

SEVENTH EDITION

Multicultural Education in a Pluralistic Society

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PHÒNG NGHE NHÌN



Donna M. Gollnick
Philip C. Chinn



COMPLETE, INTEGRATED MEDIA PACKAGE

5th edition of *Multicultural Education in a Pluralistic Society* includes a DVD with 18 ABC News Videos and an interactive *Exploring Diversity: A Video Case Approach* CD-ROM and Activity Guide. Both allow you to see multicultural education in action.

- **ABC News Video Insights DVD** includes 18 videos that introduce you to real-life issues that exist in schools today. The text's feature *Video Insights* provides a synopsis of the accompanying video segment, along with thought-provoking questions that challenge you to consider the real-life experiences presented.
- **Exploring Diversity: A Video Case Approach CD-ROM** and accompanying activity guide introduce you to what a culturally responsive classroom looks like, and how to plan, teach, and foster a culturally responsive classroom while preparing you to meet the culturally responsive teaching requirements of the IN-TASC standards. The text's **Explore Diversity** feature directs you to the interactive CD.

See how this integrated media package works together at a glance, see the correlation chart below. This chart indicates where you will have an opportunity in each chapter to see multicultural education in action.

THE INTEGRATED MEDIA PACKAGE

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Library of Congress Cataloging-in-Publication Data

Gollnick, Donna M.

Multicultural education in a pluralistic society / Donna M. Gollnick, Philip C. Chinn.—
3rd ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-119719-3

1. Multicultural education—United States. 2. Social sciences—Study and teaching (Elementary)—United States. 3. Pluralism (Social sciences)—Study and teaching (Elementary)—United States. 4. Social sciences—Study and teaching (Secondary)—United States. 5. Pluralism (Social sciences)—Study and teaching (Secondary)—United States. I. Chinn, Philip C., II. Title.

LC1099.3.G65 2006

370.117—dc22

2005041552

Executive Publisher: Jeffrey W. Johnston

Executive Editor: Debra A. Stollenwerk

Development Editor: Amy Nelson

Senior Editorial Assistant: Mary Morrill

Production Editor: Kris Roach

Production Coordination: Carlisle Publishers Services

Design Coordinator: Diane C. Lorenzo

Cover Designer: Jeff Vanik

Cover Image: Getty Images, SuperStock, Corbis

Photo Coordinator: Sandy Schaefer

Production Manager: Pam Bennett

Director of Marketing: Ann Castel Davis

Marketing Manager: Darcy Betts Prybella

Marketing Coordinator: Brian Mounts

This book was set in Stone Serif Medium by Carlisle Communications, Ltd. It was printed and bound by R.R. Donnelley & Sons Company. The cover was printed by R. R. Donnelley & Sons Company.

Photo Credits: Richard Haynes/Prentice Hall School Division: p. 2; Michael J. Doolittle/The Image Works: p. 12; Newark Convention & Visitors Bureau: p. 18; Alex Wong/Getty Images, Inc.—Liaison: p. 26; Anne Vega/Merrill: pp. 35, 157, 17, 234, 268, 359, 382; Louisiana Office of Tourism: p. 46; Prentice Hall High School: p. 55; Laima Druskis/PH College: p. 60; Peter Buckley/PH College: p. 76; Todd Yarrington/Merrill: p. 90; David Young-Wolff/PhotoEdit: p. 97; AP World Wide Photos: p. 99; Jeff Greenberg/PhotoEdit: p. 103; Scott Cunningham/Merrill: pp. 128, 186, 194, 207, 354, 373, 375; Barbara Schwartz/Merrill: p. 132; Larry Hamill/Merrill: p. 138; Laimute Druskis/PH College: p. 144; Anthony Agnacca/Merrill: p. 167; Jim Bourg/Getty Images, Inc.—Liaison: p. 172; Patrick Wilson/PH College: p. 176; Bill Brown/PhotoEdit: pp. 214, 232 (left); Victor Bracamontes: p. 232 (right); Courtesy of the Fo Kuang Shan Hsi Lai Temple: p. 239; Robert Brenner/PhotoEdit: p. 276; Richard Hutchings/PhotoEdit: p. 286; Michael Newman/PhotoEdit: p. 298; Robert Antman/The Image Works: p. 306; Dan Floss/Merrill: p. 313; Shirley Zeiberg/PH College: p. 321; Tony Freeman/PhotoEdit: p. 344

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*To my late husband, Willard C. Loftis, for supporting my
work in multicultural education for 17 years.*

DMG


*To Frances Kuwahara Chinn, my best friend
and daily inspiration to make a difference.*

PCC



Introduction


The seventh edition of *Multicultural Education in a Pluralistic Society* introduces students to diversity, helps them understand the issues involved with a diverse nation, and guides them to think critically and reflectively regarding their decisions as a teacher in a diverse classroom.



Diversity in the Twenty-First Century

As we begin the twenty-first century, the United States is considerably more diverse than it was at the beginning of the last century. The country is a multicultural nation comprised of indigenous peoples, such as the American Indians, Aleuts, Eskimos, and Hawaiians, and those who themselves or whose ancestors arrived as immigrants from other countries. These groups of individuals represent different classes, religions, and native languages. In addition, the people differ in gender, sexual orientation, age, and physical and mental abilities. As we move further into the new millennium, the population will become increasingly more diverse. By 2040, the U.S. Census Bureau predicts that children of color will comprise 50% of the school-aged population. As the ethnic composition of the United States changes, so will the religious landscape as new immigrants bring their religions from abroad. They will also bring diverse languages, values, and ideas that will help reshape U.S. society.

The culture and the society of the United States are dynamic. They are in a continuous state of change. Unless teachers are able to understand the diverse needs of their students, it will be difficult if not impossible to teach them effectively.



What Impact Does Multicultural Education Have on Teaching?

Education that is multicultural provides an environment that values diversity and portrays it positively. Gender, age, race, ethnicity, native language, religion, class, or

disability should not limit students' educational and vocational options. Educators have the responsibility to help students contribute to and benefit from our democratic society. Effective instructional strategies for all students in the classroom should not evolve solely from the teacher's culture; they should be drawn primarily from the cultures of students and their communities. The integration of multicultural education throughout the curriculum helps students and teachers think critically about institutional racism, classism, sexism, ableism, ageism, and homophobia. Hopefully, educators will help their students develop both individual and group strategies to overcome the debilitating effects of these society scourges.



About the Seventh Edition

Students in undergraduate, graduate, and in-service courses will find this text helpful in examining social and cultural conditions that influence education and in understanding diversity and how to use this knowledge effectively in the classroom and schools. Other professionals in the social services will find it helpful in understanding the complexity of cultural backgrounds and experiences as they work with families and children.

MICROCULTURAL APPROACH

As in previous editions, we approach multicultural education with a broad perspective of the concept. Using culture as the basis for understanding multicultural education, we present descriptions of seven cultural groups to which students and teachers belong: class, ethnicity and race, gender, exceptionality, religion, language, and age. At this time, we believe that these groups are the most critical to include in order to understand pluralism and multicultural education. Thus, this text examines these group memberships and the ways in which educators can develop education programs to meet the needs of diverse groups and the nation.

TEACHING TO CREATE EQUITABLE ENVIRONMENTS

We also emphasize that educators can deliver an equitable education for all students. We believe that educators cannot attack sexism without also fighting racism, classism, homophobia, and discrimination based on abilities, age, and religion. Schools can eradicate discrimination in their own policies and practices if educators are willing to confront and eliminate their own racism and sexism. To rid our schools of such practices takes a committed and strong faculty. It is a task that can no longer be ignored. The seventh edition helps students to develop the habit of self-reflection that will help them become more effective teachers in the classroom.


FOCUS OF THE SEVENTH EDITION AND ITS INTEGRATED PACKAGE

The seventh edition places an even greater emphasis on engaging students in exploring diversity by inviting and encouraging students to think reflectively and giving them

access to real classrooms. Students must begin to develop skills for reflection while they are preparing to teach and practice the habit of reflecting on their practice now and throughout their teaching career in order to make informed decisions. This edition also includes application opportunities for students through a debate feature and portfolio activities. In addition, students are given the opportunity to see what culturally responsive teaching looks like in a real classroom when they view and analyze the examples on the *Exploring Diversity* booklet's CD that is packaged with every copy of this text.

Self-Reflection Opportunities. Self-understanding influences a teacher's practice in the classroom, and developing the habit of self-reflection helps students make informed decisions regarding multicultural issues. The seventh edition introduces reflection in Chapter 1 and encourages students to continue this habit of reflection in each chapter through the chapter narrative and in-chapter features.


- **Chapter-Opening Classroom Scenarios.** Each chapter opens with a classroom scenario to place chapter content in an educational setting. Questions at the end of each scenario encourage students to think about the scenario and guide them to reflect on the decisions they would make.




Opportunities for Reflection

1. What factors contribute to racial and ethnic conflict in some schools?
2. What racial groups are most likely to see themselves in the school curriculum?
3. How can a classroom reflect the diversity of its students so that they all feel valued and respected?
4. What were the positive and negative outcomes of the steps taken by Ms. Williams?
5. What would you have done to improve cross-cultural relations among class members?

To answer these questions online, go to this chapter's Opening Scenario module of the Companion Website.



- **NEW! Opportunities for Reflection Margin Note.** Located in every chapter, the questions within the narrative guide students to think critically about chapter content and issues and are connected to the text Companion Website at www.prenhall.com/gollnick. These questions help students learn skills for reflection while they are preparing to teach and to develop the habit of reflecting on their practice now and throughout their teaching career. Students are encouraged to answer the questions online via the Companion Website to promote reflection and group discussion.



Opportunities for Reflection

Today, 1.9 million citizens identify themselves as Native American only; over half a million people identify themselves as Alaska Native only. Another 1.5 million indicate they are partially Native American or Alaska Native. Forty percent of the Native American population belongs to one of six tribes: Cherokee, Navajo, Latin Native American, Choctaw, Sioux, and Chippewa (U.S. Census Bureau, 2003). What do you know about American Indians? Where did you learn about them? How accurate is your knowledge base?

- **Critical Incidents in Teaching.** This feature, which occurs twice or more in each chapter, reflects both real-life and hypothetical situations that occur in schools or classrooms. Students have the opportunity to examine their feelings, attitudes, and possible actions or reactions to each scenario. Linked to the Companion Website, these problem-solving exercises help facilitate and sharpen students' critical thinking skills and their ability to reflect when they need to make informed decisions.

CRITICAL INCIDENTS IN TEACHING

Student Conflict Between Family and Peer Values

Wing Lok Lau is a sixth-grade student in a predominantly white and African American Southern community. He and his parents emigrated from Hong Kong 4 years ago. His uncle, an engineer at a local high-tech company, had encouraged Wing Lok's father to emigrate to this country and open a Chinese restaurant. The restaurant is the only Chinese restaurant in the community and it was an instant success. Mr. Lau and his family have enjoyed considerable acceptance in both their business and their neighborhood. Wing Lok and his younger sister have also enjoyed academic success at school and appear to be well liked by the other students.

One day when Mrs. Baca, Wing Lok's teacher, calls him to her name, he announces before the class, "My American name is Kevin. Please, everybody call me Kevin from now on." Mrs. Baca and Wing Lok's classmates honor this request, and Wing Lok is "Kevin" from then on.

Three weeks later, Mr. and Mrs. Lau make an appointment to see Mrs. Baca. When the teacher makes reference to "Kevin," Mrs. Lau says, "Who are you talking about? Who is Kevin? We came here to talk about our son, Wing Lok."

"But I thought the American name was Kevin. That's what he asked us to call him from now on," Mrs. Baca replies.

"That child," Mrs. Lau says in disgust, "is a disgrace to our family."


"We have heard his sister call him by that name. Just the same it was just a joke," Mr. Lau adds. "We came to see you because we are having problems with him in our home. Wing Lok refuses to speak Chinese to us. He argues with us about going to his Chinese lessons on Saturday with the other Chinese students in the community. He says he does not want to eat Chinese food anymore. He says that he is an American now and wants pizza, hamburgers, and tacos. What are you people teaching these children in school? Is there no respect for family, no respect for our culture?"

Mrs. Baca, an assimilated Mexican American who was raised in East Los Angeles, begins to pull things together. Wing Lok, in his attempt to ensure his acceptance by his classmates, has chosen to assimilate to an extreme, to the point of rejecting his family heritage. He wants to be an "American" as anyone else in the class, perhaps more so. Like Wing Lok, Mrs. Baca had assimilated linguistically and in other ways, but she had never given up her Hispanic culture. She knows the internal turmoil Wing Lok is experiencing.


Questions for Discussion

1. Is Wing Lok wrong in his desire to assimilate?
2. Are Mr. and Mrs. Lau wrong in wanting their son to maintain their traditional family values?
3. What can Mrs. Baca do to bring about a compromise?
4. What can Mrs. Baca do in the classroom to resolve the problem or at least to lessen the problem?

To answer these questions online, go to the *Critical Incidents in Teaching* module for this chapter of the Companion Website.




- **Pause to Reflect.** Located in every chapter, this feature encourages students to think more deeply about the topic being discussed. This feature either asks students to complete an activity or collect data or poses questions about the topic. This feature will help students learn how to reflect on how the issue being discussed relates to their everyday life. Feature questions are linked to the Companion Website.


Pause to Reflect

Some U.S. citizens trace their roots to the indigenous Native Americans; some are first generation immigrants who were born outside the U.S. However, most of the population has lived in the country for generations although their ancestors emigrated from another country.

- How closely do you identify with your ethnicity?
- Do you have any relatives in your family's countries of origin with whom you or your parents communicate?
- How has your ethnic background influenced your behavior, attitudes, and values?

To answer these questions online, go to the *Pause to Reflect* module for this chapter of the Companion Website.



Application Opportunities. The seventh edition gives students the ability to practice what they have learned regarding multicultural education.

- **NEW! Portfolio Activities.** Linked to INTASC standards and located at the end of every chapter, these activities encourage students to begin to think reflectively and to begin to construct professional portfolio entries tied to each chapter's content.