

# **Multicultural Education**

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# Multicultural Education

Student  
Teacher  
Family  
Community  
School

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**Multicultural education is very comprehensive in that it views the education process as a collaborative process that involves students, teachers, families, schools and the community. It not simply teaching multicultural lessons and providing multicultural materials.**



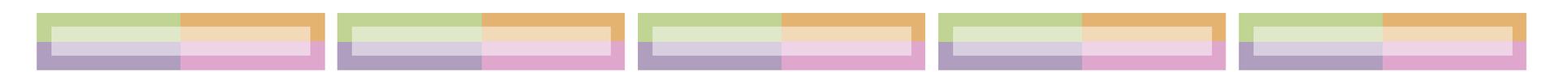
# Multicultural Education

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

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**Multicultural education is very comprehensive and therefore provides support through a multicultural curriculum that is taught using culturally responsive instructional methods which allows all students the opportunity to learn and access information. In addition, multicultural education advocates for students by providing programs that support students learning. Profession development is one avenue for supporting teachers. In addition, multicultural education looks for ways to incorporate families into the learning process and encourages the development of support programs for families.**



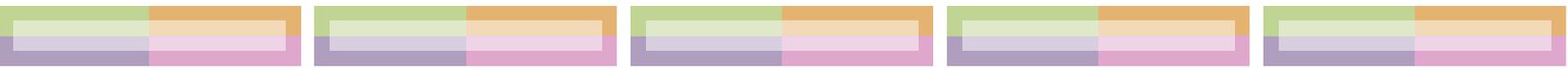
# Multicultural Curriculum

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

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**Multicultural curriculum uses various models and practices. Multiple intelligences speak to the various ways students learn. Critical and creative thinking is critical to multicultural curriculum as students are asked to analyze, evaluate, critique, and create. Another critical model used in multicultural curriculum is James Banks' Integration of Multicultural Content Model that ensures that multiple perspectives are provided. Content used in multicultural curriculum must be contextual and authentic to be meaningful to students. multicultural curriculum is interdisciplinary or integrates many subject areas. Multicultural lessons are concept-based and often project based. There is attention given to the affect or feelings and emotions. All multicultural lessons are differentiated for students based upon readiness, learning styles, interest as well as language and learning needs. As stated previously, multicultural curriculum looks at ways to include family and community.**



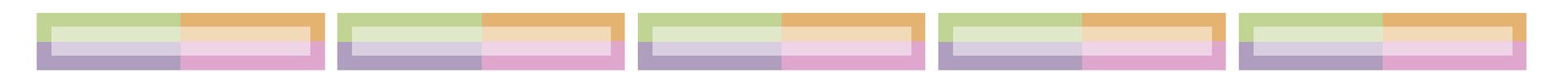
# Banks' Models of Content Integration

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

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**Banks' Model of Content Integration have four levels. The goal is to reach the last two levels which are truly multicultural lessons.**



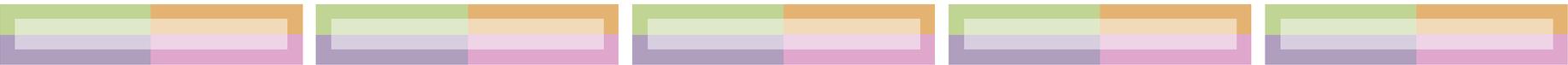
# Contributions

<p>Level I Contributions</p>	<ul style="list-style-type: none"><li>• Addition of discrete activities and units that focus on heroes, holidays, unique cultural phenomena</li><li>• Special culturally centered events: Black History Month, Women's History Month</li><li>• Lessons heroes: Caesar Chavez, Rosa Parks</li><li>• Crafts and art projects - "Indian necklace" about ethnic</li></ul>	<ul style="list-style-type: none"><li>• Students see it as an "add-on"</li><li>• Can convey inaccurate information</li><li>• Can create negative stereotypes</li></ul>
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**Level I Contributions is one of the most common levels in curriculum. When a topic is studied it is done in a “celebratory” way which does not have much depth, very little substance, and often inaccurate information. These lessons contribute to negative images and stereotypes.**



# Additive

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

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**The Additive Level II is not much better than Contributions. Content is usually added to something that is already in the curriculum to try to make it multicultural without much thought. Events will be mentioned -- but there is no depth and issues are just discussed superficially.**



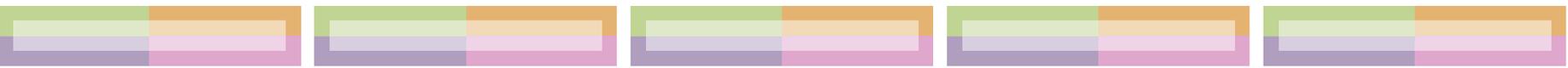
# Transformational

<p>Level III</p> <p>Transformational Approach</p>	<ul style="list-style-type: none"><li>• Structure of the curriculum is changed</li><li>• Focus on issues, events from perspective of different cultural and ethnic groups</li><li>• Occurs across existing curriculum and all subject area</li></ul>	<ul style="list-style-type: none"><li>• Students understand the nature, development and complexity of US society</li><li>• Restructuring the curriculum so that it routinely provides a variety of cultural perspectives</li><li>• 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</li></ul>
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**Level III Transformational is where an attempt is made to view issues from multiple perspectives. Not only is multicultural content added but it is done in a very intentional way to create a lens through which students can see and feel. The teacher changes instruction in this stage whereas in previous levels, there was no change in instruction -- just content. Students are given content and activities that force them to leave their own “shoes” and to take on the “shoes” of others that are involved.**



# Social Action

Level IV Social Action Approach	<ul style="list-style-type: none"><li>• Builds upon the transformational approach</li><li>• Restructured to focus on important social issues, with the expectation that student will engage in action to address issues</li></ul>	<ul style="list-style-type: none"><li>• Asks students to make decisions and take appropriate action</li><li>• Learn democratic core values</li><li>• Utilizes democratic core principles</li><li>• Participate in democratic social changes and exercise democratic core values</li><li>• Academic Service Learning</li></ul>
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**Social action is a natural occurrence following many Level 3 Transformational lessons which move students to understand the complexity and relationship of what they are learning. They realize that intervention can be possible and they are highly motivated to effect some kind of change. Students are now seeking to do something that will make a difference.**

# **Banks/Bloom Matrix**

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# Bloom's Taxonomy

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

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**Bloom's Taxonomy helps to identify the kind thinking processes are occurring related to the questions we ask students and the tasks and activities that we provide for students. Knowledge is the most basic kind of thinking comprised of collecting information. Comprehension involves remembering the information. Application involves taking the information learned and applying it use. Analysis is more complex as it is asking to break down an issue, compare the parts, and then to notice patterns. Synthesis calls for using the knowledge in a way it is usually not used. Evaluation, the most complex thinking process, asks for an examination of an issue, providing some kind of judgment, and supporting it.**



## **Bloom's Taxonomy of Cognitive Objectives**

## **Banks' Integration of Multicultural Content**

### **KNOWLEDGE**

#### **Memory**

### **Level 1**

#### **Contributions Approach**

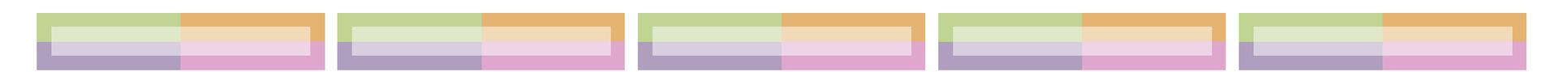
**Focus on heroes, holidays,  
discrete cultural elements.**

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

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**In multicultural gifted curriculum, we merge both model to ensure that we are providing an enriched learning experience that allows for the examination of multicultural issues utilizing higher level thinking skills. For example, Banks' Level I Contributions Approach only requires knowledge in Bloom's Taxonomy. These activities require low level thinking skills.**



**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.**

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**Banks' Level II still offers lower level thinking opportunities.**



# Bloom's Taxonomy of Cognitive Objectives

# Banks' Integration of Multicultural Content

## APPLICATION

Apply Knowledge

## Level 3

### Transformational Approach

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.

## ANALYSIS

Identification

## SYNTHESES

Create

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Banks' Level II Transformation Approach utilizes much higher thinking opportunities.





# **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.**

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**Banks' Level 4 which is very dynamic requires higher thinking processes. Using Bloom/Banks helps demonstrate what kinds of questions and activities are needed for a high quality multicultural lesson.**