Facilitator's Guidebook

Session Three

Authors: Michael Kreger, Joanmarie Cruz, Paul Daigle, Patrice Buller, Angela Beidler

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 student 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 give 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 direction 3):

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, experiement 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/herposition 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”

READING PASSAGE:

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.

All ABOUT TSUNAMIS

(t) (su-'nä-mEs)

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 casues 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:

<u>Lullabies</u>:

Caribbean: "Boysie" American: "Hush, Little Baby"

Japanese: "Nen, Nen" African: "Abiyoyo"

<u>Game Songs:</u>

Japanese: "Kagamo" American: "Bluebird"

Ghanaian: "Che Che Koolay" Afro-American: "Mary Mack"

<u>Dances:</u>

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
B. In English
C. Voice sounds, not words
D. In a language I do not know

2. This song is from a culture:
A. African culture
B. African-American culture
C. European-American culture
D. Hispanic-American culture
E. Asian-American culture

3. At sporting events this song is used for a:
A. Happy event
B. Sad event
C. Religious event
D. Holiday

4. In addition to singing, people:
A. Could dance to this music
B. Move, but not dance
C. Could play instruments along with the song.

Why do you think so?
___I know what the words say.
___I don't know what the words say.
___I did not recognize the sounds as words.
___I can tell by the words.
___I can tell by the melody.
___I can tell by the language.
___I can tell by the instruments I hear.
___The words say so.
___The melody tells me.
___The speed (tempo) tells me.
___The way voices are used tells me.
___I can tell by the words
___I can tell by the tempo.
___I know certain instruments are always used in this music
___I already know what this piece is used for

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**
Tempo	**Tempo**
Dynamics	**Dynamics**
Words	**Words**
Instruments	**Instruments**
Movement	**Movement**

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 Sciezka, 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