

*Multicultural
Education in a
Pluralistic Society*

SEVENTH EDITION

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*To my late husband, Willard C. Loftis, for supporting my
work in multicultural education for 17 years.*

DMG

*To Frances Kuwahara Chinn, my best friend
and daily inspiration to make a difference.*

PCC



Introduction


The seventh edition of *Multicultural Education in a Pluralistic Society*, by Donna M. Gollnick and Philip C. Chinn, introduces students to diversity, helps them understand the issues involved with a diverse nation, and guides them to think critically and reflectively regarding their decisions as a teacher in a diverse classroom.



Diversity in the Twenty-First Century

As we begin the twenty-first century, we find the United States considerably more diverse than it was at the beginning of the last century. The country is a multicultural nation comprised of indigenous peoples, such as the American Indians, Aleuts, Eskimos, and Hawaiians, and those who themselves or whose ancestors arrived as immigrants from other countries. These groups of individuals represent different classes, religions, and native languages. In addition, the people differ in gender, sexual orientation, age, and physical and mental abilities. As we move further into the new millennium, the population will become increasingly more diverse. By 2040, the U.S. Census Bureau predicts that children of color will comprise 50% of the school-aged population. As the ethnic composition of the United States changes, so will the religious landscape as new immigrants bring their religions from abroad. They will also bring diverse languages, values, and ideas that will help reshape the United States society.

The culture and the society of the United States are dynamic. They are in a continuous state of change. Unless teachers are able to understand the diverse needs of their students, it will be difficult if not impossible to teach them effectively.



What Impact Does Multicultural Education Have on Teaching?

Education that is multicultural provides an environment that values diversity and portrays it positively. Gender, age, race, ethnicity, native language, religion, class, or disability should not limit students' educational and vocational options. Educators have the responsibility to help students contribute to and benefit from our democratic society. Effective instructional strategies for all students in the classroom should not evolve solely from the teacher's culture; they should be drawn primarily from the cultures of students and communities. The integration of multicultural education throughout the curriculum helps students and teachers think critically about institutional racism, classism, sexism, ablism, ageism, and homophobia. Hopefully, educators will help their students develop both individual and group strategies to overcome the debilitating effects of these society scourges.



About the Seventh Edition

Students in undergraduate, graduate, and in-service courses will find this text helpful in examining social and cultural conditions that influence education and in understanding diversity and how to use this knowledge effectively in the classroom and schools. Other professionals in the social services will find it helpful in understanding the complexity of cultural backgrounds and experiences as they work with families and children.

A MICROCULTURE APPROACH

As in previous editions, we approach multicultural education with a broad perspective of the concept. Using culture as the basis for understanding multicultural education, we present descriptions of seven cultural groups or microcultures to which students and teachers belong: class, ethnicity and race, gender, exceptionality, religion, language, and age. We feel that these groups are among the most critical to understand pluralism and multicultural education at this time. Thus, this text is designed to examine these group memberships and the ways in which educators can develop education programs to meet the needs of diverse groups and the nation.

TEACHING TO CREATE EQUITABLE ENVIRONMENTS

We also emphasize that educators can deliver an equitable education for all students. We believe that educators cannot attack sexism without also fighting racism, classism, homophobia, and discrimination based on abilities, age, and religion. Schools can eradicate discrimination in their own policies and prac-

tices if educators are willing to confront and eliminate their own racism and sexism. To rid our schools of such practices takes a committed and strong faculty. It is a task that can no longer be ignored. To help with this, the seventh edition encourages students to recognize that developing the habit of self-reflection will help them become more effective teachers in the classroom.

FOCUS OF THE SEVENTH EDITION AND ITS INTEGRATED PACKAGE

The seventh edition 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. The seventh edition also includes application opportunities for the students through a debate feature and portfolio activities. Additionally, this seventh edition gives students the opportunity to see what culturally responsive teaching looks like in a real classroom by viewing and analyzing the *Exploring Diversity* booklet's CD that is packaged with every copy of this text.

Self-Reflection Opportunities. Students need to understand how self-understanding influences a teacher's practice in the classroom and how developing the habit of self-reflection will help them make informed decisions regarding multicultural issues. The seventh edition introduces reflection in Chapter 1 and encourages students to continue this habit of reflection in each chapter through the chapter narrative and in-chapter features.

- **Chapter Opening Classroom Scenarios.** Each chapter opens with a classroom scenario to place chapter content in an educational setting. Questions at the end of each scenario encourage students to think about the scenario and guide them to reflect on the decisions they would make.



*Opportunities
for Reflection*

1. What factors contribute to racial and ethnic conflict in some schools?
2. What racial groups are most likely to see themselves in the school curriculum?
3. How can a classroom reflect the diversity of its students so that they all feel valued and respected?
4. What were the positive and negative outcomes of the steps taken by Ms. Williams?
5. What would you have done to improve cross-cultural relations among class members?

To answer these questions online, go to this chapter's *Opportunities for Reflection* module of the Companion Website.



- **NEW! Opportunities for Reflection Margin Note.** Located in every chapter, the questions within the narrative guide students to think critically about chapter content and issues and are connected to the text's Companion Website at **www.prenhall.com/gollnick**. These questions help students to begin to develop skills for reflection while they are preparing to teach and to develop the habit of reflecting on their practice now and throughout their teaching career. Students are encouraged to answer the questions online via the Companion Website to promote reflection and group discussion.



Opportunities
for Reflection

existence of racial inequality in schools (Gallagher, 2003). Teachers do not usually confront issues of race in schools and classrooms, in part because race is not supposed to matter. Teachers' discomfort becomes intertwined with their own uncertainties about race and their possible complicity in maintaining racial inequities. *How comfortable do you feel with handling issues of race in the classroom? How can you ensure that you are not racially discriminating against students of color in your classroom?*

- **Critical Incidents in Teaching.** With at least two in every chapter, this feature, which appears twice or more in each chapter, reflects both real-life and hypothetical situations that occur in schools or classrooms. Students have the opportunity to examine their feelings, attitudes, and possible actions or reactions to each scenario. Linked to the Companion Website, these problem-solving exercises help facilitate and sharpen students' critical thinking skills and their ability to reflect when they need to make informed decisions.

CRITICAL INCIDENTS IN TEACHING



Student Conflict between Family and Peer Values

Wing Tek Lau is a sixth-grade student in a predominantly white and African American Southern community. He and his parents emigrated from Hong Kong four years ago. His uncle, an engineer at a local high-tech company, had encouraged Wing Tek's father to immigrate to this country and open a Chinese restaurant. The restaurant is the only Chinese restaurant in the community, and it was an instant success. Mr. Lau and his family have enjoyed considerable acceptance in both their business and their neighborhood. Wing Tek and his younger sister have also enjoyed academic success at school and appear to be well liked by the other students.

One day when Mrs. Baca, Wing Tek's teacher, calls him by name, he announces before the class, "My American name is Kevin. Please, everybody call me Kevin from now on." Mrs. Baca and Wing Tek's classmates honor this request, and Wing Tek is "Kevin" from then on.

Three weeks later, Mr. and Mrs. Lau make an appointment to see Mrs. Baca. When the teacher makes reference to "Kevin," Mrs. Lau says, "Who are you talking about? Who is Kevin? We came here to talk about our son, Wing Tek."

"But I thought his American name was Kevin. That's what he asked us to call him from now on," Mrs. Baca replies.

"That child," Mrs. Lau says in disgust, "is a disgrace to our family."

"We have heard his sister call him by that name, but she said it was just a joke," Mr. Lau adds. "We came to see you because we are having problems with him in our home. Wing Tek refuses to speak Chinese to us. He argues with us about going to his Chinese lessons on Saturday with the other Chinese students in the community. He says he does not want to eat Chinese food anymore. He says that he is an American now and wants pizza, hamburgers, and tacos. What are you people teaching these children in school? Is there no respect for family, no respect for our culture?"

Mrs. Baca, an acculturated Mexican American who was raised in East Los Angeles, begins to put things together. Wing Tek, in his attempt to ensure his acceptance by his classmates, has chosen to acculturate to an extreme, to the point of rejecting his family heritage. He wants to be as "American" as anyone else in the class, perhaps more so. Like Wing Tek, Mrs. Baca had acculturated linguistically and in other ways, but she had never given up her Hispanic values. She knows the internal turmoil Wing Tek is experiencing.

Questions for Discussion

1. *Is Wing Tek wrong in his desire to acculturate?*
2. *Are Mr. and Mrs. Lau wrong in wanting their son to maintain their traditional family values?*
3. *What can Mrs. Baca do to bring about a compromise?*
4. *What can Mrs. Baca do in the classroom to resolve the problem or at least to lessen the problem?*

To answer these questions online, go to the Critical Incidents in Teaching module for this chapter of the Companion Website.



- **Pause to Reflect.** Located in every chapter, this feature encourages students to think more deeply about the topic being discussed. At times, this feature asks students to complete an activity or collect data, or the feature poses questions about the topic. This feature will help students learn how to reflect on how the topic or issue relates to their everyday life. Feature questions are linked to the Companion Website.



Pause to Reflect 3.2

Although race has no scientific significance in describing people, it is a social construct that endures in the United States to classify groups. It is nearly impossible to be color-blind.

- What characteristics do you attribute to whites, blacks, Latinos, Asians, and Native Americans?
- Do you view some groups more positively than others?
- What has influenced your perceptions of your own group and others?
- How will you overcome any negative stereotypes you hold to ensure that you do not discriminate against students in your classroom?

To answer these questions online, go to the *Pause to Reflect* module for this chapter of the Companion Website.



Application Opportunities. The seventh edition gives students the ability to practice what they have learned regarding multicultural education.

- **NEW! Portfolio Activities.** Linked to INTASC standards and located at the end of every chapter, these activities encourage students to begin to think reflectively and to begin to construct professional portfolio entries tied to each chapter's content.



PORTFOLIO ACTIVITIES

1. Develop a lesson that reflects an integrative approach to incorporating multiethnic content. The lesson should be for the subject and level (for example, elementary or secondary) that you plan to teach. (INTASC Standard 3)
2. As you observe schools, record practices in classrooms, the halls, the cafeteria, extracurricular activities, and the main office that might be perceived as racist by persons of color. Write a paper for your portfolio that describes these practices and why they could be considered racist. (INTASC Standard 3)
3. Analyze the performance of students on required standardized scores in one or more of the schools you are observing. Discuss the results based on the race or ethnicity of students in the school and indicate your conclusions. (Note: Schools are required by the federal legislation, "No Child Left Behind," to disaggregate data by race and ethnicity.) (INTASC Standard 8)

- **NEW! Focus Your Cultural Lens: Debate.** Located in every chapter, this feature presents a controversial school issue with *for* and *against* statements for student consideration. Questions help guide students to critically analyze both sides of the issue and encourage them to take a side by posting their responses on the message board on the Companion Website.

FOCUS YOUR CULTURAL LENS: DEBATE



Should Proms Be Segregated?

Many schools in communities with diverse populations are racially and ethnically integrated. Developing positive cross-cultural communications and interactions has long been a goal of schools that are seriously trying to integrate. However, practices in schools are not supportive of this goal when students are segregated in bilingual classes, advanced placement courses, special education classes, and gifted programs when students from one racial or ethnic group are disproportionately over- or underrepresented. Students often separate themselves by their racial or ethnic group at lunchtime in the school cafeteria, in after-school activities, in their choices of extracurricular activities, and in work groups in the classroom. The integration of another school tradition is being threatened in a number of communities. Students who do not feel welcome at their high school prom are organizing their own proms for students from the same racial, ethnic, religious, sexual orientation, or disability group (Richard, 2004). Schools in the South that have for years sponsored segregated proms for black and white students have been assailed for not integrating this social event. Does support for segregated events fly in the face of the goal for integration or support the preferences of each racial, ethnic, or other group?

FOR

- Students from the same racial or ethnic group prefer to attend proms with members of their own groups because they like the same music and food.
- Integrated proms favor one group's preference for music and refreshments over another, which does not treat groups equally.

AGAINST

- School-sponsored events like a prom should support the school's goal for integration in all of its activities.
- The separation of groups in social situations like a prom exacerbates poor intergroup relations.

Questions

1. Why do some students not feel welcome at their high school proms?
2. What could school officials do to ensure that the needs of a diverse group of students are met at school proms and other school activities?
3. When would you be in favor of a segregated prom? Why?

To answer these questions online, go to the Focus Your Cultural Lens module for this chapter of the Companion Website.

Reference: Richard, A. (2004, May 10). Alternative proms gain in popularity. *Education Week*, XXIII(37), 1, 19.



- **Attitude Inventories.** Located on the Companion Website and linked to chapter content, these inventories allow students to reflect on their attitudes regarding their individual feelings toward topics, issues, and other content.
- **Responding to Hate, Southern Poverty Law Activities.** Through this feature, located on the Companion Website, students are encouraged to sign up for a free monthly newsletter. Activities help guide them to explore issues and topics.
- **Integration Activities.** This module on the Companion Website includes both Class Activities and Class Websites for students to work on and explore.

Seeing Diversity in Action. This edition gives students a glimpse into the real-life world of culturally responsive teaching and learning.

- **Explore Diversity.** Packaged with every copy of this text, the *Exploring Diversity* activity guide and CD-ROM provide immediate access to powerful, living classroom examples of culturally responsive teaching. Culturally responsive teaching reflects the knowledge, skills, and dispositions of the INTASC (Interstate New Teacher Assessment and Support Consortium) standards. The activity guide provides discussion of various concepts, including culturally responsive teaching, instructional planning, classroom climate, and

how to engage families; it offers activities and questions that guide students toward understanding, analyzing, and synthesizing the video cases. Additional CD activities are also located on the Companion Website at **www.prenhall.com/gollnick**. Chapters 3, 4, 8, and 9 include an in-chapter feature, *Explore Diversity*, that directs students to the CD and its chapter-related content. The CD, student activity guide, and the directives in the text work together as a field experience for students where they can view quality examples of culturally responsive teaching and learning in a classroom setting.



EXPLORE DIVERSITY: Go to the *Exploring Diversity* CD located in the accompanying booklet for the perspective of one Native American and view the clip: *Majority Culture*.

- **Five New ABC News Video Insights.** In order to explore even more current issues in multicultural education today, the seventh edition has packaged the videos in the back of this text on DVD and added 5 new videos, for a total of 18. Each video feature in the text provides a synopsis of the video segment, along with thought-provoking questions that challenge students to consider the real-life experiences presented. Students are invited to submit their responses online via the Companion Website. See pages xvii to xx for a complete description of all ABC News videos.



VIDEO INSIGHT

America in Black and White: A Search for Common Ground

Society forms impressions of people every day based solely on appearance. Many people make judgments about intelligence, happiness, and earning potential without any real information. Do you think our society in general continues to judge people based on skin tone, consciously or unconsciously?

The issue of colorism is as big an issue now as ever. In this video segment you will see people working in different industries, and they are all saying the same thing: it's easier to get a job if you are a lighter skinned African American than if you are a darker skinned African American. In addition, this segment shows the disparity between salaries of lighter versus darker skinned men and women and the judgments people make about them simply based on the color of their skin.

1. What do you think of the experiment Professor Midge Wilson of DePaul University conducted with her introductory psychology class?
2. Do you think it is fair to say that most college students would respond in the same way as those chosen by Professor Wilson?
3. How do you think college students on your campus would respond? What can you do as an individual to change this way of thinking?

To answer these questions online, go to the Video Insight module for this chapter of the Companion Website.



WHAT ELSE IS NEW IN THE SEVENTH EDITION?

- **Chapter Cross-Reference Margin Notes.** Located in every chapter, margin notes direct students to other chapters in the text that discuss related topics

and issues. The learning and understanding of multicultural education occurs throughout all microcultures. These margin notes will help students connect the text's overall message.

- **Key Terms and Glossary.** Key terms are boldfaced in every chapter and a comprehensive glossary is located at the back of the text, helping students build their multicultural education vocabulary and identify terms during class and in their future classrooms.
- **New Topics.** New topics on racism, the Civil Rights movement, Islam, multicultural proficiencies, and reflection have been added to the seventh edition for currency and to emphasize the world's constantly changing diverse society.



Please refer to Chapter 5 for a more extensive discussion of intelligence testing and how it impacts all students with exceptionalities.

Supporting Materials

FOR STUDENTS

- **Exploring Diversity Booklet and CD-ROM,** packaged with every copy of this text and part of the *Explore Diversity* feature. See page xxi for a complete description of this integrated package.
- **ABC News Videos on DVD,** packaged in the back of every text and connected to the text's *ABC News Video Insights* feature. Students are able to view the videos as they read the chapter. See pages xvii to xx for more information.
- **Companion Website.** Provides students with resources and immediate feedback on exercises and other activities linked to the text. These activities, projects, and resources enhance and extend chapter content to real-world issues and concepts. Each chapter on the Companion Website contains the following modules or sections:
 - **Chapter Summary.** Outlines key concepts and issues in the chapter.
 - **Chapter Opening Scenario.** Includes questions from the scenario, giving students the opportunity to submit their responses via e-mail for viewing by the instructor or members of student discussion groups.
 - **Explore Diversity Activities (NEW!).** These activities extend beyond the activity guide and give students the ability to gain understanding of culturally responsive teaching and learning in the classroom.
 - **Opportunities for Reflection (NEW!).** Students submit their responses to questions from each chapter's reflection margin notes. Students are encouraged to answer the questions online to promote reflection and group discussion.
 - **Attitude Inventories (NEW!).** See page ix for a complete description.

- **Portfolio Activities (NEW!).** INTASC-linked activities encourage students to begin constructing professional portfolio entries tied to each chapter's content.
- **Southern Poverty Law e-Newsletter Activities (NEW!).** See page ix for a complete description.
- **Self-Assessment.** Multiple choice and true/false questions are provided with automatic grading to provide immediate feedback to students. Each question includes a hint button to guide students in their learning.
- **Discussion Questions.** Additional questions to help students test their knowledge of chapter content. A hint button helps students to guide their learning.
- **Questions for Review.** Each end-of-chapter review question is provided online for students to submit their responses electronically.
- **Web Resources.** Links to World Wide Web sites that relate to and enhance chapter content.
- **Integration Activities.** See page ix for a complete description.
- **Pause to Reflect.** Includes discussion questions for reflection to encourage exploration of issues and ideas. These questions are from the text's feature of the same name.
- **Critical Incidents in Teaching.** Classroom-based scenarios provide problem-solving exercises to facilitate and sharpen students' critical thinking skills.
- **ABC Video Insights** Connects to thought-provoking questions presented within the text feature of the same name.
- **Focus Your Cultural Lens: Debate.** Includes questions and online resources that encourage students to explore the issue, research the issue, take a stand, and share their ideas and beliefs with others online.
- **Other Resources.** Includes a complete list of INTASC and NCATE standards.
- **Message Board.** Serves as a virtual bulletin board to post or respond to questions or comments to/from a national audience.
- **OneKey.** OneKey is Prentice Hall's exclusive new resource for students and instructors. OneKey is an integrated online course management resource featuring everything students and instructors need for work in or outside of the classroom, available in the nationally hosted CourseCompass platform, as well as WebCT and Blackboard.
- **SafariX.** SafariX is Prentice Hall's exciting new digital platform where students can subscribe to textbooks at savings of up to 50% over the suggested list price of print editions. SafariX will help meet the needs of students who are looking for lower-cost alternatives to print editions.

For more information about OneKey or SafariX, please contact your local Merrill representative prior to placing your textbook order.

FOR INSTRUCTORS

- ***Instructor's Manual and Media Guide.*** This manual provides concrete suggestions to actively involve students in learning and to promote interactive teaching using the PowerPoints, ABC Videos, and the *Exploring Diversity* CD and Activity Guide. Chapters in the manual parallel the organization and content of the text. This manual will help teach chapter topics and integrate the accompanying media to the fullest extent. Each chapter contains chapter objectives; key terms; a comprehensive test bank containing multiple choice, true/false, and discussion questions; as well as a number of individual and group activities.
- ***Computerized Test Bank Software.*** This software gives instructors electronic access to the test questions printed in the Instructor's Manual and allows them to create and customize exams on their computer. The PC and Macintosh-compatible software can help professors manage their courses and gain insight into their students' progress and performance.
- ***PowerPoint Slides.*** Designed as an instructional tool, the PowerPoint presentations for each chapter can be used to present and elaborate on chapter content and can be found on the Companion Website.
- ***ABC News Videos: Critical Issues in Multicultural Education.*** Free to professors who adopt this text, these ABC News videos available on DVD and VHS feature 18 thought-provoking video segments that are tied to each chapter's content. The questions provide you with discussion questions to challenge your students to consider the real-life experiences presented.
- ***Syllabus Manager.*** An online syllabus creation and management instrument located on the Companion Website, the Syllabus Manager has the following capabilities:
 - Syllabus Manager provides you, the instructor, with a step-by-step process for creating and revising syllabi, with direct links into the Companion Website and other online content.
 - Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.
 - Students may log on to your syllabus at any time. All they need to know is the web address for this text's Companion Website and the password you've assigned to your syllabus.
 - Clicking on a date, the student is shown the list of activities for that day's assignment. The activities for each assignment are linked directly to text content, saving time for students.
 - Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment.
 - Links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.

Instructor supplements can also be accessed at our Instructor Resource Center located at <http://www.prenhall.com>. The Instructor Resource Center opens the door to a variety of print and media resources in downloadable, digital format. Resources available for instructors include:

- Instructor's Manual/Media Guide
- Computerized Test Bank
- PowerPoints
- Request and/or review Gollnick's OneKey, WebCT, and BlackBoard course content
- Obtain instructions for downloading a Blackboard cartridge or WebCT e-Pack

Your one-time registration opens the door to Prentice Hall's premium digital resources. You will not have additional forms to fill out or multiple usernames and passwords to remember to access new titles and/or editions. Register today and maximize your time at every stage of course preparation.



How the Text Is Organized

Multicultural Education in a Pluralistic Society provides an overview of the different cultural groups to which students belong. The first chapter examines the pervasive influence of culture and the importance of understanding our own cultural backgrounds and experiences, as well as those of our students. The following seven chapters examine class, ethnicity and race, gender, exceptionality, religion, language, and age. The final chapter contains recommendations for using culturally responsive and social justice pedagogies in the implementation of multicultural education. All of the chapters in this edition have been revised and reorganized to reflect current thinking and research in the area. In particular, the first chapter provides the foundational framework that supports our thinking about multicultural education. The final chapter integrates critical pedagogy with research on teaching effectively. Each chapter opens with a scenario to place the topic in an educational setting.

MULTIPLE PERSPECTIVES

We have tried to present different perspectives on a number of issues in the most unbiased manner possible. We are not without strong opinions or passion on some of the issues. However, in our effort to be equitable, we do attempt to present different perspectives on the issues and allow the reader to make his or her own decisions. There are some issues related to racism, sexism, handicapism, and so on, that are so important to the well-being of society that we do provide our positions, which we recognize to be our biases.

AN ATTENTION TO LANGUAGE

Readers should be aware of several caveats related to the language used in this text. Although we realize that the term *American* is commonly used to refer to the U.S. population, we view *American* as including other North Americans as well. Therefore, we have tried to limit the use of this term when referring to the United States. Although we have tried to use the terms *black* and *white* sparingly, data about groups often have been categorized by the racial identification, rather than by national origin such as African or European American. In many cases, we were not able to distinguish ethnic identity and have continued to use *black*, *white*, or *persons of color*. We have limited our use of the term *minority* and have focused more on the power relationships that exist between groups. In previous editions we used the term *Hispanic*. In this edition we have tried to use *Latino*, which appears to be the preferred term for individuals from a group with many ethnic origins.

To request a complimentary copy of *Multicultural Education in a Pluralistic Society*, Seventh Edition, or any of its supplements, please contact your Prentice Hall sales representative, call Faculty Services at 1-800-526-0485, or e-mail us at **merrillmarketing@prenhall.com**. We look forward to hearing from you.



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ABC News/Prentice Hall Video Library



The ABC News/Prentice Hall Video Library titled “Critical Issues in Multicultural Education, Volume III” is packaged on DVD in the back of this text, *Multicultural Education in a Pluralistic Society*, Seventh Edition. This video library is also available on VHS for professors.

This video library challenges students to explore chapter topics through ABC News segments focusing on multicultural issues. Video Insight features within each chapter offer a short summary of each episode and ask students to think about and respond to questions relating to the video and chapter content.

A Teen’s Video of Growing Up in the City

This ABC News video segment discusses how the population becomes more diverse, including classrooms. Students will have limited English proficiency, and others with both physical and mental disabilities are entering an inclusive classroom for the first time. Teaching in a multi-age environment, you will probably encounter students from a range of religious, socioeconomic, and cultural backgrounds. As you review this video segment and read through this book, consider your own background.

Chapter 1

Running Time: 12:43 minutes

School Busing

In this video segment, you will hear proponents of this movement in Oklahoma City and in other cities across the country 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

Running Time: 6:32 minutes

Looking for a Chance in Appalachia

This video shows how most Appalachian counties have unemployment and poverty rates well above the national average. These once-vibrant communities are now shrinking because many people simply can not find work in their hometowns. In this video segment you will see that there are a number of factors contributing to this problem, but one of the biggest is education. Things are appearing to change, however. Federal programs are helping to educate workers, giving them the opportunity to get their diploma and receive job training in different vocations.

Chapter 2

Running Time: 5:33 minutes

Smart Kid, Tough School

This ABC News video segment discusses how students who are educated in deteriorating schools do not receive an education equal to the education given to students who attend schools with greater financial and community resources. This segment features Cedric Jennings, a star student from a high school in the poorest section of Washington, DC. Cedric saw this confirmed when he enrolled in a summer program for gifted minority students, only to find that the students from higher-income neighborhoods

were better prepared academically. Yet, when scholarship offers to attend expensive prep schools came his way, Cedric refused and returned to his old high school for his senior year.

Chapter 2

Running Time: 19:09 minutes

America in Black and White: A Search for Common Ground

This video segment explores how society forms impressions of people every day based solely on appearance. Many people make judgments about intelligence, happiness, and earning potential without any real information. In this video segment you will see people working in different industries, and they are all saying the same thing: it's easier to get a job if you are a lighter skinned African American than if you are a darker skinned African American. In addition, this segment shows the disparity between salaries of lighter versus darker skinned men and women and the judgments people make about them simply based on the color of their skin.

Chapter 3

Running Time: 18:37 minutes

Acting White: Hurtful Accusations Among Black Students

This ABC News video segment discusses how African American students in any school can define “acting white.” The concept of “acting white” is one of the greatest problems in the education of African American students. Underachieving African American students often attack achieving students for excelling in school, speaking Standard English, listening to the “wrong” music, or having white friends. African American students (particularly those who are underachieving) may perceive the achieving student as being traitors or disloyal to their race because of these behaviors. By adopting values common to the dominant culture, they are seen as trying to behave like whites (who have been demonized by some blacks). Latino students have indicated that they have experienced this same phenomenon. This is a major problem for students of color who want

to achieve, improve their life, or to go on to higher education.

Chapter 3

Running Time: 14:03 minutes

America in Black and White: South Carolina High School Drug Raid

This segment focuses on how school drug searches have unfortunately become commonplace across the United States. Many across the country saw video clips on the national news of police with drawn guns, snarling dogs, and frightened students in the hallway of a South Carolina high school searching for drugs. In an effort to rid the school of what the principal considered a drug problem, the principal arranged a surprise raid with the local police. While the school is predominantly white, the students detained in the raid were mostly black. No drugs or weapons were found in the raid. As soon as the video clips were shown locally and across the nation, the backlash was instantaneous.

Chapter 3

Running Time: 19:30 minutes

The Secret Life of Boys

In this video segment, you will see that boys have a more difficult time showing emotion and feelings. By the age of 5 it's often difficult to tell if something is bothering a little boy, because he has already learned to mask his feelings. In addition, while boys are conditioned to keep their feelings and emotions inside, girls are supported and expected to share and discuss their feelings with others. Does this difference have an outward effect? Some researchers say yes; this emotional repression leads to boys acting out more in school and being labeled with learning disorders and behavior problems more often than girls. Often, culture determines the appropriate activities in which boys and girls participate.

Chapter 4

Running Time: 15:34 minutes

The Fairer Sex?

In this video segment, a man and a woman decide to see for themselves whether men and women

are treated differently in otherwise identical situations, such as buying a car, getting clothes dry cleaned, setting a tee time at a golf course, and interviewing for a job. Using hidden cameras, they document that women often suffer from a subtle and insidious kind of discrimination, the kind of discrimination that is difficult to quantify and even more difficult to prove.

Chapter 4

Running Time: 17:05 minutes

Jessica Parks Surmounts Her Obstacles

In this video, the accomplishments of a truly remarkable young woman, Jessica Parks, are highlighted. Born without arms, she has accomplished more than many individuals without disabilities, and far more than her parents, physicians, and educators could have imagined. Educators (including special educators) often predetermine in their minds what children with disabilities will or will not be able to accomplish, and limit their access to educational programs. This is often a mistake, which can even lead to lawsuits. In this video, we can see why the courts will almost always side with the student and his or her parents if the schools refuse to allow the student the opportunity to demonstrate the ability to perform in a general education class.

Chapter 5

Running Time: 10:41 minutes

Against the Odds: Three Children with Autism

This ABC News video segment introduces us to a family with three children with autism. The family has found a highly specialized treatment program, which has had a profoundly positive impact on these children. However, the program requires tuition of more than \$170,000 a year for the three children. The family has exhausted their life savings on tuition. The Individuals with Disabilities Education Act (IDEA) requires schools to provide for the educational needs of children with disabilities. The U.S. Supreme Court has ruled that the schools are required to provide a basic floor of opportunity for children with disabilities, but are not required to provide them with the

best possible education. With the private schooling, these three children seem to be thriving. The public schools are reluctant to pay the tuition to the private clinic.

Chapter 5

Running Time: 22:29

God and Evolution in Kansas Classrooms

This video segment shows how and why the State Board of Education in Kansas decided in the late 1990s to side with creationists and not require the teaching of evolution in their schools. To the opponents of creationism, this seemed an irresponsible move in the education of Kansas' children. Proponents of creationism say it should be taught in schools because it is a more scientifically valid theory than evolution. To these people, it is not an issue of religious fundamentalism versus science; it's an issue of science versus science.

Chapter 6

Running Time: 17:46 minutes

Standing Alone

Although the Supreme Court voted in 1963 to remove prayer from schools, the issue is still not settled. In some areas of the country where religious diversity is minimal, this ruling is effectively ignored. Other districts have agreed to a "moment of silence" for the purpose of moral reflection. Still others are locked in battle over this issue, like the high school choir in Utah, an area with a large Mormon population, that refused to honor the wishes of Rachel, its single Jewish member, to sing fewer religious songs.

Chapter 6

Running Time: 12:53 minutes

American Spoken Here

This ABC News video segment discusses American accents. In this information age where everyone is a phone call, an e-mail, or a flight away from another, it would seem logical that the different accents and dialects around the country might merge into one, but research from the University of Pennsylvania tells a different story. In this video segment, you will see

how American accents are becoming more and more distinct from one another.

Chapter 7

Running Time: 7:10 minutes

Girl Gangsters

In this segment, four girls in an affluent Houston, Texas, suburb apparently found themselves bored one summer. Few are surprised when they hear of urban street gang members involved in armed robberies. But what would possess four white middle-class girls from an upscale suburban community to rob several stores at gunpoint? Between their boredom and their drug use, they turned a flippant remark about robbing a store into a crime spree that eventually ended in prison sentences. It may be difficult to understand why children from privileged backgrounds would engage in such high-risk behavior that would leave an indelible stain on their lives.

Chapter 8

Running Time: 22:33 minutes

A Closer Look

In this video segment, you will see that according to the Census Bureau, 34 million people over the age of 65 are still working, and 50,000 of those who over the age of 90 are still cashing a paycheck. If medicine and technology continue at the rate they are moving now, by the year 2030, one third of our lifetimes will be spent in retirement. Right now, individuals who make it past the age of 65 can expect to live until they are

approximately 83. Often in our culture, the aged are seen as useless, noncontributing burdens for their younger family members and society to shoulder.

Chapter 8

Running Time: 5:36 minutes

Survival Lessons

In this video segment, you are introduced to Francis Scott Key Elementary and other schools that present models for helping troubled youth. Kids are faced with more and more violence and tragedy every day. To combat this, some schools across the country have set up full-time mental health programs to identify and help troubled children before the trouble gets out of control.

Chapter 9

Running Time: 18:41 minutes

Children and Race

This video segment explores the relationship between our children and race. It has been more than 50 years since the U.S. Supreme Court mandated school desegregation. As you watch the segment think about the following: Is this nation any closer to integrating children of different backgrounds in its schools? Do the generations of children who are growing up in schools today experience less prejudice than past generations? Is the nation any closer to melding relationships of racially and ethnically diverse people in this pluralistic society?

Chapter 9

Running Time: 9:50 minutes

Exploring Diversity CD-ROM Video Cases



The **Explore Diversity** feature located in Chapters 3, 4, 8, and 9 directs students to the interactive *Exploring Diversity: A Video Case Approach* CD-ROM and accompanying activity guide (packaged free with every copy of this text) that provide examples of culturally responsive teaching related to chapter content.

2nd Grade Literacy in an Urban School

In the first case, Janice Glaspie and Darwin Henderson are working with literate, inner-city, African American children. In this classroom every child is challenged, feels safe, and experiences the joy of learning. Though well-meaning individuals may emphasize the need for direct instruction with young children in inner urban settings, these two teachers demonstrate the use of literature to enhance literacy learning. As Ms. Glaspie contends, these children are literate.

Chapter 3

7th Grade Science—The Emerging Competence of Youth

At first glance, the second video case appears to present a homogeneous classroom. The socioeconomic diversity and developmental needs of these middle school students, however, have a significant effect on the interactions in the classroom. In this science classroom, Cathy Burton works with students to make connections to other content areas, as well as worldwide issues using poster projects and presentations.

Chapter 8

One Teacher's Influence

In the third case, a secondary school teacher, Joy Lohrer, saw a need for diversity in the school. Rather than impose structure, she turned to the students for ideas and suggestions. Ms. Lohrer initially provided the specific agenda of the tolerance training videos and then generated a list of student-desired activities. This educator made a commitment to meet each Thursday. Her goal was to listen to students. In this video case, Ms. Lohrer provides an example of “what one teacher can do” to bring diversity into a school.

Chapter 4

Chapter 9

Majority Culture—Challenging Cultural Assumptions

In the final case, Guy Jones, Hunkpapa Lakota and a full-blood member of the Standing Rock Sioux Nation, discusses assumptions that may have an impact on the self-concept of young children. In this conversation with his colleague, Sally Moomaw, they illustrate how classroom practices—some of which are embedded in our own experiences as students and teachers—are laid bare in view of another culture.

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Note: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.

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