



EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT: Unit 8: Cultural Diversity



INTRODUCTION

Annotation:

Teachers ensure that classrooms or groups of young children function as caring communities. When teachers are sensitive to providing a nonsexist, non-stereotyped atmosphere, children will be more likely to develop attitudes based on respect for each person as an individual.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 10 Hours

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Special Education Review: Lindsey Welborn

Additional Review: Rhonda Colwell

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

IECE-6:

Students will respond appropriately to cultural diversity in the learning environment.

- a. Recognize and accept cultural differences.
- b. Incorporate multicultural, non-sexist experiences in all aspects of early childhood care and education.
- c. Interpret individual differences and cultural and environmental influences when assessing children's development.

IECE 9.h:

Create developmentally appropriate materials, lessons, and activities that promote children's respect for diversity.

GPS Academic Standards:

SSCG6:

The student will demonstrate knowledge of civil liberties and civil rights.

SSSocC1:

The student will explain the development and importance of culture.

SSSocC2:

Students will evaluate how cultures develop and evolve; analyze impact of globalization on US and other world cultures.

ELA 9-12 RL5

ELA 9-12 LSV1

ELA 9-12 LSV2

ELA 9-12 W1

ELA 9-12 W2



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Children develop an awareness of racial differences at an early age.
- Children tend to choose playmates of the same sex, a tendency that increases with age.
- When children come to the early childhood program they already have a lifetime of socializing experiences.

- The early childhood teacher facilitates development of positive peer relationships from infancy on by means of guidance and by setting an appropriate environment.
- The early childhood curriculum should provide many opportunities for children to learn about themselves and others, to value their own and others' races and cultures, and to develop appreciation and acceptance of diversity.

Essential Questions:

- What do all children have in common?
- How can you help to encourage children's relationship with peers?
- How can you help children develop sensitivity and understanding toward those who are of a different culture, ethnicity, linguistic background, gender, and ability?
- How can you support the social development in children of different ages and abilities?
- How do children's moral senses develop, and how can you help them develop pro-social skills?

Knowledge from this Unit:

- Vocabulary Terms
- Areas of diversity
- Related laws
- Supportive curriculum and teaching techniques

Skills from this Unit:

- Outline ways to adapt a child care program to embrace cultural diversity.
- Discuss how to encourage a classroom atmosphere of acceptance and respect for individuals.
- Recognize and accept cultural differences.
- Incorporate multicultural, non-sexist experiences in all aspects of early childhood care and education.
- Interpret individual differences through cultural and environmental influences when assessing children's development.
- Empower teachers and children to actively intervene to prevent and stop bullying.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary: bias, race, culture, diversity, pro-social, sexist, racist, gender, homophobia, poverty, ESOL, native
4. Contact an organization to set up pen pals and facilitate a cross-cultural understanding between students. Optional: use class time to write to these pen pals. (If so, ELA 9-12 W1 applies). Air mail postage for a standard size letter is currently \$.92

World Pen Pals (small fee, but very reliable)
1694 Como Avenue, St. Paul, MN 55108
<http://www.world-pen-pals.com/request.htm>

International Friendship League
55 Mount Vernon Street, Boston, MA 02108
<http://www.iflworld.org/>

5. Guest speakers: ESOL teacher, special education teacher, international students from local colleges... **(6 – a. b. c.)**
6. Locate pictures in magazines that gender-type toys. Categorize by gender and discuss. **(6 – b.)**
7. Pick a few “lies” from Lies Across America or Lies My Teacher Told Me and research the “truth.” Students present in pairs or groups. **(6 – c.)**
8. Students complete “Poverty quiz”. Resource: Ruby Payne, Understanding Poverty. Discuss “Hidden Rules” and effect of poverty on children and their educational experience. **(6 – a.)**
9. Students view DVD, “I Am a Promise: The Children of Stanton Elementary School”. This is a documentary of children in North Philadelphia, an inner-city neighborhood where 90% of the students live below the poverty line. After viewing, students write an essay titled “The Only Hope for Their Future Survives in the Success of Their Education.” Hold an open discussion allowing students to share the contents of their writing. **(6 – b.)**
10. Make cultural diversity part of daily classroom activity...
Discuss culture differences related to holidays, food, etc.
*** “Be careful about “tourist” curriculum or approach to teaching about cultures. Do not teach children about other cultures out of context. For instance, avoid using only the holidays celebrated by other cultures or a one-shot “cultures” week to focus on this topic. Also avoid using an ethnic cooking activity and a display of ceremonial

clothing as the main components of these occasions. Such an approach is disconnected from everyday life, trivializes cultural diversity, and merely represents multiculturalism as a token gesture rather than as a genuine reflection of life around the world.”(Intro to ECE, Essay, 414) **(6 – a. b. c.)**

11. Present “Native Curriculum in Classrooms” Power Point. Gather examples in advance to show students. Students complete study guide. Use recommended book list to have children’s books available that represent the NA culture accurately, respectfully, and free of stereo-typing. **(6 – a.)**

12. Distribute “Group Treasure Hunt.” Students participate then pair up to prepare a chart showing ways they are alike and ways they are different. Share the charts in class. How and why might this activity be used with children? **(6 – a. b.)**

13. Have students obtain information about child-related work opportunities in programs such as the Peace Corps. **(6 – b.)**

14. Read Miss Spider’s Tea Party or similar children’s book to the class. Ask students questions such as: Why were the other insects so afraid of Miss Spider? Why is being different scary? What positive qualities did Miss Spider possess? Did she have any negative qualities? How does it feel to be left out of a group? Can people look scary and still be kind and generous? What are some ways children use to achieve a sense of belonging? In addition to the open-ended questions, how might this book be used in an early childhood classroom to help children develop sensitivity and understanding toward those who are of a different culture, ethnicity, linguistic background, gender, and ability? One idea might be to prepare a “tea party” for the children to discuss the issues in the book. Divide the class into small groups and give each group another children’s book that deals with diversity. Some examples might be: Swimmy, Abuela’s Weave, Stellaluna, Rainbow Fish, etc... A volunteer within each group reads the book aloud to other group members. The group develops an activity around the theme and characters of the story that can be taught to children about sensitivity to diversity. **(6 – a. b. c.; 9 – h.)**

15. Tom Jackson’s Activities That Teach, More Activities That Teach and Still More Activities That Teach have many activities related to diversity. <http://www.activelearning.org/books.html> **(6 – a. b. c.)**

16. Choose a common fairy tale such as Three Little Pigs or Cinderella. Assign one to each small group of students. Students should research versions of the fairy tale from around the world. If possible have a variety of these books available for use as some are difficult to locate in libraries. Amazon.com is a great place to find them. Option 1: each group receives a different fairy tale; Option 2: each group receives a different version of the same fairy tale. (Ex: Three Little Hawaiian Pigs and the Magic Shark, The Three Little Javelinas, Three Little Cajun Pigs, etc...) See attachment. After research and reading the book, each group either acts the book out in a short play or reads the book aloud to the class with props and flannel board characters. Also consider adding story stretcher activities. **(6 – c.; 9 – h.)**

17. Arrange for students to observe a classroom within the high school or even in younger grades at feeder schools. Each student tallies gender differences based on: Who gets called on more by the teacher?; Who volunteers to answer more questions in class?; Who asks for help from the teacher more often?; Who gets

reprimanded or asked to be quiet more often?; Who get more praise?; What happens to girls that break rules?; What happens to boys that break rules? Hold a class discussion about the findings. **(6 – a.)**

18. Students write a 2-5 page essay on one of the following topics: **1)** Think about your school experience. What was the ethnic/racial composition of the student body? How did the different groups interact? What did you observe and how did you feel about these observations? **2)** Do you remember a time when you realized that a friend (or a classmate) was “different” from you? Was this friend being treated differently because of his or her race, ethnic background, or socioeconomic status? Explain this experience and how it affected you and your friend. **(6 – c.)**

19. Students design and create a brochure to give teachers or parents’ about ideas on how to incorporate culture and diversity appreciation into their classrooms or homes. **(6 – b.; 9 – h.)**

20. Distribute National Geographic magazines to each student, pairs, or small groups. Instruct the students to find a variety of home, clothing, or traditions (or combination of these things). Remove the picture from the magazine and mount it to paper with room for an information box. Students should research the location, climate, culture, and any reason for the choice of design, materials, fabric, décor, etc....relevant to the “difference” from what students recognize from their own lives. Research may need to extend beyond the original magazine. Compile a class book or visual collage or display to donate to a local preschool classroom. **(6 – a. b.; 9 – h.)**

21. Read a children’s book such as Nobody Knew What to Do or The Recess Queen as an introduction to bullying. Then use the interactive Power Point (attached) to discuss key components to understanding and preventing bullying. The resource used to create this Power Point is Eyes on Bullying (www.eyesonbullying.org). The free toolkit can be downloaded and printed for activities used throughout the Power Point. Operation Respect Organization (<http://www.operationrespect.org/>) has a free teacher’s guide, CD, and “Don’t Laugh at Me” video that are used to enhance this Power Point and the activities. **(6 – b.)**

Attachments for Learning Experiences:

[The Ron Clarke Story movie Reflection](#)

[Hidden Rules of Economic groups](#)

[Poverty Quiz](#)

[Native Curriculum in Classrooms power point](#)

[Native Curriculum in Classrooms study guide](#)

[Native American book list](#)

[Three Little Pigs around the world](#)

[Bullying Power Point](#)

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.

This unit overlaps and aligns very closely with the Social Studies curriculum area in unit 11. Many of the activities could be interchanged.



UNIT RESOURCES

Web Resources:

- International Pen Pals
<http://www.world-pen-pals.com/request.htm>
<http://www.iflworld.org/>
- Eyes on Bullying – Free Resource kit
www.eyesonbullying.org
- Operation Respect – Free Curriculum guide, cd, and video
<http://www.operationrespect.org/>
- Active Learning Foundation – Tom Jackson’s Activity Books
<http://www.activelearning.org/books.html>

Textbooks:

- Beginnings and Beyond 3, 14, 15
- Foundations of Early Childhood Education 6, 9
- Introduction to Early Childhood Education 13
- The Developing Child, 14

Materials & Equipment:

- I am A Promise dvd, New Video Group, Inc. 2005
- Suggested Children’s Books:
 - A. Am I a Color Too? Cole & Yogi, Illumination Arts, 2005
 - B. We Share One World, Hoffelt, Illumination Arts, 2004
 - C. Shades of Black, Pinkney and Pinkney, 2000
 - D. I am Latino, Pinkney and Pinkney, 2007
 - E. Guatemala ABCs: A Book About the People and Places of Guatemala, Aboff, Marcie, Trover, and Zachary, 2003
 - F. Nobody Knew What To Do, McCain, 2001
 - G. The Recess Queen, O’Neill, 2002

Related Videos:

- “How Boys and Girls Differ: The First Six Years” video, Learning Seed
- “Your Place in the Family (Birth Order)” video, Learning Seed

- “Raising Cain: Exploring the Inner Lives of America’s Boys” DVD, PBS Home Video
- “Lean on Me: A Film About Grandparents and Other Relatives Raising Children” DVD, AARP Foundation, stock # C2212
- “Identity Crisis” video, BBC Learning, 800-257-5126
- “The Children’s March” DVD, Teaching Tolerance, www.teachingtolerance.org
- “Children of Single Parents” video, The School Company, 800-543-0998
- “Domestic Violence and Childhood Trauma” video, Magna Systems, 800-203-7060
- “Childhood Trauma: A Parent’s Guide” video, Magna Systems, 800-203-7060
- “The Shadow of HATE: A History of Intolerance in America” video, Teaching Tolerance
- “Bullying” DVD, Stressball Sally video series, www.stressballsally.com

Movies:

- “Ruby Bridges” movie, Walt Disney Home Video, 2004
- “Curly Sue” movie, Warner Brothers, 1991
- “The Education of Little Tree” movie, Paramount Pictures, 1998
- “The Ron Clarke Story” movie, Echo Bridge Home Entertainment, 2006
- “Lean on Me” movie, Warner Home Video, 1998
- “Stand and Deliver” movie, Warner Home Video, 1998
- “Dangerous Minds” movie, Walt Disney Video, 1999
- “Freedom Writers” movie, Paramount, 2007
- “Selma, Lord, Selma” movie, Walt Disney Home Entertainment, 2004
- “The Rosa Parks Story” movie, Xenon, 2003

Professional Resources for Instructor:

- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms, Jones & Moomaw, RedLeaf Press
- Common Bonds: Anti-Bias Teaching in a Diverse Society, Byrnes & Kiger, ACEI
- Diversity In Early Care & Education: Honoring Differences, Gonzalez-Mena, McGraw Hill
- Celebrate! An Anti-Bias Guide to Enjoying Holidays, Julie Bisson, Redleaf Press
- Creative Resources for the Anti-bias Classroom, Nadia Saderman Hall, Delmar Publishers
- Multiracial Child Resource Book: Living Complex Identities, Root & Kelley, Mavin Foundation

- A World of Difference: Readings on Teaching Young Children in a Diverse Society, Copple, NAEYC #261
- School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity, Bowman & Moore, NAEYC & National Black Child Development Institute, Inc.
- Lies Across America: What our Historic Sites Get Wrong, Loewen, Simon & Schuster, New York
- AFT Toolkit for Teachers: Reaching out to Hispanic Parents of English Language Learners, Resource kit and video, American Federation of Teachers
- The Education of Little Tree, Forrest Carter, University of New Mexico Press, 1976
- Teaching Young Children in Violent Times: Building A Peaceable Classroom, Levin, NAEYC
- From Conflict to Peace Building: Power of Early Childhood Initiatives, Connolly & Hayden, Johnson Diversey
- The Anti Bullying and Teasing Book for Preschool Classrooms, Sprung & Froschl, Gryphon House
- Reviving Ophelia, Pipher & Ross, 2005
- Real Boys, Pollack & Pipher, 1999

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		