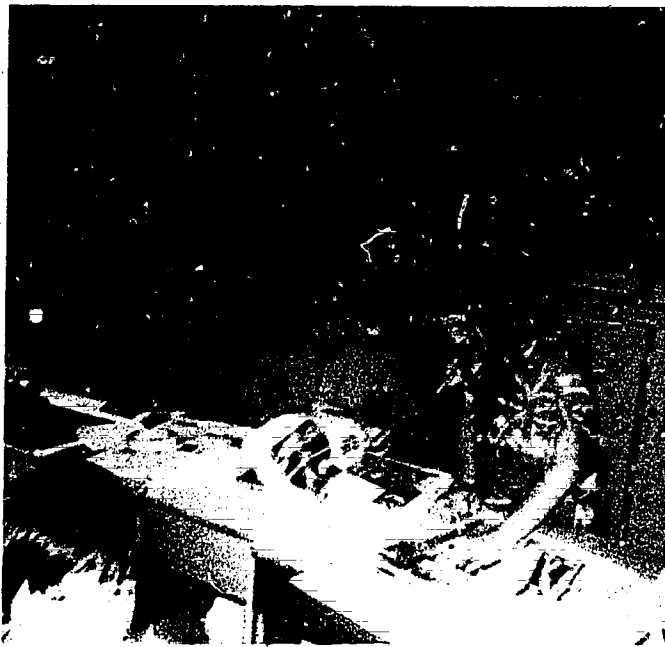


Follow-Up: Ask children to scan magazines and newspaper articles for other well-known people of different ethnic groups. Have them research and report on the nature of the contribution of these people to their own and to the American culture.



Children scan magazines for photographs of well-known people who have made contributions to our American culture.

D. Activities That Combine Mathematics and Multicultural Learning

The activities in this section focus upon combining multicultural content with the following mathematical skills:

1. Numeration and place value
 - counting p. 197
2. Computation
 - addition, subtraction p. 199
3. Problem solving
 - measuring, telling time and making change p. 203
4. Geometry
 - graphs p. 201

Most people recognize that reading and language arts skills can easily be taught in a multicultural context but view mathematics and science as disciplines that are culture-free. Thus, it may initially seem odd to combine mathematics with a cultural curriculum. We take the perspective, though, that math is another language that also uses symbols to communicate ideas and describe events and experiences. When a curriculum is expanded so that children have the opportunity to use computational skills as tools to delineate and express patterns, relationships and ideas, math has more meaning and learners are challenged to become more literate in math so that they can find precise answers to ethnic/cultural questions that concern them personally. In fact, children who have had experience in developing such logical reasoning skills as perceiving patterns or classifying and sorting objects may have an easier time grouping ideas to formulate concepts than those who have not had this foundation. Some of the activities that readily combine mathematics and multicultural learning include:

- Children learning to count in different languages
- Cultural games used to help children master and apply mathematical skills
- Children budgeting for and purchasing items so that they can cook ethnic foods
- Children making and interpreting graphs that compare differences in individual and group attributes and characteristics
- Children creating and/or solving word problems that have cultural content/situations

NUMERALS WRITTEN IN SPANISH*

Level - Second Grade

- Objectives: To help the child to:
- Learn to recognize the written numbers one to ten and the basic colors in Spanish.
 - Be able to pronounce the above-mentioned words in Spanish.
- Focus: Children will repeat the Spanish words orally and read them from flashcards.
- Resources:
- Flashcards with numerals written in Spanish
 - The Mexican children in the classroom
- Procedure:
- Introduce the written English and the corresponding Spanish numbers, one at a time, with flashcards.
- Ask the Mexican children to pronounce the numbers and the class repeats after them. Everyone memorizes the numbers one to ten, with the help of the Mexican children.
- Set up a learning center where the children can work at matching the English and Spanish written numbers by playing Concentration (see the Description of the Experience below).
- Hold up a card with a Spanish number written on it. Ask the children to read the word and then put up the correct number of fingers. This way you can see which children actually know the numbers.
- Give the children worksheets on which they can match the English and Spanish words.
- After the children master the numbers, follow the same type of procedure for the basic colors.

*Developed by Bridget Brown, teacher, Washoe County School District, Nevada.

Integration: The child can relate the language to his or her friends' culture (Mexico) and better understand the difficulties that his or her Spanish-speaking friends might have in learning a whole new language.

Assessment: During the game, ask the children to hold up the correct number of fingers to match the number called "one" in Spanish.

See whether the worksheets match English and Spanish words correctly.

During the Concentration game, watch and see who really knows the pairs.

Use a written test at the end of the Mexico unit (see p. 212 of this chapter for suggestions).

Description of the Experience:

I began the set of activities by telling my 20 second-graders that we would be studying Mexico and learning lots of different things about Mexico. I asked if they knew anyone from Mexico, and most children said no. Marta said she is from Mexico and she named the rest of the children in our class that were also from Mexico (four more). I then asked if they knew the language the people of Mexico speak, and Maria answered, "Mexican?" I then told the children the correct name is Spanish and that we were going to learn to speak some Spanish also.

I showed the children the flashcards that I had made earlier. We read the numbers from one to ten out loud both in Spanish and English. I had Marta and Gustavo say the numbers one to ten in Spanish. I then asked for other volunteers. Tammy said she knew how to count, so she rattled off the numbers, mispronouncing most of them. Marta then pronounced each number carefully, and the class repeated. This was all done the first day.

Every day after that, when we had a few minutes, we would sit on the rug and read the flashcards--Spanish and English mixed together--orally. We played a game where I would hold up a Spanish flashcard and the children would put up the correct number of fingers. I found at first that the class would always check to see what Marta and Gustavo had put up. After a few days of going over the flashcards, the class could tell what the number was without any help.

I had a center set up for playing Concentration with the flashcards. They had to match the English to the Spanish. Ignacio, who is very quiet and can't really read too much, kept calling out what the Spanish numbers meant whenever anyone was playing, even though he was at a different center. Being able to excel in this really helped his self-concept. He started talking more and volunteering information about Mexico whenever we were talking about it.

After one week of learning the numbers, we started on the colors. Red, blue, yellow, green, orange, purple, black and white were the colors they learned. Marta, Gustavo and Ignacio helped us to correctly pronounce the colors. Orange (anaranjado), seemed to give us the most trouble. The children learned a little bit about the problems of speaking a foreign language, and they sympathized with the non-English speakers in our classroom.

The colors were learned in the same manner as the numbers. Whenever I called a table of children to line up, I would say that number in Spanish. When the colors were being learned, I said, "Anyone wearing verde can line up." This really motivated the children to learn the colors quickly so they wouldn't be the last to line up.

At the end of two weeks I gave the children a test to match the colors and numbers correctly. They did a good job on this. At the conclusion of the whole Mexican unit, I gave a test on all that they had learned. On one part they had to write five Spanish words that they knew. Almost everyone wrote five words, but the spelling was atrocious! Even though most couldn't spell the words correctly, my objectives were met. The children could pronounce all the numbers and colors and recognize them in written form.

The most successful part of the whole process of learning Spanish was getting the Mexican children to share and be proud of their culture and language.

Methods for Increasing Difficulty:*

Students create counting or word problem tasks such as:

- (1) diez
-cinco
?
- (2) dos x cuatro = ?

They exchange the problems with a teammate and work out problems created by their teammate.

Provide an opportunity for children to learn the words for numerals 11 to 30 in Spanish and/or create computation problems using the numerals.

*Adapted from an activity developed by Carolyn Fisher, teacher, Fresno Unified School District, California.

GRAPHING THINGS WE FEAR*

Level - Third Grade

Math Objective: Children compare things they fear by organizing data and making a symbolic graph comparing four or more groups of fears.

Cultural Objective: Children formulate concepts and generalizations about things they fear.

Focus: Making and interpreting graphs.

Materials:

- Lyle, Isabella, Fear (about life of Mexican children)
- Chart pad
- Construction paper

Time: This activity will take two or three 40-minute periods to complete.

Procedure: This is a follow-up for the Mexican Jaguar mask-making activity (see section A of this chapter).

Students should have already discussed the fears and beliefs of pre-Hispanic people in Mexico as well as things that frighten them, what they do about their fears and the symbols used in their homes that their parents feel protect their homes.

The teacher reads the children the book entitled Fear, by Isabella Lyle. This story involves two young Spanish boys in Mexico who had a fear of animals.

After listening to the story, the students are asked to list three stimuli that produce a fear response in themselves or others.

The teacher states, "Let's see which kinds of things we fear most and least." With some guidance, children then classify the list by formulating concepts (i.e., they group and label the items--such as spooky things, insects, etc.).

*Adapted from an activity developed by Dianne Longson, teacher, Washoe County School District, Nevada.

Children identify a symbol to represent each group (e.g., Inanimate Objects = X, Animals and Insects = A).

The symbols are placed on a chart paper graph. Then each child places his or her initials on three stimuli.

The students analyze the graph by answering the following questions:*

- Which column has the least?
- Which column has the most?
- Are there more _____ or more _____?
- How many _____ are there?
- How many items do we fear all together?
- Are any columns the same?

The students are asked to conclude the lesson by responding to the question, "What can we say about people and fears?"

Assessment: Children orally participate in responses to the questions listed. After several experiences, they can answer questions that indicate their ability to compare relationships depicted on a graph.

Method for Decreasing Difficulty:

Children list only one thing they fear. The graph is made with pictures (such as a lightning bolt to represent nature and a stick figure to represent people), and children are encouraged to compare fewer groups.

*For more information on graphing, see Baratta-Lorton, Mary, Mathematics Their Way (Menlo Park, CA: Addison-Wesley, 1976) p. 142.

ETHNIC COOKING

Level - Second to Third Grade

Objectives:

Children practice using their math problem-solving abilities including making change, measuring and telling time by purchasing and preparing ethnic foods.

Children gather information about the beliefs, values and living circumstances that relate to ethnic food customs of Black, Indian, Mexican and Filipino Americans.

Resources:

- Ingredients for the recipe selected

p. 206 Black American: Sweet Potato Pie, Quick Grits, Hot Water Cornbread

p. 208 Filipino: Banana Fritters, Spring Rolls

p. 205 Mexican: Guacamole

p. 207 Indian: Dried Beef Jerky, Harvest Stew, Squaw Bread

- Recipes written in rebus symbols and otherwise

Procedure:

Prior to the cooking experiences, ask students to research information about the food customs of the specific ethnic group being studied. Students may report on the sources of food, tools used to prepare the food, method of food preparation and the traditional tools and processes for eating the food.

Introduce children to the appropriate abbreviations and tools for measuring liquid and dry ingredients.

Ask the children to plan grocery lists and provide an opportunity for them to purchase ingredients. Then, provide options for them to prepare dishes in individual and small groups so that they may practice their skill in working cooperatively and independently. Also, make recipes available which are written for readers and limited readers (see the examples of two versions of the Guacamole recipe on p. 205).

Review recipe instructions with the children prior to the preparation. You may choose to demonstrate procedures for some children.

Encourage the children to prepare the food without the teacher's help. Use the preparation period as a time for you to observe their use of their skills in counting, measuring and following directions.

Integration: Children taste food and compare flavors to the dishes they eat at home.

Assessment: Children are able to apply their math problem-solving skills as demonstrated by the successful results of their dishes--"the proof of the puddin' is in the eatin'!"

Children can express facts about the sources of food and beliefs related to each culture.

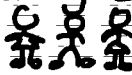
Making Guacamole

Use with three people

- Person one • Use a knife to peel three avocados. Take out the pit.
• Place the avocados in a bowl. Use a spoon to mash the avocados.
- Person two • Chop 3 green onions on a chopping board. Use a knife.
• place the chopped onions and one can of mashed tomatoes in the bowl. Mash these items with the avocados.
- Person three • Add three Tbl. olive oil and one t salt and 2 Tbl lemon juice to the bowl.

Now: All sit together and enjoy eating the guacamole with tortilla chips.

Making Guacamole

Use with 

-  • use  to peel 
take out 
- take  and . Place  in  and mash.
-  • Chop  on  with 
- place chopped  and  in  and mash.
-  • add  and 
and  to the 

Now



(Black American)

SWEET POTATO PIE

1½ lbs. sweet potatoes. (or 2 large ones)
2 cups sugar
¼ lb. butter
2 tsp. vanilla
1 tsp. cinnamon
½ tsp. nutmeg
4 slightly beaten eggs

Boil sweet potatoes in jackets until tender. Drain. Remove skin and mash with butter. Combine sugar, vanilla, cinnamon, nutmeg and eggs. Beat for five minutes.

Bake in moderate oven (350°) 45 minutes, or until knife inserted in center comes out clean. Makes one 9" pie.

QUICK GRITS

Slowly stir 1 cup Albers Quick Grits into 6 cups of boiling salted water (1 tsp. salt).

Reduce heat to low. Cover pan and cook 4 to 5 minutes, stirring occasionally. Makes 6 to 8 servings.

Serve at breakfast as a cereal with milk and sugar; or at lunch or dinner with salt, pepper and butter or gravy.

HOT WATER CORNBREAD

2 cups cornmeal
¾ cup flour
1 heaping tsp. baking powder
1 tsp. salt

1 cup boiling water
1 pan very cold water
2 tbls. cooking oil, butter or
bacon drippings

Mix dry ingredients well, but do not beat or whip. Pour 1 cup boiling water over the above and stir in until batter is well mixed and stiff.

Dip hands into pan of very cold water and break off enough batter to shape into small patty (about 5" in diameter) and plop into hot oil. Brown on one side, then the other.

(Indian)

DRIED BEEF JERKY

3 lbs. flank steak	1 tbls. salt
1 tsp. garlic salt	1/3 cup Worchestershire saude
1 tbls. pepper	1/4 cup soy sauce
1/2 tsp. MSG	

Cut meat in 1-inch strips. Marinate in spices at least 24 hours.

Place meat on cooking rack which is resting on a baking sheet or heavy foil. Place in oven with lowest heat possible. In a gas oven use just the pilot light. In an electric oven: 100°

Leave for 2 or 3 days, or until thoroughly dry and pliable.

HARVEST STEW

Have each student bring one of the following vegetables to class:

Green beans	Celery	Squash	Onion	Carrot
Potato	Turnips	Rutabaga	Corn	Cabbage

Prepare the vegetables by washing them and cutting them into bite-size pieces. Put prepared vegetables in a large stew pot.

Barely cover them with water, and season with salt, lemon, pepper, and 1 tsp. sugar. Simmer until tender.

Add a tbls. of butter or margarine. Serve in cups with juice included.

SQUAW BREAD

2 cups flour	Warm water to make dough
1 tsp. salt	Cooking fat for deep frying
4 tsp. baking powder	

Mix dry ingredients together. Add just enough water to make dough the consistency of biscuit dough. Roll out on lightly floured board.

Cut into small half-moon shapes or circles. Drop into deep, hot fat (360°) and cook until brown all over. Drain on absorbent paper and serve hot.

Sweet Squaw Bread is made by making a glaze of sugar, water and maple flavoring and pouring it over hot bread.

(Philippines)

BANANA FRITTERS

(Maruya)

2 ripe bananas
1 cup of biscuit mix
1/3 cup water
2 tbs. sugar
4 tbs. milk
1 beaten egg

Add the milk, water and egg to the dry ingredients and mix until the batter is smooth.

Peel the bananas and slice lengthwise. Roll in flour, dip in the batter and fry in deep fat, brown evenly.

Drain on paper towels. Serve with powdered sugar if desired.

SPRING ROLLS

(Lumpia)

1 bag of mixed vegetables
1 bag french cut beans
1 lb. ground lean pork
1/2 lb. shrimp
1 1/2 whole onions, minced
50 pieces of egg roll wrapper

Brown garlic in 1 tbs. of shortening. Add minced onion, ground pork and shrimp.

When meat is half done, mix in strained mixed vegetables. Simmer for 2 minutes. Season to taste with salt and soy sauce.

Add french cut beans. Mix and set aside to cool. Spread a piece of egg roll wrapper on a plate. Wrap 2 tbs. of the mixture in egg roll. Deep fry until golden brown.

E. Activities to Assess Children's Growth and/or Help
Them Integrate New Information

The children will be able to make the learning activities personally meaningful if they have the opportunity to relate them to their own personal experiences and to other ideas that are familiar to them. They will also assimilate the experiences more fully if they are encouraged to express their feelings and thoughts about them. As the teacher conceives learning activities, he or she will undoubtedly think of ways to explicitly help children integrate them and in this way learn how to learn. Teachers will also want to know the extent to which children are mastering the academic skills. Although not all activities require special assessment and integration, we recommend that teachers should plan activities that measure children's progress several times during the week.

The examples of assessment activities in this handbook all focus on paper-and-pencil measures. Some of the methods we recommend include:

1. Assessing comprehension
 - cloze paragraph p. 211
2. Recalling facts
 - fill-in test p. 212
3. Integrating an experience
 - write-in p. 212
4. Assessing comprehension
 - multiple choice and fill-in p. 213

In addition to these methods, we suggest that observing children as they spontaneously perform a skill or express their understanding is most appropriate. For example, as children cook, they demonstrate their ability to read fractions. Also, children who do not perform best with a paper-and-pencil test (i.e., are not as adept at visual and tactile modes as they may be at aural, oral or other modes) may be more successful expressing their abilities in other ways, such as orally.

ASSESSING LEARNERS' COMPREHENSION

"Why Pre-Hispanic People of Mexico Wear Masks"

Level - Third Grade

Directions: After children have read and discussed the story (see p. 154), their understanding of it may be assessed as you watch them work individually or in teams to fill in the blanks.

The earliest people of the _____ began to use masks because of the _____ life they led. They lived in _____ of earthquakes, floods, lightning and _____ animals. They did not know the _____ reasons for these happenings so they were _____. Because of the strength and power of these things, they _____ that there were great spirits or _____ that controlled nature. As a result of these feelings, people invented the _____. They began to believe that the _____ of a mask provided them with a _____ way of transforming themselves into a _____ or god and with a way of being able to _____ with the spirits and gods that controlled _____.

Assessment: The student's effort is assessed as correct if the word supplied creates an accurate thought. It is not necessary for children to include the exact word from the story.

Methods for Decreasing Difficulty:

Teacher develops three to five sentences based on the story above and omits one or two key words from each sentence. Two examples are listed below:

Long ago people wore _____ because they lived a difficult life.

People were afraid of the _____. They used the masks to help them feel closer to _____.

TEST: UNIT ON MEXICO*
Level - Second Grade

Directions: Children fill in the blanks.

1. Mexico lies _____ of the United States.
2. People speak the _____ language in Mexico.
3. Why did the Mexican people wear masks?

4. Name someone you know from Mexico. _____
5. What is pottery made out of? _____
6. What do the Mexican children break at Christmas time and at parties?

7. List five Spanish words that you know.

8. What colors are on the Mexican flag?

9. Name one kind of Mexican food. _____
10. What picture is in the middle of the flag? _____

.....

This is a test requiring students to recall facts. The level of difficulty can be increased by asking students higher-level questions, e.g.,

understanding of a concept: Provide two examples and two non-examples of a Mexican artifact.

making a comparison: In what way is the Mexican flag similar to and different from the flag of our state (or the United States)?

*Developed by Bridget Brown, teacher, Washoe County School District, Nevada.

Name _____
Date _____

INTEGRATING AN ACTIVITY: "MAKING GUACAMOLE"
Level - Kindergarten to First Grade

1. I learned the following ideas about guacamole:

2. One thing I like or don't like about guacamole:

3. I found measuring easy _____
hard _____

Name _____
 Date _____

INTEGRATING AN ACTIVITY: "MAKING GUACAMOLE"
 Level - Second Grade

1. I learned the following ideas about guacamole:

2. List three ingredients that you had to double:

Ingredients	First Amount	Doubled Amount
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Write the math problems that show the method you used to double the ingredients.

4. How do you feel about making guacamole?

Name _____
 Date _____

TEST: "I CAN MEASURE!"

Level - Second Grade:

- To make hot chocolate, a recipe says you must use 2 tbs. chocolate. You will measure with
 - a teaspoon
 - a tablespoon
 - a cup
- To make a frosting you need eight ounces of sugar. You have a large bag of sugar. You will need to measure:
 - three 4-oz. cups
 - two 8-oz. cups
 - one 8-oz. cup

Level - Third Grade:

- A recipe says: 1 C. flour
 2 t. salt
 3 T. sugar

To double the recipe you need:

- | | | |
|---------------|---------------|---------------|
| a. 2 C. flour | b. 3 C. flour | c. 1 C. flour |
| 4 t. salt | 1 t. salt | 1 T. salt |
| 6 T. sugar | 1 t. sugar | 3 T. sugar |

- To get my answer in no. 3 I had to:
 - add
 - subtract
 - multiply
 - divide

In the box below, show how you got your answer for no. 3.

VI. ACTIVITIES PARENTS PARTICIPATE IN AT SCHOOL AND PROVIDE AT HOME

Parents and other caretakers are the primary teachers of young children. Even when children begin school, parents continue to impart their beliefs, attitudes and knowledge by example as well as through more direct instruction. For this reason, parents have certain educational rights as well as responsibilities. Parents can actively involve themselves in their children's education by helping to ensure that the school expands children's understanding of their own and other cultures and that the children's world view is used as the basis for their learning. At the same time, parents can work on specific multicultural/academic learning activities with children at home and in the community. On the following pages, parents' rights and responsibilities are described, as are some learning activities that parents have found effective in teaching their children multicultural information and academic skills.

A. Parental Rights and Responsibilities

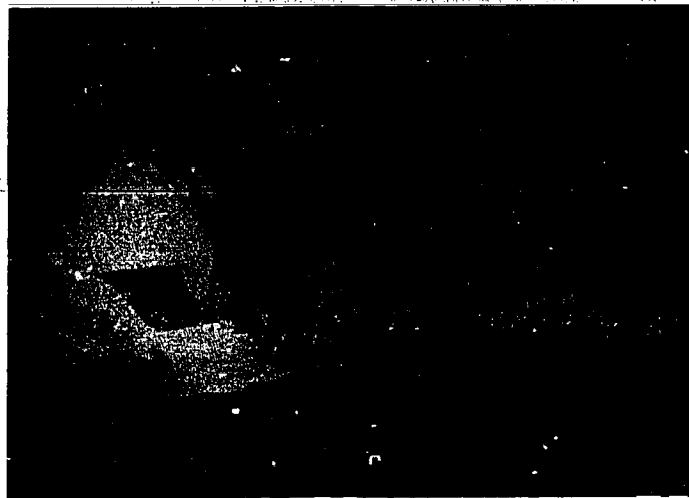
Parents have a right to expect administrators and teachers to provide an educational approach that will guide children to learn to think and reason, to develop academic abilities and understanding, to maintain good feelings about themselves and their own cultural group and to respect and work with other cultural groups. They can also reasonably expect school staff to provide regular reports on their child's academic, social and personal progress, so that the child's strengths and needs are identified.

Parents have the responsibility to try to understand what the teacher's objectives are for their child. Parents can then decide whether the educational program is in agreement with their beliefs about "good" learning experiences and outcomes. The parent can also take the initiative in seeing whether the learning program is going well by participating in classroom meetings and conferences with the teacher. Finally, parents have the responsibility to work with their own children at home on learning activities and to encourage children to study, do homework and get "turned on" to learning.

Parents can influence school policy by serving on School Board standing committees, particularly in the areas of long-range planning, curriculum, budget and discipline or by serving as a School Board member. The parent can also affect decision-making by attending School Board meetings and speaking or writing letters to local, state and federal officials and newspapers stating parents' position and opinions. In addition, parents can actively support school budgets, bond issues and school programs in both formal and informal ways or actively support teachers' educational efforts and work constructively for change where needed.

The parent who wants to function as a child-advocate can assure that children learn effectively by making requests for evaluations and/or services for the child as needed or making requests for the child's placement in a particular school or classroom. The parent may also choose to help establish goals and expectations for the child's progress. If the teacher suggests that additional experience or enrichment might be needed at home, the parent can also utilize books and games that come from a parent/child learning center or other such facility to give home assistance to the child.

Parents who have the time and interest may also choose other methods of becoming directly involved in their child's learning. They may become a paid classroom aide (teacher assistant) or a volunteer; attend parent meetings and parent/staff conferences; or participate in classroom/school activities as a resource leader. At times, their willingness to act as resource people may mean that they give presentations in the classroom about their own culture and background. At other times, they may want to be involved as learners by participating in discussion sessions about educational issues, attending workshops or seminars on parenting skills and/or involving themselves in training programs that develop skills needed for decision-making and educational advocacy.



Parents and other members of the children's cultural groups may volunteer in the classroom or work as paid aides.

3. Activities Parents Can Provide

Some parents consciously provide many learning activities with their children at home and in the neighborhood. For example, as some watch television with their children, they ask questions to discover what the children understood about the show or how they relate the message to their own lives. Others play learning games with the children as they eat dinner or walk/drive to and from the grocery store. Still other parents help their children with homework or take family excursions to the local park, museum, science center, etc. Parents who already arrange these activities and those who would like to can use the Responsive Multicultural Basic Skills Approach to expand these activities into multicultural experiences. As children develop their skills in this more informal home setting, these activities will thus help them increase their understanding about who they are as individuals, as part of a family and as members of an ethnic/cultural group, while they also learn to value people from other groups.

As the parents who participated in the Responsive Multicultural Basic Skills (RMBS) project worked on developing activities that combined academic skills with information designed to aid them in understanding more about their own cultural groups and other groups, we noted several trends. These included:

- Parents wanted the children to "enjoy" the activities as well as learn a lot.
- The parents maintained an informal atmosphere as they provided the activities, even though they had received inservice training along with the teachers in the RMBS project and therefore had an opportunity to practice the teaching methodology that had been designed for the classroom. The parents discovered that they could ask open-ended questions and engage children in comparative study, problem solving and similar efforts by using their own personal style. They also found that when the activities became too structured or formal, the children seemed to lose interest or wander away. Underlying the total effort was the assumption that the children should not feel coerced into being involved in these experiences.
- All children in the family were encouraged to participate in the projects. Although each parent planned the experiences so that they were appropriate for the primary school-aged child, it was quite usual for even teenagers to get caught up in the spirit of some of the activities.
- The experiences that parents in the program and their children participated in were varied. Some were designed to teach children about their own family traditions, culture and ethnic group; others were developed to enable children to get to know and understand people in the neighborhood or community who were different from their own family and ethnic group. All the

activities, however, incorporated ways in which they might consciously increase their children's academic skills.



After parents participate in inservice training, they become familiar with ways to help their children learn about their own children's academic skills and apply academic skills.

children
sic



19,

1. *Helping children to know more about their own family and cultural backgrounds*

Susan Amberg, a parent from Fresno, California, describes her family's experience in taking down an oral history that encouraged her children to listen, raise questions, recall and write about what they had heard.

I took the kids over to my grandmother's house to visit her. They asked grandmother all sorts of questions and I was surprised that they sat still and listened to what she had to say. They asked questions about what the place looked like that she lived in, and what Portugal was really like. She left them with such a picture, like a painted picture-- it was something that they could really visualize. They asked her: What kind of job did she do? How old was she when she came here to the United States? What was her work here in the United States? What kind of clothes did she wear? What kind of food did they eat? What did my great-grandmother cook on? What did they live in? She kept going on and on and then they'd say: Grandma, tell us about this, and then she would go on about that. It was interesting. I was surprised, I was just sitting there, WOW!

Our Great Grandmother Stella Souza came over from Portugal in the year 1910. She came over on a boat with her mother, her sister and brother. Her Uncle, Aunt and two children came too. In Portugal she was from a place called the Azores. Great Grandma said it was very green and very beautiful there. She lived on the land owned by my Great Great Grandfather. All her Mom's sisters and brothers lived on the land owned by her Mom's parents. Their houses were made of stones and they had wood floors. Great Grandmother says she never wore shoes, even when it rained, it was a warm rain not cold and windy. My Great Great Grandfather died at the age of 33 of pneumonia; that is when Great Great Grandmother decided to come to the United States.

Bev Webber, a parent in Reno, Nevada, describes the activity she used with her children to help them learn about their own culture.

I wanted my children, Gary and Lorraine, to have a little sense of their own ethnic heritage--where their families came from--because they really weren't aware of that. As I said, I didn't know until a year ago myself about my mother's side of the family. I think that giving them a sense of where they came from is a very important part of me. I will never be a "Roots" person, but it is kind of nice to have that sense that you came from somewhere and are going somewhere.

So, Bev devised the following activity:

COOKING THE FOODS OF YOUR ETHNIC HERITAGE

- Objectives: Children will learn more about their own culture.
Children will practice reading and following directions.
Children will practice math (measuring) skills in order to prepare recipes.
- Materials:
- The Complete Around The World Meat Cookbook (Myra Waldo)
 - The New Better Homes and Gardens Cookbook
- Procedure: Children and parent discuss their national origin and select appropriate recipes.
- Integration: Child is able to discuss his or her own national origin, can talk about food preparation and can compare this dish with similar ones from other countries.

Description of the Experience:

My son, daughter and I talked about the countries of our ancestry (France, Norway, Holland, Scotland and the U.S.-- i.e., the America of Native Americans). The children asked "Where is Scotland anyway?" and I told them as much as I could about which Indian nation we came from (Choctaw). We looked at the map in the encyclopedia to find out where Scotland is.

Gary looked through the Meat Cookbook and chose a Dutch recipe, "Biefballetjes" (Dutch meat croquettes).

Biefballetjes

1-1/2 lbs. ground beef
1 cup cooked rice
3 slices crisp bacon, crumbled
1 tsp. salt
1/2 tsp. pepper
2 tsp. paprika
1 tsp. grated lemon rind
2 eggs, beaten
3 tbsp. butter
1/2 cup sour cream

Mix together beef, rice, bacon, paprika, lemon rind and eggs. Shape into 1-inch balls and flatten slightly. Melt butter in pan, brown croquettes on both sides. Transfer

croquettes to warm serving dish. Stir the sour cream into the skillet, scraping the bottom of browned particles. Heat but do not overcook. Pour over croquettes. Serves 4-6.



Gary chose to cook Dutch meat croquettes because some of his family came to the U.S. from Holland.

Gary read his recipe, collected the ingredients, found another recipe that told him how to prepare rice, did so, then prepared the croquettes, measuring according to the directions. He also had to compare the sizes of the meatballs before cooking. He was very excited about our project. "I like to cook." "Do I have to use cooked rice?" "Why can't I put it (rice) in plain?" "Because it won't have time to cook and we'd have crunchy rice." "Oh, ok." "I love sour cream." And finally the taste test. "Oh boy, is this good!"

Lorraine chose to make chocolate eclairs (French) from the Better Homes and Gardens Cookbook. She used the following recipe:

Eclairs

1/2 cup butter or margarine
1 cup boiling water
1 cup sifted all-purpose flour
1/4 tsp. salt
4 eggs

Oven 450°

Melt butter in boiling water. Add flour and salt, stir vigorously. Cook, stirring constantly until mixture forms a ball that doesn't separate. Remove from heat and cool slightly. Add eggs one at a time, beating until smooth. Put mixture through pastry tube or press, making 3/4 inch wide strips on a greased cookie sheet. Bake at 450° for 15 minutes, then at 325° for 25 minutes. When baked, split and dry shells. Fill with vanilla pudding. Melt chocolate and 1 tsp. butter over low heat. Remove from heat, stir in 1 cup powdered sugar and 2 tbsp. hot water. Beat until smooth. Frost eclairs. Refrigerate until serving time.

Lorraine followed directions precisely and only asked questions when uncertain of a cooking term. "Mommy, what does it mean to split and dry the shells?" "How long do I have to stir this?" "My arm is tired," as she stirred the flour into the butter-water. She not only met the objectives of the project but increased her knowledge of cooking terminology and used manipulative skills forming the shells.

Gary asked if he could help and the response was a resounding "No! I want to do this myself!"



At home, Lorraine applies the reading and math measuring skills she learned at school. . .

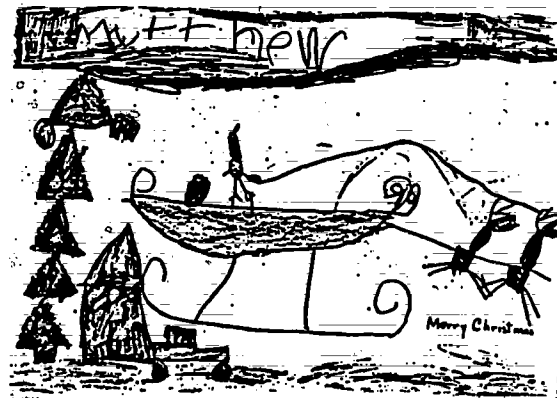
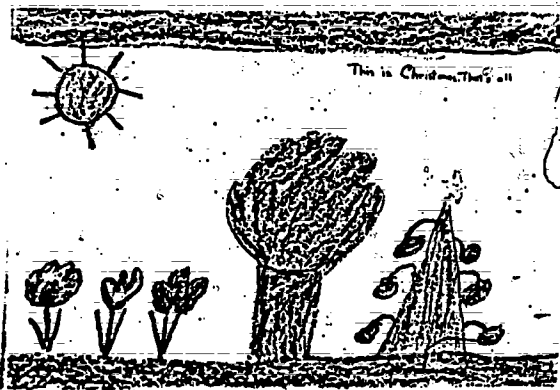


. . .as she makes chocolate eclairs--
a dish her French ancestors might
have made.

2. *Helping children learn about their own and other cultures*

The family of Connie Wiseman, a parent in Washoe County, Nevada, has always celebrated traditional holidays by making candy and decorating their home in special ways. This time, Connie chose to help her children discover more about the values and beliefs behind special days and traditions. She describes the activities that her family experienced:

This year, we started about Christmas time. My original idea with that was to give the kids an awareness of where the different types of celebrations concerning Christmas came from. For example, the wreath, the Christmas tree, and things like that. We discussed a lot of different traditions and where they came from, e.g., Christmas cards coming from England--that's their originating point. Germany came up in reference to the Christmas tree. And stockings came from the wooden shoes in Holland. Together we read "'Twas the Night Before Christmas" and then the kids drew pictures of Christmas and what it meant to them.



Connie's children illustrate their own Christmas cards after learning about different groups' Christmas traditions.

Then, we studied what the Chinese New Year is about. We got a book and discussed how the Chinese name years--the Year of the Rooster is what the current year is--and the Year of the Dog, the Year of the Monkey. We compared it with our own. For example, in our family we celebrate New Year's--usually with a big meal that everybody is sick from afterward. And then how the Chinese start the New Year fresh by going out and paying all their debts from the previous year and they clean the house and bathe themselves and clean their clothing. And the kids found that quite interesting.

Since we had been enjoying all these different type holidays, I just told them: Hey, I just found another obscure holiday. You guys want to have some fun with it? So they said: Yeh, what is it? Arbor Day. This was a holiday where everybody gets out and celebrates spring by planting something. Do you want to go for it? And they said: Sure, let's do it. So we went over to the nursery and looked through the different types of trees--we already had some apricot trees and an apple tree, so we decided we wanted to plant a plum and a cherry tree. We wandered around and they each had their own choice, naturally. Finally we narrowed it down and bought two trees and brought them home. The next day we went out and each one had his little chore to do. We got out there and dug a hole. Each one of us helped dig the hole and planted the fruit trees and fertilized them and that sort of thing. From this experience the kids learned some things about their own culture here in the United States, and they practiced their math skills as they measured fertilizer and dug holes deep enough to plant.

For St. Patrick's Day, we checked out a book and studied the life of St. Patrick. We found out he was not Irish at all but was English. We checked a book out of the library and read it quite thoroughly and no one knows--we found out that no one knows where he's buried--and the kids were kind of fascinated with that. They found out where the wearing of the green originated from--from the Irish people burning green grass and trees and things like that in springtime. It was supposed to bring luck to their crops--that's where that green business comes from.

As the kids and I studied each holiday, we had plenty of time to compare our own or other ethnic group practices to our own family's. For example, related to St. Patrick's Day, we come from Irish extraction and we used that as a comparison to see how it was back then and how we celebrate it. And of course, how we celebrate New Year's compared to how the Chinese celebrate New Year's. The children even found that they liked one way of doing something better than traditional ways. My family has never been together so much as this year when we went so deep into each celebration.

Jimmy Martinez, a parent from Fresno, California, is one of many parents involved with the RMBS project who believes in helping her child learn about other ethnic groups by encouraging him to mix with his peers from other ethnic groups. She says:

I think the biggest thing about multicultural education is that kids learn to respect and project themselves among other children. They're able to express themselves and not feel that they're going to be put down or something.

She therefore makes her home available to all children in the neighborhood and encourages her son to mix with children from many different groups.

Moreover, she encourages the children to discuss their differences and admonishes them when they make biased statements.

When used critically, the television can also be a tool for helping children gain facts about other groups. Bev Webber describes an experience she had with her daughter:

We used the television set as a springboard for discovering information about lots of different people. For example, there was a program they had on a local channel about Eskimos and my child had had a little bit in her reading book at school about Eskimos. We compared what she had read with what she was seeing on the television set and the differences between the two and the similarities. I think it increased her knowledge. It certainly increased mine.

Bev Webber's children also had the opportunity to use the public library to learn about other cultures and develop research skills as they tried to locate stories, fables and legends from Mexico. She says:

Gary couldn't find Mexico in the card catalog. "I looked but I couldn't find it." So we went to the card catalog and, sure enough, there was Mexico. I showed Gary how to look for the decimal number in the upper left corner. He wrote it on a slip of paper along with the titles and authors of the books. Then we looked on the shelves for 917.2 and found two books suitable for younger children. After we picked those Gary asked, "Now can I get some books for myself?" and headed for the science section.

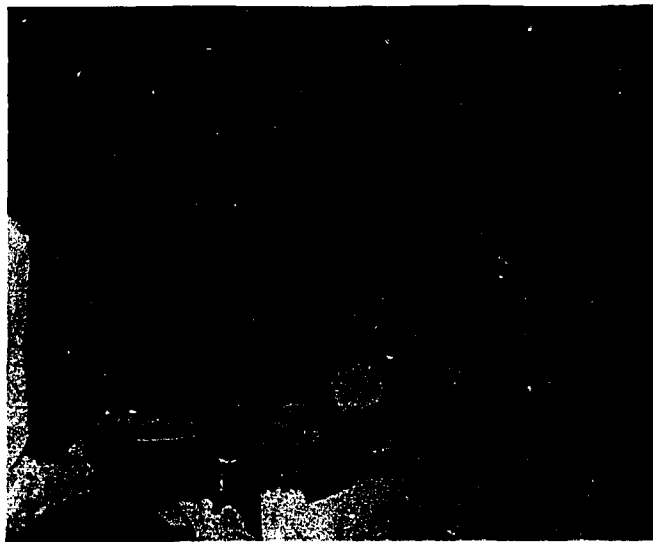
As the children used these books they enjoyed discovering the influence of the Spanish on the western U.S. Bev states:

By using the Golden Book Encyclopedia and the Western Hemisphere map, we found that many names of places in the western U.S. are of Spanish origin, i.e., San Francisco, Las Vegas (the restless), Vallejo (small valley). Gary thought of Los Angeles. We discovered Sacramento means taking the (church) sacraments. We also talked about the fact that words we use, like rodeo and patio, are from Mexico.

After talking about our country's Spanish heritage, we began to prepare refried beans and tortilla chips. Lorraine had a chance to practice her ability with fractions. She bought three packages of corn tortillas. First she cut them in halves, then quarters, then eighths. When the tortillas were all cut, she heated 1/4" of oil in a heavy skillet. When the oil was hot, she fried the tortilla wedges until crisp and put them in a paper bag to drain.

A multicultural lunch activity also helped children to get to know people of other ethnic groups and at the same time increase their language arts skills. A. Mack, one of the Reno, Nevada parents who participated in the RMBS project, described how it got started:

I knew I was going to work with kids in my neighborhood--I'd made up my mind about that. So Bev and I got to talking-- "We ought to do some cooking"--and then she says, "Yeah, maybe you can cook with your kids and I'll cook with mine and we'll get together and have a luncheon." Then we decided, why not invite other parents? That's how the whole thing got started...



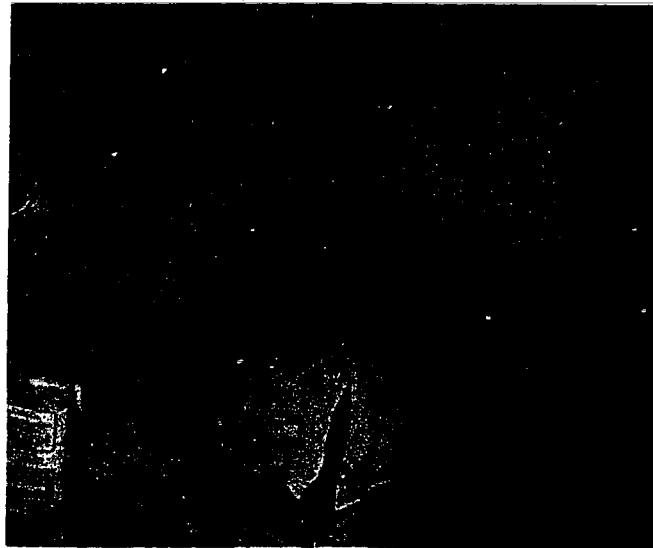
A. Mack (right) and her daughter were two of the parents who started the multicultural lunches where children in the neighborhood learned to cook ethnic food.

I started developing the cookbook with the children one time when we weren't quite prepared. We hadn't set up for the kids and I was trying to think of something to do while my daughter was getting the kitchen ready. I had them cut out pictures. We were going to have vegetable soup, so I had them cut out pictures of what would go into the soup, and had them paste them onto the paper. I knew my granddaughter liked to do things with her hands. She's always cutting out things, so I said "Why don't we just make a book"--that's how that idea got started. They were really enthusiastic. They liked it. It was fun.

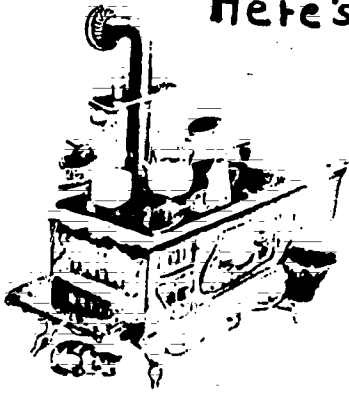
The first lunch took place at Bev Webber's home. At that time, two of the parents and several children from the neighborhood came and brought a dish. After this successful experience, several other mothers became interested. For the next event, the mothers planned for each child to prepare a dish that related to his or her own culture.

That Saturday, one parent went from home to home, as the children prepared their contributions, and snapped photographs of the process. Later, all participants met at one person's home and had a joyous social celebration. This time, all the mothers joined the group.

Several days later, the children got together and each made a cookbook by providing the recipe for the dish that he or she prepared and writing or dictating comments about how he or she felt as the dish was being prepared. During the next few weeks, the fathers indicated their interest in joining the group, so the third lunch, which took place at a local park, included the fathers, who had never met each other and who later decided to form their own bowling team. Toward the end of the school year, another event was planned. This time, the author was the honored guest of this budding group and I was delighted to join in the festivities and comraderie of a group of people who chose to practice pluralism in their own homes and community.



*The author practiced making
Indian Fry Bread at Mrs.
Wyatt's house one night.*



Here's what's cookin' :

Indian Fry Bread

2 cups of flour

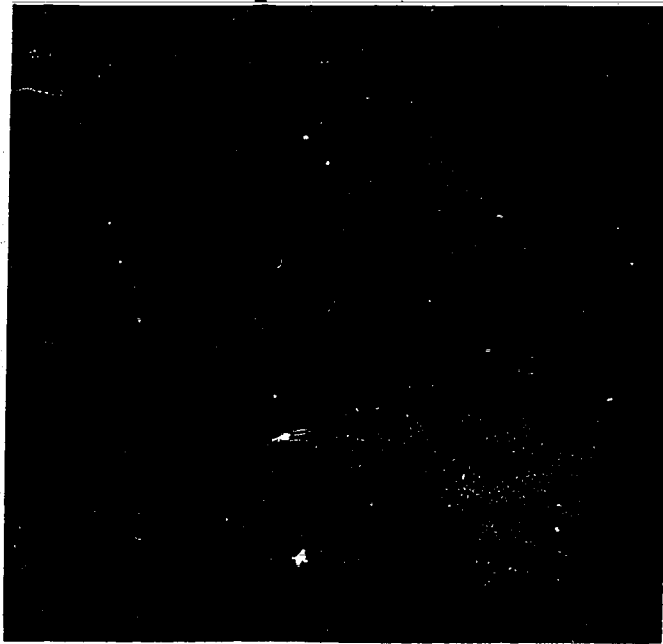
1/4 tea. of salt

3 tea. of baking powder

1 c. water

Recipe from the kitchen of - *Commie Wyatt*

Jennifer's own cook book includes a recipe she helped use and tells how she felt about preparing food for the multicultural lunch.



We were measuring the flour and putting it in our bowls.

We
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wat

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