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Curriculum Development and Lesson Planning

Learning Objectives

The National Association for Multicultural Education (NAME, n.d.) explains in a position paper that

multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world.

So if we are to be multicultural educators and prepare students for a global society, what should a multicultural curriculum look like? How does one know if the curriculum is multicultural? What steps need to be taken to create a multicultural curriculum? What are the essential elements of a curriculum that is multicultural, and how does one write multicultural lesson plans and units? This chapter will address these and other questions. It is important to keep in mind that whether or not a school district is composed of racially and ethnically diverse students, a multicultural curriculum benefits all students (Nieto & Bode, 2018). It prepares students for life by providing them with the awareness, knowledge, and skills necessary for a **global economy** (Howe & Lisi, 1995).

Through your study of and work on this chapter, you will be able to do the following:

- 7.1 Develop the school's curriculum
- 7.2 Develop a multicultural curriculum
- 7.3 Analyze texts and materials for cultural bias
- 7.4 Write multicultural lesson plans



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A fascinating phenomenon occurred in the beginning of the 2014–2015 school year in the United States. For the first time ever, White students were in the minority in public schools. Students of color (or minority students) made up the majority of students. Both the percentage and the number of White students are expected to drop slowly but steadily over the next several years, from 50% in 2013 to 45% in 2022 (Toppo & Overberg, 2014). Such a milestone calls for the education system to examine and reexamine what schools teach and how they teach it.

A core function of schools is the development of a curriculum of study (Arends, 1997, 2012, 2014; Kellough & Carjuzaa, 2013; Sadker & Zittleman, 2010, 2012). To teach children, educators must be clear about the content, or the “what,” they are going to teach. However, the process of making decisions about content can be very challenging. Traditionally, the curriculum used in schools appeared to represent the perspectives, values, and experiences of a limited group of people in the United States—primarily White, middle-class males (Loewen, 2000, 2008; Takaki, 1993). When American schools were populated primarily by immigrants from European countries, this type of curriculum may have been fairly representative and appropriate. Students generally could relate to the examples and experiences of the people in the curriculum.

Tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

—Native American saying

CASE STUDY

SUMMER READING

Summer reading lists, issued by school districts to encourage students to read while on their vacations, are like archeological artifacts. They tell so much about the culture and values of a school system. In the mid-1990s, a large, urban school district composed of about 98% students of color issued its annual summer reading list. A copy made its way to one of us. On the list were the following books, recommended for an overwhelmingly African American and Hispanic student population: *Captains Courageous* by Rudyard Kipling (1897), *Old Yeller* by Fred Gipson (1956), and *A Tale of Two Cities* by Charles Dickens (1859). The rest of the books were in the same vein.

In another, more recent incident, a school board member from a very wealthy suburban district called me. The district was predominantly White but with a growing population of minority students. He asked me for my opinion on the summer reading list that the school board had approved the night before. He had voted to approve it based on the recommendation of the school

superintendent, but the list made him “uneasy.” The summer reading list had two sections. The first section was copied on white paper and was titled “Summer Reading List.” The second section was copied on yellow paper and was titled “Summer Reading List for Diverse Students.”

During our phone conversation, the school board member started to reflect on his own experiences with summer reading lists. He relayed that his summer reading list was more aligned with the one described in the first paragraph. He remembers having to read what were called “the classics,” which included the books cited in the previous chapter. On further reflection, however, he started thinking out loud about how we have come to define *classic*. He started to raise such questions as “Who are the people who determine the list of classics? And what are the challenges to changing people’s thinking about what constitutes classics?” He seemed to be headed in the direction of some important reflection.

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Your Perspectives on the Case

1. There is some good news and some bad news in the opening case study. Can you identify each? Why do you identify parts of the case study positively and other parts negatively?
2. What books are on the summer reading list for a school and/or district with which you are familiar? What messages does that list send to the students?
3. How do you think a book is determined to be a classic? Who determines that classification?
4. Consider the classic reading selections with which you are familiar. From whose perspective, in terms of race and ethnicity, are these selections made?
5. What books would you include in a summer reading list for a diverse school district? Would

your list be the same for a district that is not very diverse in terms of race and ethnicity? Why or why not?

However, in the current environment of rapidly expanding diversity, with children coming to our classrooms from all nations in the world, we now recognize that a traditional curriculum, while not necessarily presenting wrong information or knowledge, is limited in depth and breadth. Examples and experiences that are presented are not necessarily representative of the experiences of all or even of most Americans. And children in schools today may experience great difficulty in relating to and learning from a curriculum grounded in a singular set of experiences and histories (Aaronsohn, 2003; Banks, 2009; Banks & Banks, 2013; Bennett, 2014; Brown, 2002; Gay, 1994; Gollnick & Chinn, 2013; Grant & Sleeter, 2009; Nieto, 2013; Nieto & Bode, 2018).

If schools are to educate all children to achieve at high levels in a global society and to address social inequities, educators must know how to develop and implement curriculum that represents the diverse perspectives, experiences, and values of a changing world (Darling-Hammond & Bransford, 2005). A multicultural curriculum reflects the multicultural history of this country and the culture of the students served, and it broadens the perspectives of all students. It provides a fuller picture of the histories, the perspectives, and the achievements of a wide variety of people. Such a curriculum is culturally relevant since it engages all students through examples and experiences to which they can relate, and it prepares all students to address issues of social injustice.

The critical importance and value of a multicultural curriculum is evident at both preK–12 and college levels. A curriculum that forces assimilation is not the best way to assist students in attaining their educational goals. Research conducted on college campuses indicates that large numbers of respondents support a multicultural curriculum with multiple perspectives and that courses on ethnicity and women's studies have had positive effects on attitudes toward diversity (Mayo & Larke, 2012; Moses, 2002).

The responsibility for the development of curriculum has traditionally been placed, at the local level, in the hands of district administrators. Teacher responsibility for this work has been primarily in the area of lesson planning and curriculum implementation. However, trends have been identified that point more and more to teacher empowerment and ownership vis-à-vis the curriculum development process. And while curriculum development can be a daunting task, with a knowledge base and support in developing relevant skills, teachers can contribute to the development process in meaningful ways. In this chapter, you will learn what a curriculum is and the process for developing one. We will also discuss strategies for avoiding bias in the selection of teaching materials and explore how a multicultural lesson plan differs from a traditional lesson plan. Once again, you will be given opportunities to write short reflective pieces and try several exercises to help you understand the subject.

THINKING AHEAD

Most teachers receive relatively little training in curriculum development. This is evident as teachers attempt to rewrite a curriculum in order to make it multicultural. In this section, you will learn about the processes for developing a multicultural curriculum.

Questions

1. What do you believe are the key features of a multicultural curriculum?
2. What do you believe are the similarities and differences between a multicultural curriculum and a traditional curriculum?
3. Prioritize the components of what would go into a curriculum that is multicultural.

LEARNING OBJECTIVE 7.1 Develop the School's Curriculum

Defining Curriculum

The term *curriculum* derives from a Latin word meaning “racecourse.” A school or a district curriculum traditionally consists of a list of courses that educators pursue throughout the year in their efforts to educate students. In actuality, it is so much more. It is a plan for learning and usually includes goals, specific objectives, and a timetable for implementation. A curriculum indicates the ways in which content is selected, organized, and presented. The curriculum may include a plan for assessment or evaluation of student learning. Some educators see the curriculum as a document. As a whole, curriculum can include what is taught in school, a set of subjects, the content, a program of studies, a set of materials, a sequence of courses, a set of performance objectives, a course of study, everything that goes on in a school, and a series of learner experiences (Kellough & Carjuzaa, 2013; Sadker & Zittleman, 2010, 2012).

If we agree that curriculum is the plan for what is taught in schools, important next questions are these: Who determines what is taught? Do teachers participate at all in the curriculum development and implementation process? Glatthorn and Jailall (2009) point out that a fiercely contested battle is being waged over control of the school curriculum among educators at a variety of levels.

- At the state level, departments of education are becoming deeply involved in establishing standards, **frameworks**, curriculum guidelines, high-stakes student assessments, and then sanctions to ensure that schools are addressing the standards.
- At the district level, educators develop curriculum policies or rules and criteria that guide the development and implementation of curriculum in the district’s schools. Also at the district level, specialists work to align district and state curriculum goals, identify programs of study, develop curriculum guides, select instructional materials, develop scope and sequence plans, and provide resources and technical assistance.
- At the school level, educators develop a vision and their own program of studies that align with district curriculum goals. An example of a program of studies is the social studies curriculum at the elementary level in a district. Schools also design

school improvement plans that focus on specific curricular areas to be addressed by everyone.

- Finally, at the classroom level, teachers develop units and lesson plans and evaluate their own implementation of the curriculum. Teachers work within the guidelines and frameworks established by the state and district to set specific learning goals and design unit and lesson plans that reflect the school's particular mission statement.

As illustrated above, teachers have been involved in curriculum development, for the most part, at the school or classroom levels. Primary and legal responsibility for curriculum rests with each state (Grant & Gillette, 2006). One way each state defines what is important in the curriculum is by developing standards. Standards are expectations of what students should know and be able to do as a result of their engagement in school. Standards can be developed through the state's department of education and with a focus on that state's children in particular. Standards have also been developed by national professional organizations, such as the National Council of Teachers of Mathematics and the International Reading Association. While Grant and Gillette (2009) point out that standards are not the curriculum, standards should inform the development of the curriculum in each district and school. States hold districts and schools accountable for aligning the development of curriculum with the standards by requiring public school participation in high-stakes, state-developed assessments that reflect the state standards. The topic of curriculum standards is one of the major by-products of this era of high-stakes testing (Benson, 2009).

Educators such as Ainsworth (2011) and Reeves (2008) have gained national influence in leading major reforms on how schools design curriculum and best practices for classroom instruction. Their work has been boosted by the Common Core State Standards. This state-led effort is coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers (2011). The Common Core State Standards attempt to clearly and uniformly define what preK–12 students need to know



The previously all-White Barnard Elementary School in Washington, D.C., acted quickly to integrate schools after the *Brown v. Board of Education* Supreme Court decision of 1954.

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in certain subjects in order to be prepared for postsecondary work. The Common Core State Standards are expectations for what K–12 students need to know and be able to do in English language arts and mathematics. Beginning in 2012, the states began to review the standards and determine whether or not they would adopt the national standards. As of June 2014, 43 states; the Department of Defense Education Activity; Washington, D.C.; Guam; the Northern Mariana Islands; and the U.S. Virgin Islands have adopted the Common Core State Standards in English language arts/literacy and math and are in the process of implementing the standards at the local level. Implementation in schools has influenced important changes in teaching and learning. For example, the English language arts standards are designed to support students in learning to use critical thinking skills, cogent reasoning, and evidence collection skills. The standards could influence substantially the approaches teachers take to support diverse learners. What are the implications of an educator's orientation to, or beliefs about, the purpose of curriculum? In terms of being an educator who is culturally responsive and responsible, they are numerous. If an educator uses behavioral objectives, remains discipline based in the organization of curriculum, and expects students to memorize what he or she delivers, then this transmission orientation will probably result in maintenance of the status quo. In other words, it will support the maintenance of privilege for a select group of students. If, however, an educator develops a student-centered, problem-based approach to teaching and learning, asking students to use their own experiences and histories as the basis for learning, then this transformation orientation will result in the students addressing critical social challenges in significant ways.

The Curriculum Development Process

In light of a large body of research that indicates that education should be child centered and grounded in constructivism and cognitive science, what is a recommended process for developing curriculum to achieve those goals? Oakes, Lipton, Anderson, and Stillman (2012) advocated offering a curriculum and curriculum materials that support students in developing their capacity for higher order thinking and engage them in real-world problem solving. Such a curriculum builds on what students know, engages students in building knowledge in the context of solving problems, and provides multiple entry points for students to engage in learning.

While individual teachers certainly can develop units of study and multicultural lesson plans for their own classrooms, the recommended process (see Table 7.1) for building a multicultural curriculum at the school level starts with establishing a curriculum development team (Glatthorn, 2000). The team could and should be composed of representatives of a variety of stakeholder groups, including administrators, teachers, library information staff, special education teachers, and technology educators. The team should be provided with the time and resources to meet regularly. The curriculum improvement team provides leadership in developing a vision of a quality curriculum and the school's curriculum goals. The goals, and the eventual curriculum, must be aligned with learning standards—that is, expectations of what students should know and be able to do. The team needs to make decisions about whether to revise an existing curriculum or program of studies or create a new curriculum.

At this point, the team is charged with revising or creating a program of studies, which is “the total set of offerings provided for a group of learners at a particular level of schooling” (Glatthorn, 2000, p. 57). In developing the program of studies, the team may decide to use a variety of existing curriculum development models or adopt a new approach. Next, the team makes

Extended Explorations 7.1: Creating a New Curriculum

Imagine that you have the opportunity to create a new curriculum, one that has not been offered before in your school (e.g., a social justice course or a course creating apps for hand-held devices or composing songs). How would you go about it? What would be your objectives—multicultural and otherwise? How would the curriculum be tied to state or national standards? How would it contribute to increasing academic achievement? Go to the website for the Common Core State Standards (<http://www.corestandards.org>). Explore the standards for either English language arts or mathematics. Develop a one-page statement about your draft curriculum and the potential links to specific standards you have identified.

TABLE 7.1 The Curriculum Development Process

According to Glatthorn (2000), the recommended steps in the curriculum development process are as follows:	
Step 1	School leaders establish a curriculum development team.
Step 2	The team works to develop a vision of a quality curriculum and curriculum goals.
Step 3	The team conducts a needs assessment and decides whether to continue with what exists, revise an existing curriculum, or create a new curriculum.
Step 4	The team uses existing standards to determine what students should know and be able to do.
Step 5	The team determines appropriate assessments to gauge whether or not students have learned the expected concepts and skills.
Step 6	The team designs the program of studies, including structures or ways to convey the program of studies, and selects relevant materials.
Step 7	The team recommends instructional strategies that are relevant.
Step 8	The team develops a schedule for implementation, including monitoring and evaluation.

decisions about content and structures for addressing the goals. Traditionally, the curriculum is based on a set of topics to be learned. More recently, it has been strongly suggested that curriculum development be grounded in concepts or key, broader themes and ideas (Erickson & Lanning, 2013). Concepts are timeless and universal ways of organizing ideas and lend themselves easily to the integration of diverse content, whereas a topics approach keeps learning grounded simply in facts. Structures may include courses or units or other creative ways of encapsulating key concepts and themes. Finally, the team will need to identify potential instructional and assessment strategies and a suggested timetable for implementation of the curriculum.

This process results in multicultural curriculum development when significant consideration is given to addressing and incorporating the unique and diverse needs, backgrounds, and interests of learners. This applies to the selection of content, instructional strategies, and a variety of assessment strategies. Finally, the members of the curriculum development team need to be vigilant in recognizing how their own values, experiences, biases, and belief systems positively or negatively affect the whole process.

In the previous chapters, we explained the rationale for a multicultural curriculum: All students should receive an education of high quality that stresses academic achievement and attainment of skills that will enable them to thrive in a multicultural world (Banks, 2009; Bennett, 2014; Gollnick & Chinn, 2013; Grant & Sleeter, 2009; Nieto & Bode, 2018).

LEARNING OBJECTIVE 7.2 Develop a Multicultural Curriculum

Scott (1994) discusses research that reveals that students taught from an **inclusive curriculum** are more eager and engaged in the classroom. Faculty who integrate diversity into their curriculum report that their teaching is energized, students' evaluations of their teaching improve, and their overall satisfaction with teaching increases. Gorski and Swalwell (2015) emphasize that issues of equity should take precedence over culture in the curriculum, stressing the importance of incorporating social justice into the classroom. Lawrence-Brown and Sapon-Shevin (2014) follow the same theme, with directions to

include issues of income disparity, language and religious rights, and gender identity and expression. Anderson and Davis (2012) write about “culturally considerate schools” where educators demonstrate “sincerity” in not only their words but also their actions, resulting in more equitable academic success.

Characteristics of a Multicultural Curriculum

Pritchey Smith (1998), in *Common Sense About Uncommon Knowledge*, provided an excellent conceptual overview of a multicultural curriculum. He described six broad principles of multicultural curriculum development. These address the multicultural aspects of curriculum that are often overlooked in favor of purely pedagogical approaches. According to Smith (1998), a well-designed multicultural curriculum includes the following:

1. Activities and teaching that help students navigate from the familiarity of their own culture to learning more about other cultures
2. Activities and teaching that promote positive ethnic identity
3. Activities and teaching that involve increasingly more frequent and positive relationships among students who are different from one another
4. Activities and teaching that build students’ personal knowledge of their culture and the cultures of other people
5. Activities and teaching that help students see and understand issues, concepts, and events from the perspectives of other people
6. Activities and teaching that help students use their knowledge of other cultures to better understand and resolve social problems and, ultimately, lead lives as multicultural persons

The traditional curriculum does not reflect these principles. Culture is rarely addressed, except in reference to attempts to recognize and appreciate diversity on some level. One reason is that the traditional curriculum tends to be Eurocentric and does not incorporate the cultures of other students. Minimal attention is paid to issues of social justice, with exceptions being the civics requirements of many high school programs.

At the request of the National Council for the Social Studies, James Banks (1992) wrote a revised set of *Curriculum Guidelines for Multicultural Education*. These guidelines can be particularly useful in curriculum revision or development. Here is a summary of some of the key points:

- The entire school community should have a positive multicultural climate and continually strive for meaningful interactions and communications.



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As with any career, much of what we need to know comes after graduation. It is through experience grounded in good training in theory that we are able to master our profession.

- The makeup of the faculty and staff should reflect the community and the country.
- The cultural learning styles of students should be incorporated into curriculum development.
- A student's education is not complete without learning about and understanding the history and experiences of the many different peoples who make up this country.
- A student's education should provide the cultural competency necessary to live and work in a diverse economy.
- The multicultural curriculum should include a strong component of actual experiences to help synthesize knowledge.
- The assessment process and methods should reflect the culture of student experiences.

Whether or not a school decides to revise an existing curriculum or create a new curriculum as described in Section 7.1, "Develop the School's Curriculum," these guidelines provide an excellent framework within which educators can work to ensure that the result is a multicultural curriculum. By establishing and using a multicultural curriculum, the potential exists for addressing critical problems in education, including the following:

- Closing the achievement gap, because students will more readily recognize themselves in the curriculum and thereby be more motivated to engage in learning
- Helping students increase their knowledge of, sensitivity to, and appreciation of other cultures, thereby preparing them to participate in a global economy
- Identifying bias, stereotypes, and inaccuracies in both the content and the process of education, thereby ensuring that the curriculum does not continue to convey negative messages about diverse cultures
- Acknowledging varied learning styles among students to better serve all students

Whether the curriculum is revised or newly created, to achieve a multicultural curriculum, three key factors need to be addressed (Scott, 1994). First, educators need to increase their own personal knowledge about multicultural issues and diverse cultures. This knowledge helps us understand how to integrate cultural knowledge and practices into the curriculum. Second, educators need to restructure existing course syllabi to add cultural content as a context for teaching and learning. And finally, methods need to be altered and varied to support different cultural learning styles and meet the learning needs and life experiences of a diverse student population while increasing the repertoire of knowledge and skills for all students.

LEARNING OBJECTIVE 7.3 Analyze Texts and Materials for Cultural Bias

Many states require that schools have textbook committees or other means for examining texts for cultural bias—racial, ethnic, gender, and so on. The first step in analyzing curriculum and materials for bias is to have a clear understanding of the potential forms of bias.

Seven Forms of Bias in Curriculum Materials

Bias in instructional materials occurs in many forms. According to Arends (2012), Banks and McGee Banks (2013), and Sadker and Zittleman (2010), bias can be categorized in the following ways:

1. *Invisibility or omission:* Women and people of color were virtually absent in textbooks prior to the 1960s. It is important for students to see themselves and others portrayed in all walks of life and careers. Texts that routinely portray only people of one race do not reflect reality. One only needs to look at current programs on television, which tend to be devoid of people of color, to see that they do not mirror real life or support diverse lives. For example, popular television shows such as *Seinfeld* and *Friends* had people of color only in token roles.
2. *Stereotyping:* People in teaching resources should not be reduced to the stereotypes commonly assigned to them. Unfortunately, stereotyping is common, and it perpetuates prejudice. Domestic or custodial help should not be routinely seen as being provided by women and people of color. Nor should all White males be seen as ignorant racists. Girls need to be seen in strong, heroic roles. Boys should be occasionally seen in positions where they need the help of girls. Sometimes, the man needs to be shown tied on the railroad track and the woman riding up on her black horse to rescue him.
3. *Imbalance and selectivity:* The curriculum should not be one-sided but should give expression to other versions and perspectives. History should not be distorted to reveal only one point of view. The doctrine of manifest destiny claimed that it was the God-given right of settlers to move west in order to claim land for themselves, to tame the savages, and to bring them Christianity and civilization. How do you claim land where people have been living for centuries? Did the Native Americans feel that they needed a new religion and that they needed to be civilized? Why was that not taken into consideration?
4. *Unreality:* Texts have historically tended to ignore negative or unpleasant aspects of history or to trivialize them. During World War II, about 120,000 innocent Japanese Americans, many of them U.S. citizens who spoke only English and whose families had been in the country for generations, were rounded up, placed in internment camps, and accused of treason. As the war progressed and more fighting men were needed, the military appeared at these same internment camps and appealed to the imprisoned people to enlist and fight for their country—the United States. The Japanese Americans did fight for their country in large numbers. In fact, some of the all-Japanese American units liberated Jewish concentration camps in Europe. Meanwhile, their own families languished in prison camps in the United States. Other all-African American units also freed Jewish concentration camps, while their families still lived under the harsh rule of segregation.
5. *Fragmentation and isolation:* Instead of being included throughout the curriculum, women and people of color are often inserted as add-ons to the text. A typical example would be a short, highlighted section in a textbook called “Ten Great African American Scientists,” while the rest of the text is devoid of any mention of people of color. This form of tokenism tends to minimize the contributions of diverse peoples instead of emphasizing them. This is often seen in the world of work when a company, wanting to prove its commitment to diversity, brings clerical staff to a meeting or a company event for all to see. The clerical staff are often primarily people of color, while the “professional staff” are all White.

The curriculum should not perpetuate bias. Heroes come in all sizes, shapes, colors, religions, genders, and abilities.



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6. *Linguistic bias:* Words are powerful. They can be used in pejorative ways to distort reality. Male pronouns, such as *policeman* and *fireman*, reinforce sexist assumptions that these jobs are for boys only. *Forefathers* ignores the contributions that women made in establishing this country. Ronald Reagan, as president, would often refer to “welfare queens” driving pink Cadillacs, reinforcing the stereotype of unmarried, Black women having numerous babies and living off welfare benefits instead of working. This coded language belied the reality that the majority of people on welfare are single White women.
7. *Cosmetic bias:* Textbooks and other teaching resources frequently showcase smiling images of diverse students on their covers. However, the insides of the books, where the content is, do not reflect the diversity on those covers. A picture of a diverse group of students on a college catalog cover was found to be deceptive when it was revealed that the sole Black student in the photo had not actually posed for the photograph. His image had been cut from another picture and inserted into a smiling group of White students to promote the college’s assertion that it celebrated diversity.

Checking for Bias

Having a system by which to analyze teaching resources and understand the different forms of bias is essential (Banks, 2009; Gallavan, 2010a, 2010b). Systems adopted by schools can include the use of checklists and guidelines. Some of the more well-known guidelines are included in this focus area. For example, Table 7.2 presents a checklist that can be used to identify issues of bias in curriculum materials. An example of bias expressed as inappropriate language would be describing Jewish people as “cunning” or “miserly.” As another example, sometimes Native Americans’ lives are referred to as primitive or aboriginal, but English settlers are lauded for their brave spirit and heroics.

TABLE 7.2 A Checklist for Examining Resources for Bias

	Yes	No	Evidence
Bias: Material reveals a strong preference for one type of thinking.			
Discrimination: Material singles out or pictures a group in a particularly positive or negative way.			
Prejudice: Material reveals unfairly negative perceptions or viewpoints.			
Racism: Material reflects negative attitudes toward or treatment of people based solely on their race.			
Sexism: Material reflects negative attitudes toward or treatment of people based solely on gender.			
Stereotype: Material reinforces beliefs that all the members of one particular group think and behave in a certain way.			
Tokenism: Certain groups appear only as perfunctory additions, or their contributions appear in a limited way.			
Ethnocentrism: One cultural group is presented as the ideal.			
Exotica: Focus is on extreme examples of the culture, not on everyday life.			
Routine aspects of life: Focus is primarily on the Fs (foods, fashions, festivals).			
Inappropriate language: Material supports prejudice by using derogatory language.			
Authors: Authors and illustrators are not from the same cultural group as the people portrayed.			
Publication date: Materials, primarily textbooks, are dated.			

Source: Adapted from Beilke (1986), Harada (1995), Harris (1991), and Pang, Colvin, Tran, and Barba (1992).

The ERIC Clearinghouse on Reading English and Communication (Lu, 1998) outlined a set of *Guidelines for Evaluating and Selecting Multicultural Materials*. According to this document, multicultural literature should do the following:

- Avoid portraying people as stereotypes and, instead, give them positive, realistic personalities and behaviors
- Ensure that illustrations are authentic, not caricatures
- Include stories that portray diversity as a strength and an asset to the nation
- Provide historical as well as fictional stories that illustrate the ever-changing role and status of minority groups in society
- Be of high quality with engaging plot lines and strong cultural characterizations
- Be historically accurate
- Accurately reflect the cultural values of the characters
- Take place in settings in the United States that accurately portray the rich cultural diversity of this country and the legacy of various minority groups

Another often-quoted source for evaluating materials is from the Council on Interracial Books for Children (1980). Children can be taught to look for bias in books. The council provided the following “10 Quick Ways to Analyze Children’s Books for Racism and Sexism.”

1. *Check the illustrations:* Watch for people being portrayed in demeaning or stereotypical ways, either obvious or subtle. Images of people should look authentic in terms of coloration and features. People of color or ethnic minorities should not always be cast in stereotypically subservient roles but should occupy powerful positions as well. Girls, in particular, should be seen in capable, active, leadership roles.
2. *Check the story line.*
3. *Standard for success:* Does a person of color have to adopt White, middle-class behaviors in order to succeed? Do girls have to act like boys in order to be successful? Are people of color always seen as superior athletes (particularly African Americans) or extremely book smart (especially Asians)? Among diverse friends, are children of color most often the ones who have to be patient, understanding, and forgiving of their White peers?
4. *Resolution of problems:* If there are problems in the story, what are they and who has them—just girls and people of color? Is it clear that sometimes the problems faced are due to social injustices? Are people of color consistently “rescued or saved” by White people?
5. *Roles of women:* Are girls and women seen achieving independently by using their skills and intelligence, versus using their beauty and the help of boys? Are girls and women assigned to stereotypical gender roles?
6. *Look at the lifestyles:* Are people of color and their lifestyles portrayed negatively, as compared with White, middle-class people and their lives? Where do people live? Are suburbs filled with White, middle-class people while cities are characterized as ghettos full of unsavory, poor people of color? Do the lives of people of color seem genuine or stereotypical?
7. *Weigh the relationships between people:* Are White, middle-class people seen as heroic leaders, while others are depicted in helpless, supporting roles? In African American and Asian American families, are mothers seen as dominant, maybe even domineering? Are men absent?
8. *Note the heroes:* Are people of color described as quiet and harmless, or are they allowed to express themselves and their outrage at social injustices? When they are depicted as heroes, is it with the same level and type of adulation that is accorded White heroes and for the same qualities, such as bravery, selflessness, concern for others, and so on? Or are they heroes mainly because they have helped White people?
9. *Consider the effects on a child’s self-image:* Is there a message that people must be of a certain hair and eye color, a certain weight or height, or a certain degree or type of attractiveness to be superior? How do children who do not measure up to this standard react to the images being portrayed as desirable, such as tall, thin females or White, muscular males? Do children see positive role models who look, think, and act like them?
10. *Consider the author or illustrator’s background:* Check to see who are the authors and illustrators of books with multicultural themes. If they are not members of the cultural group that is being portrayed in the book, what in their background qualifies them to write or draw with authority on that culture?

11. *Check out the author's perspective:* Some bias is to be expected in any book. Most children's books have been written by White, middle-class authors, which has led to established notions of ethnicity biased in favor of White, middle-class people and, often, males. Examine the book for inconsistencies, inaccuracies, and vagueness in cultural interpretations. How do they affect the message of the book?
12. *Watch for loaded words:* Loaded words or "coded phrases" can be demeaning, inaccurate, racist, and sexist, among other faults. Watch for the use of descriptive words such as *cheap, savage, lazy, old wives' tale, inscrutable, treacherous, and con-niving*. Sexist terms that promote males only, such as *forefathers* and *policemen*, are warning signs of possible bias.
13. *Look at the copyright date:* Books published prior to the 1960s were written mainly by White, middle-class men, lending them a certain ethnic and gender perspective. Caution, therefore, is advised when using materials from that era, especially those that claim to offer an ethnic or female viewpoint. This is not to say that all recently published books are bias-free.
 - In portrayals of people of color, there is always the risk of stereotyping. People should be seen as having many aspects to their character and to their lives.
 - The story should progress naturally, with cultural aspects included only when appropriate.
 - The language of the characters must be authentic. Terms, jargon, and colloquial expressions must be appropriate for the time period.

The guidelines above apply not just to textbooks but also to other literature and teacher resources used in class, such as videos, CDs, periodicals, computer software, and newspapers. Despite the best efforts of teachers, some biased material may enter the classroom. In these cases, acknowledge the bias, and use it to create a teachable moment. Discuss it in class, seeking comments from the students.

LEARNING OBJECTIVE 7.4 Write Multicultural Lesson Plans

Administrators and teachers will need to focus their attention on developing curriculum that is multicultural, as described in previous sections in this chapter. Tomlinson (2008) stressed that because of the increase of academically diverse schools, with a mixture of students having different learning needs, a practice of **differentiated instruction** becomes essential. However, individual teachers do not need to wait for a department, grade-level, or schoolwide curriculum development effort before they invest time and energy in transforming the content they teach in their own classrooms.

Interestingly, many teachers believe that to transform the units and lessons in their own classrooms, they need to start all over. Also, teachers who consider developing multicultural lesson plans tend to overthink the process. Some overemphasize the need to infuse race into their lessons. Others focus almost solely on augmenting the content of a lesson, when changing some instructional strategies and adding new activities might be just as powerful. Others infuse issues of diversity into the lesson in a clumsy fashion. A humorous example of this last point might be a science teacher exclaiming, during a lesson on clouds, "Clouds are classified as stratus, cumulus, and cirrus. . . . And oh, by the way, it was partly cloudy on the day Martin Luther King gave his 'I Have a Dream Speech.'"

A solitary teacher attempts to educate children in a multigrade classroom in a past era. Our education system must be diligent about keeping current with, if not ahead of, what must be taught and learned in schools. A curriculum is a living thing. Learning how to write and adapt what we teach are important skills.



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A good starting point for teachers who want to become multicultural educators is to create or transform lessons to be multicultural. The more involved a teacher is in this process, the more he or she will want to transform all lessons—and see the need to do so! In fact, all lessons should be multicultural; multiculturalism should not be reserved for special lessons included just for ethnic holidays. A teacher can begin to transform lessons by using the curriculum already designated by the school and/or district.

Planning Learning Experiences From a Multicultural Perspective

As described in Section 7.1, “Develop the School’s Curriculum,” most schools have established a program of studies and a curriculum for each subject area. That curriculum will address pertinent standards or expectations for student learning, broad goals, and recommended instructional strategies and assessments.

The next step is for teachers, or teams of teachers, to use the established curriculum to develop unit plans and daily learning experiences or lesson plans for students. A unit has been described as a chunk of content (from the established curriculum) and associated skills that are perceived as fitting together in a logical way. Normally, more than one lesson is required to accomplish a unit of instruction. The content for instructional units might come from chapters in books or from major sections of curriculum guides (Arends, 2009, p. 121).

Unit planning allows the teacher the opportunity to outline a primary theme or big idea (generally seen as the unit title), establish overall unit objectives, select the unit content and a series of learning experiences (lessons), identify pertinent materials, and select assessment mechanisms.

Within each unit, the format for those lesson plans may vary, depending on the instructional model or strategy that is used. For example, the lesson plan for a problem-based learning experience will be different from the lesson plan for a direct instruction learning experience. At the same time, lesson plans tend to follow a common format (Arends, 2012; Kellough & Carjuzaa, 2013). In this process, the teacher builds on an identified unit plan theme, goals, and content. Then for individual lesson plans, the teacher will do the following:

1. Identify the instructional objectives (including cognitive, affective, psychomotor, and other skill area objectives)
2. Outline and sequence the learning activities, providing for introduction of the lesson, a series of learning experiences, assignments, and closure
3. Select the materials and resources needed to teach the lesson
4. Determine how student learning will be evaluated

Teachers who are committed to becoming culturally responsible and to transforming lesson plans to be multicultural use a variation on the typical lesson-planning process described above. This variation engages teachers in a conscious effort to include multicultural principles and concepts in the preexisting curriculum. Instead of moving directly from unit goals to lesson objectives, multicultural lesson planning includes a step in which the teacher identifies one or two multicultural principles to be addressed. Addressing those will lead to the inclusion of important multicultural concepts in the development of instructional or learning plans. Also, an important variation on the more traditional lesson or unit plan process is the consideration given to assessment. More recently, an effective format for unit and lesson plans has been one in which the teacher actually plans for how student learning will be assessed before planning learning experiences and resources. It's important for students to know how they will be assessed prior to beginning work on new content. Learning experiences can then be designed with the objectives, key concepts, and assessments in mind. Figure 7.1 illustrates the differences between a traditional lesson plan and a multicultural lesson plan.

If a teacher works conscientiously in these areas, multicultural lesson and unit planning will look like this:

1. *Unit theme/title of unit:* The unit theme may already exist as part of a curriculum framework, the curriculum itself, or the textbook.
2. *Instructional goal:* One or two goals may be identified as the basis for this unit or lesson plan.
3. *Multicultural principle(s) or goals:* One of the six multicultural principles/goals may be applied in this lesson and/or unit as appropriate.
4. *Learning objectives:* Which instructional objectives are important and which are drawn from the cognitive, affective, and psychomotor and skill domains should be determined. Some of the objectives should be designed to address multicultural concepts.

FIGURE 7.1 Lesson Plan Formats

Traditional	Multicultural
1. Subject	1. Subject
2. Instructional Goals	2. Instructional Goals
3. Curriculum Objectives	3. Curriculum Objectives
	4. Multicultural Goals
4. Assessment/Evaluation	5. Assessment/Evaluation - multiple
5. Instruction/Delivery	6. Instruction/Delivery - multiple
6. Materials/Resources	7. Materials/Resources - varied

5. *Assessment/evaluation:* The assessment or evaluation methods to be used should be decided. By using a variety of assessment strategies to determine what students know and are able to do, you will be in a better position to meet the needs of diverse learners. Variations in assessment strategies are discussed in Chapter 10.
6. *Instructional delivery/student activities:* Ways to engage students in learning should be outlined, including the introduction of the lesson(s), learning activities, assignments to support continued learning, and provision for formative assessment. By making use of a variety of instructional strategies, such as cooperative learning, multiple intelligences-based learning, and problem-based learning, the teacher will be better able to meet the needs and interests of diverse students.
7. *Materials/resources:* A list of the materials and resources needed to teach the lesson and unit should be prepared. Care should be taken to use materials that are unbiased and to present content that represents the experiences and perspectives of diverse groups of people. The format for a lesson plan, or set of lesson plans, would look like what appears in Exhibit 7.1.

Exhibit 7.1

Multicultural Unit and Lesson Plan Format

Subject area:	Grade level:	Duration:
Teacher's name:	Lesson focus:	

1. Instructional goal
Cite specific national Common Core State Standards or other standards that are the basis for teaching and learning in your state/setting.
2. Curriculum objectives
Cite specific learning objectives. What are students expected to know and be able to do as a result of their engagement in this lesson or set of lessons? Use verbs that require students to participate at as high a level of critical thinking as possible.
3. Multicultural goal(s) (Check one or more)
Place a checkmark in front of the specific multicultural goal(s) you will address in this lesson plan.
 - Developing multiple historical perspectives
 - Developing cultural consciousness
 - Increasing intercultural competence
 - Combating racism, prejudice, and discrimination
 - Developing awareness of the state of the planet and global dynamics
 - Developing social action skills (Describe pertinent multicultural concepts)
4. Assessment options
What specific assessment strategies will you use? How will you determine if each student has achieved the learning objectives? Make sure to provide a variety of assessment strategies that address diverse learner needs.
5. Instructional delivery/student experiences
Plan a variety of learning experiences that meet diverse learner needs, interests, learning styles, and cultural backgrounds.
6. Materials/resources
Work to include culturally relevant materials.

Multicultural Principles

As indicated in the multicultural lesson plan format shown in Exhibit 7.1, one key feature that makes a lesson plan multicultural is the inclusion of one or two multicultural goals or principles. The principles used in this book are grounded in a set of goals for achieving multicultural perspectives in teaching and learning developed by Bennett (2014). Teachers are encouraged to use the multicultural principles explained below in their lesson planning:

Principle 1: Develops multiple perspectives: The traditional Eurocentric curriculum must be balanced with the perspectives and history of women and people of color. Multicultural lesson plans include concepts that help students see events and experiences from diverse perspectives.

Principle 2: Develops cultural consciousness: To become culturally competent requires developing the personal awareness that others in the world have different experiences, histories, values, viewpoints, and perspectives. Women, people of color, members of nonmajority ethnic groups, and citizens of other countries may see life differently than members of the dominant White, middle-class, English-speaking culture.

Principle 3: Increases intercultural competence: Intercultural competence is the ability to interact with people of different cultures.

Principle 4: Combats racism, sexism, prejudice, and discrimination: Lesson plans could be developed to help students become aware of racist and sexist behavior.

Principle 5: Develops awareness of the state of the planet and global dynamics: Lessons address the knowledge of prevailing world conditions, trends, and developments. It is also knowledge of the world as a highly interrelated ecosystem subject to surprise effects and dramatic ramifications of simple events.

Principle 6: Develops social action skills: Social action skills include the awareness, knowledge, skills, attitudes, and behaviors needed to work toward social justice.

After selecting one or two principles to address in a lesson plan, teachers will also want to select one or more key concepts and begin to include those concepts in their lesson objectives. These concepts can be incorporated into classroom learning experiences directly or indirectly.

Key Concepts for a Multicultural Curriculum

The multicultural curriculum should help students master higher levels of knowledge so that they can better understand race and ethnic relations and develop the skills and abilities needed to make reflective personal and public decisions. Sound multicultural lessons and units focus on higher level concepts and generalizations and use facts primarily to help students move from fundamental to more sophisticated concepts, thereby mastering higher forms of knowledge and decision making. Students must be able to make reflective decisions in order to take thoughtful personal, social, and civic action (Banks, 2009).

In addition to including one or more of the six multicultural principles in a lesson plan, teachers will want to select key multicultural concepts as described by Banks (2009). To support students in learning to consider multiple perspectives (Principle 1), any of the following concepts could be included in the lesson:

Communication: how behaviors and symbols are interpreted by others

Culture: the beliefs, values, and behaviors of a society

Diversity: cultural, ethnic, racial, religious, and language differences as well as differences in areas such as gender, sexual orientation, abilities, and others

Historical bias: the recognition that a historian's views of the past are influenced by his or her own social, cultural, and ethnic identities

Ethnic groups: groups in which members are descended from an ancestry that has a common language and religion, and common customs and behaviors

Perception: a viewpoint influenced by culture, experience, bias, cultural values, and other variables

To support students in learning to understand that culture is a part of our life (Principle 2), a teacher may elect to focus on concepts that include the following:

Acculturation: when members of the dominant cultural group adopt the cultural traits of a minority group

Assimilation: when a member of a minority group adopts the customs, behaviors, values, and lifestyle of the dominant culture

Community culture: the customs, habits, language, and lifestyles of an ethnic community

Self-concept: how individuals see themselves in terms of assumptions, knowledge, and feelings

To support students in learning to use and incorporate diverse perspectives in their daily lives (Principle 3), the teacher may choose to include the following concepts:

Intercultural communication: interpretations, misinterpretations, and ways in which miscommunication occurs because of culture differences

Culture: attitudes, beliefs, values, and behaviors shared by the members of a group

Values: cultural elements that are given high worth

Attitudes: biases and assumptions that influence how one views people or situations

Prejudice: negative feelings and attitudes toward other groups that are not grounded in facts

Discrimination: differential behavior toward a targeted group

Racism: negative beliefs that targeted groups possess certain mental, sociological, and cultural characteristics based on their biological makeup

Power: possessing influence, whether for good or bad; uses of power by one group over another

Ethnocentrism: a belief that one's own ethnic group is superior to that of others

Socialization: acquiring values, attitudes, and behaviors based on interactions with others

To help students understand that all people's success and problems are interdependent (Principle 5), the teacher may focus on the following:

Civic responsibility: the obligation to serve one's community through efforts to improve the conditions under which people live

Equity: fair and just accommodation of the needs of all

Interdependence: the mutual reliance of each group on the others

Justice: fair, ethical, and moral treatment of people

Respect: showing deference to and appreciation of others

Social action: seeking reform of elements of society in the pursuit of equity and justice

So far, we have established that a multicultural lesson plan serves the same purpose and follows the same format as a traditional lesson plan. The goals and objectives come from the approved textbook or curriculum. The difference is that multicultural principles and concepts are infused into the lesson.

Exhibits 7.2 and 7.3 show two sample lesson plans in history and social studies, respectively.

Exhibit 7.2 Sample Multicultural Unit/Lesson Plans: Secondary History

Developing Lesson Plans That are Multicultural

Subject area: History

Grade level: 10–12

Duration: Four block classes

Teacher's name: Eileen McKenzie

Lesson focus: African American history

1. Instructional goal(s)

- Students will analyze the development of the identity of African Americans during the 1930s by examining works of art from the Harlem Renaissance.
- Students will identify significant themes of the Harlem Renaissance by analyzing music, poetry, and artwork from the time period.

2. Curriculum objectives

(From the CT [Connecticut] Social Studies/History Framework)

Students will be able to do the following:

- a. Identify significant events and themes in U.S. history
- b. Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings, and text)

(From the National Common Core State Standards)

Students will be able to do the following:

- a. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
- b. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting the discrepancies among the sources

3. Multicultural goal(s)

- Developing multiple historical perspectives
- Developing cultural consciousness
- Increasing intercultural competence
- Combating racism, prejudice, and discrimination
- Developing awareness of the state of the planet and global dynamics
- Developing social action skills

(Continued)

Exhibit 7.2 (Continued)
4. Assessment/evaluation

1. Students can choose one piece from the unit and create a coordinating piece (e.g., if a student chooses a piece of music or a poem, the student should create a coordinating piece of artwork to represent the lyrics/overall tone of the music; if a student chooses a piece of artwork, the student should create a poem or a piece of music to represent the artwork).
2. Students should write a one-page response to describe how the two pieces of artwork go together and how they tie into the overall themes of the Harlem Renaissance (combating racism and discrimination against African Americans, establishing a new African American identity, etc.). Students will be evaluated according to the following:
 - Capacity of the writing response to cite specific textual evidence and include information from diverse sources
 - Quality of the connection made between the pieces of artwork
 - Connection of the individual's work to overall themes of the Harlem Renaissance

5. Instructional delivery/student activities

1. *Introduction:* Discuss the causes of the Harlem Renaissance (e.g., the Great Migration and the response to discrimination/racism). Ask students if they were faced with discrimination, how would they combat it? Would they agitate, accommodate, or migrate? What would it take for them to leave their homes for a new life?
2. Have students watch *Jazz*, a documentary by Ken Burns—Episodes 2 (“The Gift”) and 3 (“Our Language”). Have students, working in groups, explain the evolution of jazz in the United States. They may develop a timeline about significant events.
3. Have students participate in an “art auction,” where they act as art retailers. Split them into groups, and give each group one piece of artwork from the Harlem Renaissance to “sell” to their peers in the class (see the resources list below). Their peers will be given fake money, which they will use to try to buy the piece of art.
4. Compare and contrast the following:
 - a. Pair students. Assign each pair to read one poem by Langston Hughes and then analyze the poem for themes.
 - b. As a class, have students listen to “Take the ‘A’ Train” by Duke Ellington. First, have the students listen to the instrumental version of “Take the ‘A’ Train.” The second time around, have them write a brief one- to two-sentence reflection. Then, have the students listen to “Take the ‘A’ Train” with lyrics. After the second time around, have them write another brief one- to two-sentence reflection.
 - c. Have students compare and contrast the portrayal of Harlem between Ellington and Hughes.
5. Have students create advertisements for an upcoming show at the Apollo Theatre.

6. Materials/resources

Movie: *Jazz* by Ken Burns/PBS America

Artwork: William H. Johnson: “Street Life, Harlem”; Aaron Douglass: “Play de Blues”; Palmer Hayden: “Jeunesse”; Malvin Gray Johnson: “Negro Soldier”; William H. Johnson: “Chain Gang”; Jacob Lawrence: “The Life of Toussaint L’Overture”

Langston Hughes’ poems: “The Weary Blues,” “Jazzonia,” “Red Silk Stockings,” “Lenox Avenue: Midnight,” “Dream Boogie,” “Juke Box Love Song,” “Trumpet Player,” “Jam Session,” “Harlem Night Club,” “Midnight Dancer,” “Saturday Night,” “The Cat and the Saxophone (2 a.m.)”

Music: “Take the ‘A’ Train” by Duke Ellington

Exhibit 7.3 Sample Multicultural Lesson Plan: Secondary Social Studies**Developing Lesson Plans That Are Multicultural**

Subject area: Social Studies

Grade level: 10

Duration: 2 weeks

Teacher's name: Jennifer Carr

Lesson focus: Westward expansion

1. Instructional goal

- Students will understand key concepts, themes, and perspectives of the westward expansion movement by examining and analyzing maps, art, journals, film, and artifacts in a museum.

2. Curriculum objectives

(From the CT State Social Studies Standards)

Students will be able to do the following:

Strand 1.1–2: Investigate the causes and effects of migration within the United States*Strand 1.13–59:* Demonstrate the importance of viewing a culture from diverse perspectives*Strand 1.3–19:* Assess how a civilization's/nation's art, architecture, music, and literature reflect its culture and history*Strand 3.1–2:* Evaluate the primary and secondary interpretations of a historical event

(From the National Common Core Standards for History/Social Studies)

Students will be able to do the following:

Strand 7: Conduct short as well as more sustained research projects to answer or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation

3. Multicultural goal(s)

- Developing multiple historical perspectives
- Developing cultural consciousness
- Increasing intercultural competence
- Combating racism, prejudice, and discrimination
- Developing awareness of the state of the planet and global dynamics
- Developing social action skills

4. Assessment

Students will be informally assessed using class discussion, checks for understanding, think-pair-share, and teacher monitoring during group activities. Students will be formally assessed on the proposal they construct in groups during the simulation. These will be handed in and graded based on their content and participation in the simulation. The unit will culminate in a formal assessment in which students will be asked to write an editorial for a local newspaper supporting their opinion of whether westward expansion was beneficial or harmful to the future of the United States and why.

5. Instructional delivery/student activities

1. Students will engage in a "think-pair-share" in which they consider the following questions: What do you already know about westward expansion? Do you think that it was beneficial or harmful to the future of the United States? Students will draw on their background knowledge and start to think critically about westward expansion before learning the content in greater depth.
2. Students will be introduced to westward expansion through a PowerPoint presentation, which will introduce concepts such as manifest destiny, buffalo soldiers, the Louisiana Purchase, the Missouri Compromise, Andrew Jackson, the Trail of Tears, the Mexican-American War, and so on. As the presentation progresses, students will be asked critical questions and checks for understanding, such as "What drove the settlers and pioneers to move west?" "What implications do you see there being for westward expansion?" and "What would our country look like today had there not been westward expansion?"

(Continued)

Exhibit 7.3 (Continued)

3. Students will examine the painting *Manifest Destiny* in groups. Each group will be given a small section of the painting (one group will be assigned the train, one group will be assigned the Native Americans, one group will be assigned the western settlers, and one group will be assigned the angel). Each group will be asked to discuss and write a paragraph about the story being told in the section of the painting they were assigned, and then present their findings. The class will discuss how these stories contribute to the larger picture of westward expansion, analyzing how these stories compare and contrast and demonstrate multiple perspectives.
 4. Students will take a field trip to the Pequot Museum in Mashantucket, Connecticut. Students will visit the following exhibits: “A Pequot Village,” “Arrival of the Europeans,” and “Mashantucket Pequots Today.” Before visiting the museum, students will participate in an activity in which they list all the stereotypes, myths, prejudices, and background knowledge they have about Native American culture. After visiting the museum, students will discuss which of these were confirmed or disconfirmed by the museum.
 5. Students will watch portions of the AMC series *Hell on Wheels* from Season 1, Episode 6 (“Pride, Pomp, and Circumstance”). Students will do a character-shadow in which they focus on the perspective of one particular character or group (e.g., Senator Crane, *Hell on Wheels* residents, Lily, Chief Many Horses, Cheyenne women).
 6. The following class, students will participate in a poster potluck. During this activity, students will be given a colored marker correlated with their character shadow and will circulate around the classroom writing a brief response on each of the posters. The posters will ask questions such as “What are the views of your character on westward expansion?” and “What is the traditional role of your character during the time the series takes place?” Students will discuss their conclusions as a class, touching on the many perspectives and roles with respect to westward expansion.
 7. Students will engage in a simulation in which they will be separated into groups that represent a range of groups involved in westward expansion. The groups will be given a map and an area of land that will potentially be transformed into part of the transcontinental railroad. The groups will work together to come up with a proposal that outlines their point of view on whether the railroad should be approved or not. They will use all materials, figures, maps, journals, and information that have been gathered throughout the unit to support their point of view. Eventually, the groups will present their proposals and come up with a fair compromise among the groups.
 9. As a final assessment, students will write an editorial for a local newspaper of the late 1800s. In their editorial, they will argue whether they think westward expansion is/was beneficial or harmful to the future of the United States. Students must incorporate a variety of perspectives, arguments, and support in creating their editorials.
6. Materials/resources
- U.S. history textbook, PowerPoint presentation, westward expansion music, *Manifest Destiny* painting, Mashantucket Pequot Museum, AMC series *Hell on Wheels* and television/DVD player, poster paper, markers, historical maps, historical journals, proposal outline, editorial outline

Exhibit 7.4 shows a sample multicultural lesson plan in elementary literacy.

Exhibit 7.4 Sample Multicultural Lesson Plan: Elementary Literacy**Developing Lesson Plans That Are Multicultural**

Grade level: Second Teacher's name: Kristen De Vizio
 Subject area: Literacy Duration: 60 minutes

Content Standard(s)

CCSS.ELA-Literacy.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Multicultural Goals

Developing cultural consciousness

- Activities and teaching that help students see and understand issues, concepts, and events from the perspectives of other people

Student Learning Objectives

Second-grade students will be able to examine key details from the text to determine the central message.

Learner Background

- Students have determined the central idea/message from fictional text.
- Students have successfully worked in groups.
- Students have written short stories.
- Students have taken Likert-type scales.

Assessment

Pre-assessment: Likert-type scale (attached)

- Students will complete this scale before the lesson to determine where they stand.
- Students will retake this at the end of the lesson to see if/how their views have changed.

Observation: The teacher will observe students' interactions with one another during the whole group activity.

The teacher will assess students' short stories—the students are responsible for coming up with and writing down the central message/lesson of their story (they will write this down on another sheet of paper to keep it hidden from their classmates).

Materials/Resources

The Sneetches by Dr. Seuss

- Green construction paper
- Safety pins
- Pencils
- Paper
- Markers
- Colored pencils
- Crayons

Learning Activities

Initiation

- The teacher will initiate this lesson by activating students' prior knowledge on how to determine the central message of a fictional story.
- Teacher and students will review the anchor chart created the day before.

(Continued)

Exhibit 7.4 (Continued)
Modeling

- The teacher will read *The Sneetches* out loud to the students.
- Throughout the reading, the teacher will stop at previously determined points.
 - The teacher will model thinking out loud for students to hear the thinking process.
 - For example, “Hmmm . . . if I was a Star-Belly Sneetch I would feel really happy because I think I have more power than the Plain-Belly Sneetches!”

Guided Practice

- The teacher will ask students questions during the reading.
 - At the beginning, how were the Plain-Belly Sneetches treated?
 - How did this make them feel?
 - How did the Plain-Belly Sneetches feel when they got to put stars on their bellies?
 - How did the Star-Belly Sneetches feel when they saw that they were no longer unique?
- The teacher will ask students to determine the central lesson from this story.
 - Students will turn to talk with a partner in order to determine the central message.
 - The teacher will listen and interact with the students to determine their level of understanding of how to determine the central message of a story.

Independent Practice

Activities and teaching that help students see and understand issues, concepts, and events from the perspectives of other people

- This multicultural principle will manifest when students experience the pros/cons of being part of a certain group (as in *The Sneetches*).
- This will allow the students to gain the perspectives of other people and truly experience how other people feel.
- Using *The Sneetches* will allow the students to experience a much more realistic and age-appropriate example of racism that they are able to relate to.

Whole-group activity: The teacher will separate the class into two groups. These groups will be randomly assigned.

- One group will be given green cutout stars to pin to their shirts, and the other group will not have green stars.
- The teacher will create a predetermined list of privileges (lining up first, paper passer, extra center time, homework pass).
 - Those students with green stars will be allowed to choose from the list simply because they are wearing green stars.
 - The other students will not be allowed to choose anything from the list.

- Students will change their roles the following day—the students in the star group will give their star to a student who has not been a part of the star group yet.
- Allowing the students to experience both groups will allow them to experience the reality of how racism can affect their feelings.
- Students will brainstorm and then create their own short story about the two groups—one group who were unique and had privileges because of their uniqueness and the other one not given privileges because they were not like the first group.
- The following day, the students will read one another's stories and try to figure out the central message/lesson of their stories.

Closure

- Students will gather in a circle on the meeting rug.
- Students will discuss the central message of *The Sneetches* again.
- The teacher will help the students connect between the central message and the underlying multicultural message of understanding and accepting others for who they are.
- Students will turn and talk to two different partners to be exposed to multiple perspectives.

Teacher and students will review their Likert-type scales—discuss if their views have changed and why they think this may be.

Likert-Type Scale

We should treat people differently because of the way they look.



Some people are better than others.



People deserve to have more privileges because of how they look.



Exhibit 7.5 shows sample multicultural unit/lesson plans in secondary mathematics.

Exhibit 7.5
Sample Multicultural Unit/Lesson Plans: Secondary Mathematics

Subject area: Algebra

Grade level: 9

Duration: One class (80 minutes)

Teacher's name: Amy Langley, Metropolitan Business Academy, New Haven, Connecticut

Lesson focus: Ninth-grade algebra

1. Instructional goal: Students will be able to classify correlations from scatter plots and write an equation for the line of best fit.

2. Curriculum objectives

Common Core State Standards

CCSS.MATH.PRACTICE.MP1 Make sense of problems, and persevere in solving them.

CCSS.MATH.CONTENT.HSS.ID.B.6.C Fit a linear function for a scatter plot that suggests a linear association.

CCSS.MATH.CONTENT.HSS.ID.C.9 Distinguish between correlation and causation.

21st-century competencies

1. Problem solving and critical thinking
2. Accessing and analyzing information
3. Communication and collaboration

3. Multicultural goal(s)

Increasing intercultural competence

4. Assessment options

Students will be assessed on a rubric for their communication and collaboration during "Languages of the World."

4. The teacher will observe interaction and cooperation occurring.
5. Students will reflect on their experience working with their team.

Students' knowledge of classifying correlation of data will be measured using an exit ticket with three questions.

5. Instructional delivery/student experiences

Time	Action
20 mins	<p>Divide students into groups of four. Create heterogeneous groups by skill, ability, gender, race, and ethnicity. Consciously separate groups of friends to work on improving students' 21st-century skill of collaboration.</p> <p><i>Lesson opener:</i> "Languages of the World" activity from <i>Get It Together: Math Problems for Groups Grades 4–12</i>. Students will work together to rank the top 10 languages spoken in 1990 from the options of Spanish, Russian, Portuguese, German, Arabic, Bengali, Chinese, Japanese, English, and Hindustani from the clues given out. Each student receives a unique piece of the problem.</p> <p><i>Card 1:</i> "Although more people speak Chinese than any other language, very few non-Chinese speak it. About as many people speak Portuguese as Arabic or Bengali."</p> <p><i>Card 2:</i> "Japanese and German are each spoken by less than 4% of the world's population. One percent of the world's population is roughly equal to 50 million people."</p>

	<p><i>Card 3:</i> “About as many people speak Hindustani as Spanish. About 200 million people speak Bengali. Your group’s task is to rank the top 10 languages in the world in 1990.”</p> <p><i>Card 4:</i> “Russian and Spanish, both spoken by about the same number of people, are very popular languages. Only two languages—English and Chinese—are spoken by more.”</p> <p>Extra clues, if modification or hint is needed, can be handed out during the activity.</p> <p><i>Card 5:</i> “We believe that the people of the world speak about 5,000 different languages. While English is the official language of India, Hindustani and Bengali are very common languages there. And more Indians speak Hindustani than Bengali.</p> <p><i>Card 6:</i> “Most of the world’s roughly 200 million speakers of Portuguese live in Brazil. Attempts have been made to devise international languages—such as Esperanto—that are easy to learn and to speak, but they have not caught on.”</p> <p><i>Rules:</i></p> <ol style="list-style-type: none"> 1. Only the student handed the card can read from it. 2. Students must ask all group members their question before asking the teacher. 3. Only one person can speak at a time. 4. Students must share their insight to solve the problem. <p>The teacher will monitor the room by walking around from group to group and answer any questions the whole group has. The teacher will note how students interacted with one another on the communication and collaboration rubric.</p>
10 min	<p>Discuss the process, any difficulties/successes in working together, and the top 10 languages. Questions to ask: “Do you think this list is still true today (2018)?” Students can look up the top 10 languages spoken today: “German is no longer in the top 10; what language has replaced it? Why?”</p>
8 min	<p>Students will reflect on their experience working together:</p> <p>“How did your group encourage or mentor one another?”</p> <p>“Can you describe in detail what it was like to work in your group?”</p> <p>“Explain your success or challenges in working with everyone.”</p> <p>“Did your group use the time available in the best way possible?”</p>
20 min	<p>Teacher will present a mini whole-class lesson on how to classify the correlation (positive vs. negative, strong vs. weak) of a scatter plot. Notes and several examples will be given on identifying linear association and the differences between correlation and causation.</p> <p><i>Note:</i> Make the connection that students must read the graph in order from the left like we do in English to determine if the data represent a positive (data are trending up) or negative (data are trending down) correlation. Discuss other languages that are read from left to right (Spanish, Latin, etc.) Pose the question “Do you know any languages that are read from right to left? (expect answers such as Arabic and Hebrew).”</p>
10 min	<p><i>Multicultural extension:</i> Watch this short video comparing the Spanish and Arabic languages: https://www.youtube.com/watch?v=AOe4mkzBdCs. Even though they are read/written in different directions, they share many similarities.</p> <p>Students can share experiences, thoughts, learnings, and so on. I have students who take Spanish and Arabic in school and are native speakers of both languages. If they are comfortable, they can teach our class how to greet people.</p>

(Continued)

Exhibit 7.5

(Continued)

15 min	Students will practice their skills of identifying linear association of a scatter plot by determining the correlation of the data. They will also be asked to classify data as correlational or causal. Students can work independently or with their partner at their desks. The teacher will move around the classroom, answering questions and monitoring the room.
8 min	Exit ticket Students' knowledge of classifying correlation of data will be measured using an exit ticket with three questions.

6. Materials/resources

Get It Together: Math Problems for Groups Grades 4–12 book
Photocopies of “Languages Around the World” problem (p. 154)

Worksheet for practice
Exit ticket worksheet
Calculator

Source: Erickson (1989).

EXERCISE 7.1

WRITING A MULTICULTURAL LESSON PLAN

- Using the lesson plan format illustrated in Exhibit 7.3, create a totally new lesson plan. Do not use one that you have done before or one similar to the examples given.
- Teach what you normally would teach.
- Keep it simple.
- Pick any subject or grade level.

REFLECTING BACK

Developing a curriculum of any sort is both challenging and fascinating in that one must cover important knowledge as well as inspire students to learn.

Questions

- How much of your culture did you see reflected in the curriculum under which you were educated?
- What key facts about your culture would you like to see reflected in the school curriculum?
- What arguments have you heard against a multicultural curriculum, and how would you respond now given what you have learned?
- Predict what might be the reaction of students to a curriculum that is more reflective of diverse cultures.

PROFILES IN MULTICULTURAL EDUCATION

CHRISTINE E. SLEETER



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Christine E. Sleeter is an author, speaker, teacher, and activist who uses creative work to spark insight about respect for the diverse people who share space in classrooms, schools, and communities and to prompt action for equity and justice.

Her current memberships in various organizations reflect this blend: American Educational Research Association, National Association for Multicultural Education, the Monterey Peninsula branch of the National Association for the Advancement of Colored People, the Central Coast Writers branch of the California Writers Club, and International Association for Intercultural Education.

She is a past president of the National Association for Multicultural Education and previously served as vice president of Division K (Teaching and Teacher Education) of the American Educational Research Association. Her research focuses on antiracist multicultural education and teacher education, and she has developed a new area of study, critical family history.

Her experiences as a high school teacher in Seattle during the desegregation of the 1970s prompted her interest in urban youth and multicultural education and the beginnings of her awareness of social injustices. Since the early 1980s, as a university teacher-educator and scholar, she has published more than 140

articles and 20 books about racial and ethnic diversity, racism, and the intersections among race, class, gender, and disability in education. Much of her work focuses on teachers as they grapple with improving their ability to reach and teach their diverse students. Her recent books include *Teaching With Vision* (with Catherine Cornbleth, 2011), *Critical Multiculturalism: Theory and Praxis* (with Stephen May, 2010), and *Doing Multicultural Education for Achievement and Equity* (with Carl Grant, 2011).

Sleeter has developed several conceptual frameworks and tools to guide educators, such as the one in her best-selling book *Un-Standardizing Curriculum* for designing a multicultural curriculum. She has also produced research and research reviews that have helped in advocacy for racial justice in education, particularly ethnic studies. She came to California as a founding faculty member of California State University–Monterey Bay. There, she deepened the artistry of her teaching, which she conceives as a creative orchestration of students, ideas, and support that enables accomplishments beyond what students believe they can do.

Now retired from the university, she has published her first novel, *White Bread*, and is starting on a second one. *White Bread* plays with what she has learned about multicultural teaching, ethnic studies, and common reactions to these issues, exploring the journey of a White teacher in a school in which about half of the students are of Mexican descent, as she looks into her own identity using the tools of critical family history, which are developed in her blog at <http://christinesleeter.org/>.

CASE STUDY

THE HOLOCAUST

Key Issues to Be Explored in the Case

1. Understand the process of how to make changes in a school.
2. Learn how to infuse multicultural perspectives into different subjects.
3. Learn how to instill social justice concepts into teaching.

There comes a time in many teachers' careers when the Nazi Holocaust comes up in class, either as part of a formal, prescribed curriculum or in discussion around matters of discrimination. The Holocaust was one of the most horrific events of the 20th century. Thanks to popular books such as *Anne Frank: The Diary of a Young Girl* (Frank, 1947/1952) and movies such as *Schindler's List* (Spielberg, 1993), virtually every schoolchild learns about the rise of the Nazi Party in Germany, the creation of the death camps, and the extermination of 6 million Jewish people and others.

Tom Brunetti was the new curriculum director for a high school. He was aware that, as part of the state guidelines, the Nazi Holocaust needed to be included in the secondary curriculum. In the past, the objective was achieved in history and English classes with coverage of World War II and a reading of *The Diary of Anne Frank*. He was concerned about the rise in anti-Semitism and hate crimes against other groups in the community. He felt that a more concerted effort was needed among the faculty to speak out against bias and discrimination. He also felt that the burden of discussing these issues needed to be spread across the faculty and the curriculum.

With the support of the school administration and the curriculum committees, Brunetti spearheaded a curriculum policy change requiring that the Nazi Holocaust be covered to some extent in each course. He wanted it to be infused into each subject in a natural and meaningful way, rather than taught as an isolated event or mentioned briefly. The curriculum committee insisted that the topic support the curriculum frameworks for that subject. Brunetti began leading in-service work with department heads on how to do this.

As he got started, he began to wonder how he might best incorporate the teaching of the Nazi Holocaust in a variety of subject areas and what kind of advice and guidance he might offer. He came up with a set of brief recommendations for the faculty committees and decided to share them.

Art: (Hint: Avoid taking the easy way out by discussing artwork stolen by the Nazis. Think instead of asking students to create some form of artwork that illustrates the horror of the Holocaust.)

Health: (Hint: How many calories is the average man or woman supposed to consume in a day? How many calories are there in reducing diets? What was the caloric intake of those in the concentration camps?)

Mathematics: (Hint: Think about the math and geometry concepts you normally are required to teach, such as ratios and proportions, percentages, square footage, charting, and Venn diagrams. Use your textbook problems but change the contexts.)

Music: (Hint: Avoid taking the easy way out by discussing Hitler's favorite composer or the musicians forced to perform in the concentration camps. Think instead of asking students to bring in or create or perform music that expresses their feelings about the tragedies.)

Physical education: (Hint: Again, use the problems offered in the texts, but change the context. Repetitive motion?)

Science: (Hint: Teach what you normally teach as concepts in science. How can you change the context? Genealogy? Cloning?)

Discussion Questions

1. Critique Tom Brunetti's initial efforts to help faculty infuse the curriculum in each subject with understanding of the Holocaust.
2. For elementary teachers, what precautions would you take and changes might you make in your lessons in consideration

of age-level appropriateness and the sensitivities of the students?

3. Are some subjects more difficult to integrate than others? In the case of the Holocaust, is this a potentially difficult subject because of a

lack of familiarity with it or difficulty in infusing it across the curriculum?

4. Use the lesson plan format described in this chapter to write a lesson plan for any or all of the subjects listed in the case study.

CHAPTER SUMMARY

A curriculum is the master plan that teachers use to guide their teaching of students. A skillfully constructed curriculum will provide strong academic preparation that is culturally responsive. The following are the critical focus areas.

7.1 Develop the school's curriculum

What is a curriculum? What is the process for developing a curriculum? How does one choose an appropriate curriculum?

A curriculum is the master plan or blueprint listing the courses that a school district feels support state and national standards and the content of what the district feels an educated student should learn.

7.2 Develop a multicultural curriculum

How can educators create a culturally relevant and responsive curriculum? What should it look like?

The content of what is taught to American schoolchildren is a hotly debated topic, one about which there may never be total agreement. Several issues, though, must receive serious consideration. What is taught and how it is taught should reflect the children who are being taught. From a business viewpoint, you must do good market research to develop products that the consumer wants and needs. It is the same with schooling. The curriculum needs to reflect the diversity and the multiple perspectives that are in this country, not just the dominant culture.

7.3 Analyze texts and materials for cultural bias

How do educators select textbooks and other resources that will support students in meaningful and culturally relevant learning experiences? How does one screen for bias in these materials?

Closing the achievement gap will never be realized until we adapt our teaching methods to connect with the cultural backgrounds of our students. To end the generations of failure in school, we must address the many different strategies we can use to engage and excite all learners. Biases must be recognized in both what and how we teach to portray an accurate picture of this country, past and present. An examination of the books, videos, and other teaching materials that are used is needed to eliminate bias and to promote more positive and accurate portrayals of people's lives.

7.4 Write multicultural lesson plans

What are the components and characteristics of a multicultural lesson plan? How does it differ from a traditional lesson plan?

The traditional lesson plan format can easily be adapted to infuse multicultural perspectives, strategies, and materials. Key aspects include adding multicultural goals, multiple instructional strategies, and varied assessment methods. Particular attention is paid to incorporating the cultural backgrounds, experiences, and perspectives of students. Also essential are opportunities for students to interact with other students different from themselves. This will result in more culturally meaningful and enriching lessons that benefit all.

KEY TERMS

acculturation 200
assimilation 200

differentiated instruction 195
frameworks 185

global economy 182
inclusive curriculum 188

APPLICATION: ACTIVITIES AND EXERCISES

Individual

1. Interview someone of another race, ethnicity, or culture to gain insight into his or her experiences, perspectives, and cultures. Think how you would use your new information to adapt a lesson plan to be more culturally responsive.
2. Immerse yourself in another culture for as much time as you can—an evening, a day, a weekend, or longer. Choose one that you know very little about or feel uncomfortable about. You could choose a lesbian, gay, bisexual, and transgender organization or a church, temple, synagogue, or other religious place. Write about your experience. How would you teach about or to members of this group?
3. Using objectives from a textbook of any subject, write a multicultural lesson plan.

Group

1. In teams, select a school with which one member of your team is familiar. Use Banks's (1992) full list of 23 characteristics of a multicultural curriculum to analyze and critique the curriculum and curriculum

development process in that school. Summarize your data, and share your findings with educators in that school.

2. Work with three others to create a multidisciplinary plan involving language arts, music, mathematics, and science.
3. Examine a school curriculum and textbooks to evaluate the level of multicultural infusion.

Self-Assessment

1. List aspects of different cultures with which you are possibly not as comfortable. Why do you feel less comfortable with these cultural characteristics?
2. Describe any elements in your school's hidden curriculum that militate against the success of particular students.
3. Design a curriculum model that represents your own philosophical, social, and psychological beliefs.
4. If you had your way, what major change would you make in the curriculum of your school?

ANNOTATED RESOURCES

ANNOTATED RESOURCES

Awesome Library

<http://www.awesomelibrary.org>

Awesome Library presents 32,000 carefully reviewed resources, including the top 5% in education, in an organized way.

Bill Howe on Multicultural Education

<http://billhowe.org/MCE>

This is a source for lesson plans, videos, poetry, articles, and more.

Common Core State Standards

<http://www.corestandards.org>

The Common Core Standards are a set of high-quality academic standards in mathematics and English language arts/literacy. These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity have voluntarily adopted and are moving forward with the Common Core Standards.

Instructional Consulting

<http://www.indiana.edu/~icy/diversity.html>

Indiana University–Bloomington’s School of Education presents tips on teaching and diversity plus links to numerous other lesson-planning websites.

Multicultural Lesson Plans and Resources

<http://www.eds-resources.com/edmulticult.htm>

Use this page to find multicultural lesson plans and resources.

National Association for Multicultural Education

<http://www.nameorg.org/resources.php>

The website contains links to websites with multicultural lesson plans.



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