lessons in Action*
 - *Licensure Test Preparation Activities*
- **Building Teaching Skills** – Allows students to further analyze the *Critical Incidents in Teaching* features located in every chapter.

Videos

ABC News Videos: Video Insights

Instructors and students using the eighth edition of *Multicultural Education in a Pluralistic Society* will receive all 14 accompanying ABC News videos on a DVD, located in the front of every text. A description of these video segments is listed in each chapter's Videos for Use During In-Class Learning Activities section of this Instructor's Manual. Discussion questions are also included in the text chapters and in the MyEducationLab accompanying website (Homework and Exercises). You will find many of the segments useful in provoking discussion in your classes.

Observe and Learn: Lessons in Action

To illustrate chapter content in the eighth edition, this new feature, Observe and Learn: Lessons in Action directs students to MyEducationLab (Homework and Exercises) to see nine multicultural lesson plans come to life in real classrooms across the country through video segments. The feature's questions are also located at MyEducationLab for student and professor convenience.

Other Educational Videos

To augment experiences in the community, you may wish to investigate your film libraries and the film catalogues available at your university media center. The unique resources available to you in your community can make the course relevant and meaningful and a valuable experience to your students. There are lists of multimedia resources related to the chapters in the text that could be desirable supplements for your class lectures and discussions. Many free or low-cost instructional resources are also available from media outlets; four examples of sources that have multimedia resources available include:

Insight Media

www.insight-media.com

Films for the Humanities and Sciences

www.films.com

The History Channel
www.historychannel.com

Teaching for Tolerance
Southern Poverty Law Center
<http://www.splcenter.org/center/tt/teach.jsp>
Free DVDs and instructional resources related to historical events shaping racial and ethnic relations in America.

Other Electronic Resources

This Instructor's Manual is meant to provide a guide for the text activities and offer suggestions for student discussions and experiences. Given our age of technological resources, there are a multitude of multimedia products and supplementary materials available through the Internet which may offer ideas for activities and experiences to supplement those suggested here, and in the text. You might find these organizations and resources helpful as you reflect on and prepare for your students' backgrounds and needs, tailoring the course accordingly.

Educational Change/Multicultural Pavilion

This website offers a host of suggested activities to help students explore elements of diversity:
<http://www.edchange.org/multicultural/activityarch.html>

National Center for Culturally Responsive Education Systems (NCCRESt)

<http://www.nccrest.org/>

From the website: "The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports."

Center for Research on Education, Diversity, and Excellence

<http://crede.berkeley.edu/index.html>

From the website: "CREDE is a federally funded research and development program focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. CREDE offers a wide range of multi-media products (interactive CD-ROMs, videos, online directories), print publications, and a useful website for practitioners, researchers, and parents."

SEDL (Formerly the Southwest Educational Development Laboratory)

<http://www.sedl.org>

From the website: "SEDL is a private, nonprofit education research, development, and dissemination (RD&D) corporation. SEDL's primary efforts are in five program areas: improving school performance, strengthening teaching and learning in content areas, integrating

technology into teaching and learning, involving family and community in student learning, and connecting disability research to practice. Work in these areas concentrates on K–16 education and on underserved students, particularly those living in poverty.” They have many professional development resources and materials available online and for free.

GLSEN: Gay, Lesbian, and Straight Education Network

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html>

From the website: “GLSEN, or the Gay, Lesbian & Straight Education Network, is the leading national education organization focused on ensuring safe schools for ALL students.”

Safe Schools for GLBT Students

<http://members.tripod.com/~twood/guide.html>

Creating Safe Schools for Lesbian and Gay Students: A resource guide for school staff. This may be a useful guide to make available to your students to consider when designing effective school programs for GLBT youth.

TASH

From the website: “TASH is an international membership association leading the way to inclusive communities through research, education, and advocacy. TASH members are people with disabilities, family members, fellow citizens, advocates, and professionals working together to create change and build capacity so that all people, no matter their perceived level of disability, are included in all aspects of society.”

<http://www.tash.org/index.html>

Council for Exceptional Children

<http://www.cec.sped.org>

From the website: “The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.” A wealth of resources for educators can be found on this site.

PBS: Classroom Activities about American Identity

<http://www.pbs.org/pov/borders/2006/foreducators.html>

This is only one of the MANY resources PBS offers for educating about diversity. This link is to a site that has brief video clips and discussion/activity suggestions for one to use with students, that they might then reflect on how they might use this in their own classrooms.

Teachers of English to Speakers of Other Languages (TESOL)

<http://www.tesol.org>

From the website: “Teachers of English to Speakers of Other Languages, Inc. (TESOL), is a global association for English language teaching professionals. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages. Educational standards for language learning for ELLs across the nation are based on the TESOL standards outlined on this site.” Resources for educators are abundant.

Table of Contents
Part 1: Chapter and Media Guide

Chapter 1.....	11
Chapter 2.....	20
Chapter 3.....	30
Chapter 4.....	38
Chapter 5.....	46
Chapter 6.....	56
Chapter 7.....	64
Chapter 8.....	74
Chapter 9.....	82
Chapter 10.....	89

Part 2: Test Bank and Answer Key

Chapter 1.....	95
Chapter 2.....	104
Chapter 3.....	111
Chapter 4.....	119
Chapter 5.....	127
Chapter 6.....	134
Chapter 7.....	144
Chapter 8.....	151
Chapter 9.....	160
Chapter 10.....	167

CHAPTER 1: Foundations of Multicultural Education

The opening chapter of the text sets the tone for, and introduces key concepts in, the following nine chapters. Today's teachers who have grown up in areas of the country where there is little racial, ethnic, or socioeconomic diversity can no longer assume that the schools they teach in will always be the same homogeneous schools with middle class students from the dominant culture.

Because the population and demographics of the United States are changing rapidly, with new immigration patterns and greater mobility among and between regions, schools even in the most seemingly homogeneous communities will not remain so.

In this chapter key concepts will be introduced (and explored in depth in future chapters), including diversity, culture, multicultural and pluralistic education, acculturation, cultural identity, and varied approaches and perspectives related to working with and educating diverse populations, including assimilation, accommodation, and social justice education.

Students should be encouraged to read the opening vignette of this chapter (and of all chapters, as assigned), to consider and reflect on key ideas presented in the case and in the questions that follow. These vignettes serve as activators of key concepts that will be discussed in the chapter that follows.

Key Terms: Chapter 1 (Also located in the Text Glossary)

Acculturation Adoption of the dominant group's cultural patterns by a new or oppressed group.

Alienation An estrangement or disconnected from oneself or others.

Assimilation The process by which groups adopt or change the dominant culture.

Bicultural A person who is competent in two cultures and educational programs that recognize the value and worth of both the dominant culture and the culture of a student's family, enhancing the development or maintenance of a positive self-image.

Canon The principles, rules, standards, values, or norms that guide a Western European education.

Compensatory education The provision of special services to students who have limited economic or educational advantages with a goal of reducing the educational gap between them and more advantaged students.

Critical thinking An effort to see an issue clearly and truly to judge it fairly without a preset bias.

Cultural borders A boundary based on cultural differences that may limit an individual's understanding of persons from a different cultural background.

Cultural capital Endowments such as academic competence, language competence, and wealth that provide an advantage to an individual, family, or group.

Cultural pluralism The maintenance of cultures as parallel and equal to the dominant culture in a society.

Culture Socially transmitted ways of thinking, believing, feeling, and acting within a group. These patterns are transmitted from one generation to the next.

Curriculum A sequence of courses offered by educational institutions.

Democracy A government in which power is vested in the people and exercised by them directly or indirectly through elected representatives.

Discrimination The arbitrary denial of the privileges and rewards of society to members of a group.

Dispositions Values, attitudes, and commitments that guide the work of teachers and other school professionals.

Dominant group/dominant culture The cultural group whose values and behaviors have been adopted by most institutions in society, such as schools. In the United States, it is the middle class, white, English-speaking, heterosexual Christian culture with its historical roots in Europe.

Egalitarianism A belief in social, political, and economic rights and privileges for all people.

Enculturation Process of acquiring the characteristics of a given culture and becoming competent in its language and ways of behaving and learning.

Equality State of being equal in that one cultural group is not inferior or superior to another and that all groups have access to the same benefits of society regardless of their group memberships.

Ethnocentrism View that one's cultural group is superior to all others.

Freedom Not being unduly hampered or constrained in choice or action by others.

Immigration To enter a country in which one was not born for the purpose of becoming a permanent resident.

Individualism Dominant feature of Western culture that stresses the rights, freedom, and importance of individuals over groups.

Inequality Marked distinctions in economic success, educational achievement, educational

credentials, and power among groups of people.

Informal curriculum Rules that guide the expected behaviors and attitudes of students in schools.

Involuntary immigrants Immigrants who did not choose to emigrate from their native countries, but were forced to or conquered by the country in which they are living.

Marginalization Relegation to a position that is not part of the mainstream nor accepted by most people.

Meritocracy A system based on the belief that an individual's achievements are based on his or her own personal merits and hard work and that the people who achieve at the highest levels deserve the greatest social and financial rewards.

Multicultural education An educational concept that addresses cultural diversity and equity in schools. It incorporates the different cultural groups to which individuals belong, with an emphasis on the interaction of race, ethnicity, class, and gender in students' lives.

Otherness/Others Cultural groups that are different from our own.

Prejudice Negative attitudes about a group of people.

Privileged Individuals or groups whose socioeconomic status, race, native language, gender, or other group memberships give them advantages and power over others in society.

Proficiencies Knowledge, skills, or dispositions that students or teachers acquire to meet standards.

Racism Belief that one race has inherent superiority over all others and thereby has the right to dominate.

Sexism The conscious or unconscious belief that men are superior to women that results in behavior and action to maintain the superior, powerful position of males in society and families.

Socialization Process of learning the social norms and expectations of the culture.

Social justice A philosophy that expects citizens to provide for those persons in society who are not as advantaged as others.

Stereotyped Application of generalizations, many of which are negative, about a group without consideration of individual differences within the group.

Structural assimilation Assimilation of groups to the point that they share primary relationships, intermarry, and have equality with the dominant group.

Subcultures Subsocieties connected to cultural group memberships such as gender, race, ethnicity, socioeconomic status, religion, exceptionalities, language, and age.

Subsocieties Systems of values, attitudes, and behaviors of social groups within society. Examples are gangs, groupies, and skinheads.

Values Qualities or principles that are considered desirable and important.

Suggested Activities and Assignments

Activities and assignments are organized into before-class learning activities; in-class learning activities; and supplemental activities, including portfolio activities and homework and exercises from the text and the MyEducationLab website resources. The opening vignettes of each chapter provide students with opportunities to reflect on scenarios related to the chapter content, within educational settings.

Before-Class Learning Activities

In a course about multicultural education, it is critical to set the tone and guidelines for discussions that will help students feel a sense of safety in disclosing varied levels of personal information, beliefs, feelings, values, etc. The following activities may serve the purpose of activating students' understanding of their own thoughts and feelings related to diversity, as well as increase their awareness of the need to be open to varied viewpoints and needs of others in order to create a learning community that is safe to sharing.

After conducting any or all of these activities, ask students to draw parallels to how they might enter into these activities in their own classrooms, to establish a safe learning environment and sense of community among students.

1. Establishing Safety

One of the first activities you may wish to consider is a small group exploration of what helps students (K-12 as well as college students, and people in general) feel safe in discussing sensitive topics related to identity, culture, race, gender, religion, socioeconomic status, disability, etc. After small group brainstorming, bring the class together as a large group to share responses and to determine, collectively, the specific behaviors, communication styles, and verbal and nonverbal cues which will help class members feel safe in discussions throughout the course. These can be written down and distributed to serve as a guide or reminder throughout the course.

2. Understanding Who We Are

At the beginning of the first class, ask each student to describe who he or she is in one sentence. Explain that you do not seek their name, physical features, or a qualitative description. Rather the sentence should reflect the single most important characteristic that distinguishes them, for example, "I am woman."

Ask the students to keep what they have written for future reference throughout the semester. After the class lectures or discussions on manifestations of cultures and cultural

identities, ask the students to take out the descriptive sentence written about them earlier and add to it, in relation to what they value, what languages they know, and how they would describe their identity. Invite students to share their responses, if they feel comfortable doing so. Have students save this for reflection and integration into their cultural autobiography (Portfolio Activity/Pause to Reflect 1.4).

3. BaFa BaFa Simulation Training

Provide and discuss the simulation exercise, BaFa BaFa (available from Simulation Training Systems, P.O. Box 910, Del Mar, CA 92014, Phone: 800-942-2900: <http://www.stsintl.com>) The objectives of the simulation are (a) to increase awareness of one's own cultural identity; (b) to increase intercultural communication skills; (c) to increase understanding of "culture" and its function in interpersonal relations; (d) to understand the problems of adapting in a new environment; (e) to become better interpreters of nonverbal communication; and (f) to stimulate thoughtful discussion about differences in values, attitudes, and communication styles among cultures.

Participants are divided into two groups: alpha culture and beta culture. Each group is taught a new (and different) set of cultural values, behaviors, and communication styles. By sending visitors back and forth, each group attempts to learn or figure out the culture of the other. The participants are urged to join in the game uninhibitedly, to exaggerate, and to have fun acting out the designated roles for the duration of the game. Participants usually experience the major pitfalls of cross-cultural interaction, such as stereotyping, misperception, culture shock, and in-group-out-group feelings.

This exercise should assist in the awareness of the difficulty new students have in adjusting to a culturally and linguistically different school environment. It also helps us to see why we are unable to understand other cultural groups when we do not know what their values are.

In-Class Learning Activities

Main Concepts and PowerPoint Slides: The following concepts are presented in the chapter, and are delineated further in the PowerPoint slides enumerated in parentheses. This list of concepts should not be considered exhaustive, but rather an overview of the main ideas covered in the chapter.

- **Concept 1:** The reality of student diversity in schools calls for educators to understand and be able to work with and educate people who are both similar and different to themselves (PPT slides 1.1-1.4).
- **Concept 2:** Multicultural Education is a field that offers guidance to educators in working with diverse students and families (PPT slides 1.5-1.7).
- **Concept 3:** Understanding culture and how individuals are socialized is critical to understanding the thinking, values, and behaviors of ourselves and others (PPT slides 1.8-1.11).

- **Concept 4:** The understanding people have of the influence of culture in our daily lives is influenced by the lives, experiences, and histories of varied groups (PPT slides 1.12-1.16).
- **Concept 5:** There are primary cultural influences which constitute the “mainstream” or dominant culture of the United States (PPT slides 1.17-1.24), and immigrants’ collective responses to the dominant culture.
- **Concept 6:** There are multiple perspectives relative to educating and working with individuals and groups from non-mainstream cultures in our society and in schools, including cultural pluralism, individualism and meritocracy, and equality and social justice (PPT slides 1.25-1.31).

Videos for Use During In-Class Learning Activities:

ABC News: School Busing (Packaged on the DVD with this text)

In this video segment, you will see proponents of this movement in Oklahoma City and in other cities across the country who say their children have been subjected to segregated settings within integrated schools. African American children are often assigned to remedial classes or lower academic tracks and do not get exposure to the services and resources that other students receive. In addition, because these schools are not close to home, it is difficult for parents to be involved or even be present if there is a problem or an emergency at school. (Chapter 1, p. 32)

Running Time: 6:32 minutes

- After viewing this video segment, how have your views on busing changed?
- Are the people who support this movement to neighborhood schools forsaking the efforts of the countless individuals who have worked so hard for integration in our schools?
- History has shown us that “separate but equal” has not worked. Is this because separate, by definition, is not equal?
- What are your views on the issue of “separate but equal”?
- Do you think we now have the resources, support, and technology to make “separate but equal” a reality?

Other Videos for Possible Use

The Golden Door: Our Nation of Immigrants

DVD ... \$59.95

Knowledge Unlimited, Inc.

P.O. Box 53

Madison, WI 53701

<http://thekustore.com/kucatalog.cgi/5512DVD?EXNYvHKh;:19>

(800) 356-2303 or +1 608 661 5666

This program shows how the diversity within the United States has made us a unique and powerful nation. Description from the website: “The DVD looks at the history of U.S.

immigration, how patterns of immigration have changed throughout the years, recent immigration laws, and the renewed debate over immigration policies. Teacher's guide includes script, learning objectives, reproducible activities, and bibliography." 1996, 30 min.

The class can be prompted with whole-group or small-group discussion questions, prior to and after viewing this film, such as:

- Should there be limits on immigration of certain populations to the United States?
- What are your thoughts on the Lottery system that has been in place since Sept. 11, 2001?
- What preferences should be given to those wanting to immigrate (or should there be any)?
- Are immigrants a drain on resources?
- Do they make a contribution to the country? Why? Why not?

The Shadow of Hate: A History of Intolerance in America

Teaching for Tolerance: Southern Poverty Law Center

http://www.tolerance.org/teach/resources/shadow_of_hate.jsp

"The Shadow of Hate" includes:

- 40-minute Academy Award-nominated film in VHS format with closed-captioning;
- 128-page text, "Us and Them"; and
- Teacher's guide with 15 detailed lesson plans.

Description from the website: "Spanning three centuries, this resource explores the history of intolerance in America and our country's ongoing struggle to live up to its ideals of liberty, equality and justice for all. Through documentary footage and eyewitness reports, students are given a powerful perspective on historical events from the ordinary people who lived through them."

The class can be prompted with whole-group or small-group discussion questions, prior to and after viewing this film, such as:

- What understanding do you have of the history of immigration in this country? Where did you learn what you know?
- Why do many immigrants come to this country?
- What is the history of treatment of many immigrant groups in this country?
- How might this history influence intergroup relations even now?

Supplemental Activities

Students may be asked to complete the following activities to gain further depth of understanding of chapter content.

Portfolio Activities:

1. Write a reflective paper that describes your cultural identity and the social and economic factors that have influenced your cultural identity. Refer to your circle of cultural identity (Pause to Reflect 1.4) and your in-class statement of "Who We Are" to get you started.

Making it your own: Create a cultural autobiography that is a unique expression of your own personal and family history, talents, interests, and multiple intelligences. Create an autobiography that expresses who you are, your history, your family history, your values, your experiences, through the visual or

electronic arts; through poetry, scrapbooking, songwriting, or other media. Interview family members and other significant individuals in your life. If possible, include this in your electronic portfolio.

2. Develop a lesson plan for the subject and level you plan to teach that presents the topic from multiple perspectives. Include a summary of the perspectives to be presented, why they were selected, and how the different perspectives strengthen the lesson. (INTASC Standard 1)

Making it your own: If you are currently teaching, use a lesson or unit plan you have already created, and add ways for the children you teach to personalize the activities, or add their own creativity or experiences into the lesson. For example, if teaching about nutrition and food choices, have the children not only discuss what types of foods they eat at home, but also where those meals originated (grandmother's recipe; a meal for fancy occasions; a simple and quick meal with easy-to-find ingredients). Or, have students compile a chart of the different types of foods they eat, by food group, and compare those to the choices offered by food group in the school cafeteria.

3. Select one of the schools in which you are observing this semester to develop a case study of the cultural norms prevalent in the community served by the school. In your case study indicate the diversity of the community and the cultural norms that are reflected in the school. Teachers, parents, and students should be interviewed during the development of the case study. In addition, your observations of students should inform your case. (INTASC Standard 3)

Making it your own: Find out specific demographic information of the community surrounding the school (percentages of ethnic and racial groups, number of faith institutions, types of faith institutions, location of such institutions, types of housing, median income, median housing prices, clubs and organizations, etc.). Are there patterns in the types of housing, location of faith institutions, and community organizations in relation to ethnic, racial, and socioeconomic data? What types of transportation are available, in which areas? What types of services are available for individuals with disabilities, refugees, recent immigrants, or individuals and communities speaking a language other than English? Given the community demographics, what might you suggest in terms of additional community resources?

Homework and Exercises

Have students participate in the following homework and/or exercises, based on the pull-out sections in the chapter, by entering the MyEducationLab companion site for this text. You may wish to follow-up these activities with in-class comparisons or collaborative sharing online with regard to their insights and learning.

1. ***Pause to Reflect 1.1-1.1.6:*** Go to the Homework and Exercises folder in Chapter 1 of the MyEducationLab for this text, and click on the *Pause to Reflect* folder to answer these, as well as other questions.

2. ***Focus Your Cultural Lens: Debate*** (Should Patriotism Be a School Requirement?): Go to the Homework and Exercises folder in Chapter 1 of the [MyEducationLab](#) for this text, and click on the *Focus your Cultural Lens* folder to answer these, as well as other questions.
3. ***Critical Incidents in Teaching*** (Celebrating Ethnic Holidays): Go to the Building Teaching Skills folder in Chapter 1 of the [MyEducationLab](#) for this text, and click on the *Critical Incidents in Teaching* folder to answer these, as well as other questions.
4. ***Video Insights: ABC News*** (School Busing). Go to the Homework and Exercises folder in Chapter 1 of the [MyEducationLab](#) for this text, and click on the *Video Insights* folder to answer these, as well as other questions.
5. ***Observe and Learn: Lessons in Action*** (Manifestations of Culture—School Uniforms and Freedom of Expression; Equality—The Fourteenth Amendment and Our Schools; Social Justice—The Universal Declaration of Human Rights): Go to the Homework and Exercises folder in Chapter 1 of the [MyEducationLab](#) for this text, and click on the *Observe and Learn: Lessons in Action* folder to answer these, as well as other questions.
6. ***Licensure Test Preparation Activities***: Go to the Homework and Exercises folder in Chapter 1 of the [MyEducationLab](#) for this text, and click on the *Licensure Test Preparation Activities* folder to answer these, as well as other questions.

Assessment of Learning

Chapter 1 sample formal test items and answer key can be found in Part 2 of this manual. As the instructor, you may decide to have students engage in performance-based assessments, collaborative assignments, or in-class work to assess their understanding of the foundational concepts presented in this chapter, in addition to, or instead of, the formal test items included in this manual.