

Multicultural Education





Multicultural Education

- **Students**
- **Teachers**
- **Families**
- **Community**
- **School**



Multicultural Education

- **Multicultural Curriculum**
- **Culturally Responsive Instruction**
- **Support Programs for Students**
- **Support Programs for Teachers**
- **Support Programs for Families**



Multicultural Curriculum

- **Multiple Intelligences**
- **Critical Thinking**
- **Creativity**
- **Bank's Multicultural Model**
- **Contextual**
- **Authentic**
- **Interdisciplinary**
- **Concept-Based**
- **Project-Based**
- **Affective**
- **Differentiation**
- **Family**
- **Community**



Banks' Models of Content Integration

- I. Contributions*
- II. Additive*
- III. Transformation*
- IV. Social Action*



Contributions

<p>Level I Contributions</p>	<ul style="list-style-type: none">• Addition of discrete activities and units that focus on heroes, holidays, unique cultural phenomena• Special culturally centered events: Black History Month, Women's History Month• Lessons heroes: Caesar Chavez, Rosa Parks• Crafts and art projects - "Indian necklace" about ethnic	<ul style="list-style-type: none">• Students see it as an "add-on"• Can convey inaccurate information• Can create negative stereotypes
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Additive

Level II Additive	<ul style="list-style-type: none">• Addition of content and themes• Incorporating experiences and works of culturally diverse into existing American history course<ul style="list-style-type: none">- Example: Japanese American Internment Camps in WWII	<ul style="list-style-type: none">• Curriculum is unchanged• Students see units as "add-ons" rather than as integral part of overall course• Do not show how the histories and cultures of various groups are interwoven over time
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Transformation

<p>Level III</p> <p>Transformational Approach</p>	<ul style="list-style-type: none">• Structure of the curriculum is changed• Focus on issues, events from perspective of different cultural and ethnic groups• Occurs across existing curriculum and all subject area	<ul style="list-style-type: none">• Students understand the nature, development and complexity of US society• Restructuring the curriculum so that it routinely provides a variety of cultural perspectives• Democratic approach emphasizing how the common US culture and society emerged from a complex synthesis and interaction of diverse cultural elements from various cultural, racial, ethnic, religious, SES, and gender groups that make up US society
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Social Action

<p>Level IV Social Action Approach</p>	<ul style="list-style-type: none">• Builds upon the transformational approach• Restructured to focus on important social issues, with the expectation that student will engage in action to address issues	<ul style="list-style-type: none">• Asks students to make decisions and take appropriate action• Learn democratic core values• Utilizes democratic core principles• Participate in democratic social changes and exercise democratic core values• Academic Service Learning
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Banks/Bloom Matrix





Bloom

- **Knowledge**
- **Comprehension**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**



**Bloom's Taxonomy of
Cognitive Objectives**

**Banks' Integration of
Multicultural Content**

KNOWLEDGE

Memory

Level 1

Contributions Approach

**Focus on heroes, holidays,
discrete cultural elements.**

**Students acquire
superficial understanding
of racially and culturally
diverse groups.**



**Bloom's Taxonomy of
Cognitive Objectives**

**Banks' Integration of
Multicultural Content**

COMPREHENSION

Supposition

Level 2

Additive Approach

**Content, concepts, themes,
perspectives added without
change in structure.**

**Students fail understand how
the predominant culture
interacts with and is related
to racially and culturally
diverse groups.**



Bloom's Taxonomy of Cognitive Objectives

Banks' Integration of Multicultural Content

APPLICATION
Apply Knowledge

Level 3

Transformational Approach

ANALYSIS
Identification

Structure of curriculum changed to enable students to view concepts, issues, events, and themes from perspectives of diverse racial and cultural groups. Educators are active and proactive in seeking training and experience with racially and culturally diversity.

SYNTHESES
Create





Bloom's Taxonomy of Cognitive Objectives

SYNTHESES

Create

EVALUATION

Judgment

Banks' Integration of Multicultural Content

Level 4

Social Action Approach

Students make decisions about social issues and are proactive in solving them. Students able to make meaningful contributions to resolution of social issues and problems.