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ABSTRACT
          A multicultural framework for school curricula
directed toward the culturally different was developed for
implementation of court ordered multicultural education goals at the
H. S. Thompson Learning Center of the Dallas (Texas) Independent
School District. The philosophy of multicultural education suggests
that ethnic diversity and cultural pluralism are essential
ingredients and unceasing characteristics of American education and
that schools are socializing agencies. A prime objective of
multicultural education is to correct ethnic and racial myths and
stereotypes by providing students with accurate information. The
components of effective curricula begin with value, social action,
and identification of key concepts that are related to ethnic
context. Restructuring of teaching practices begins with training and
development of all educators to introduce teaching strategies such as
story telling, open classroom discussions and sharing time, and
learning facilitation. A Curriculum Planning Committee comprised of
teachers, parents, students, and the Community Advisory Subcommittee
reviewed multiculturalism, administered surveys, and developed an
Interdisciplinary Planning Framework, which teachers used in planning
the thematic units across disciplines. Staff development training
took place, which promoted collegial planning and discussion.
Appendixes contain survey instruments, and teaching materials
developed for staff and students. Contains 16 references. (JB)

TEACHING THE CULTURALLY DIFFERENT:

A MULTICULTURAL FRAMEWORK FOR SCHOOL CURRICULA

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PREFACE

In the College of Education and Human Ecology at Texas Woman's University, our students in masters programs typically enroll for at least two semesters to develop a professional paper. In some cases, they may elect to develop a thesis. Since these requirements are fulfilled near the end of their programs, professional interests at diverse work sites are often pursued for topic developments. Although the thesis options exist at many universities and colleges, the development of a required professional paper is rather unique; most programs have additional course work for the masters of education.

Choices for this professional paper may relate to literary reviews and recommendations, product developments, staff development or training programs, case studies, and other areas. The majority of graduate students in our Educational Leadership Department at the masters level complete professional papers. They are frequently encouraged to disseminate insights on program developments, timely recommendations, or findings through such clearinghouses as ERIC. Many of their "school reform" endeavors and accomplishments are shared with colleagues at a respective district or school. However, further dissemination of these projects might be of special interest to other professional educators, counselors, and administrators.

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CHAPTER I

INTRODUCTION

According to the Quality Education for Minorities Project (1990), millions of members of ethnic and racial minority groups have suffered, and continue to suffer from severe deprivation and injustice in America. Among these factors, noted in this project, were developmental, economic and physical conditions, technical and population trends, long established institutional structures and practices, political forces, social and personal customs, attitudes, racism and educational structures. Equally distressing, this project recognized that these factors have consumed our educational institutions.

Our school activities are harmful rather than helpful to children who are culturally different; consequently, our schools are basically unjust to a significant portion of their clientele (Grant, 1977). An initial step toward providing for individual group differences in our schools begins with the implementation of multicultural education (Banks, 1989).

STATEMENT OF THE PROBLEM

As we accept the realities of the need for multicultural education in our schools, it is important to note that multiculturalism goes beyond an understanding and acceptance of different cultures (Grant, 1977; Sleeter, 1991). The civil rights movement of the 1960s and 1970s and the resulting national legislation have increased cultural diversity within the schools and have also made educators more sensitive to the needs of various groups (Sleeter, 1991). Multicultural education represents a reform movement to change schools and other educational institutions so that students from all social classes, gender, racial and cultural groups will have equal opportunities to learn (Banks, 1989). The variables in the

school environment that multicultural education underscores for these transformations are: recognizing and prizing ethnic diversity; developing greater understanding of three distinct cultural contributions; and curricular and instructional implications for educators (Grant, 1977; Sleeter, 1991). Multicultural education is a continuous, systematic process that will broaden and diversify as it develops (Grant, 1977). If multicultural education is translated to action steps to achieve the goals, training and development must be continuous in the developmental and educational experiences of all educators.

Statement of Purpose

The purpose of this paper was to develop a multicultural framework for school curricula directed toward the culturally different. This framework assisted in the implementation of court order goals and provided recommendations for multicultural educational programs for the Dallas Independent School District, specifically for the H. S. Thompson Learning Center.

Limitations

The primary limitation of this multicultural framework was whether or not the Dallas Independent School District has reestablished its time lines in its effort to address multi-cultural education. Secondly, the limitations also include additional training and follow-up sessions in the area of multicultural education for H. S. Thompson personnel.

Definitions

Multicultural education: an idea or concept, an educational reform movement, and a process. Multicultural education was founded on the basis that all students are entitled to sound educational experiences, regardless of skin color, class, ethnic group or socio

economic status (Banks, 1981; Sleeter, 1991).

Ethnic group: individuals who constitute an ethnic group that share a sense of group identification, a common set of values, political and economic interests, behavior patterns, and other culture elements which differ from those of other groups within a society (Banks, 1975).

Culture: a social group's design for surviving in and adapting to its environment and different designs for living in our pluralistic society.

CHAPTER II

BACKGROUND

Today, most educators have students in their classrooms from various ethnic and cultural groups. Teachers should be aware of the many needs of students from such diverse groups as the American Indians, Afro-Americans, and Mexican Americans (Quality Education, 1990). Consequently, teachers need to study each of these groups before implementation of the multicultural curriculum. What we have accomplished in our educational systems thus far is only an idea (Banks, 1975; Quality Education, 1990). As we accept the realities of cultural pluralism a growing recognition of the worth, dignity, and integrity of each individual becomes defined in behavior in the cultural context of each individual (Grant, 1977).

In order to obtain true transformation of the multicultural process, educators must become more knowledgeable about the influence of particular groups on student behavior. Educators must also conceptualize the school as a social system to implement multicultural education successfully (Banks, 1975; Sleeter, 1991). Each major variable in a school, such as its culture, power relationships, the curriculum and materials, and attitudes and beliefs of the staff must be changed in ways that will allow the school to promote educational equality for students from diverse groups (Banks, 1989; Corner, 1984). Not only are ethnic minorities being deculturalized and dehumanized, but also all of us are being sized and fitted to sets of specifications that are essentially depersonalizing and destructive to human individuality (Grant, 1977; Sleeter, 1991).

Multicultural education is more than an idea, concept, an educational reform movement, and a process. However, multicultural education provides students with

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respect and appreciation for their different cultural characteristics (Sleeter, 1991). Multicultural education teaches students to honor their cultures, value our pluralistic society, and develop long term problem solving skills (Summary Report - D. I. S. D., 1991). In this report, multicultural education must not resemble something that we do one year and abandon the next year. Likewise, the nature and scope of multicultural education are to improve academic achievement and to equip students equally for the future (D.I.S.D.).

Implementation of Multicultural Education

Implementation of multicultural education is vital at this point in our history (Grant, 1977). All of society's aspirations toward improvement of education for all children are tied to the success of multicultural education. Multicultural education is a tool for elimination of divisive forms of discrimination with regard to ethnic minorities (Sleeter, 1991).

Society has accomplished much in the way of educational equality out of the civil rights movement. First Afro-Americans and then other groups demanded that the schools and other educational institutions reform their curricula so that they would reflect their experiences, histories, cultures and perspectives (Banks, 1975). It was through these and other demands that multicultural education flourished as a wide variety of experiences. Some of the basic components, essential for an improved framework for teaching the culturally different, included the goals and objectives, teacher roles, curriculum components, training and development, and student achievement.

In our schools, culture diversity including Native Americans, Mexican Americans, and Afro-Americans largely represent more than 30 percent of our district schools (Quality Education, 1990; Summary Report - D. I. S. D., 1991). These demographics make it clear

that the country cannot discuss changes to its educational system without focusing on the needs and perspectives of these ethnic groups. The problems these children face in and out of the classroom such as racism, poverty, language differences and cultural barriers must be addressed in our curricula (Banks, 1992). The need for a multicultural framework that addresses profiles of the Native Americans, Mexican Americans, and Afro-Americans is critical to the make up of our schools (Quality Education, 1990; Summary Report - D.I.S.D., 1991).

Profiles and Educational Status of Ethnic Minorities

To understand the educational status of Afro-Americans, there is a need to review the history of this ethnic group. The United States has strikingly revealed the gross discrepancies between American ideals and realities of that of ethnic minorities (Banks, 1989; Davey, 1991). Afro-American history and culture are important to the development of an understanding and appreciation for Afro-American students. The study of the Afro-Americans should include the exploration, bondage, abolition of slavery, colonization, freedom of some slaves, reconstruction, migration, revolt and integration (Banks, 1992).

Mexican Americans have been shaped by similar characteristics to those of Afro-Americans. However, their history and current plight are in some ways unique. Mexican Americans were in the land that is now the United States before all other American groups except the American Indian (Quality Education, 1990).

They became an ethnic minority group when their territory was conquered by Anglo-Americans during the Mexican-American War (Banks, 1989; Sleeter, 1991). The study of the Mexican Americans is necessary to understand their impact on our society. The unique characteristics of the Mexican Americans are conquest, oppression, conflict, immigration, violence, self determination, cultural renaissance and political power (Banks, 1975). Three

key social science concepts related to Mexican American integration have been identified as the Mexican American roles, immigration and social protest (Banks, 1975; Sleeter, 1991). A critical issue in improving the education of Mexican-origin students is the incorporation of outcome, standards and incentives that will make equity and the provision of a quality education (Quality Education, 1990).

Unlike the Afro-Americans and Mexican Americans, we rarely study any history of the American Indians. However, many of us have been taught the myths rather than accurate information about the nation's first inhabitants. Textbooks often depict American Indians as hostile savages who scalped the colonists and practiced exotic customs and strange religions (Banks, 1985; Sleeter, 1991). We must teach students to explore more accurate information about American Indians and help them to view American history from an American Indian's point of view. Some of the studies should include early life of the Native American origins, the diversity, similarities, contact with other ethnic groups, Indian removal, journeys of the Native Americans and federal policies (Banks; 1975; Quality Education, 1990). The content related to American Indians can be infused into the curriculum. We must look at family relationships, cultural diversity and similarity, and federal policy in the study of the American Indians.

All of the ethnic cultures portrayed must be viewed from a humane perspective and recognized for their contributions to our society (Banks, 1989). To evaluate these ethnic groups by imposing a foreign, conceptual framework would violate their integrity and do more harm than good (Banks, 1989; Sleeter, 1991). To be unaware of the significance of each of the represented groups represented would inadequately equate educational school curricula with that of multicultural education. The major application factor for multicultural education concerns the quality of the interaction of all ethnic groups in content and context of school in relation to each child's unique cultural group (Grant, 1977).

The philosophy of multicultural education suggests that ethnic diversity and cultural pluralism are essential ingredients and unceasing characteristics of American education (Banks, 1981; Bullard, 1992). Schools are socializing agencies and, as such, they should truly prepare students to accept cultural and ethnic diversity as normative and evaluative to American society (Banks, 1981; Grant, 1977).

Components of Effective Curriculum Development

Acquiring accurate knowledge and developing positive attitudes about different ethnic groups are essential to curriculum developers. A prime objective is to correct ethnic and racial myths and stereotypes by providing students with accurate information (Banks, 1981; Grant, 1977). Despite attempts to integrate multicultural education into school curricula, many programs were established without careful planning.

The purpose of realigning the school curricula to include identification, description and infusion of multicultural concepts will aid in a new and improved curricula, which includes decision making on the part of the teachers and students (Banks, 1989; Grant, 1977). The components of effective curricula begin with value, social action and identification of key concepts that are related to ethnic content (Banks, 1981; Sleeter, 1991). A decision-making curriculum is characterized by the sequential development of higher-level ideas and it is also interdisciplinary (Banks, 1992). It is necessary for students to view ethnic events from the perspectives of several disciplines because any one discipline gives them only partial understanding of intergroup and intragroup problems (Banks, 1989).

A clearly articulated philosophy of multicultural education is essential to expediting the curricula. It offers a theoretical statement as to what is multicultural education and why it should be a part of the school programs (Bullard, 1992; Grant, 1977).

The curricular should include factual contributions of ethnic groups as well as take a conceptual approach. The conceptual approach consists of six key concepts for studies (Banks, 1975; Grant, 1977). This type of curricular design integrates decision making with the utilization of the key concepts. The key concepts include racism, power, conflict, immigration, migration consumption, production and acculturation (Banks, 1989). These concepts can be integrated and taught throughout all grade levels and disciplines. The school should play a significant role in helping students identify and clarify their values and make value choices (Colburn, 1979). The program will, by necessity, begin in each classroom with adults, evolve out of this setting into the community at large, involve interdisciplinary study, themes, and special interest centers (Colburn, 1979; Grant, 1977).

A more plausible curriculum design strategy is to modify the basic approach to teach academics using an interdisciplinary approach. Ethnically relevant content, techniques, and perspectives should be used to reach such fundamental skills as reading, writing, arithmetic, and reasoning as well as the conceptual skills specific to different disciplines (Colburn, 1979; Grant, 1977). The basic skills from the core of the multicultural curriculum and a variety of ethnically specific materials are selected as the means or vehicles through which these skills are taught (Colburn, 1979).

School curricula which do not include multicultural content and ethnic perspectives in teaching are unrealistic and incapable of providing qualitative educational experiences for all American youths (Banks, 1989). Other factors that have slowed the institutionalization of multicultural education into school curricula include the significance of the teacher and the training and development component. Before teachers can adequately deliver multicultural education, teachers should enhance their own understanding through the study of the ethnic groups and ethnic studies (Banks, 1975; Colburn, 1979).

Restructuring the Teaching Practices

Restructuring the teaching practices to promote multicultural education begins with training and development of all educators (Banks, 1975). The teaching strategies include story telling, open classroom discussions and sharing time (Grant, 1977). The best teachers of multiculturalism are perceived as facilitators of learning (Colburn, 1979).

The teacher roles include handling classroom discussion, management and other tensions. An important part of the teacher's role is to bring controversial events into the classroom (Tiedt & Tiedt, 1979). Although teachers are directed to manage discussions, the discussions should not cease unless there is fear of danger. When a teacher pretends to feel at ease or claim to hold beliefs that are not consistent with the teacher's actions in class, students generally perceive the inconsistency and thereby lose respect for the teacher's beliefs (Banks & Banks, 1989; Jeffcoate, 1981).

The teacher must have an in-depth knowledge about ethnic groups and ethnic studies to integrate ethnic content into the curricula (Banks, 1981; Grant, 1977). The prerequisites for the implementation of curricular that incorporate the study of ethnic groups, multicultural concepts, and an interdisciplinary approach are minimal. They include basic knowledge about ethnic groups, and their contributions to the United States. The traditional goal of multiculturalism, however, focused only on the contributions of ethnic minorities and was not representative of good teaching practices. It is multicultural infusion that facilitates additive, transformation and social action approaches (Banks, 1989). Activities that only perceive the celebration of cultural holidays and or ethnic displays are not sufficient to create an understanding of the concepts of multiculturalism (Grant, 1977; Sleeter, 1991).

The teacher should make a constant effort to create a teaching and learning environment reflective of power-sharing equality, and decision making (Colburn, 1979; Grant, 1977). Many subject areas such as art, drama, music, language and social studies can be used by the teacher to facilitate the positive growth of the student's self concept (Grant, 1977). The teacher is essential in developing positive educational experiences for our children through multicultural education.

Helping students critique society in the interests of social justice, or through their own experiences, is not easy with students who are members of ethnic groups. Equally difficult is helping students who are members of the dominant group learn to view the world critically through their own experiences(Sleeter, 1991). The process of instruction for multicultural education is very important to consider. The teacher helps students to aiticulate, critically examine, and develop their own beliefs and action agendas for the oppressed and the power of future citizens for a more just society (Grant, 1977; Sleeter, 1991).

Critical to the success of the teacher as a facilitator of the multicultural curriculum is the degree to which the teacher understands and delivers the multicultural strategies. Teachers must create an educational climate in which different cultural and linguistic patterns are accepted and nourished throughout the curriculum. The classroom atmosphere must ensure the uniqueness of each child, and children should be encouraged to share their unique experiences with their peers (Grant, 1977; Tiedt & Tiedt, 1979).

As a part of the training and development, the teacher must be given strategies, materials, and resources. The success of the multicultural curricula is dependent upon the integration of instructional material. The introduction and implementation of multi-culturalism into educational goals and curricula require the use of materials designed to help teachers and students understand and affirm its principles (Banks, 1975; Grant, 1977).

The implementation of multicultural curricula demands both quality and quantity in the selection of classroom materials. The sufficient time, effort and energy must be expended for the teacher in order to review quality material (Grant, 1977). Establishing criteria for the evaluation of curriculum materials, utilization of existing local resources, identification of subject, integrating concepts, and formulating guidelines are important processes in the use of the multicultural curricular (Pasternak, 1979). Most multicultural materials are insensitve, inaccurate and written from an Anglo-Saxon perspective (Banks, 1975). However, many teachers must face the reality that they must utilize the available materials and resources form their school districts to supplement their instructional strategies (Banks, 1975; Grant, 1977). Careful planning, direction and utilization of multicultural materials are required to provide the necessary and appropriate experiences to capitalize on the child's cultural and linguistic resources (Grant, 1977; Sleeter, 1991). Teachers must be creative, flexible, sensitive and supportive, and must utilize all available resources, including the most valuable resources of all their own students (Grant, 1977; Tiedt & Tiedt, 1979).

School districts usually have a central media collection and individual school libraries that will aid in the selection of available resources. Newspapers, public television, and media are other resources where multicultural lessons can be found to teach the diversity and commonality of all people (Pasernak, 1979). It is always important to have correct facts before the teacher teaches using any multicultural materials.

It is, however, more difficult to acquire dependable bias free materials (Hillard, 1992; Pasternak, 1979). Some of the best sources of bias-free materials are reference books, writers of authority on multicultural materials, and biographical information to supplement textbook information (Pasternak, 1979; Tiedt & Tiedt, 1979).

In order for children to learn, they must perceive themselves as competent human beings who can succeed at the tasks they undertake (Tiedt, 1979). A major goal of multicultural education, therefore is to help children develop positive self-concepts, to view themselves as worthwhile persons, and to perform accordingly (Banks, 1975; Tiedt & Tiedt, 1979).

Our most valuable resource are our children. The stability of the United States lies in the deliberate development of an active and participatory citizenry. Children can be empowered to use their minds, enthusiasm, creativity, and skills to contribute to their communities (Grant, 1977; Sleeter, 1991). The true aspirations of multicultural education are vested in behaviors, attitudes and beliefs of the students.

In the multicultural classroom there are opportunities to learn, and share learning in a variety of ways. Students in a multicultural classroom are actively involved in the learning process. Research has indicated that poor and non-white students are often not given the opportunity to engage in activities that build critical thinking and decision-making skills (Grant, 1977; Sleeter, 1991).

Further, teachers in a traditional setting did not provide students with enough opportunities to interact with ideas and other students in a manner that encouraged the broadening of perspectives (Jeffcoate, 1981; Tiedt & Tiedt, 1979). In developing an appreciation for the classroom, the teacher can provide the type of learning environment that will maximize their success (Jeffcoate, 1981).

The multicultural curricular framework requires application, analysis, synthesis and evaluation. Many concepts in multicultural education are approached from a research or inquiry mode using several upper level or critical thinking skills (Jeffcoate, 1981). Teaching from a multicultural perspective is an integrative strategy in which teachers include unbiased information. The multicultural curricula will help children to develop their

reading , writing, speaking, listening, and thinking skills in a supportive environment (Grant, 1977; Jeffcoate, 1981).

Multicultural education sets out to influence the school and the home environment. The hope is that the ethnic minority children acquire a more positive evaluation of historical facts, home life, communal history and traditions (Banks, 1975; Jeffcoate, 1981). Additionally, this hope will give them their own identity, encourage higher aspirations for themselves reflected by greater achievements in school, and also engender self-confidence in all children that will enable them to respond more positively to different appearances, beliefs and behaviors of others (Sleeter, 1991). Equally valid is the view that one's behavior toward others is powerfully determined by one's estimation of himself or herself (Jeffcoate, 1981; Sleeter, 1991).

We must consider curriculum equity in the schools from two angles. On the one hand, the academic level of the content is pitched higher yet well within reach of the masses of our children. On the other hand, schools are an integral part of society (Asante, 1992; Hillard, 1992). Nevertheless, in a democratic society multicultural education makes all the difference how we as parents, students and teachers communicate with one another.

CHAPTER III

PROCEDURES

The purpose of this paper was to develop a multicultural framework for school curricula directed toward the culturally different. This framework assisted in the implementation of court order goals and provided recommendations for multicultural educational programs for the Dallas Independent School District, specifically for the H. S. Thompson Learning Center.

Critical to the success of a multicultural framework for school curricular was the degree of implementation at H. S. Thompson Learning Center. Although many of the teachers were aware of the need for multiculturalism in the H. S. Thompson Learning Center and the Dallas Independent School District, there were factors within the two settings which made it difficult for teachers to function as effective multicultural educators. For example, teachers have indicated on the survey conducted by the author, that there appears to be some disparities between the teachers of grades Prekindergarten through grades three and those of grades four through six (See Appendix A). All of the Prekindergarten through third grade teachers indicated that all staff treated all children equally. Five of the forty-two four through six grade staff did not agree with the lower grade teachers. Additionally, the survey revealed that the teaching behaviors for multicultural infusion was in the area of the contributions approach. The lower grade teachers highlighted weekly or sometimes monthly ethnic group recognitions. On the other hand, four through six grade staff acknowledged that they did not use the interdisciplinary approach to incorporate ethnic studies. All of the staff indicated that they wanted additional training, resources and materials in the area of multicultural education.

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The author appointed a Curriculum Planning Committee comprised of teachers of grades Prekindergarten through six, parents, students and the Community Advisory Subcommittee to review multicultural education on the author's campus (See Appendix A). The committee assisted in the compilation of the surveys from the teachers, parents, and community, respectively. Each of the surveys were directed to these divisions (See Appendix B). Interestingly, the surveys of the divisions, representative of a student population of 93% Afro-Americans, 5% Mexican Americans, and 2% Asian Americans and others, also revealed the need for more information on multicultural education.

The Curriculum Planning Committee and the author determined that everyone must develop a clearer and more integrated understanding of the realities present in the Dallas Independent School District and H. S. Thompson Learning Center (See Appendix C). The realities included setting the stage for multicultural teaching to occur and its potential for student success.

The author and the Curriculum Planning Committee developed an Interdisciplinary Planning Framework (See Appendix D). The teachers used the framework in planning the thematic units across disciplines. Additionally, the teachers used the framework to include cultural contexts.

The Media Specialist provided each of the fifty-four class sections with seven to ten additional multicultural classroom library books. The teachers used the additional books to upgrade their classroom libraries, material for read-aloud, and independent reading materials for the students. Other multicultural related material were distributed to the Parent Reading Room at H. S. Thompson. Four parents checked out some of the new materials.

The classroom setting, climate and tone of the H. S. Thompson Learning Center flourished as the teachers planned interdisciplinary units across disciplines using cultural contexts and the multicultural classroom materials. The sixth grade staff, in particular,

used one of their regular grade level meetings to discuss plans for an upcoming novel. It was interesting to see all of the teachers discuss math, reading, writing and science lessons using the novel. One of the writing lessons included an assignment in which the students compared and contrasted character traits of two different ethnic groups.

The second and six grade teachers were more successful in the initial stage as opposed to any of the other grade levels. The author observed the group exchanging books, use of resources for the framework and planning across the disciplines. The author continued monitoring as the other grade levels shared and collaborated plans. Once all of the teachers determined the extent to which multiculturalism and interdisciplinary planning was necessary for all of the students, it was important that they planned with all staff, parents and students.

The presenter trained the staff for four hours on the use of multicultural activities, multicultural education and multicultural literature (See Appendices E-L). The presenter administered a Pre and Post-test that revealed some stereotypical responses regarding ethnic minorities (See Appendix M). Questions eleven through fifteen on the pre-test revealed that twenty-five staff marked the choice "need improvement". The other staff in attendance marked thirty-five "basically fair" on their responses. The presenter shared a list of biographical collections that would help in the promotion of equity in teaching and living. At the end of the session, the participants reacted with more knowledge on the Post-test and value activities.

The author and the grade levels revisited the Interdisciplinary Planning Guide to include some of the suggested multicultural activities, literature and additional teaching strategies for the six weeks plans. After this session with the author, the teachers at all grade levels were more inclined to conclude with the development of the plans.

The author conducted one classroom observation in a sixth grade classroom. The observation was conducted within forty-five minutes. The account of the observation included a presentation by the classroom teacher. The classroom teacher displayed a structured overview model which detailed examples of prejudice and racism using a novel. The students recalled several incidents from the book which resembled prejudice and racism. The students concluded the session with role play depicting one scene in the book on racism and a video presentation. It was interesting to note that overall the students were engaged and highly interested in the multicultural activities and strategies infused into the Language Arts lesson.

The author and the teacher discussed additional writing and social studies activities for the observed Language Arts lesson. Overall the teacher reported that she enjoyed the integration of the multicultural activities and the students recalled a higher percentage of the comprehension questions on the evaluation. It was interesting for the author to note that this teacher was given a student that had shown high signs of discipline problems prior to a three-day arrival in her Language Arts classroom, but the student's discipline problems seemed minimal during the time of the observation.

A cursory glance at the procedures used to implement the existing framework for multicultural education lead the author to conclude that multicultural education has strong implications for H. S. Thompson Learning Center and the Dallas Independent School District (See Appendices N and O).

CHAPTER IV

CONCLUSIONS

The ideas for designing this multicultural curricula were offered as part of an ongoing process for feasible solutions. These solutions can expedite the multicultural process by including this framework as a reference, a focus, direction or a starting point for the Dallas Independent School District, specifically, the H. S. Thompson Learning Center.

There are no guarantees that even if each of the components were followed such as developing a greater understanding of the contributions of ethnic groups, identifying and describing teacher roles, the nature of the curriculum, the positive implications for students, parents and communities that the overall efforts yield an effective multicultural program. However, the beginning aspects of development of the multicultural framework would certainly assist in the school's effort in multiculturalism.

Multicultural education is not the answer to all of the dilemmas such as economic problems, poverty, homeless, or cultural differences that can occur within our schools. However, multicultural education is certainly one way of teaching that offers an equitable and excellent education to all.

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APPENDICES

Appendix A

H. S. THOMPSON LEARNING CENTER
"MULTICULTURALISM IN OUR SCHOOL ENVIRONMENT"

TEACHER SURVEY

_____   _____
Name (Optional)   Teacher Grade Level

1. Do you think that most of the H.S. Thompson staff treat all of the students equitably?

   _____

   _____

   _____

2. Would you like to attend workshops to learn more about multicultural education?

   _____

   _____

3. How do you infuse multicultural concepts throughout the disciplines?

   _____

   _____

   _____

4. What does multicultural education mean to you?

   _____

   _____

   _____

   _____

5. Do you currently have any multicultural materials or activities?

   _____

   _____

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Appendix B

H. S. Thompson Learning Center
Community and Parent Survey

What topic(s) would you like to discuss during the CAC and PAC meetings? (Please circle only five different topics, or you may add to the list.)

A.   Teenage Pregnancy

B.   Self-Esteem

C.   Standardize Tests

D.   Parenting Skills

E.   Learning more about your Heritage

F.   Parent Conferences

G.   Gangs

H.   Reading-at-Home

I.   GED

J.   Teachers and Parents Together

K.   Other Topic _____

L.   Other Topic _____

Appendix C

The centers were established to raise the academic levels of African-American and Hispanic students. These students often face serious social problems and many are from low-income families.

This task has been accomplished by hard-working and dedicated teachers backed by an interested and supportive community. Two important elements of our success are confidence and involvement: The confidence of teachers who believe that all children can learn and the involvement of parents and community members who believe that educating children is a school-community effort.

As you are among the most important resources we have in our efforts to teach our children well, we invite you to participate in our centers. Fill in the attached form indicating how you would like to get involved and mail it to:

Learning Centers

Community Liaison Office

Dallas Independent School District

3700 Ross Avenue, Box 14

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Appendix D

H.S. THOMPSON LEARNING CENTER

Interdisciplinary Planning Guide
(Blue Notebook)
Instruction Guide
November 9 - May 27, 1993

1. Plan with your grade level the Six Weeks Science Themes. Insert the Themes on the form marked "Six Weeks Theme".

2. Determine the broad Foci/Skills for each of the Content Areas on the Six Weeks Theme page. (page one) These skills should correlate with the themes using the Interdisciplinary Approach.

3. Assign the Six Weeks Overview Language Arts, Reading and Social Studies pages to the Language Arts Teachers. (This page should correlate with the themes and Essential Elements).

4. Assign the Six Weeks Overview Science, Mathematics and Fine Arts/PE to those persons that teach the above content.

5. Assign the Reading Overview Six Weeks Novels and Literature selections to the Language Arts Teachers.

6. Assign the Mathematics Overview pages to your Mathematics Teachers.

   Remember, this lesson plan format is designed only for Six Weeks. Once you have planned using the Interdisciplinary Approach for the entire Six Weeks, all teachers will use the Six Weeks Plan to schedule daily and weekly lessons.

   We will retype all of the printed information once your grade level submits the entire Six Weeks Plan. Please submit your Six Weeks Plan draft on or before November 9, 1992. You will receive weekly lesson plan sheets and Six Weeks for the Interdisciplinary Plans for the third Six Weeks during the week of November 9, 1992.

   Teachers in grades 1-3 may plan for the content areas using all of the staff according to grade levels.

   This Lesson Plan Format is only one attempt to plan using the Interdisciplinary Approach. The plan will allow some consistency throughout the Grade Level Departments.

   Finally, the plan will allow all teachers to focus on the same skills and student success.

MULTICULTURAL EDUCATION

Stage 1   **Awareness and Understanding**

Personal awareness of own multiple group membership, e.g., gender, race, ethnicity, disability

Examination of discrimination, prejudice, and differential treatment

Provides knowledge about the history, ideas, and beliefs of the diverse groups contributing to the shaping of American society

Provides examples of the diverse, sometimes conflicting, viewpoints that are a part of our culturally pluralistic nation

Pamela Twymon, Silver Burdette Ginn, "Multicultural Education." (Presenter)

MULTICULTURAL EDUCATION

Stage 2   **Appreciation and Acceptance**

Presents material/images that contradict commonly held stereotypes

Recognizes the importance of the development of a positive self-concept

Acknowledges that America's strength and richness is in its human diversity; that there is no one model American

Acknowledges the positive value of social equality and equity

Pamela Twymon, Silver Burdette Ginn, "Multicultural Education." (Presenter)

Appendix G

MULTICULTURAL EDUCATION

Stage 3   **Affirmation and Advocacy**

Demonstrates and advocates critical thinking and alternative viewpoints

Encourages discussion of current social issues involving race, gender, ethnicity, and disability

Uses life experiences familiar to the students as the basis for personal discussion of social issues

Illustrates the value of active participation in democratic decision-making as a means to create positive social change

Appendix H

TEACHING STRATEGIES FOR INFUSING MULTICULTURALISM

- **Interest Centers**

- **Group Investigations/Projects**

- **Reflective Thinking**

- **Creative Expression**

- **Value Analysis**

- **Differentiating Assignments**

Appendix I

CONCEPTS

1. causality (cause & effect)	11. interrelationship
2. change	12. control
3. conflict	13. time (all 36 weeks)
4. cooperation	14. stereotype
5. difference/similarity	15. act
6. discrimination	16. react
7. investigation	17. interact
8. modification	18. sequence
9. power	19. commonality
10. relationship (close up and/or distance)	20. theme

Components of a Multicultural Curriculum

1. Subject	7. Time Factor - Course Schedule
2. Lesson Topic	8. Parental Involvement
3. Objective of Lesson	9. Awards and Recognition

4. Materials Used for the Lesson
    a. textbooks
    b. VCR
    c. chalkboard
    d. maps
	10. Relaxation Activity

5. Type of Lesson	11. Constructive Criticism
6. Homework Load	12. Class Closure

Dr. Janet Drone, Office of School Improvements, N.Y.S. Education Dept.,
"A Model for Multicultural Curriculum Infusion"

Appendix I
(Continued)

Ways of Knowing the Past

Architecture

Music/Art

Artifacts

Oral Tradition

Skeletal Remains

Writings

Fossils

Multicultural Strategies for Combating Myths, Stereotypes and Distortions in Curriculum Content

PREVENTIVE
Imparting accurate information
Presenting positive images
Developing students ability to detect myths, stereotypes and
distortions

CORRECTIVE
Planned activities which lead to a reduction of bias

MATERIALS THAT SHOULD BE EMPLOYED
Historical documents
Eye-witness accounts
Autobiographies
Oral Traditions
Literature (include folktales, proverbs)
Art
History
Geography
Mathematics

Dr. Janet Drone, Office of School Improvements, N.Y.S. Education Dept.,
"A Model for Multicultural Curriculum Infusion"

Appendix J

Responding to Literature		
ART & MUSIC	**WRITING**	**DRAMA & ORAL LANGUAGE**
Diorama	Newspapers	Readers or Story Theatre
Murals	Persuasive Letter/essay	TV News Broadcasts
Character Portraits	Personal Response Journal	TV Talk Shows
Puppets	Journal in Role of Character	Retelling the Story
Illustrations from Books	Letters to Friends/authors	Discussions
Illustrations for Books	Sequels, Prequels, Different	Debate Issues
Maps	Endings	Book Talks
Board Games	Updated Versions	Interviews
Mobiles	Story from another	Dressing as Character
Illustrator/Fine Art	Character's Viewpoint	Choral Reading
Connections	Research Papers	Book Reviews
Timelines	Comparison Charts	Pantomime
Choose Music to	"Eyewitness" Accounts	Puppeteering
Accompany Poem or	Observations	
Story	Descriptions	
Film Strips	Poetry	
Displays and Bulletin	Scripts	
Boards	Directions	
Stitchery	Letters from one Character	
Story Quilt	to another	
Sculpture	Letters to Book Characters	
Songs in Picture Book		
Format		
Compare Film or Audio		
Version to Book or		
Story		

Pamela Twymon, Silver Burdette Ginn, "Multicultural Education." (Presenter)

Appendix K

STEREOTYPE

A stereotype is a mental belief, either favorable or unfavorable, based on exaggerated and inaccurate generalizations used to describe <u>all</u> members of a group.

Pamela Twymon, Silver Burdette Ginn, "Multicultural Education."

Appendix L

SCHOOLUTIONS

Your class is "to become" the local school board and solve social issues.

- Explain the role of the schoolboard
  - Have students research the duties, members, meeting times, etc., of your school board.
  - Have a school board member visit your class.

- Provide the "board" with problems and the "members" will come up with solutions.

- Write out individual solutions and share orally.
  - A group of students do not want to go to school any more because they think their teachers do not like or care about them. They also think school is boring. What does the board do?

  - Some of the children in one school speak very little English and seem to be left out of everything. Teachers do not seem to know what to do about it. The kids look unhappier every day.

Pamela Twymon, Silver Burdette Ginn, "Multicultural Education." (Presenter)

APPENDIX M: TEACHER'S PRE-TEST OF NON-BIASED BEHAVIOR

Check Below

Teacher's Behavior	Always	Never	N/A
1. I take the idea of equity seriously, for example, I do not put down or joke about varying abilities, races or ethnic backgrounds.	_____	_____	_____
2. I use examples in my teaching, showing both men and women of diverse backgrounds.	_____	_____	_____
3. I display and use accurate factual knowledge about ethnic minorities.	_____	_____	_____
4. I supplement in adequate treatment of any group in classroom material by adding information or by discussing the inaccurate portrayal of people's roles.	_____	_____	_____
5. I avoid comparison of students based on ethnicity.	_____	_____	_____
6. I give equitable attention to all males and females; I do not show preference for any group over another.	_____	_____	_____
7. I address all inappropriate behavior with a calm, respectful and courteous approach, regardless of race, ethnicity, or socio-economic class of the student.	_____	_____	_____
8. I reinforce student expression of values without regard to their race, ethnicity or empathy.	_____	_____	_____
9. I help students to explore all cultures or ethnic groups.	_____	_____	_____

10. I would rate my behavior as follows:
    Mark the answer below.

_____	_____	_____	_____
Basically fair	Need some Improvement	Need Improvement	Need Much Improvement

Interaction with Others

	Always	Never	N/A
11. I recognize that students may have interests not traditionally associated with their ethnic group.	_____	_____	_____
12. I require all students to treat each other as equals; for example, I encourage students to include others from diverse cultures.	_____	_____	_____
13. I avoid dividing or grouping students on the basis of race or ethnicity.	_____	_____	_____

I would rate my instruction and environment as follows:

_____	_____	_____	_____
Basically fair	Need some Improvement	Need Improvement	Need Much mprovement

APPENDIX M: TEACHER'S PRE-TEST OF NON-BIASED BEHAVIOR

Teacher's Post - Test

1. What did you experience when you participated in the stereotyping/schoolutions activities ?

_____

_____

_____

2. To what extent did attending this training session assist with your understanding of multicultural education?

Very much _____ Not at all

              1   2   3   4   5

3. Look back at the activity that you constructed with your group. Would you change or add to the activity? (How?)

_____

_____

_____

4. What if any, difficulties did you experience during the training session?

_____

_____

Appendix N

1990-91 DISD Student Enrollment

Ethnic Percentages

(October 15, 1990)

AMERICAN INDIAN	ASIAN	WHITE	HISPANIC	AFRICAN AMERICAN
.38%	1.74%	16.97%	34.77%	46.14%

Percent Ethnic Minority: 83.03%

Percent White: 16.97%

Appendix O

- In 1990, one American in four defines himself/herself as Hispanic or non-white.

- By the year 2000, the minority population will have increased significantly:

Asian Americans	-	22%
Hispanic Americans	-	21%
African American	-	12%
European American	-	2%

- By 2020, the number of U.S. residents who are Hispanic or non-white will have more than doubled.

- By 2056, the "average" U.S. resident will trace his or her descent to Africa, Asia, the Hispanic world, the Pacific Islands, Arabia -- almost anywhere but white Europe.

- In 1990, the majority of the students enrolled in all of the largest metropolitan (or urban) school districts belong to an ethnic minority.