Introducing Multicultural Education in Your Classroom

Facilitator’s Guidebook

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Mission

We believe that the goals and tenets of multicultural education must be employed by educators in America today in order to fully meet the needs of our diverse classrooms. Our vision in creating this workshop is to successfully teach school personnel to value a diverse student body through respecting and accepting students from a diverse background by learning how to modify classroom dynamics and curriculum to reflect the growing diverse student body in the United States educational system.
How to Use this Guidebook

Included in this guidebook are all the materials to successfully present a three-session workshop on introducing Multicultural Education to a school staff.

Included in the guidebook are:

1. Step-by-step instructions for the facilitator to follow.
2. All materials needed to present each workshop (except videos and Session Power Points available on our website).
3. Sample lesson plans.
4. Additional resources for those interested in multicultural education.
5. References used in creation of the workshop.
6. Information on contacting the creators of this workshop.

In order to use this guidebook, simply follow the step-by-step instructions separated by session.

Good luck and enjoy!
Session One
Session One:

Overview:

In Session One, participants should gain a general understanding of Multicultural Education, its historical development and its major goals. Through an interactive and reflective workshop lasting approximately an hour, participants gain a factual understanding of the key concepts related to Multicultural Education. In addition, participants are asked to reflect deeply about their own experiences in the classroom both as educators and students in relation to multicultural interaction and cultural competency.

Agenda:

1. Do Now: What is Multicultural Education to you?
2. Facilitator lead discussion of Multicultural Education
3. Video: The Varied Voices of America’s Classrooms
4. Discussion
5. Text Rendering: A History of Multicultural Education
6. Facilitator lead discussion of process
7. Exit Ticket: One Sentence Summary

Session Outline:

1. Begin the lesson by placing the question “What does the multicultural education mean to you?” on the board (This is the first slide in the PowerPoint.).

2. Ask teachers to take three or four minutes to record their answers on a sheet of paper.

3. Ask a few teachers to share their thoughts.

3. Pass out the “Multicultural Education Definition” found in the “Session One Materials” section of the guidebook and have a participant read it out loud.

4. Use the “Session One Discussion Questions” in the “Session One Materials” section of the guidebook to facilitate a review and discussion of the definition.

5. Play the “Session One Video” found under the Session One tab on the Website.

6. After the film is over, allow teachers four or five minutes to jot their thoughts down.

7. Discuss participants’ thoughts.
8. Use the “Jig Saw Activity” instructions below to read and analyze the “Multicultural Education: History and Goals” article found in the Session One Materials section of the guidebook.

**Text Rendering Activity**

Purpose: By completing this activity, teachers will gain an overall understanding of the history and goals of multicultural education. Each teacher will choose one sentence, phrase and word that they feel encapsulates the ultimate meaning of the text they have read.

Materials:

1. “Multicultural Education: A Brief History and Examination of Key Goals” article
2. Pens
3. Desks in circle

Directions:

Prior to workshop session, facilitator should place the desks in a circle. There should be exactly the number of desks as there are participants to avoid gaps in the circle. Facilitator begins by passing out the article and the “Text Rendering Directions.” Facilitator then explains the activity (all directions are found in the Session One Materials section of the guidebook). Facilitator has teachers count off by threes. Then, has groups form according to numbers. Each group is assigned a section of the text. The facilitator gives the groups ten minutes to read and discuss their section of the text. New groups are formed with each group containing one of each number. Groups are given fifteen minutes during which each of the members teacher the others what they have learned. Teacher ends the lesson with a review of what the groups discovered.

9. End the session with an Exit Ticket asking the teachers to summarize what they have learned today in once complete grammatically correct sentence of no less than fifteen words.

10. Have every teacher read their summary out loud.
Session One Materials
Definition of Multicultural Education:

Banks and Banks (1995) define *multicultural education*:

"Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good." (p. xi)

References

Session 1: Multicultural Education Overview

As a group we have already defined what Multicultural Education is, now we will explore the history, the importance of it within the classroom, and statistical data supporting the need.

Historical Background

Leading to the development of Multicultural Education, we begin with a period in the 1920’s known as the Garveyism Movement. This movement was dedicated to help the African American communities. The goal was to increase their education as well as their social status. They developed organizations and grew in number. Their desire to help children of color and the community attain equality matches the desires of multicultural education (Chapman, 2004). Multicultural education emerged in full force by the 1960 in response to the civil rights movement nationwide. It was developed because of a need for equality due to racial discrimination in schools. Multicultural education also works on correcting the distortions of information and experiences of groups taught within the school’s curriculum (Gonzales, 1995.)

James A. Banks one of the influential leaders in Multicultural Education defines a needs for equity pedagogy as a teaching strategy. The strategy will help diverse students attain the skills they need to function within society. It goes beyond developing reading, writing, and mathematical skills by developing the skills needed to be active and functional in society and among diverse cultural groups (Banks and Banks, 1995).
In addition, keep in mind the definition of multicultural education, which has set forth the goals which have developed over time. Multicultural Education allows all students an equal opportunity through the reformation of schools, colleges and universities. In order for this change to happen there needs to be a reform in the curriculum, teaching materials, and perceptions and attitudes within the teachers themselves (Banks, 2006).

**Importance within the classroom**

In looking at the classrooms across the nation, there is a widening gap and struggles between educators meeting the students’ academic and personal needs. These struggles can be attributed to the cultural differences between students and educators. The ideals of Multicultural Education are to meet the needs of culturally diverse students and reduce the gap and struggles among the nation’s students. In addition, it will also contribute to producing effective citizens who can interact with other cultures.

As an educator you may wonder why culture is important within the classroom. Every student comes into the classroom with unique experiences, ideas and ways of learning which have been influenced by their culture. In an article by the National Education Association they clearly state the importance by stating, “…educators must become knowledgeable about their students’ distinctive cultural backgrounds so they can translate that knowledge into effective instruction and enriched curriculum.” (p.2) In addition, Banks states, this educational process will also help to reduce prejudice among cultural groups. These prejudice misconceptions children develop from what they observe within their society and the treatment of others, yielding the need for a curriculum which promotes a balance and meets their educational and cultural needs (as cited by Chapman, 1995).
Statistical Data

As you may know our country is growing rapidly in numbers. There is an influx of immigrants which not only affect the nation’s dynamics, but the demographics of the classroom as well. To make it clearer statistical data may help to envision who makes up the classroom population and how it may affect the teaching, learning differences, curriculum and implementation of strategies.

- By the year 2020, the United States Census of Bureau has predicted that 50% of the student population to be of color (as cited by Banks, 1995).

- The following predication are made by the US Census Bureau for 2050 as stated by the Center for Public Education website in 2007:
  - The Hispanic population will grow from 35.6 million to 102.6 million, an increase from 12.6 percent in 2000 to 24.4 percent in 2050.
  - The Asian population will grow 213 percent, or from 10.7 million to 33.4 million, an increase from 3.8 percent to 8 percent.
  - The black population will grow from 35.8 million to 61.4 million, an increase from 12.7 percent to 14.6 percent.
  - The non-Hispanic white population will increase by only seven percent, from 195.7 million to 210.3 million, a decline from 69.4 percent in 2000 to 50.1 percent in 2050.
  - In the year 2004, the number of foreign born was 34.2 million coming from Latin America, Asia and Europe.
References


**Text Rendering Instructions**

Please take a few moments to review the document and mark the sentence, the phrase, and the word that you think is particularly important for our work.

**Steps:**
1. First Round: Each person shares a *sentence* from the document that he/she thinks is particularly significant.
2. Second Round: Each person shares a *phrase* that he/she thinks is particularly significant. The group “secretary” records each phrase.
3. Third Round: Each person shares the *word* that he/she thinks is particularly significant. The group “secretary” records each word.
4. The group discusses what they heard and what it says about the document.
5. The group shares the words that emerged and any new insights about the document.
6. The group debriefs the text rendering process.
Session Two
Session Two:

Overview:

In Session Two, participants will gain a deeper understanding of Multicultural Education as a result of learning to encourage the development of three identities: cultural, national and global. Through the process of identifying what they consider to be the most important dimensions of their own identity, the participants will acquire an in depth knowledge of the importance of attaining a positive cultural, national, and global identity in effectively functioning in an increasingly diverse community.

Agenda:

1. Do Now: Video – In The Classroom and Reflection
2. Participants prepare a step-by-step action plan of rectification
3. Activity: Circles of My Multicultural Self and Share
4. Instructional Portion- Overview of the 3 identities
5. Jigsaw Activity
6. Exit Ticket: Replay the video, reflect and share

Session Outline:

1. Begin the session by playing the “Session Two” video clip, found under the Session Two tab on the website, which gives participants instructions on what to do.

2. Following the video, students will take a few minutes and prepare a step-by-step action plan on how they as educators would help to rectify the misunderstandings.

3. Ask a few teachers to share their thoughts.

4. Pass out the “Circles of My Multicultural Self” activity found in the “Session Two Materials” section of the guidebook.

5. Use the “Circles of My Multicultural Self” facilitator’s instructions below to guide you through this activity.

6. Teach the 3 Identities using the “Developing the Three Identities” Power Point Slide under the Session Two tab on the website.

7. Split the class into four groups and assign different portions of the “Developing the Three Identities” article to several groups and have them do the Jigsaw Activity. Instructions found under “Session Two Materials”. 
8. Replay the “In the Classroom” video and ask students to reflect on their previous answers and share how they have changed.
Circles of My Multicultural Self

Purpose:

The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identities. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

Preparation:

Distribute copies of the Circles handout.

Instructions:

Ask participants to pair up with somebody they do not know very well. Invite them to introduce themselves to each other, then follow these steps:

1. Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, educator, Asian American, middle class, and so on.
2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) _________ but I am NOT (a/an) _________." Provide your own example, such as "I am a Christian, but I am NOT a radical right Republican." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.
4. Probe the group for reactions to each other’s stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)
5. Advise participants that the next step will involve individuals standing up and reading their stereotype statements. You can simply go around the room or have people randomly stand up and read their statements. Make sure that participants are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating. Start by reading your own statement. This part of the activity can be extremely powerful if you
introduce it energetically. It may take a few moments to start the flow of sharing, so allow for silent moments.

6. Several questions can be used to process this activity:
   1. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
   2. Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
   3. How did it feel to be able to stand up and challenge your stereotype?
   4. (There is usually some laughter when somebody shares common stereotype such as "I may be Arab, but I am not a terrorist" or "I may be a teacher, but I do have a social life.") I heard several moments of laughter. What was that about?
   5. Where do stereotypes come from? How are they connected to the kinds of socialiation that make us complicit with oppressive conditions?

Facilitator Notes:

The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges. Encourage participants to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

As with most activities, it can be especially effective if you participate while you facilitate. If you are willing to share your own experiences, participants are more likely to feel open to share their own.

It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.
Jigsaw Activity Instructions

Purpose:

By completing this activity, teachers will become experts in one area of student identification and its importance to student development and learning. Each student’s part is essential for the completion and full understanding of the final product. After becoming an “expert,” teachers will then share what they have found with other members of the larger group.

Materials:

1. Developing the Three Identities Article (included in Session Two Materials)
2. Chart Paper
3. Pens
4. Highlighters
5. Markers
6. Index Cards (optional)

Directions:

1. Facilitator splits up the class into four groups.
2. Pass out the articles and assign each group a portion (identity, cultural identity, national identity, or global identity).
3. Each group has the responsibility to become and “expert” of their given topic. They are to talk amongst themselves to learn and come up with a general understanding of their topic.
4. After about five minutes, assign the students to different groups where they are now one of the only experts of their topic and must portray an understanding of their topic to the rest of the students in the group who are “experts” of different topics.
5. Once all of the students have shared in their jigsaw group, test for understanding by asking for a volunteer to share a brief overview of each topic as they have learned in the session.
Session Two Materials
Identity is a concept that relates to all that we are. Individuals who have positive cultural, national, and global identifications evaluate their CN&G communities highly and are proud of these identifications. They have both the desire and competencies needed to take actions that will support and reinforce the values and norms of their CN&G communities. Not only should schools be concerned about helping students develop reflective CN&G identifications; it should also help them acquire the cross-cultural competencies (which consist of knowledge, attitudes, and skills) needed to function effectively within their CN&G communities.

Three Identifications

**Cultural Identification**
Schools should help all students:

- develop an understanding of their ethnic and cultural group identifications
- objectively examine their ethnic and cultural groups
- better understand the relationship between their ethnic and cultural groups and others

A positive and clarified cultural identification is of primary importance to students in their first years of life. However, rather than help students develop positive and reflective ethnic and cultural identifications, historically the school and other social institutions have taught students from various ethnic and cultural groups to be ashamed of their ethnic and cultural affiliations and characteristics (experiencing self-alienation and rejection of family heritages, cultures and languages).
National identification
Schools should help students:
• develop a commitment to democratic ideals (human dignity, justice, and quality)
• acquire the attitudes, beliefs, and skills they need to become effective participants in nation-state and the civic culture
• develop social participation skills and activities
• be provided with opportunities for social participation activities where they can take action on issues and problems that are consistent with democratic values
• help students understand the wide discrepancy that exists between the democratic ideals within nation-states and practices such as racial discrimination and inequality that exists in all nations
• help students to develop a commitment to take civic action to help close the gap between a nation’s ideal and its realities should be an important goal of citizenship education

Patriotism- a love and devotion to one’s country
**Global Identification**

Schools should help students:

- understand that solutions to the world’s problems require the cooperation of all the nation’s in the world, but they need the knowledge, attitudes and skills to become effective and influential citizens in the world community
- become aware of their status as world citizens
- gain knowledge about ‘world leaders’
- understand how life in their communities influences other nations and the cogent influences that international events have on their daily lives
Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define our identities and the social constructions that label us regardless of how we define ourselves.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.

1. Share a story about a time you were especially proud to identify with one of the descriptors you used above.

2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.

3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

   I am (a/an) __________________ but I am NOT (a/an)______________.

   (So if one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be:

   I am a Christian, but I am NOT a radical rightwing Republican.)
Session Three
Session Three:

Overview:

The purpose of this session is to introduce teachers and instructional staff to various methods of incorporating multicultural education into the lesson plans. Direct instruction is used to introduce these methods. During this session, teachers are also given three sample lesson plans to examine and discuss. Finally, teachers are separated into groups and given the change to create a multicultural lesson plan starting from a content-specific objective.

Agenda:

1. Do Now: What concerns and/or questions do you have about implementing multicultural education in your classroom?
2. Discussion of “Do Now” answers.
3. “Methods of Incorporating Multicultural Education in Your Lesson Plans.”
4. Review of lesson plans.
5. Group lesson planning activity.
6. Presentation of lesson plans.

Session Three Outline:

1. Session begins with a Do Now (on the Session Three PPT) asking teachers to reflect on the question: “What concerns and/or questions do you have about implementing multicultural education in your classroom?

2. Facilitator will then lead a discussion of teachers’ concerns and/or questions.

3. Facilitator will then lead the participants in direct instruction of the types of knowledges and various methods of incorporating multicultural education into lesson plans as described by Banks.

4. Facilitator will then pass out “Sample Lesson Plans” (found in the Session Three Materials in the guidebook) and groups will examine and discuss.

5. Facilitator will then explain the Group Lesson Plan Activity (instructions available in the Session Three Materials section of the guidebook) and explain the activity to the participants.

6. Groups will have twenty or thirty minutes to create a lesson plan employing what they have learned in the three sessions.

7. The workshop will end with each group presenting their findings.
8. Facilitator will then pass out the Additional Resources handout (found at the end of the guidebook).
Session Three Materials
Session Three Group Activity

In session three, the participants learned about the five types of knowledge students have or come to develop in and out of the classroom. The participants also learned of possible strategies to implement within the classroom in any given unit to increase the students’ cultural awareness in order to make them well informed citizens who can function successfully in society with other ethnic, racial and social groups.

Directions:

1. Divide into groups according to content or grade level taught.
2. Once you are in your groups, create a lesson or take a lesson you have already implemented in your classroom and add some of the key concepts you have learned in all three sessions.
3. Please keep in mind the following:
   a. definition and goals of multicultural education
   b. how to develop the three cultural identities
   c. the types of knowledge students have or develop
   d. possible strategies discussed to implement with any given unit.
4. You can use the attach form as a guide for your lesson.
5. Each group will have 30-45 minutes to work on your lesson.
6. Present and share with the group.
Group Lesson Plan Activity

Sample Objectives By Content Area

**DIRECTIONS:** Use the objectives below to create a lesson plan in your groups implementing the various ideologies and methods you have learned during the three multicultural education workshops.

**MATH:**
Students will find the whole when given a percentage part.

**SCIENCE:**
Students will formulate ideals on the importance of space exploration through the discussion of technological, industrial, and intellectual benefits rendered by our journey into space.

**SOCIAL STUDIES:**
Students will take an in-depth look at the central events taking place in America between the years of 1780 and 1818 and discuss these events with the class.

**READING/LANGUAGE ARTS:**
Students will increase their knowledge of authors, genre and enjoyment of independent reading.

**PHYSICAL EDUCATION:**
Students will learn the rules and skills of the game of basketball, and they will apply this knowledge to playing the game.

**MUSIC:**
Students will understand that the classical music genre has relevance in our society, both historically, and in the popular music setting of various classical music thematic material.
Multicultural Lesson Plan

Grade: __________
Subject: ________________________________________
Lesson Name: ____________________________________

Objectives for lesson:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
List materials needed:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Please include a step by step summary of lesson (please include an evaluation of students’ performance):
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
What is the multicultural connection within the lesson (look back at directions)?
Sample Lesson Plan for Science Curriculum

Unit Concept: Contributions of Dr. Frank Gonzalez and the science of tsunamis.

Grade: 4

Primary Focus:

Students will be able to describe basic differences between physical weathering (i.e. breaking down of rock by wind, water, ice temperature, and plants) and erosion (i.e. movement of rock by gravity, wind water, and ice).

Secondary Standard:

Students will be able to interpret political and physical maps using map elements (title, compass, rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Objectives:

1. Students will be able to recognize that Dr. Frank Gonzalez, a Hispanic American, is a leading researcher on tsunami science.

2. Students will understand the relevance of Dr. Gonzalez’s research.

3. Students will understand the ways in which a tsunami is formed.

4. Students will be able to identify countries that have been changed by a tsunami.

Materials: Reading passage, chart paper, dictionaries, quiz, map of Central and South America, map of the globe, crayons, students journals, crayons/colored pencils, deep baking pans, water, 2 blocks of wood, experiment directions, chart paper, cluster chart, rubric

Procedures:

1. Have class brainstorm what a tsunami is and what they know about them. Write student responses on chart paper.

2. On world map, have students identify where they think tsunamis might have taken place. On the world map, show students countries,
such as Thailand, India, and Indonesia, which have been ravaged by
tsunamis.

3. Have students brainstorm what career professional studies
  tsunamis.

4. Give handout “All About Tsunamis” to the students and have
  students work in pairs.

5. After discussing the handout, distribute reading passage (“Frank
  Gonzalez and the Tsunami”) and read aloud.

6. While reading, students will underline words that they do not
  know the meaning of and circle the names of countries in the passage
  that have been affected by tsunamis.

7. After reading:

   a. **Discussion**- Talk with students about the content of the
      passage. Ask students about personal experiences with
      tsunami victims and/or events.

   b. **Vocabulary**- Place students in groups of three and have each
      group go through the article and find underlined words. One
      student will record the words. Students will look for
      definitions within the reading passage. If the definition cannot
      be found in the reading, students will use a dictionary.
      Another student from the group will present two of their words
      and write them on the board for the class.

   c. **Quiz**- Students will answer quiz questions based on the
      reading passage.

   d. **Writing**- Students will write a 5-paragraph persuasive essay
      about Tsunami Warning and Readiness Systems. In this essay
      students will: talk about Meteorologists, discuss the
      importance of a readiness system, and use examples from the
      passage to persuade the audience of his/her position on the
      value of having a readiness system.

**Assessment:**

Student participation, vocabulary list, student quiz, student
questions, observations, discussion, essay assignment
Extension Activity: Tsunami Project “Tsunami Project”
Frank Gonzalez and the Tsunami

Dr. Frank Gonzalez grew up in San Antonio, Texas. His family is of Hispanic descent. As a child, Dr. Gonzalez had always been interested in animals of the land and sea. He first fell in love with sea life on a trip to Cuba in the Caribbean Ocean. When he grew up, he went to school for biology. He worked hard in school and studied oceanography, the study of

He finally earned his Doctorate Degree, the highest degree in schooling, in oceanography from the University of Hawaii. He has received many awards like NOAA’s (National Oceanic and Atmosphere Administration) highest award for outstanding research, and NOAA’s Administrator’s Award for his work on hazardous ocean waves.

Now, Dr. Gonzalez is the director for the Tsunami Inundation Mapping Efforts at Pacific Marine Environment Laboratory in Seattle, Washington. He develops ways to detect tsunamis early in order to reduce death and property damage from the storms. One important thing that Dr. Gonzalez developed was a new mathematical way to describe how a tsunami behaves when it arrives on shore. His biggest concern is to learn how to find tsunamis in the early stages. It is important because finding tsunamis early would help the people in countries that are affected by terrible tsunamis.

A tsunami is a wave train, or series of waves, generated in a body of water by an “all of a sudden” disturbance that vertically displaces (raises and lowers) the water line. Tsunamis are created when the sea floor is suddenly disturbed. Earthquakes, landslides, volcanic eruptions, explosions and even meteorites, can create a tsunami. This vertically displaces the water above. Waves form as the large water mass tries to gain its balance. Gravity also influences the water mass. A tsunami develops when a large area of the sea floor suddenly rises or suddenly lowers.

Tsunamis can attack coastlines, causing death and massive damage to property. Tsunamis are often responsible for high degrees of sand erosion. Sand erosion is when sand is washed away and does not return. This often happens with hurricanes, tsunamis, and other severe storms. They can produce floods that extend many miles onto the land crushing homes and other structures. This distance could be several miles.

Tsunamis have been known to reach heights of 100 feet when they reach shallow water near shore. This would be about the height of a three-story building. In the open ocean, tsunamis typically move at speeds of 500-600 miles per hour. They are able to travel great distances, keeping its size, and can flood areas thousands of miles from their beginning.

The speed a tsunami travels depends on the depth of the water. When the water becomes shallower, the tsunami slows. Although the tsunami is slower in shallow water,
its height grows. A tsunami can grow to be several meters or more in height as it nears the coast.

The following are examples of earthquakes and tsunamis from around the world.

The greatest earthquake in the world that has been recorded since the 1900’s happened in 1960 off the coast of Southern Chile. This earthquake triggered a Pacific-wide tsunami. Many people ran from their homes for shelter. Some tried to escape by seeking refuge in small boats. Fifteen minutes after the earthquake occurred, the trough, or front, of the tsunami arrived on the coast of Chile. Over 2,000 people were killed due to the Chilean earthquake and tsunami. Millions of people were displaced from their homes.

But the tsunami of 1960 did not stop. Fourteen hours later, it reached Hawaii, where it killed 61 people and caused millions of dollars in property damage. Nine hours later, the tsunami struck Japan and killed over 150 people. Today, Chile is very active in Tsunami research and participates in global and national Tsunami Warning Systems.

Guatemala is another country that has experienced tsunamis. Off the coast of Central America is something called the Middle America Trench. The trench marks the site where the continental land collides with, and overrides the sea floor. This process is called subduction. The area of this subduction goes beneath Guatemala and is the cause of many earthquakes. These earthquakes have the capability of creating landslides, which can cause tsunamis. In the past 100 years, two earthquakes have caused tsunamis in Guatemala. In 1902, a tsunami, which began off the coast of El Salvador, caused much damage and took more than 500 lives in Guatemala and El Salvador. In 1950, another earthquake occurred off the coast of Guatemala. It generated a small tsunami that ran up the Guatemalan coast. Still today, Guatemala does not have a national or regional warning system for earthquakes and/or tsunamis.

Recently, the most powerful earthquake in 40 years erupted under the Indian Ocean near Sumatra on Dec. 26, 2004. It caused giant, deadly waves to crash ashore in nearly a dozen countries, including India, Thailand, and Indonesia, killing over 200,000 people. This tsunami caused more casualties than any other in recorded history. People around the world came to their assistance. Tragically, no warning system was in place when the disaster occurred. Currently, plans are being made for the establishment of a tsunami warning system for the Indian Ocean.

Researchers like Dr. Frank Gonzalez have devoted their lives to understanding natural, strange occurrences, or phenomena, like the tsunami. Because of people like him, tsunami warning systems are in place for many areas of the United States and the Pacific Islands including things like undersea sensors and public awareness campaigns so people know how to respond. It is important for the public to be aware of the seriousness a tsunami brings to communities around the world.
First, mark A if you agree with the statements, and mark D if you disagree with the statements. Next, scan through the reading passage to find the answers and see how many you got right!

____ A tsunami is like a big title wave.

____ Tsunamis can cause death and destruction.

____ Special ways have been developed in order to detect tsunamis early.

____ A tsunami can happen in areas without water.

____ Some countries do not have a warning system for tsunamis.

____ A rain storm can cause a tsunami.

____ A tsunami can flood many miles inland from the shore.

____ Guatemala is one country that has been affected by tsunamis.
TSUNAMI QUIZ

Directions: Read the following multiple-choice questions. Choose the best answer for each question.

NAME:

DATE:

CLASS PERIOD:

1. Which statement from the passage shows that Dr. Gonzalez is dedicated to helping people become safe from tsunamis?
   
   A. As a child, Dr. Gonzalez has always been interested in animals of the land and sea.
   
   B. He worked hard in school and studied oceanography, the study of the ocean.
   
   C. His biggest concern is to learn about how to find tsunamis in the early stages.
   
   D. He finally earned his Doctorate Degree, the highest degree in schooling, in oceanography from the University of Hawaii.

2. Which of the following forces is a cause of a tsunami?
   
   F. earthquakes
   
   G. rain storms
   
   H. tornadoes
   
   I. sand erosion

3. A tsunami can travel at speeds up to _________ miles per hour.
   
   A. 500-600
   
   B. 50-60
   
   C. 5-6
   
   D. 5000-6000
4. As a tsunami approaches shore, its speed decreases and its height increases. A tsunami has been known to reach heights of up to ____________.
   
   F. 10 feet
   G. 110,000 feet
   H. 1000 feet
   I. 100 feet

5. According to the reading, what is important about Dr. Gonzalez’ tsunami research?
   
   A. His work with home builders to build safer homes for tsunamis.
   B. His work on a new mathematical formula to describe tsunami behavior.
   C. His work with saving ocean life in coastal areas when tsunamis hit.
   D. His work on new words concerning tsunamis for science dictionaries.

6. Approximately, how many people died in Chile when the tsunami of 1960 hit Chile?
   
   F. 2000
   G. 50
   H. 25
   I. 1000
7. What is meant by the phrase “vertically displaces”?
   A. a circular motion
   B. a forward motion
   C. an up and down motion
   D. a side to side motion

8. Which is a possible reason why two tsunamis have hit Guatemala in the past?
   A. the ocean is deep around the coast of the country
   B. the Middle America Trench causes subduction
   C. the rains in the country are year round
   D. the other countries surrounding Guatemala are mountainous

9. If a tsunami begins in Chile, it is possible for its effects to reach Japan
   A. True
   B. False

10. The countries around the Indian Ocean are safe due to their Global Warning System for Tsunamis.
    A. True
    B. False
TSUNAMI EXPERIMENT
CREATE YOUR OWN TSUNAMI

DIRECTIONS:

1. Select a recorder. Recorder will write down observations on the back of this page.

2. You should have 1 baking pan and 2 small blocks of wood.

3. Fill the pan with water about half way.

4. Place the 2 blocks of wood under the water in the pan. Wait until the water is calm.

5. Recorder will write down the group’s observation of the pan at this point.

6. Push the wooden blocks together from the outside in. Do this in a rapid motion, and force the water upward between the blocks. At this time, you should see waves form and splash over the sides of the pan. Students, you have just made a mini tsunami!

7. Recorder will write down the observations of the waves both slowly pushed together, and rapidly pushed together.

8. Group will discuss how this experiment resembles what they know a tsunami to be. From the observations, the groups will create a paragraph (recorder will write) telling what happened in this experiment and what they have learned.

(This is an optional extension project)
ESSAY ASSIGNMENT

PERSUASIVE ESSAY WRITING

You have just read about Dr. Gonzalez and tsunamis. Pretend you are a meteorologist for the state of Florida. It is your job to convince the state of Florida to hire Dr. Frank Gonzalez as a consultant to prepare the state of Florida for the future in Tsunami Warnings and Readiness.

Write an essay persuading the State of Florida to hire Dr. Frank Gonzalez as their consultant. Use a Cluster Chart to brainstorm why it is important to have Tsunami Warning and Readiness in Florida.
EDITING RUBRIC

DIRECTIONS: Circle the number you think best fits the statement. Circling “1” would show you strongly agree with the statement and circling “5” would show you strongly DISagree with the statement.

5= MET EXPECTATIONS AT HIGHEST ABILITY
1= FAILED TO MEET EXPECTATIONS

1. The writer stayed on the topic. 1 2 3 4 5
2. The writer had a beginning, including a topic sentence. 1 2 3 4 5
3. The writer had one or more paragraphs as the body (middle). 1 2 3 4 5
4. The writer had a conclusion (end). 1 2 3 4 5
5. The writer gave specific examples. 1 2 3 4 5
6. The writer used correct spelling. 1 2 3 4 5
7. The writer used complete sentences. 1 2 3 4 5
8. The writer used correct grammar. 1 2 3 4 5
9. The writer used correct punctuation. 1 2 3 4 5
10. The essay was easy to understand. 1 2 3 4 5
Sample Lesson Plan for General Music Curriculum

Unit Concept: People, Music and Culture.

Grade: 4

Primary Focus:

Students will be sing, play and listen to music of various cultures in the United States. Students will explore how people in a culture use music for various purposes and events, and compare and contrast those purposes and events to the musical expressions of other cultures for similar purposes and events. Students compose music that expresses the qualities of their own cultures’ music.

Objectives:

1. Students will be able to identify a culture and the way it expresses their traditions and beliefs through music.

2. Students will be able to recognize African, European, Hispanic, Asian and American-Indian cultures through their music.

3. Students will be able to describe how music is used in various cultures in the United States.

4. Students will be able identify similarities and differences in music of the United States and various cultures.

Materials: copies of various songs, pencil, pen and paper, musical recordings, classroom instruments

Procedures:

1. Sing or play a recording of an African, European, Hispanic, Asian or American-Indian song. Tell students to listen carefully.
2. Give each student a Cultural Song Guide to complete while listening.
3. Teach the song to the students by rote, allowing them to modify their answers on the Cultural Song Guide after singing the song.
4. Teach the song to the students by rote, allowing them to modify their answers on the Cultural Song Guide after singing the song.
5. Sing the song again using printed copy of the song.
6. Have students compare the songs using the Comparison Chart.
7. Discuss comparisons concentrating on how people would use the music and for what purposes.
Assessment:

Student participation, comparison charts, cultural song guides, student questions, observations, discussion, and overall accuracy of determination of cultural standards and characteristics.

Extension Activities:

- Encourage students to explore, compose, listen to and then discuss or write about pieces of music from various United States and world cultures.

- Substitute listening for singing songs if you have access to outstanding examples of original cultural music that are beyond the students’ performance abilities and voice ranges.

- Have students interview family members about their culture’s music. Information and song can be shared with the class.

Teacher Planning:

Example Song Selections:

Lullabies:

Game Songs:
Ghanaian: “Che Che Koolay”  Afro-American: “Mary Mack”

Dances:
Israeli: “Hava Nagila”  Mexican: “La Raspa”
American: “Skip to My Lou”  American Indian: “Duck Dance”
Cultural Song Guide

Name _______________

Date _______________

Class Period_____

1. The song's words are:
   A. In a language I know ___ I know what the words say.
   B. In English ___ I don’t know what the words say.
   C. Voice sounds, not words ___ I did not recognize the sounds as words.

2. This song is from an:
   A. American-Indian culture ___ I can tell by the words.
   B. African-American culture ___ I can tell by the melody.
   C. European-American culture ___ I can tell by the language.
   D. Hispanic-American culture ___ I can tell by the instruments I hear.
   E. Asian-American culture ___ I already know what this piece is used for.

3. It sounds as if this song is used for a:
   A. Happy event ___ The words say so.
   B. Sad event ___ The melody tells me.
   C. Religious event ___ The speed (tempo) tells me.
   D. Holiday ___ The way voices are used tells me.

4. In addition to singing, people:
   A. Could dance to this music ___ I can tell by the words
   B. Move, but not dance ___ I can tell by the tempo.
   C. Could play instruments along with the song ___ I know certain instruments are always used in this music

5. (On separate sheet of paper) Write two or three sentences that tell what group or groups of people you think would sing this music, what they would do while singing, why they would be singing it, and what event might be taking place.

Comparison Chart

Name _______________

Date _______________

Selection One Selection Two
<table>
<thead>
<tr>
<th>Tempo</th>
<th>Tempo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamics</td>
<td>Dynamics</td>
</tr>
<tr>
<td>Words</td>
<td>Words</td>
</tr>
<tr>
<td>Instruments</td>
<td>Instruments</td>
</tr>
<tr>
<td>Movement</td>
<td>Movement</td>
</tr>
</tbody>
</table>

**Overall Description:** Based on your descriptions, what do you think this music is about? Briefly describe what group might use the song and the event at which it might be used.
Sample Lesson Plan for Language Arts Curriculum

Central Concept: The truth behind the Folktale

Grade: 6

Primary Focus:
Students will develop their comprehension and writing skills by reworking folktales. They will examine multicultural literature for theme and point of view.

Objectives:
1. Students will write a three paragraph story, based on a multicultural folktale, but told from an unusual point of view.
2. Students will demonstrate correct spelling and grammar.
3. Students will learn that differences may exist in point of view.
4. Students will learn that many cultures use folktales to transmit values.

Materials: Multicultural Folktales (Readers Theater) by Suzanne Barcher and Beauties and Beasts (The Multicultural Folktale Series) by Betsy Hearne, poster boards, markers, computer lab time

Procedures:
1. Read The True Story of the Three Little Pigs by Jon Scieszka, to the students. This story gives the account that the wolk didn't actually go to the pigs' houses to eat them. He just wanted to borrow some sugar for his mother’s birthday cake and he sneezed (accidentally) and their houses’ fell. Of course, he couldn’t let a good pig dinner go to waste.
2. Have the students define point of view as a class and model making a graffiti board.
3. Have the students identify the values that are taught in the story, and how changing the point of view changes the theme.
4. Divide students into small groups. Have each group choose a folktale with a “bad guy” and read the story among each other. Have them use a small white board to tell the story from the “bad guy’s” point of view.
5. Have the groups present their new version to the class. They will have the option of presenting from the graffiti board or presenting a small skit of their revised story.
6. The students will bind the stories together and any volunteers can read them to younger students
7. Cross-curriculum component: In art class, students will make an example of their new tale by making an example of “folk art.”

8. In closing, have students participate in a think/pair/share and answer following questions: how does changing the point of view change the story? How are the characters from these folktales similar or different from the folktales of your culture? What are the values taught in this folktale?

9. Have students share their answers with a partner; have each pair summarize their ideas for the whole class.

Assessment:

Group presentation, writing assignment, answers to Think Pair Share
About the creators:

Each of this website's creators is a candidate for a Master's Degree in Multicultural Education at Eastern University in Saint David's, PA. This interactive professional development was created as a project for Doctor Dorothy Hurley's Multicultural Education class.

Michael Kreger (mkreger@eastern.edu)

Michael is currently a Philadelphia Teaching Fellow working at William Penn High School in North Philadelphia where he teaches 12th grade English, College Writing and AP English. He has interests in modern literature, modern poetry, Romanticism and bicycling. He earned his Bachelor's degree from Temple University in both English Literature and Philosophy. He is currently finishing up his Master's degree in Multicultural Education at Eastern University in Saint David's, PA. Michael hopes to one day become an administrator at a public high school in Philadelphia.

Patrice Buller (pbuller@eastern.edu)

Patrice earned a Bachelor of Science degree in Biokinetics: Health and Exercise Science. She is currently a Graduate Assistant Women's Basketball Coach pursuing Master's in Multicultural Education and Teaching Certification: Health & Phys Ed. In the future, she desires to integrate her educational and professional experiences into the classroom promoting healthy living and overall well-being including accepting and encouraging cultural pride in this diverse society.

Paul Daigle (pdaigle@eastern.edu)

Paul has done a little of everything in his life. He was the office manager for Burt's Bees (they make that great lip balm) at the young age of 15 1/2. Ever since he has been convinced that youth and young adults can do almost anything they set their minds to. During his life he helped start a program serving homeless youth and young adults, directed a multi-service homeless outreach agency, helped pastor a church, chaired a state-wide public policy committee related to homeless youth issues in the Massachusetts, was the executive director for a business and community development non-profit and more. Currently, Paul is the Coordinator of Student Activities and a Resident Director at Eastern University where he is loving working with college students! In his spare time, Paul loves spending time with his wife and toddler and playing Settlers of Catan.

Angela Beidler (abeidler@eastern.edu)

Angela Beidler grew up in Sarasota, Florida. After attaining her undergraduate degree in Cello Performance from the Peabody Institute of the Johns Hopkins University in Baltimore, Maryland, Angela immediately began performing in Sarasota, Florida. Once she realized that her true calling was working with youth in the schools, she began teaching full-time in the Philadelphia School District in 2008. Angela is now pursuing a Master's in Multicultural Education and Certificate in Music Education at Eastern University in St. David's, Pennsylvania, while continuing her teaching career as a strings
teacher in various schools throughout Philadelphia.

**Joanmarie L. Cruz** (jcruz@eastern.edu)

Joanmarie Lucia Cruz completed her undergraduate studies in Education at Temple University in 2005. Currently she is completing her graduate degree in Multicultural Education at Eastern University. She has been teaching in the Philadelphia School District for 5 years as a Special Education Teacher. She has a deep passion and love for the students she teaches in North Philadelphia. They inspire her to do her best as she hopes she inspire them to achieve all they can. She hopes to take what I have learned through her years of education into the classroom to help the diverse student population she is teaching. The educational opportunity she has had at Eastern University have allowed her to become more open to other people's needs and cultures. It has become a focus for her professionally to develop her awareness of others and to develop this within her students.
Introducing Multicultural Education in Your Classroom

Additional Resources

Multicultural Competencies and Educators

“Promoting Educators’ Cultural Competence To Better Serve Culturally Diverse Students” by the National Education Association. Provides an excellent position paper on what cultural competence is, why it’s important for educators and four cultural competence skill areas.
http://www.nea.org/assets/docs/mf_PB13_CulturalCompetence.pdf

The Diversity Toolkit from the National Education Association. This site provides many resources and reports related to diversity issues and education.
http://www.nea.org/tools/18834.htm

Multicultural Educational links organized by McGraw-Hill. This site includes links to lesson plans and subject specific resources.
http://www.mhhe.com/socscience/education/multi_new/links.html

http://www.mhhe.com/socscience/education/multi_new/promising.html

Becoming a Culturally Competent Educator by the National Education Association
http://www.nea.org/home/37643.htm

C.A.R.E. Strategies for Closing the Achievement Gaps by the National Education Association. This amazing publication provides information on teacher diversity competencies, diversity lesson plans and much, much more.

One World – Global Identity Development Resources by Scholastic

Anti-Defamation League offers a website with a variety of resources on multicultural education, racism, curriculum planning, books suggestions and more.
http://www.adl.org/main_Education/default.htm

Teaching Tolerance: a website from the Southern Poverty Law Center which provides a variety of resources and videos on diversity for educators.
http://www.tolerance.org/tdsi/

National Association of Multicultural Education: provides annual conferences, resources and resource links.
http://nameorg.org/
EdChange: Professional Development, Research, and Resources for Diversity, Multiculturalism & Cultural Competence
http://www.edchange.org/index.html

Books on Multicultural Issues

*We Can’t Teach What We Don’t Know: White Teachers in Multiracial Schools* by Gary Howard. Includes both a look at multicultural education and a significant look at white privilege.


*A Different Mirror* by Ronald Takaki. This important text provides a historical overview of multicultural America – the history you didn’t learn in school!

Diversity Training Resources

*The Diversity Training Activity* Book by Jonamay Lambert and Selma Myers
A book of 50 training activities to use during diversity training events.

Diversity Training Techniques: Staff Cultural Sensitivity Instruction by Joni Rose. Limited resources on diversity training but links to more articles.
http://designing-training-tools.suite101.com/article.cfm/diversity_training_techniques

Diversity Training Activities by Anna Scanlon. Group activities for diversity trainings with links to additional articles.
http://www.ehow.com/way_5406291_diversity-training-activities.html

Statistics on Diversity in America and Related to Education

Minorities in Higher Education: 2009 Supplement by Mikyung Ryu of the American Council on Education. This 16 page report provides data on higher education attainment of minorities and also provides limited, but current data on high school graduation rates by ethnic group.
http://www.acenet.edu/AM/Template.cfm?Section=CAREE&Template=/CM/ContentDisplay.cfm&ContentID=34214

Further Training Resources

Making Diversity Count – an online multicultural workshop by the Anti-defamation League worth 15 ceu’s in most states.
National Coalition Building Institute: offers a variety of diversity trainings and train-the-trainer programs.
http://ncbi.org/workshop-training-descriptions/

Dr. Maura J. Cullen: Provides diversity and leadership training as well as a diversity newsletter you can sign up for. An engaging, humorous presenter who is effective at teaching tolerance.
http://www.mauracullen.com/

Ethnic/Diversity Group Specific Resources

Asian Pacific American Heritage by Scholastic – a variety of resources for the classroom.
http://teacher.scholastic.com/activities/asian-american/

Mexicans/Cinco de Mayo by Scholastic – a variety of resources and articles for the classroom.
http://www2.scholastic.com/browse/collection.jsp?id=279

Hispanic Heritage by Scholastic – a variety of resources for the classroom.
http://teacher.scholastic.com/activities/hispanic/

African-Americans by Scholastic – a variety of resources for the classroom
http://www2.scholastic.com/browse/article.jsp?id=3748541

Native Americans by Scholastic – a variety of articles and resources for the classroom
http://www2.scholastic.com/browse/unitplan.jsp?id=195

Women’s Issues/History by Scholastic – a variety of resources for the classroom.
http://www2.scholastic.com/browse/article.jsp?id=3182

Holidays to celebrate ethnic groups
http://www2.scholastic.com/browse/calendar.jsp?aud=T – This is a planning calendar by month by Scholastic.

Racism and White Privilege

White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh. This classic article on white privilege addresses the “invisible systems” of privilege in American culture and life.
A glossary of terms related to race and racism by the American Anthropological Association.  
http://www.understandingrace.org/resources/glossary.html#m

“Is Race ‘Real’?” A forum by the Social Science Research Council on the concept of race with academic articles and more.  
http://raceandgenomics.ssrc.org/

A list of scholarly articles on race collected by the American Anthropological Association.  
http://www.understandingrace.org/resources/papers_activity.html

Resources for responding to hate crimes including in schools by the Department of Justice.  
http://www.justice.gov/crs/publist.html

Videos and Multimedia Resources

“Privilege” a video based off of the article on white privilege by Peggy McIntosh.  
http://www.youtube.com/watch?v=NzAein4X37g

Based on the different colored doll tests of the, past this video provides a modern look at the role of color and identity in young African American girls.  
http://www.snagfilms.com/films/title/a_girl_like_me/

Identity (and cultural identity) Development video done in flash (not downloadable) but worth watching and showing students.  
http://www.scholastic.com/kids/oneworld/withaudio.htm

“Race: Are We So Different” by the American Anthropological Association. This interactive website has a wide variety of resources including a very extensive timeline of racial understandings in the United States. The website is also linked to a traveling exhibition.  
http://www.understandingrace.org/history/index.html

“Race: the Power of an Illusion” a California Newsreel’s documentary on race. A must see. You can order from California Newsreel:  
http://www.newsreel.org/nav/title.asp?tc=CN0149&s=Race

The corresponding website with additional resources is found at PBS here:  
http://www.pbs.org/race/000_General/000_00-Home.htm
References


