The Diversity Modules have been constructed using the following two resources.

**An Introduction to Multicultural Education**

<table>
<thead>
<tr>
<th>Title</th>
<th>An Introduction to Multicultural Education</th>
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<tbody>
<tr>
<td>Author</td>
<td>James A. Banks</td>
</tr>
<tr>
<td>Publisher</td>
<td>Allyn&amp;Bacon, Incorporated</td>
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<td>Publication Date</td>
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**Multicultural Education**

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<tbody>
<tr>
<td>Author</td>
<td>Cherry A. McGee Banks; James A. Banks</td>
</tr>
<tr>
<td>Publisher</td>
<td>John Wiley&amp;Sons, Incorporated</td>
</tr>
<tr>
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**Module I - An Overview of the Issues and Concepts Related to Multicultural Education:**

**MULTICULTURAL EDUCATION: ISSUES AND CONCEPTS** - Chapter Readings

- Chapter 1: Multicultural Education: Characteristics and Goals
- Chapter 2: Culture in Society and in Educational Practices
- Chapter 3: Race, Class, Gender, and Disability in the Classroom

**AN INTRODUCTION TO MULTICULTURAL EDUCATION** - Chapter Readings

- Chapter 5: Knowledge Components

**Module I: Activities and Projects for Chapter 1**

**Chapter One Activities for: Multicultural Education: Issues and Perspectives – Characteristics and Goals**

Visit a local school and, by observing several classes as well as by interviewing several teachers and the principal, describe what curricular and other practices related to multicultural education have been implemented in the school. Share your report with your classmates or workshop colleagues.

How is individualism viewed differently in the United States and in nations such as China and Japan? Why? What are the behavioral consequences of these varying notions of individualism?

What is meant by the "social construction of categories?" In what ways are concepts such as gender, race, social class, and exceptionality social categories?

**Module I: Activities and Projects for Chapter 2**

**Chapter Two Activities for: Multicultural Education: Issues and Perspectives –**
Culture in Society and in Educational Practices

How does the author distinguish between a cultural boundary and a cultural border? Why is this distinction important?

According to the author, does cultural change necessarily mean cultural loss? Explain why or why not.

The author states that we sometimes "essentialize" culture. What does he mean? What problems result?

Module I: Activities and Projects for Chapter 3

Chapter Three Activities for: Multicultural Education: Issues and Perspectives – Race, Class, Gender, and Disability in the Classroom

In what significant ways does the multicultural social justice education approach differ from the other four approaches? What problems might a teacher experience when trying to implement this approach in the classroom? How might these problems be reduced or solved?

Visit a school in your community and interview several teachers and the principal about how the school has responded to diversity and equity both within the school and into the larger society. Using the typology of multicultural education described by the authors, determine what approach or combination of approaches to multicultural education are being used within the school. Share your findings with your classmates or fellow workshop participants.

Module I: Activities and Projects for Chapter 5

Chapter Five Activities for: An Introduction to Multicultural Education – Knowledge Components

Investigate yourself: Use the 11 key concepts outlined in chapter 5 of An Introduction to Multicultural Education for studying the experiences of ethnic and cultural groups.

Module II - The Construction of Difference

MULTICULTURAL EDUCATION: ISSUES AND CONCEPTS - Chapter Readings
4. Social Class and Educational Equality
5. Christian Nation or Pluralistic Culture: Religion in American Life
6. Gender Bias: From Colonial America to Today's Classroom
9. Queer Lessons: Sexual and Gender Minorities in Multicultural Education
12. Language Diversity and Schooling

Chapter Four Activities for: Multicultural Education: Issues and Perspectives - Social Class and Educational Equality

Examine the Recommendation for Action at the end of Chapter 4. How will you or have you acted on these recommendations?

Visit and observe in (a) a local elite private school, (b) a school in an upper-middle-class suburb, and (c) an inner-city school. How are these schools alike? How are they different? Based on your visits and observations, what tentative generalizations can you make about education, social class, and inequality? To what extent are your generalizations similar to and different from those of Persell?
How do teacher expectations influence how teachers and pupils interact, what students are taught, and what students achieve?

Module II: Activities and Projects for Chapter 5
Chapter Five Activities for: Multicultural Education: Issues and Perspectives - Christian Nation or Pluralistic Culture: Religion in American Life

Large numbers of African Americans and European Americans are members of Protestant churches and share religious traditions. However, services in African American and European American churches can be very different. Visit a Methodist church service and an African Methodist Episcopal (AME) church service. Compare the services at the two churches by identifying factors such as the length of service, the music, and the enthusiasm of the minister. Discuss your findings with your classmates. An informative reference for this activity is The Black Church in the African American Experience (Lincoln & Mamiya, 1990).

Most racial and ethnic groups in the United States are members of the major faith communities. However, most faith communities in the United States are segregated. Investigate churches, mosques, and temples in your community to find out the extent to which faith communities are segregated. Interview heads of religious communities. Ask them why they think faith communities tend to be made up predominately of one racial or ethnic group. Also ask them whether they have made efforts to desegregate their faith communities.

Module II: Activities and Projects for Chapter 6
Chapter Six Activities for: Multicultural Education: Issues and Perspectives - Gender Bias: From Colonial America to Today's Classroom

Strategies for Creating Gender-Fair Classrooms
Ask your students to list famous men and women. Do they have an equal number of women and men? Do they have more women? Do they have more men? Does the list include individuals of diverse racial and ethnic backgrounds? Discuss with them what their lists teach us. What groups are missing from their lists? How can we learn more about those "missing" Americans?

Do not tolerate the use of harmful words, bullying, or harassment in your classroom. Do not say "boys will be boys" to excuse sexist comments or behaviors. Nor are racist or antigay comments to be ignored, laughed at, or tolerated. As a teacher, you are the model and the norm setter: If you do not tolerate hurtful prejudice, your students will learn to honor and respect each other.

Questions and Activities
Observe lessons being taught in several classrooms that include boys and girls and students from different racial and ethnic groups. Create a seating chart and count the interactions between the teacher and each student. Did the ways in which the teachers interacted with male and female students differ? If so, how did they differ? Did the teachers interact with students from various ethnic groups differently? If so, how did they differ? Did you notice any way in which gender, race and socioeconomic status combined to influence how teachers interacted with particular students? If so, explain.

After reading this chapter, do you think there are some ways in which you can change your behavior to make it more gender fair? If yes, in what ways? If not, why not?

Module II: Activities and Projects for Chapter 9
Chapter Nine Activities for: Multicultural Education: Issues and Perspectives - Queer
Lessons: Sexual and Gender Minorities in Multicultural Education

Five Things to Do to Improve Education for Students of All Sexual Orientations and Genders

Think critically about how heterosexism and homophobia have structured all of our understandings of ourselves and of our relationships, communities, and education. Use gender-neutral terms for parents and gender-neutral examples and other techniques that make it clear that you understand that students, parents, school personnel, and other community members are not all heterosexual.

Learn about diverse LGBTQ histories and cultures, and understand how heterosexual allies have been critical to obtaining social justice.

Questions and Activities:

What can schools do to be more welcoming places for sexual and gender diversity? What assumptions about LGBTQ students need to be challenged in order for their diversity to be recognized?

What would it mean to queer the curriculum?

Module II: Activities and Projects for Chapter 12

Chapter Twelve Activities for: Multicultural Education: Issues and Perspectives - Language Diversity and Schooling

You are in charge of designing the best possible program in your school for English language learners. What features would be part of this program? Why? What aspects of language and language learning would be useful for mainstream teachers to know? How can they incorporate this knowledge when teaching their subject matter?

Parents and households as well as their relationships with schools are critical influences on the achievement of immigrant students. Interview the parent and a child who has been identified as an ELL student. Document their social and educational experiences before and since coming to the United States.

Module III - The Exceptional Student

MULTICULTURAL EDUCATION: ISSUES AND CONCEPTS - Chapter Readings
13. Educational Equality for Students with Disabilities
14. School Inclusion and Multicultural Issues in Special Education
15. Recruiting and Retaining Gifted Students from Diverse Ethnic, Cultural, and Language Groups
17. Communities, Families, and Educators Working Together for School Improvement

Module III - Activities and Projects for Chapter 13

Chapter Thirteen Activities for: Multicultural Education: Issues and Perspectives - Educational Equality for Students with Disabilities

Analyze a school district/state "report card" to determine (a) how many students in the district/state receive special education services, (b) how many of these students are English-language learners, bilingual, males, females, and/or are students of color, and (c) how many students with disabilities receive some or all of their education in the regular classroom and the portion of the school day in which they are included in the regular classroom.
Why are collaborations and teaming between special educators and general classroom teachers so critical to the quality of education experienced by children with disabilities?

In your view, what is the most critical challenge currently facing the education of exceptional students?

**Module III - Activities and Projects for Chapter 14**

**Chapter Fourteen Activities for: Multicultural Education: Issues and Perspectives** - School Inclusion and Multicultural Issues in Special Education

What are the characteristics of an effective teacher who is culturally responsive? Give specific examples of how a teacher can demonstrate mastery of the different interactions and relationships needed for culturally effective teaching.

How can the incorporation of a school-wide positive behavior management system and restorative justice practices assist in ensuring that the school is culturally respectful and responsive? What can individual teachers do in their classrooms to reflect fairness and justice in social and instructional interactions with students?

What are your own beliefs, skills, and understandings related to the role of culture in special and inclusive education? How can you become a lifelong learner in advancing your own culturally responsive practices?

**Module III - Activities and Projects for Chapter 15**

**Chapter Fifteen Activities for: Multicultural Education: Issues and Perspectives** - Recruiting and Retaining Gifted Students from Diverse Ethnic, Cultural, and Language Groups

What does the author mean by "deficit thinking," and how might such thinking among educators affect the education of gifted minority students? In her view, how does deficit thinking contribute to the underrepresentation of minority students in programs for gifted students?

Visit a school in your community and interview teachers to determine (a) the criteria used to identify students for gifted programs, (b) the percentages of students from racial and ethnic and language minority students who are in gifted programs in the school, and (c) the steps that are taken by the school to recruit and retain students from low-income and minority groups into programs for gifted students, including AP classes.

**Module III - Activities and Projects for Chapter 17**

**Chapter Seventeen Activities for: Multicultural Education: Issues and Perspectives** - Communities, Families, and Educators Working Together for School Improvement

Interview a parent of a bilingual, ethnic minority, religious minority, or low-income student to learn more about the parents’ views on schools and the educational goals for the child. This information cannot be generalized to all members of these groups, but it can be an important departure point for learning more about diverse groups within our society.

Write a brief paper about your personal views on the benefits and drawbacks of parent/community involvement.

**Module IV - Reconstructing Our Classrooms**

**MULTICULTURAL EDUCATION: ISSUES AND CONCEPTS** - Chapter Readings
The author states that "knowledge is a social construction." What does this mean? In what ways is the new scholarship on women and on ethnic groups alike? In what ways does the new scholarship on women and on ethnic groups challenge the dominant knowledge established in society and presented in textbooks? Give examples.

Examine the treatment of women in a sample of social studies, language arts, mathematics, or science textbooks (or combination of two types of textbooks). Which phases or phase of the feminist phase theory presented by the author best describe(s) the treatment of women in the textbooks you examined?

**ACTION RESEARCH PROJECT** - Research your family history, paying particular attention to the roles, careers, and influence of women in your family's saga. Also describe your ethnic heritage and its influence on your family's past and present. Share your family history with a group of your classmates or workshop participants.

**THINGS TO DO**

Think outside the binaries (race-is-more-important-than-gender or Black/White; male/female; gay/straight, us/them).

Work to eradicate the unproductive “racialized” and gendered assumptions regarding academic success at your school. Work toward equity and access with other social justice-minded teachers at your school.

**Questions to Answer**

Take the time examine several education textbooks. Examine the index and then the table of contents. How are race and gender organized and discussed in the book? Are they discussed separately?

Can you think of examples in our own teaching in which you use configurations of race and gender together as part of your curriculum? If not, how might you begin to transform learning in this way?
Initiate discussions with your colleagues that explicitly examine race and gender together. What discussions might be needed to transform your learning environment?

**Module IV - Questions and Activities for Chapter 16**

**Chapter Sixteen Activities for: Multicultural Education: Issues and Perspectives - School Reform and Student Learning: A Multicultural Perspective**

What does it mean to say that multicultural education takes place within a sociopolitical context? What social, political, and economic factors must be considered when multicultural education is being implemented? How can a consideration of sociopolitical factors help multicultural school reform to be more effective?

What is an antiracist perspective? Why do the authors believe that an antiracist perspective is essential for the implementation of multicultural education? Give specific examples of antiracist teaching and education practices with which you are familiar.

What is critical pedagogy? How, according to the authors, can it be used to enrich and strengthen multicultural education?

**Chapter Six Activities for: An Introduction to Multicultural Education - Teaching With Powerful Ideas**

How do the categories of knowledge discussed in Banks (2008) overlap with Bloom's Taxonomy?

Based on Banks (2008) ideas, how will you create a multicultural curriculum in your classroom and how will you provide leadership in your school to help foster instituting a more just/equitable curriculum for all students?