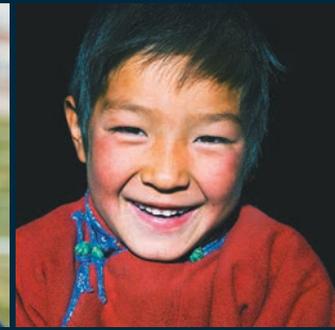


eleventh edition



Multicultural Education in a Pluralistic Society

Donna M. Gollnick & Philip C. Chinn



Multicultural Education in a Pluralistic Society

Eleventh Edition

Donna M. Gollnick

*Retired, TEACH-NOW Graduate School of Education
and Council for the Accreditation of Educator Preparation*

Philip C. Chinn

Professor Emeritus, California State University, Los Angeles

Please contact <https://support.pearson.com/getsupport/s/contactsupport> with any queries on this content.

Copyright © 2021, 2017, 2014 by Pearson Education, Inc. or its affiliates, 221 River Street, Hoboken, NJ 07030. All Rights Reserved. Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgments of third-party content appear on the page within the text, which constitute an extension of this copyright page.

PEARSON, ALWAYS LEARNING, and MYLAB are exclusive trademarks owned by Pearson Education, Inc. or its affiliates in the U.S. and/or other countries.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Gollnick, Donna M., author. | Chinn, Philip C., 1937- author.

Title: Multicultural education in a pluralistic society / Donna M.

Gollnick, Philip C. Chinn.

Description: Eleventh edition. | Hoboken, NJ : Pearson Education, Inc., 2021. | Includes bibliographical references and index.

Identifiers: LCCN 2019052506 (print) | LCCN 2019052507 (ebook) | ISBN 9780135787069 (paperback) | ISBN 9780135786789 (MyLab Education)

Subjects: LCSH: Multicultural education--United States. | Social sciences--Study and teaching (Elementary)--United States. | Cultural pluralism--Study and teaching (Elementary)--United States. | Social sciences--Study and teaching (Secondary)--United States. | Cultural pluralism--Study and teaching (Secondary)--United States.

Classification: LCC LC1099.3 .G65 2021 (print) | LCC LC1099.3 (ebook) | DDC 370.1170973--dc23

LC record available at <https://lcn.loc.gov/2019052506>

LC ebook record available at <https://lcn.loc.gov/2019052507>

ScoutAutomatedPrintCode



ISBN 10: 0-13-578706-8
ISBN 13: 978-0-13-578706-9

About the Authors



Donna M. Gollnick is an education author and consultant in multicultural education and teacher education. She currently is a member of the Early Childhood Higher Education Accreditation Commission of the National Association for the Education of Young Children. Between 2013 and 2018, she was the Vice President for Quality Assurance at the TEACH-NOW Graduate School of Education, an online post-baccalaureate program. Previously, she was Senior Consultant at the Council for Accreditation of Educator Preparation (CAEP), the Senior Vice President of the National Council for Accreditation of Teacher Education (NCATE), Director of Professional Development for the American Association of Colleges for Teacher Education (AACTE), and a secondary teacher in South Bend and Carmel, Indiana. Dr. Gollnick is the co-author of *Introduction to the Foundations of American Education: Becoming Effective Teachers in Challenging Times* (17th edition) and *An Introduction to Teaching: Making a Difference in Student Learning* (3rd edition). She is a past president of the National Association for Multicultural Education (NAME). Donna has been recognized as a distinguished alumna by the College of Consumer and Family Sciences at Purdue University and the Rossier School of Education at the University of Southern California and received an Advocate for Justice Award from the American Association of Colleges for Teacher Education (AACTE).



Philip C. Chinn is a professor emeritus at California State University, Los Angeles, where he taught multicultural education and special education and served as Special Education Division chair. He served as special assistant to the Executive Director for Minority Affairs at the Council for Exceptional Children (CEC), where he coordinated the first national conferences on the Exceptional Bilingual Child and the Exceptional Black Child. He served as vice president of the National Association for Multicultural Education (NAME) and co-editor of *Multicultural Perspectives*, the NAME journal. NAME named its Multicultural Book Award in his honor. He has co-authored two special education texts. He also served on the California State Advisory Commission for Special Education. He is a recipient of the President's Award from the National Association for Bilingual Education (NABE) and the Advocate for Justice Award from the American Association for Colleges for Teacher Education (AACTE).

Preface

A decade from now, we may look back at this period of time as a turning point in addressing racism in the United States. Today, young people, activists, politicians, and commentators are publicly labeling selected politicians and other leaders as *racists* and *sexists* because of their tweets and words against people of color, immigrants, Jewish people, Muslims, women, gender-nonconforming people, and other LGBTQI+ people. Not only are the racist and sexist words and actions of national, state, and local leaders being outed but also the policies and actions of governments that have made the lives of many citizens difficult and that do not live up to the egalitarian values that many of us thought made the United States different than the rest of the world. Unarmed young men of color continue to be killed at disproportionately high rates. Mass murders against people of color, Jewish people, and Muslims continue to be committed by people whose manifestos indicate that they believe in White nationalism and that people without a White European background do not deserve to live in the United States. In 2019 alone, 22 people had been murdered at an El Paso, Texas, Walmart; 51 at two mosques in Christchurch, New Zealand; two in a Walmart in South Haven, Mississippi; and one in a synagogue in Poway, California. Time will tell whether these events and the many others that occurred in the past decade lead to a public outcry by people of all races that will change the policies and practices that discriminate against people of color, people in low-income families, people who are not Christian, LGBTQI+ people, and others.

The eleventh edition of *Multicultural Education in a Pluralistic Society* examines issues of race, diversity, and equity in society and their impact on students and teachers. Societal actions and attitudes are reflected in schools. As a result, the number of students who are being harassed because of their race, religion, gender identity, or sexual orientation has increased since 2016. Too many students of color, students from low-income families, and students with disabilities still do not have the opportunities to achieve at the same level as their White European American middle-class peers. At the same time, many educators promote diversity and equity as they develop instructional strategies for helping all students learn. To explore these inequitable conditions and their implications for the classroom, the book introduces future teachers to the different cultural groups to which they and their students belong and the importance of building on students' cultures and experiences to engage them actively in their learning and eliminate the opportunity gaps that continue to exist in schools.

About the Eleventh Edition

Students in undergraduate, graduate, and in-service courses will find this text helpful in examining social and cultural conditions that impact education. It provides the foundation for understanding diversity and using this knowledge effectively in classrooms and schools to help students learn. Other social services professionals will find it helpful in understanding the complexity of cultural backgrounds and experiences as they work with families and children from diverse groups.

As in previous editions, we approach multicultural education with a broad perspective of the concept. Using culture as the basis for understanding multicultural education, we discuss the cultural groups to which we belong and the impact those group memberships have on us and our treatment in society and schools.

We also emphasize the importance of an equitable education for all students. Educators should both be aware of and confront racism, classism, sexism, heterosexism, and discrimination based on abilities, language, religion, geography, and age. Schools can eradicate discrimination in their own policies and practices if educators are committed to confronting and eliminating those policies and practices. The eleventh edition helps readers develop the habit of self-reflection that will assist them in becoming more effective teachers in classrooms that respect and value the cultures of students and their families and build on their cultures to provide equity for all students.

Multicultural Education in a Pluralistic Society explores diversity and equity in society and schools. The first chapter examines the pervasive influence of culture, the importance of understanding our own and our students' cultural backgrounds and experiences, and the evolution of multicultural education. The next nine chapters examine ethnicity and race, socioeconomic status, gender, sexual orientation, exceptionalism, language, religion, geography (that is, the places we live), and youth culture. The final chapter makes recommendations for using culturally responsive, culturally sustaining, and social justice pedagogies in the implementation of education that is multicultural. The chapters in this edition have been revised and reorganized to reflect current thinking and research in the area. Each chapter opens with a scenario to place the topic in an educational setting.

We have tried to present different perspectives on a number of issues in the most unbiased manner possible. We are not without strong opinions or passion on some of the issues. However, in our effort to be equitable, we attempt to

present different perspectives on the issues and allow the reader to make his or her own decisions. There are some issues related to racism, sexism, ableism, and so on, that are so important to the well-being of society that we do provide our positions, which we recognize to be our biases.

Readers should be aware of several caveats related to the language used in this text. Although we realize that the term *American* is commonly used to refer to the U.S. population, we view *American* as including other North and South Americans as well. Therefore, we have tried to limit the use of this term when referring to the United States. However, we generally use ethnic identifications such as African American or Asian American to identify people by their ethnic heritages rather than race. We generally use *Latinx* rather than *Hispanic* or *Latino* to refer to persons with Spanish-speaking heritages who have emigrated from countries as diverse as Mexico, Cuba, Argentina, Puerto Rico, Belize, and Colombia. *First Americans*, *American Indians*, and *Native Americans* are used interchangeably throughout the book. Racial classifications of *Black* and *White* have been used when we refer to data that have been collected using those categories. *White* has been used throughout the text to identify White European Americans because that is the term most often used in the literature and academic discussions. We use *persons of color* to refer to groups of African Americans, Alaska Natives, American Indians, Asian Americans, Latinx, Native Hawaiians, and people of two or more races.

New to This Edition

The eleventh edition of this text offers many new and exciting elements, including MyLab integration as well as new and updated features, content, data, and references.

- New chapter-opening case studies (Chapters 2, 3, 4, 5, 10, and 11) address diverse issues and scenarios that teachers face today.
- The new “Revisiting the Opening Case Study” feature at the end of each chapter reflects on what was learned in the chapter related to the opening case study and includes application questions to help students think about how they would apply the chapter content to their own teaching.
- New (Chapters 3, 8, and 10) and updated and expanded (Chapter 11) Critical Incidents features highlight important topics covered in the chapter that might challenge teachers in the school environment.
- The “Focus Your Cultural Lens” feature in the tenth edition has been retitled “Explore and Focus Your Cultural Lens” and still discusses contemporary and controversial educational issues, but now it also includes questions that prompt students to reflect on their own thoughts and biases on the feature topics.

- New “Explore and Focus Your Cultural Lens” features (Chapters 1, 4, and 11) address current controversies in education.
- Updated content for students on how to apply chapter concepts to real-world classrooms and schools is now titled “Classroom Implications” in Chapters 2–10 for quick and easy reference.
- New bullet-pointed chapter summaries that summarize the major topics addressed in each chapter have been added to the end of chapters.
- All chapters reflect recent events and research that have impacted the topics addressed throughout the book.
- All tables, figures, and references reflect the latest data and thinking about the issues explored in the book.

MyLab Education

One of the most visible changes in the eleventh edition is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to help learners see the real and powerful impact of multicultural education concepts covered in this book, the online resources in MyLab Education with the Enhanced eText include:

- Application Exercises, featured in every chapter, provide activities centered on videos or written case studies that give learners opportunities to practice applying the content and strategies from the chapters. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.
- Video Examples, new or updated in every chapter, highlight key chapter topics and diverse classrooms and populations. Accompanying guided questions help students focus on and critically consider the important topics covered in the videos.
- Self-Check Quizzes follow each major chapter section. In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly but also provide rationales for both correct and incorrect answers.

Key Content Updates by Chapter

The eleventh edition of this text has been updated and expanded to address a number of important contemporary issues in society and schools that are affecting the lives of students, teachers, and parents as they work together to help children and youth learn at high levels. Some of the major changes that you will see in chapters are listed below.

- Chapter 1 now includes a section on hate that addresses hate groups and their rising visibility in the United States. The section on privilege has been revised to clarify our membership in both privileged and non-privileged groups.
- Chapter 2 includes an expansion of the discussion of indigenous groups in the United States to include Alaska Natives as well as American Indians and Native Hawaiians. The section on the “Struggle for Civil Rights” now addresses the antecedents to the civil rights movement and the status of racial equality today. Chapter 2 clarifies and expands on the issues of racism and Whiteness, which are central in political and educational discussions today.
- Chapter 3 includes a new section, “Struggles against Economic Injustice,” which provides a historical context for the economic inequalities in the United States.
- Chapter 4 includes an expanded discussion of gender identity that describes the gender fluidity that exists in today’s society and schools. The new “Explore and Focus Your Cultural Lens” feature asks students to think about the issues related to transgender students’ use of bathrooms in schools. Chapter 4 has an updated and expanded discussion of the struggles for gender equity that includes the #MeToo movement. The importance of the influence of intersectionality and the interaction of gender with one’s racial, ethnic, class, and religious identity has been clarified and expanded.
- Chapter 5 includes an updated and enhanced discussion of the struggles for sexual equity and a new section on sex education in today’s schools.
- Chapter 6 includes an enhanced section on athletics and individuals with disabilities, including the World Games and the promotion of the Invictus Games by Prince Harry, the Duke of Sussex. Also included is coverage of lead poisoning as a contributing factor in disability in children and the Flint, Michigan, water crises.
- Chapter 7 has updated information on bilingual education including dual language immersion programs.

Also addressed are the efforts to dismantle bilingual education and a California law reversing some of these attempts.

- Chapter 8 has a new section relating to current critical issues facing some of the religious denominations today, such as possible schisms, and clergy abuse issues. The relationship between religion and the current political climate in the United States is addressed.
- Chapter 9 includes a new section on the Northern Triangle, the three countries where most of the Central American immigrants are fleeing from, and the reasons for their mass exodus. Also included are the effects of globalism and how the #MeToo movement has spread across the globe.
- Chapter 10 includes an extensive description of Generation Z (or iGen) and new coverage on adolescent substance abuse including the use of e-cigarettes and opioid addiction. A new section on Generation Alpha, the children of millennials, is included. This group already has a profound influence on their families’ purchasing practices and consequently on business marketing.
- Chapter 11 includes new sections on reality pedagogy, culturally sustaining pedagogies, and making classrooms democratic.

Features

Each chapter includes the following features that illustrate how concepts and events play out in a classroom or school.

Chapter-Opening Classroom Scenarios

Each chapter opens with a classroom scenario to place the chapter content in an educational setting. Questions at the end of each scenario encourage readers to think about the scenario and reflect on the decisions they would make in relation to the scenario topics.

Opening Case Study

Guadalupe “Lupe” Gutierrez, a third-grade teacher at Martin Luther King Elementary School, has been asked to see the principal, Erin Wilkerson, after the students leave. Dr. Wilkerson explains that the school is expanding its full inclusion program, in which special education children, including those with severe disabilities, are fully integrated into general education classrooms. Congruent with school district policy, King Elementary is enhancing its efforts to integrate special education students into general education settings. Gutierrez’s classroom is one of four general education classrooms in which special education students will be placed in the next few weeks. “What this will involve, Lupe, is two students with severe disabilities. One is a child with Down syndrome who has developmental disabilities; he has severe delays in the acquisition of cognitive, language, motor, and social skills, and he has some severe learning problems. The other child has normal intelligence but is nonambulatory, with limited speech and severe cerebral palsy. “You will be assigned a full-time aide with a special education background. In addition, Bill Gregg, the inclusion specialist,

will assist you with instructional plans and strategies. It is important that you prepare your students and the parents so that a smooth transition can be made when these students come into your class in January, just two and a half months from now. I’d like you and Bill to map out a plan of action and give it to me in 2 weeks.”

Reflect

1. What should Lupe and Bill’s plan of action include?
2. What is the purpose of integrating students with severe disabilities with students without disabilities in the same classroom?
3. In what ways will Ms. Gutierrez have to prepare her current students to effectively integrate her new students?
4. How might the classroom environment and curriculum be affected when a student with severe disabilities is integrated into a general education classroom?

Critical Incidents in Teaching

This feature presents both real-life and hypothetical situations that occur in schools or classrooms. The feature and discussion questions provide readers with the opportunity to examine their feelings, attitudes, and possible actions or reactions to each scenario.

Critical Incidents in Teaching

Celebrating Ethnic Holidays

Esther Greenberg is a teacher in an alternative education class. Ms. Greenberg's college roommate was Chinese American, and she remembers fondly her visit to her roommate's home during the Lunar New Year. During that holiday, the parents and other Chinese adults gave all the children, including her, money wrapped in red paper, which was to bring all the recipients good luck in the New Year. Ms. Greenberg thought it would be a nice gesture to give the students in her class the red paper envelopes as an observance of the upcoming Lunar New Year. Since she was unable to give the students money, she wrapped gold-foil-covered chocolate coins (given to Jewish children) in red paper to give to her students.

Unfortunately, on the day of Lunar New Year, a number of students were pulled out of class for a special event-planning session. Most of the remaining students were Asian American students. When she passed out the red envelopes, the students were surprised and touched by her sensitivity to a cherished custom.

When her principal heard what Ms. Greenberg had done, he accused her of favoritism to the Asian American students and of deliberately leaving out the African American and White students.

When she tried to convince him otherwise, he responded that she had no right to impose Asian customs on her students. She responded that this was an important Asian custom of which students should be aware. However, he continued his attack, saying that this was Asian superstition bordering on a religious observance, and students should not be participating in such activities.

Questions for Discussion

1. Were Esther Greenberg's actions inappropriate for a public school classroom? If so, why? If not, why not?
2. When Ms. Greenberg learned that a large number of students were going to be absent from class, what should she have done with the red envelopes? Did her actions create an appearance of favoritism to one ethnic group over others? How could she have handled the situation to make it a pleasant experience for all of the students?
3. Why may the principal have been so upset about Ms. Greenberg's actions?

Explore and Focus Your Cultural Lens

This feature presents a controversial school issue with *for* and *against* statements for readers to consider. New self-reflective questions as well as end-feature questions guide readers to reflect on their own attitudes and biases towards the topics covered in the features and to critically analyze both sides of the issue, encouraging them to take a side and clearly articulate their reasons for their choice.

Explore and Focus Your Cultural Lens

Debate: Do You Think Sexual Orientation Should Be Incorporated into the Curriculum of the Nation's Schools?

Educators are struggling with how best to incorporate sexual orientation into the curriculum, eliminate bullying based on sexual orientation, and provide support for their LGBTQI+ students. Although the population is becoming more accepting of LGBTQI+, not all communities are supportive of the recognition of sexual orientation in their schools. In fact, some parents and religious leaders actively fight against any discussion of it at any grade level except in negative terms.

Concern about the inclusion of sexual orientation in the school curriculum has not been limited to the local school district level. State legislators may determine the content that should be taught about gay people in schools and at what age. Some states have passed legislation to ban any discussion of sexual orientation in their schools. You are likely to have one or more LGBTQI+ students in your classroom even though you may not know it. You will need to figure out how you can provide accurate and non-biased information about LGBTQI+ people as necessary. How you incorporate that information in the curriculum will depend, in part, on the context of the community in which you are teaching. Do you think sexual orientation should be incorporated into the curriculum of the nation's schools? Why or why not? What do you think the impact would be of including or excluding LGBTQI+ people, history, and issues in the curriculum?

FOR

- LGBTQI+ students should see themselves in the curriculum to help them develop positive identities.
- Children and youth at all ages should be taught to be accepting of others, including individuals whose sexual identity is not heterosexual.

- Young children should learn that families are very diverse, including some with same-sex parents.
- Bullying against LGBTQI+ students could be greatly reduced with curricula that incorporate LGBTQI+ content.

AGAINST

- Discussion of sexual orientation in the curriculum will encourage more students to become LGBTQI+.
- Students at all levels should learn the gender roles that are appropriate for their sex.
- Introducing positive images of same-sex couples and LGBTQI+ people will lead students to think it is acceptable to be LGBTQI+, which is an inappropriate role for schools.
- Students should learn that bullying against any student is inappropriate without pointing out the disproportionate bullying of LGBTQI+ students.

Questions for Discussion

1. How would you respond to the question of whether sexual orientation should be incorporated into the curriculum of the nation's schools? What rationales support your response?
2. How will you know whether the community in which you are teaching is supportive of the inclusion of sexual orientation issues, history, and experiences in the curriculum?
3. If you are teaching in a very conservative community, what strategies would be appropriate in providing support for LGBTQI+ students in the school?

Revisiting the Opening Case Study

This feature brings students back to the chapter-opening case study, now with the knowledge and strategies they have gleaned from the chapter. The feature questions challenge students to apply chapter concepts to the issues presented in the case and charge readers to think about the implications of the issues for their own teaching practice.

Revisiting the Opening Case Study

After initially not receiving permission to start a GSA, Amy, André, other LGBTQI+, and their allies were allowed to start the GSA after they submitted a legal opinion that reminded the principal and school board that the Equal Access Act of 1984 granted them a right to establish the club. They started an anti-bullying campaign and sponsored an ally week in which students were asked to sign a pledge not to bully. Two hundred students signed the pledge. They also organized several charitable activities in the community, including collecting food to share with low-income families during the holidays and tutoring homeless elementary students. They had asked speakers to meet with them at several of their monthly meetings to discuss LGBTQI+ issues and history. They were making progress at making their school safer and were becoming better informed about the issues. They were planning to make contacts with some local and state politicians about making schools more inclusive and overturning legislation that prevented positive discussion of LGBTQI+ issues in the curriculum.

The students who started the club were still enthusiastic about their agenda. Even though the community was very conservative, 30 parents had signed the permission form for their children to be members. Other students were allowed to visit meetings, and an average of 20 students were regularly attending meeting.

Ms. Hall planned to talk with the members about inviting the only openly gay teacher in the school to serve as a co-advisor. They all believed their work would make a difference in the acceptance of LGBTQI+ students in the school. The importance of a GSA was stressed by the president of a club in another school: "When I first moved to Nixa, I was spit on, pushed around, and called names. In the beginning, students started a petition to try to stop our club. We stood firm and strong and are now one of the largest student organizations at our school" (as cited in Sadowski, 2016, p. 65). You too can support students who are fighting for the civil rights of LGBTQI+ and other students.

Reflect and Apply

1. What is the value of a GSA, especially in a community that is very conservative?
2. Why would you or why wouldn't you post a safe place or safe zone sticker or poster on the door to your classroom?
3. What do you think is the most important activity that was undertaken by the GSA that Ms. Hall advised? Why do you think it was important?

Why Study Multicultural Education?

The United States is one of the most multicultural nations in the world. The population includes indigenous peoples—American Indians, Alaska Natives, and Hawaiians—and others who themselves or their ancestors arrived as immigrants from other countries. Our students bring their unique ethnicities, races, socioeconomic statuses, religions, and native languages to the classroom. They differ in gender identity, sexual orientation, age, and physical and mental abilities. Many students have come from different parts of the world and have different experiences based on the communities in which they have grown up. As we move further into this century, the population will become increasingly more diverse. Children of color already comprise just over half of the school-aged population, and this percentage will continue to grow over time.

The culture and the society of the United States are dynamic and in a continuous state of change. Understanding the impact of race, class, gender, and other group memberships on your students' lives and on your own life will make you a more effective teacher. Education that is multicultural provides an environment that values diversity and portrays it positively. Students are valued regardless of their membership in different cultural groups. We should have high expectations for all of our students and both encourage and

support them in meeting their educational and vocational potentials. To deliver multicultural education, we must develop instructional strategies that build on the cultures of our students and their communities. We must make the curriculum authentic and meaningful to students to engage them in learning. Making the curriculum multicultural helps students and teachers think critically about institutional racism, classism, sexism, ableism, ageism, and heterosexism as they work for equity in the classroom.

Instructor Resources

The following resources are available for instructors to download on www.pearsonhighered.com/educators. Instructors enter the author or title of this book, select the eleventh edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

Instructor’s Resource Manual and Test Bank (0135787262)

The Instructor’s Resource Manual and Test Bank includes an overview of chapter content and related instructional activities for the college classroom and for practice in the field as well as a robust collection of chapter-by-chapter test items. Discussion Questions and Portfolio Activities found in earlier editions have been moved to the Instructor’s Resource Manual.

PowerPoint™ Slides (0135787211)

The PowerPoint™ slides include key concept summarizations. They are designed to help students understand, organize, and reinforce core concepts and theories.

TestGen (0135786991)

TestGen is a powerful test generator available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the Web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for your use in creating a test, based on the associated textbook material. Assessments may be created for both print and testing online.

Tests can be downloaded in the following formats:

- TestGen Testbank file – PC
- TestGen Testbank file – MAC
- TestGen Testbank – Blackboard 9 TIF
- TestGen Testbank – Blackboard CE/Vista (WebCT) TIF
- Angel Test Bank (zip)
- D2L Test Bank (zip)
- Moodle Test Bank
- Sakai Test Bank (zip)

Acknowledgments

The preparation of any text involves the contributions of many individuals. We wish to thank Maria Gutierrez for her highly competent assistance in researching and manuscript development. We also sincerely appreciate the continuous support and assistance of Dr. Frances Kuwahara Chinn as the manuscript was developed. We appreciate the assistance, patience, encouragement, and guidance of our editors, Rebecca Fox-Gieg, Deepali Malhotra, and development editor, Krista Slavicek McMurray. We greatly appreciate Susan McNally, Kitty Wilson, and Jeff Georgeson for

their editing and recommendations in the final stages of producing the book. Also, our sincere thanks go out to project managers at SPi Global, Bhanuprakash Sherla and Rajakumar Venkatesan, and the copyeditor, Karin Kipp, for this edition.

We also wish to thank the following reviewers, whose recommendations were used to improve this edition: Jean Swindle, Rockford University; Johnnie Thompson, Wichita State University; Kelly Jennings-Towle, University of Central Florida; and R. Deborah Davis, SUNY at Oswego.

This page intentionally left blank

Brief Contents

1	Foundations of Multicultural Education	1
2	Race and Ethnicity	33
3	Class and Socioeconomic Status	68
4	Gender	103
5	Sexual Orientation	134
6	Exceptionality	162
7	Language	192
8	Religion	220
9	Geography	255
10	Youth Culture	289
11	Education That Is Multicultural	319

This page intentionally left blank

Contents

<i>About the Authors</i>	<i>iii</i>		
<i>Preface</i>	<i>iv</i>		
<i>Acknowledgments</i>	<i>ix</i>		
1 Foundations of Multicultural Education	1		
Student Diversity and the Importance of Respecting Diversity in the Classroom	2		
The Role of Culture in Students' Lives and Building on It in the Classroom	4		
Critical Incidents in Teaching: Celebrating Ethnic Holidays	5		
Characteristics of Culture	6		
Cultural Identity	7		
The Dominant Culture	9		
Ideologies for Cultural Integration in the United States	11		
Assimilation	11		
Ethnocentrism	13		
Cultural Relativism	13		
Multiculturalism	13		
Meritocracy, Equality, and Social Justice in a Democracy and in Schools	14		
Meritocracy	16		
Equality	17		
Social Justice	17		
Obstacles to Equal and Just Classrooms and Strategies to Combat Them	18		
Prejudice	19		
Discrimination	20		
Privilege	21		
Explore and Focus Your Cultural Lens: Debate: Whose Knowledge Should Be Taught?	22		
Hate	23		
Multicultural Education and Its Importance	25		
Evolution of Multicultural Education	26		
Multicultural Education Today	28		
Multicultural Proficiencies for Teachers	29		
Reflecting on Multicultural Teaching	29		
Revisiting the Opening Case Study	30		
Summary	31		
2 Race and Ethnicity	33		
Immigration and Its Impact on Society and Education	34		
The Indigenous Populations	35		
AMERICAN INDIANS • NATIVE HAWAIIANS • ALASKA NATIVES			
A Brief History of Immigration in the United States	37		
AFRICAN AMERICANS • MEXICAN AMERICANS • ASIAN AMERICANS • EUROPEAN AMERICANS			
The Control of Immigration	38		
Unauthorized Immigrants	40		
Refugees and Asylees	41		
Education Levels of Immigrants	42		
Ethnicity and Its Impact on Community and Students	43		
Ethnic Identity	43		
Acculturation	43		
Critical Incidents in Teaching: Student Conflict Between Family and Peer Values	44		
Race as a Social Construct That Affects Every Aspect of Our Lives	44		
Identifying People by Race	45		
Racial Diversity in the United States	47		
Our Racial Identity	47		
The Struggle for Civil Rights and Its Impact on Equality	49		
Antecedents to the Civil Rights Movement	49		
<i>Brown v. Board of Education</i>	51		
The Civil Rights Movement	52		
Post- <i>Brown</i> Turnaround	54		
Racial Equality Today	56		
The Impact of Racial and Ethnic Discrimination on Communities and Students	57		
Intergroup Relations	57		
School-to-Prison Pipeline	58		
Classroom Implications: Affirming Race and Ethnicity in Classrooms	60		
Acknowledging Race and Ethnicity in Schools	61		
Confronting Racism in Classrooms	61		
Incorporating Race and Ethnicity in the Curriculum	62		
ETHNIC STUDIES			
Explore and Focus Your Cultural Lens: Debate: Should Ethnic Studies Be Required?	64		
ETHNOCENTRIC CURRICULUM			
The Value of School Integration	65		
Revisiting the Opening Case Study	65		
Summary	66		
3 Class and Socioeconomic Status	68		
Measures of Socioeconomic Status That Contribute to a Person's Well-Being	69		
Income	69		
Wealth	70		
Occupation	71		
Education	73		
Critical Incidents in Teaching: High Expectations for Educational Attainment	74		
Power	75		

Class Differences in the United States	76	Critical Incidents in Teaching: Abuse in the Locker Room	124
Poverty	76		
The Working Class	79	Instructional Strategies and Classroom Environments for Gender Equity	125
The Middle Class	80	Title IX	126
The Upper Middle Class	81	Academic Achievement	128
The Upper Class	82	Classroom Implications: Gender-Conscious and Inclusive Education	129
Struggles against Economic Injustice	84	THE CURRICULUM • STUDENT VOICES • INTERACTIONS WITH STUDENTS • LEARNING TOGETHER	
The Disenfranchisement and Labeling of the Poor	84	Revisiting the Opening Case Study	131
The Rise of Unions	84	Summary	132
Improving the Standard of Living for Workers	86		
Losing Ground Again	87		
The Intersection of Class with Race, Gender, and Age and Its Impact on Inequality	89	5 Sexual Orientation	134
Racial and Ethnic Inequality	89	Sexual Identities and the Expansion to Include All LGBTQI+ Individuals	135
Gender Inequality	90	Sexual Differences	136
Age Inequality	91	Diversity of Sexual Orientations	137
Classroom Implications: Curriculum, Instruction, and Support to Open Opportunities to Students from All Socioeconomic Groups	93	Critical Incidents in Teaching: Same-Sex Parents	137
Teacher Expectations	95	Self-Identity	138
Tracking	96	Historical and Current Struggles for Sexual Equity by LGBTQI+ People	140
Focus Your Cultural Lens: Debate: Should Schools Be Detracked?	97	Fighting for Sexual Equity	140
Curriculum for Equality	98	THE LAVENDER SCARE • MOVEMENT FOR GAY RIGHTS • A BACKLASH • THE DISEASE • ONE STEP FORWARD AND ONE STEP BACKWARD	
Support for Homeless Students	99	Continuing Challenges for Equity	146
Revisiting the Opening Case Study	101	Heterosexism’s Toll on LGBTQI+ Students and Adults	148
Summary	101	A Targeted Minority	148
		The School Climate	149
4 Gender	103	LGBTQI+ Teachers	151
Biological and Socially Constructed Differences Between Males and Females	104	Classroom Implications: Valuing Sexual Diversity and Supporting LGBTQI+ Students	154
Differences Based on Biology	104	Queering the Curriculum	155
Socially Constructed Differences	105	MIDDLE SCHOOL AND SECONDARY CURRICULUM • EARLY CHILDHOOD AND ELEMENTARY CURRICULUM • CONFLICTS ABOUT LGBTQI+ INCLUSIVE CURRICULA	
THE INFLUENCE OF MEDIA AND ADVERTISING ON DOING GENDER • SOCIALIZATION PATTERNS IN SCHOOL	107	Explore and Focus Your Cultural Lens: Debate: Do You Think Sexual Orientation Should Be Incorporated into the Curriculum of the Nation’s Schools?	157
Intersectionality	107	Supporting LGBTQI+ Students	157
Diverse Gender Identities in Today’s Society	108	SAFE SCHOOL POLICIES • GAY-STRAIGHT ALLIANCES • SEX EDUCATION	
Masculinity and Femininity	108	Revisiting the Opening Case Study	160
Identifying Our Gender	109	Summary	161
Explore and Focus Your Cultural Lens: Debate: Should Transgender Students Be Able to Use the Bathroom That Matches Their Gender?	110		
Early and Current Struggles for Gender Equity	111	6 Exceptionality	162
The First Wave of the Women’s Movement	112	Students with Disabilities and Students Who Are Gifted and Talented	163
The Second Wave of the Women’s Movement	113	Labeling	163
The Third Wave of the Women’s Movement	114	Historical Antecedents	164
The Women’s Movement Today	116		
The Cost of Sexism and Gender Discrimination in Society	117		
Jobs	118		
Income	120		
Sexual Abuse and Harassment	122		

Litigation Related to the Educational Rights of Students with Disabilities	166	Perspectives on Standard English	201
<i>Brown v. Board of Education</i>	166	Perspectives on African American English	201
<i>PARC v. The Commonwealth of Pennsylvania</i>	167	Critical Incidents in Teaching: Attitudes toward African American English	202
<i>Mills v. Board of Education</i>	168	Sign Language	203
Civil Rights Legislation for Individuals with Disabilities	168	Nonverbal Communication	204
Section 504	168	The Process and Challenges of Second-Language Acquisition	207
Public Law 94-142	169	English Language Learner Characteristics	207
Americans with Disabilities Act	170	The Role of First Language in Second Language Acquisition	210
Individuals with Disabilities Education Act (IDEA)	171	LANGUAGE PROFICIENCY	
IDEA Amendments	172	Official English (English-Only) Controversy	211
IDEA Funding	172	Classroom Implications: Differentiating Instruction for All Language Learners	212
Post-P.L. 94-142 Litigation	173	Language and Educational Assessment	213
Laws and Funding for Gifted and Talented Students	174	Bilingual Education	214
Exceptional Individuals and Their Integration with Society	175	<i>LAU v. NICHOLS</i> • TRANSITIONAL PROGRAMS	
Ableism	176	• DUAL LANGUAGE IMMERSION PROGRAMS	
Exceptional Cultural Groups	177	English as a Second Language	216
Ethnicity and Disproportionate Placement in Special Education	179	EFFORTS TO DISMANTLE BILINGUAL EDUCATION	
Reporting of Students with Disabilities	179	Explore and Focus Your Cultural Lens: Debate: Continuing Bilingual Education	217
LEAD POISONING • REFERRALS • RACIAL BIAS		Revisiting the Opening Case Study	218
• ASSESSMENT ISSUES • UNEXPLAINED ISSUES		Summary	218
Need for Disaggregated Data	183	8 Religion	220
Classroom Implications: Teaching and Meeting the Needs of Children with Exceptionalities	184	A Religiously Diverse United States and the Importance of Religion to the Individual	221
Communication Needs	185	Religious Composition of Schools	221
Acceptance Needs	185	The First Amendment’s Impact on Education	222
Freedom to Grow	186	Religion as a Way of Life and Religious Freedoms Abroad	223
Critical Incidents in Teaching: Addressing a Student Behavior Issue	186	Religion in Our Lives	223
Normalization and Inclusion	187	Government Restrictions on Religion	224
Explore and Focus Your Cultural Lens: Debate: Is Full Inclusion Feasible for All Children with Disabilities?	189	RELIGIOUS GROUPS ADDRESSED IN THIS TEXT	
Revisiting the Opening Case Study	190	How Religion Has Changed and Continues to Change in the United States	225
Summary	191	Changing Religious Landscape	226
7 Language	192	The End of Christian America?	226
Language, Culture, and Sense of Identity	193	Protestantism	228
Language as a Socializing Agent	194	EFFECTS OF PROTESTANTISM ON EDUCATION	
Language Diversity	195	• EVANGELICALS • EVANGELICALS AND EDUCATION	
The Nature of Language	195	• POLITICAL INFLUENCE OF RELIGIOUS GROUPS	
Cultural Influences	196	Catholicism	232
The Diversity of Languages Found within Classrooms	197	POPE FRANCIS • DIVERSITY AMONG CATHOLICS	
Bilingualism	197	• EFFECT ON EDUCATION • CHURCHES IN TURMOIL	
Accents	198	Judaism	235
Dialects	198	DIVERSITY WITHIN JUDAISM • EFFECT ON EDUCATION	
REGIONAL DIALECTS • SOCIAL DIALECTS • GRAMMATICAL DIFFERENCES • OTHER DIFFERENCES		• ANTI-SEMITISM	
Bidialectalism	200	Islam	237
		ISLAMIC BELIEFS • ISLAM AND THE WEST • DIVERSITY WITHIN ISLAM • EFFECT ON EDUCATION • A PORTRAIT OF AMERICAN MUSLIMS • BLACK MUSLIMS	

Critical Incidents in Teaching: Religious Bigotry in the Classroom	237	The Children of Migrants	277
Buddhism	241	Migration Worldwide	278
Hinduism	242	Globalization	278
TEACHINGS OF HINDUISM		International Economics	279
Other Denominations and Religious Groups	242	Global Environment	280
LATTER-DAY SAINTS • EASTERN ORTHODOXY		Resistance by Indigenous People	281
Interaction of Religion with Gender, LGBTQI+, and Race Issues	243	Classroom Implications: Incorporating Students’ Cultural and Geographic Differences into the Classroom	283
Religion and Gender	243	Teaching Immigrant Students	283
Religion and LGBTQI+ Issues	244	Recognizing Family Cultures	284
Religion and Race	246	Incorporating Global Perspectives	285
SLAVERY AND RACISM • ROLE OF BLACK RELIGIOUS GROUPS		Working with Families and Communities	285
• CIVIL RIGHTS MOVEMENT AND BLACK CHURCHES		Explore and Focus Your Cultural Lens: Debate: Incorporating Global Perspectives in the Curriculum	286
• DISENCHANTMENT AMONG YOUNGER GENERATIONS		Revisiting the Opening Case Study	286
Legal Challenges and Court Responses to the Separation of Church and State in the United States	248	Summary	287
School Prayer	249	10 Youth Culture	289
School Vouchers	250	The Culture of Youth and Meeting Students’ Needs by Understanding Age Groups	290
Censorship	251	Young Adulthood	290
Explore and Focus Your Cultural Lens: Debate: School Prayer	251	The Millennials: The Me Generation	291
Classroom Implications: Religion in the Classroom	252	Generation Z or iGen	292
Revisiting the Opening Case Study	253	The Challenges of Transitioning from Adolescence to Adulthood	294
Summary	254	Relationship with Parents	294
9 Geography	255	High-Risk Youth Behavior	295
Geography and Culture	255	Substance Abuse	295
What Is Geography?	256	ALCOHOL ABUSE • CIGARETTE AND E-CIGARETTE ABUSE • OPIOID ABUSE	
Our Place in the World	257	Adolescent Sexual Behaviors	298
Regional Diversity in the United States	257	SEXTING	
Regional Differences in Education	259	Other High-Risk Behaviors	299
Regional Religious Differences	261	Adolescent Suicide	299
Regional Cuisine	262	Adolescent Non-Suicidal Self-Injury	300
Regional Health and Well-Being	263	Bullying	301
Regional Political Differences	264	Youth Violence	301
Rural, Urban, and Suburban Areas	265	Critical Incidents in Teaching: A Possible Student Threat	304
Rural Areas	265	Explore and Focus Your Cultural Lens: Debate: Zero Tolerance	304
POPULATIONS OF RURAL AREAS • ECONOMICS IN RURAL AREAS • RURAL SCHOOLS AND THEIR ISSUES		STREET GANGS	
Critical Incidents in Teaching: Moving from the City to a Rural Community	268	Childhood	308
Urban Areas	269	Generation Alpha	308
POPULATION OF A CITY • CONTRADICTIONS OF CITIES		Social Class and Poverty	309
• URBAN SCHOOLS		Ethnic Awareness and Prejudice in Children	309
Suburban Areas	272	Child Abuse	311
DEVELOPMENT OF THE SUBURBS • SUBURBAN SCHOOLS		CORPORAL PUNISHMENT IN THE HOME AND SCHOOL	
Migration	274	Childhood Obesity	313
Migrants in the United States	274	Classroom Implications: How Teachers Can Support America’s Youth in Today’s Classrooms	314
DEFERRED ACTION FOR CHILDHOOD ARRIVALS • REFUGEE ADMISSIONS • MIGRANT ADMISSION PREFERENCES		Revisiting the Opening Case Study	317
• NORTHERN TRIANGLE		Summary	317
Migrant Workers in the Middle East	277		

11 Education That Is Multicultural

Goals of Education That Are Multicultural

Placing Students at the Center of Teaching and Learning and Believing That All Students Can Learn

- Encouraging Student Voices
- Engaging Students in Learning
- Adopting High Expectations for All Students
- Caring for All Students

Classroom Climates That Promote Human Rights and Respect Students' Cultures

- Establishing a Supportive School Climate
- Monitoring the Hidden Curriculum
- Sending Messages to Students
- Introducing Reality Pedagogy in the Urban Classroom
- Maintaining Productive Student and Teacher Interactions

Culturally Responsive Teaching

- Creating Culturally Responsive Curricula

Critical Incidents in Teaching: Teaching about Thanksgiving

- INTEGRATING CULTURE IN ACADEMIC SUBJECTS
- INCORPORATING MULTIPLE PERSPECTIVES • ANALYZING OPPRESSION AND POWER RELATIONSHIPS

319	Facilitating Culturally Sustaining Pedagogy	337
	Closing the Opportunity Gap	338
320	Social Justice and Equality in the Classroom	340
	Explore and Focus Your Cultural Lens:	
	Debate: Should Teachers Teach about Racism, Classism, Sexism, and Other Social Justice Issues?	340
322	Supporting Critical Thinking	341
323	Fostering Learning Communities	342
325	Making Classrooms Democratic	342
325	Preparing to Deliver Education That Is Multicultural	343
326	Knowing Yourself and Others	343
327	Reflecting on Your Practice	344
328	Teaching as a Political Activity	344
329	Revisiting the Opening Case Study	345
329	Summary	345
330	<i>Glossary</i>	347
332	<i>References</i>	355
332	<i>Author Index</i>	377
334	<i>Subject Index</i>	383

This page intentionally left blank

Chapter 1

Foundations of Multicultural Education



Learning Outcomes

As you read this chapter, you should be able to:

- 1.1** Understand the diversity of students in schools across the United States and recognize the importance of respecting the diversity of students and their families.
- 1.2** Describe the role that culture plays in the lives of students and how you can build on their cultures to support their social and emotional development as well as their academic learning.
- 1.3** Consider different ideologies for integrating diverse cultural groups into the United States over the past century and identify the ideologies that address diversity.
- 1.4** Analyze the differences between meritocracy, equality, and social justice and describe how they are applied in schools.
- 1.5** Identify obstacles to creating a just and equal classroom and analyze strategies for overcoming them.
- 1.6** Describe characteristics of multicultural education and evaluate the importance of multicultural education for all students.

Opening Case Study

Sarah Clarke's seventh graders were enthusiastic about starting school. Several of them were new to the school and new to the United States. They were learning a new language—in a new country, with a new teacher, and with new classmates. The first language of more than one-third of the school's student population was a language other than English. Throughout the school district, more than 50 languages were spoken by students who had come from countries in Africa, Asia, Central America, and South America.

Ms. Clarke was excited about having such a diverse classroom. She knew that the African American and European American students in her class spoke only English. Because she was bilingual in Spanish and English, she was looking

forward to being able to use both languages as she worked with the students whose parents had immigrated from Mexico and Central America. She had not realized that her class would include a student from Iraq whose family had recently been in a refugee camp. She had already googled for more information on the languages and cultures of Iraq, but she wondered how she would communicate with the parents of this student if they did not speak English.

During the orientation for new teachers, Ms. Clarke was reminded that nearly half of the students at the school were eligible for free or reduced-price lunch because their families' incomes were below or just above the poverty level. She was thinking about

(continued)

the teaching strategies that would be most effective for this diverse group of students. She knew that she would need to differentiate her lessons to ensure that all of the students were learning and not falling behind academically. She knew that meeting that goal could be challenging, but she felt lucky to be teaching in a suburban school that valued diversity.

Reflect

1. What are some of the reasons that Ms. Clarke is excited about having a diverse student population in her classroom?

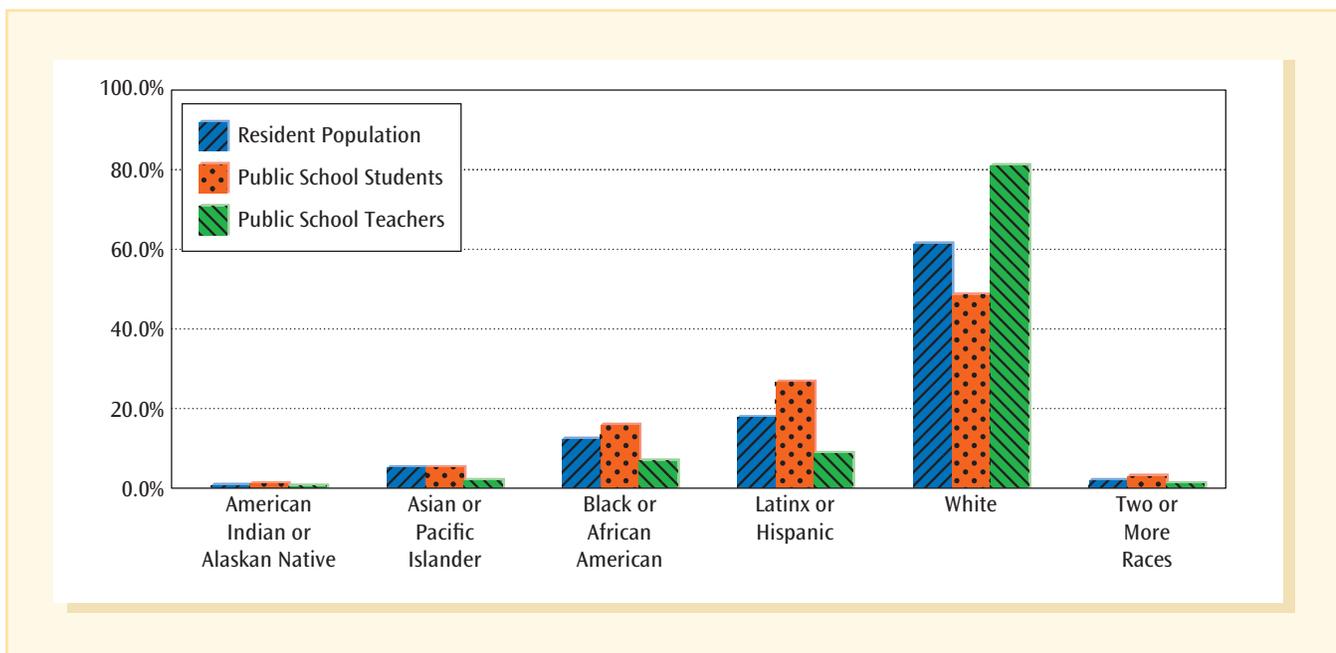
2. What are some of the challenges Ms. Clarke is likely to confront in her goal for all of her students to be at grade level by the end of the year?
3. What do you wish you had learned in your teacher preparation program to help you be a more effective teacher of English language learners from diverse countries of origin?

Student Diversity and the Importance of Respecting Diversity in the Classroom

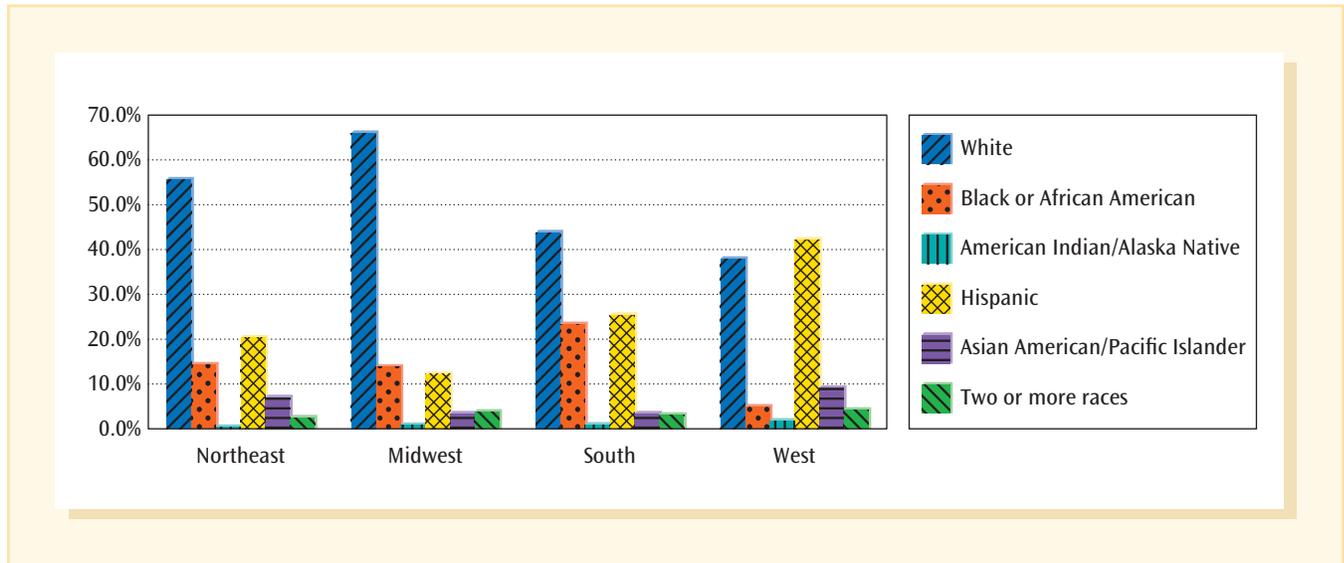
The student population in U.S. schools is very diverse, with **students of color** now accounting for more than half of the students. The majority of the U.S. population will also be people of color before 2050 with the largest increases being **Latinx** and Asian Americans. Today's media coverage might lead you to believe that the general population does not value the country's diversity. However, a recent poll by the Pew Research Center found that six in ten U.S. adults believe that the growing racial and ethnic diversity makes the country a better place to live. Fewer than one in ten say that it makes the country a less desirable place to live. Others say that diversity doesn't make much difference in their attitudes about the desirability of living in the United States (Fingerhut, 2018).

The racial and ethnic diversity in schools is projected to continue to expand. By 2027, students of color are projected to account for 55% of the elementary and secondary public school populations (Snyder, de Brey, & Dillow, 2019). However, the race and gender of their teachers match neither the student population nor the general population, as shown in Figure 1.1: 80% of the teachers are White, and 77% are female (McFarland et al., 2018).

Figure 1.1 Pan-Ethnic and Racial Diversity of K–12 Teachers and Students in 2016



SOURCE: National Center for Education Statistics. (2018). Most current digest tables. Retrieved from https://nces.ed.gov/programs/digest/current_tables.asp

Figure 1.2 Percentage of Public Elementary and Secondary School Students by Region and Ethnicity/Race in 2015

SOURCE: National Center for Education Statistics. (2018). Most current digest tables. Retrieved from https://nces.ed.gov/programs/digest/current_tables.asp

The racial and ethnic diversity in public schools differs greatly from region to region, as shown in Figure 1.2, and from state to state within the region. Students of color account for more than half of the student population in western and southern states. More than 40% of the public school students in western states are Latinx, and 9% are Asian American or Pacific Islander. Nearly 25% of the public school students in southern states are African American. Schools in midwestern states are the least diverse, with only one in three students being a student of color. Students of color are the majority in most of the nation's largest school districts, comprising 70% of the student population in cities with a population over 100,000 as compared to 49% in suburban areas, 36% in towns, and 29% in rural areas (Snyder et al., 2019). This ethnic diversity includes the children of recent immigrants, who may speak a language other than English at home, requiring schools to make available programs that help students learn both the subjects being taught and English.

The United States is not only multiethnic; it is also a nation of diverse religious beliefs. Immigrants from around the globe have brought with them religions that are unfamiliar to many U.S. citizens. While small groups of Muslims, Hindus, Buddhists, and Sikhs have been in the country for many decades, they became more highly visible as conflicts in the Middle East expanded over the past three decades. Even Christians from Russia, Hong Kong, Taiwan, Korea, the Philippines, and Egypt bring their own brands of worship to denominations that have strong roots in this country.

Diverse religious beliefs can raise challenges for educators in some communities. The holidays to be celebrated must be considered, along with religious codes related to the **curriculum**, school lunches, interactions of boys and girls, and student clothing. Immigrant parents generally value education for their children, but they do not always agree with the school's approaches to teaching and learning or accept the public school's **secular values** as being appropriate for their families. Working collaboratively with parents and communities is an important step in providing an equitable education to all students.

Another important aspect of diversity that has an impact on schools is the economic level of students' families, especially as the gap in income and wealth among families increases, leading to a smaller middle class and a larger proportion of the population being unable to provide basic needs for their families even when working full-time. Although the U.S. Census Bureau reports that 12.3% of the U.S. population had incomes below the poverty level in 2017, 17.5% of U.S. children live below the official poverty

level (Fontenot, Semega, & Kollar, 2018). The percentage of public school students who are eligible for free or reduced-price lunch programs because their families are below or near the poverty level increased from 38% in the 2000–01 school year to 52% in 2015–16 (Snyder et al., 2019). Nearly one in five students attend a **high poverty school** in which more than 75% of the students are eligible for free or reduced-price lunch. Forty-five percent of African American students, 45% of Latinx students, 37% of American Indian/Alaska Native students, and 25% of Pacific Islander students were attending these high poverty schools in 2015–16 (McFarland et al., 2018).

During your teaching career, you are likely to have one or more students with disabilities in your classroom. Depending on the disability, modifications in the curriculum or environment will be needed to provide students with disabilities the opportunity to learn at the same level as other students. The goal is to provide all students the **least restrictive environment** so that they can learn with peers who do not have a recognized disability. The number of students with disabilities who are being served by special programs increased from 3.7 million in the 1976–77 school year to 6.7 million, or 13.2% of the school population, in the 2015–16 school year (Snyder et al., 2019).

Some of your students will be lesbian, gay, bisexual, transgender, queer, intersex, or other gender nonconforming person (LGBTQI+). Some students will be questioning where they fit along the gender continuum between maleness and femaleness. Their gender and sexual identity can impact how they see themselves and how others view and treat them.

Being aware and knowledgeable of the diversity of your students is one way to show respect for them and their families. Understanding the community in which the school is located will be very helpful in developing effective instructional strategies that draw on the cultural background and experiences of students. You should help students affirm their own **cultures** with an understanding that people across cultures share many similarities. In addition, students should become aware of cultural differences and inequalities in the United States and in the world.

Teachers will find that students have individual differences, even though they may appear to be from the same cultural groups. These differences extend far beyond intellectual and physical abilities. Students bring to the classroom different historical and cultural backgrounds, religious beliefs, and day-to-day experiences that influence the way they behave in school. The cultures of some students will be mirrored in the school culture. The differences between home and school cultures for **others** will cause dissonance unless the teacher can accept and respect students' cultures, integrate their cultures into the curriculum, and develop a supportive environment for learning. If the teacher fails to understand the cultural factors that affect student learning and behavior, it will be difficult to help all students learn.

Multicultural education is an educational construct in which students' cultures are integrated into the curriculum, instruction, and classroom and school environment. It supports and extends the concepts of culture, diversity, **equality**, **social justice**, and **democracy** into the school setting. An examination of these concepts and their practical applications in schools is a first step in creating a classroom that is multicultural.



MyLab Education Video Example 1.1

In this video, teachers discuss the importance of developing cultural competence to interact effectively with students and families from diverse groups. What is the rationale behind the importance of incorporating linguistic diversity of students into the curriculum? What strategies could you use in your lessons?

MyLab Education Self-Check 1.1

The Role of Culture in Students' Lives and Building on It in the Classroom

Culture defines who we are. It is the way of life that we experience in our day-to-day living in a particular place at a particular time (Storey, 2018). It influences our knowledge, beliefs, and values. It provides the blueprint that determines the way we think, feel, perceive, and behave.

Generally accepted and patterned ways of behavior are necessary for a group of people to live together, and culture imposes order and meaning on our experiences. What appears as the natural and perhaps only way to learn and interact with others is determined by our culture. It allows us to predict how others of the same culture will behave in certain situations. Culturally determined norms provide the dos and don'ts of appropriate behavior in our culture. We are generally comfortable with others who share our culture because we know the meanings of their words and behaviors. In addition, we share the same language, history, religion, traditions, and diet.

Culture has such an impact on us that we fail to realize that not everyone shares our way of thinking and behaving. This may be, in part, because we have never been in cultural settings different from our own. This lack of knowledge may lead to our responding to differences as personal affronts rather than simply cultural differences. These misunderstandings may appear insignificant to an observer, but they can be important to participants. For example, our culture determines how loud is too loud, how late we may arrive at an event, and how close we can stand to another without being rude or disrespectful. Raising an eyebrow and gesturing with our hands have different meanings across groups; they may be acceptable and expected in one group and very offensive or rude in another group. Teachers may misinterpret the actions of their students if they do not share the same culture.

Our values are initially determined by our culture. They influence the importance of prestige, status, pride, family loyalty, love of country, religious belief, and honor. Our nonverbal communication patterns reflect our culture and may be misinterpreted by other group members. Culture also determines our manner of walking, sitting, standing, reclining, gesturing, and dancing. Language is an important part of our culture and provides a special way of looking at the world and organizing experiences that is often lost in translating words from one language to another. Many different sounds and combinations of sounds are used in the languages of different cultures. Those of us who have tried to learn a second language may have experienced difficulty verbalizing sounds that were not part of our first language. Also, diverse language patterns found

Critical Incidents in Teaching

Celebrating Ethnic Holidays

Esther Greenberg is a teacher in an alternative education class. Ms. Greenberg's college roommate was Chinese American, and she remembers fondly her visit to her roommate's home during the Lunar New Year. During that holiday, the parents and other Chinese adults gave all the children, including her, money wrapped in red paper, which was to bring all the recipients good luck in the New Year. Ms. Greenberg thought it would be a nice gesture to give the students in her class the red paper envelopes as an observance of the upcoming Lunar New Year. Since she was unable to give the students money, she wrapped gold-foil-covered chocolate coins (given to Jewish children) in red paper to give to her students.

Unfortunately, on the day of Lunar New Year, a number of students were pulled out of class for a special event-planning session. Most of the remaining students were Asian American students. When she passed out the red envelopes, the students were surprised and touched by her sensitivity to a cherished custom.

When her principal heard what Ms. Greenberg had done, he accused her of favoritism to the Asian American students and of deliberately leaving out the African American and White students.

When she tried to convince him otherwise, he responded that she had no right to impose Asian customs on her students. She responded that this was an important Asian custom of which students should be aware. However, he continued his attack, saying that this was Asian superstition bordering on a religious observance, and students should not be participating in such activities.

Questions for Discussion

1. Were Esther Greenberg's actions inappropriate for a public school classroom? If so, why? If not, why not?
2. When Ms. Greenberg learned that a large number of students were going to be absent from class, what should she have done with the red envelopes? Did her actions create an appearance of favoritism of one ethnic group over others? How could she have handled the situation to make it a pleasant experience for all of the students?
3. Why may the principal have been so upset about Ms. Greenberg's actions?



MyLab Education Video Example 1.2

In this video, educators focus on the cultural cues that can be misunderstood by members of differing cultures. What classroom practices may alienate students? What classroom guiding principles could you create that foster inclusivity?

within the same language group can lead to misunderstandings when, for example, one person's joking may be heard by others as serious criticism or abuse of **power**.

Because culture is so internalized, we tend to confuse biological and cultural heritage. For example, we may identify ourselves as male, but the meaning of masculinity is determined by our culture. Vietnamese infants adopted by Italian American, Catholic, middle-class parents will share a cultural heritage with their adopted family. Observers, however, may continue to identify these children as Vietnamese Americans because of their physical characteristics. Parents from different ethnic, racial, and religious groups than their children may purposefully encourage their children to be bicultural, learning the cultures of the two groups to which they belong.

Characteristics of Culture

Culture is learned, shared, and dynamic. We learn our culture from the people who are closest to us—our parents or caretakers, other family members, our peers, and our religious leaders. The ways that we were held, fed, bathed, dressed, and talked to as babies are culturally determined and begin the process of learning our family's culture. Culture affects not only how we dress, what we eat, and how we speak but also what we think and our worldview. The learning process continues throughout our lives as we interact with members of our own and other cultures.

Shared cultural patterns and customs bind people together as an identifiable group and make it possible for them to live together and function with ease. The shared culture provides us with the context for identifying with a particular group. Although there may be some disagreement about certain aspects of the culture, there is a common acceptance and agreement about most aspects. Actually, most points of agreement are outside our realm of awareness. For example, we may not realize that the way we communicate with each other and the way we raise children are culturally determined. Not until we begin participating in a second culture do we recognize differences among cultural groups.

Culture is dynamic, not static. Think about how your ethnic culture has changed from the time that your first family members immigrated to the United States or, if your family has been in the United States for a long time, how it differs from the national and ethnic cultures of the countries from which your ancestors came. If you are a First American, think about how your culture has changed as a result of politics and power that may have led to reloca-

tion as well as the battles your ancestors fought to retain your culture. Think about how female cultures changed as more and more women entered the workforce and continued to work after they were married and had children. Cultures change as they interact with other cultural groups, adopting characteristics of other cultures when it makes sense for their members. These changes can occur within the same families and across generations. In some Asian groups, especially Chinese families, three generations may live under one roof. The grandparents may be very slow in adapting to their new U.S. culture; the parents may be in the middle of moving into the mainstream U.S. culture while the children are already speaking and acting like members of the dominant U.S. culture. Working with these multigenerational families may be a challenge for educators.



Our cultures adapt to the environments in which we live and work. While the environment in rural areas is characterized by space and clean air, urban dwellers adapt to smog, crowds, and public transportation.

SOURCE: © Matias Honkamaa/Shutterstock

Some cultures undergo constant and rapid change; others are very slow to change. Some changes, such as a new word or a new hairstyle, are relatively minor and have little impact on the culture as a whole. Other changes have a dramatic impact on cultures, altering traditional customs and beliefs. For example, cultures change as technology, social and other media, economic growth and decline, and climate change impact the lives of their members. Think about the impact on culture that resulted after the internet and the