

Facilitator's Guidebook

Session One

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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

Banks, J.A., & Banks, C.A.M. (Eds). (1995). *Handbook of research on multicultural education*. New York: Macmillan. Retrieved April 23, 2010, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe3lk1.htm>



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 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 effect citizen 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

Banks, J.A. (2006). *Cultural Diversity and Education: Foundations Curriculum and Teaching* (5th ed.). Seattle: Pearson Education, Inc.

Banks, J.A. (1995). Multicultural Education and Curriculum Transformation. *The Journal of Negro Education*, 64 (4), 390-400.

Chapman, T. K. (2004). Foundations of Multicultural Education: Marcus Garvey and the United Negro Improvement Association. *The Journal of Negro Education*, 73 (4), 424-434.

Crouch, R. & Banks Zakariya, Sally (2007). The United States of education: The changing demographics of the United States and their schools. Retrieve April 19, 2010, from Center for Public Education website: <http://www.centerforpubliceducation.org/site/apps/nlnet/content3.aspx>

Gonzales, M.R. (1995). Multicultural Education in Practice: Teacher Social Construction and Classroom Enactments. *American Educational Research Association*, 1-25. Mc Gee Banks, C.A., &

Banks, J.A., (1995). Equity Pedagogy: An Essential Component of Multicultural Education. *Theory Into Practice*, 34 (3), 152-158.

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.