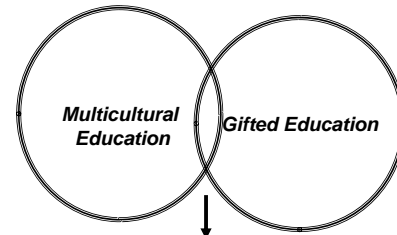


Multicultural Gifted Education: Providing Mirrors for ALL Students

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615-322-4460



Needs and Development

Academic and Cognitive
Affective
Social
Psychological
Cultural

Donna Y. Ford (1999)



Needs and Development

Academic and Cognitive
Affective
Social
Psychological
Cultural

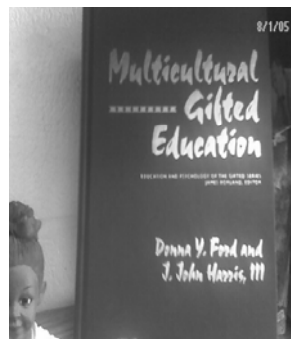
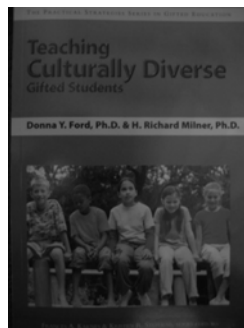
Donna Y. Ford, 1999

Philosophy...

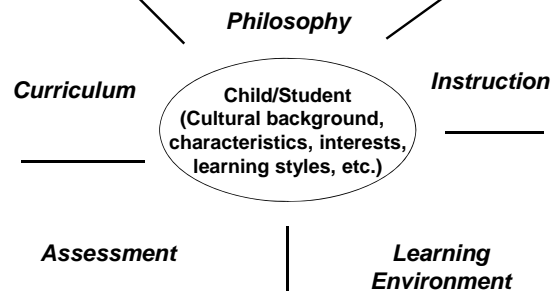
▣ Culturally diverse students are culturally diverse 24 hours a day, 7 days a week.

Donna Y. Ford, 1999

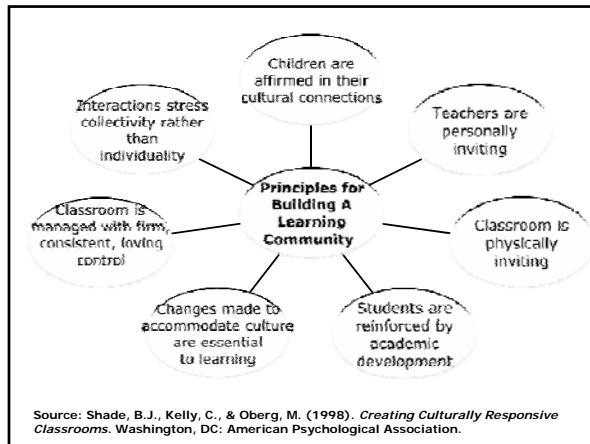
Teaching Culturally Diverse Gifted Students Multicultural Gifted Education



Multicultural Education: Key Components



Donna Y. Ford (2001)

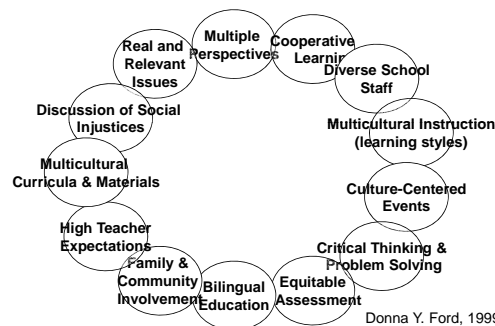


Goals of Multicultural Education

James Banks
Ford and Harris

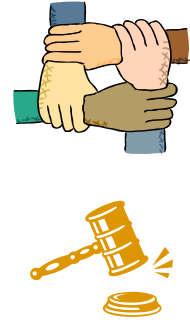
Curricular Desegregation
Educational Equity
Equal Opportunity to Learn
Increased Knowledge about Diversity
Increased Self-Awareness
Knowledge for Social Action/Justice
Student Empowerment
Improved Social Harmony
High Student Achievement

Strategies that Promote High Levels of Multicultural Education

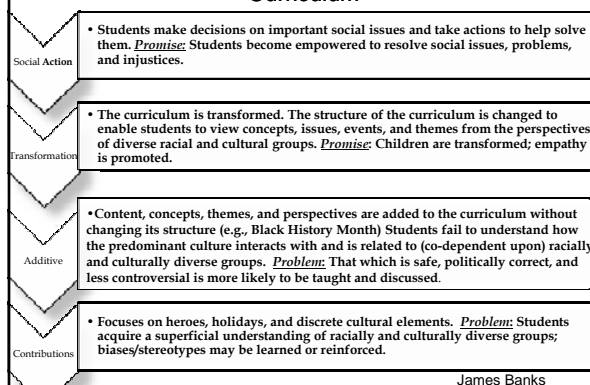


Topics, Concepts & Themes

- ☐ Equity
- ☐ Injustice/Justice
- ☐ Excellence
- ☐ Peace; harmony
- ☐ Relationships and Interdependence (Systems)
 - cooperation and collaboration
 - family and community
- ☐ Resilience
 - Strength and endurance; overcoming, survival
- ☐ Forgiveness, compassion
- ☐ Racial pride

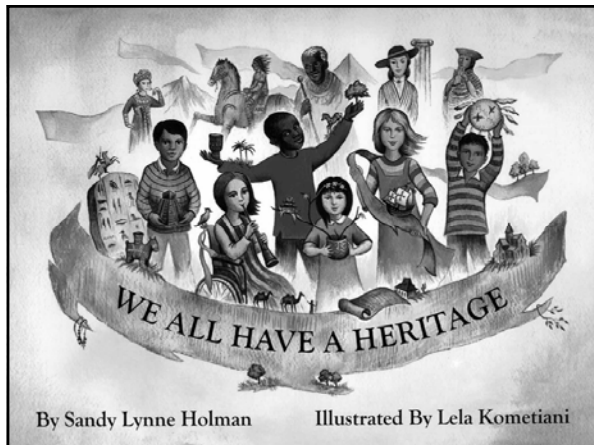


Levels of Integrating Multicultural Content into the Curriculum



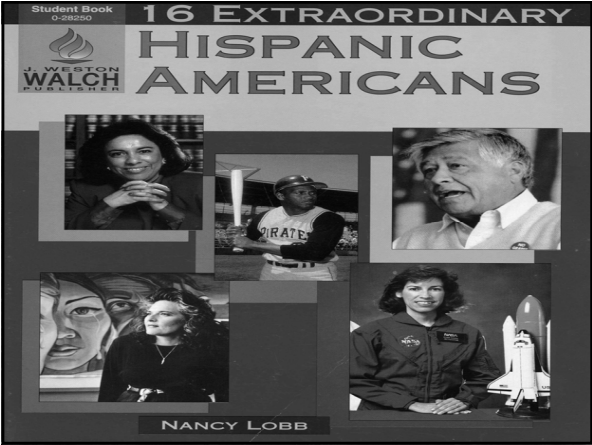
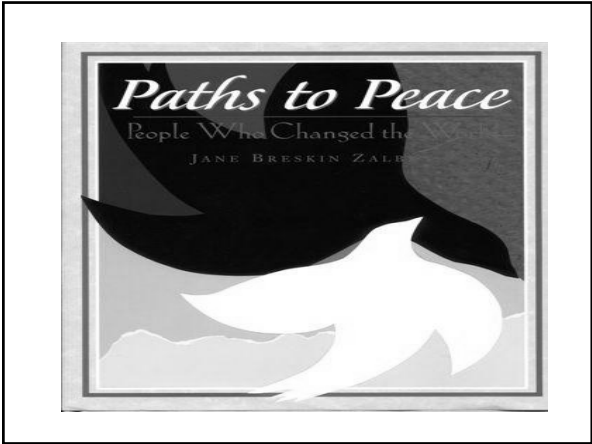
Contributions

Culturegrams



Bias in Curriculum and Instruction	
Linguistic bias	Use of masculine terms and pronouns.
Stereotyping	One group or individual from a group portrayed in stereotypical and derogatory roles (e.g., females as secretaries, males as doctors, Blacks as janitors, Asians as cooks, Native Americans as savages, etc.).
Invisibility or Omission	Accomplishments of certain groups ignored or minimized.
Imbalance	Discussions of diverse groups limited; certain perspectives presented over others.
Ethnocentrism	One perspective primary presented. Positive image presented of those in power or authority.
Minimization	Downplaying significance of another group; trivializing their contributions/role.
Fragmentation	Piecemeal rather than seamless treatment of diverse groups and topics.
Demonization	Dark images of diverse groups presented. Negative connotation of terms associated with minority groups.

Isms and Attitudes that Diminish Us All	
Ism or Attitude	Central Question to Consider
AGEISM	Is a distorted picture given by showing older people as silly, frail, mean or useless?
CHAUVINISM	Is subordination, lack of dignity, and loss of respect shown for someone due to social and/or economic status?
ELITISM	Are people portrayed as subordinate because of social position, SES or lifestyle?
ETHNOCENTRISM	Are events, topics, issues portrayed from one perspective, namely White and middle class?
HANDICAPISM	Are persons with special needs shown as subordinated, helpful, less intelligent, etc.?
RACISM	Is one race/ethnic group or person portrayed subordinate to another? Are images and situations stereotypical?
SEXISM	Is one gender portrayed as superior to another?
TOKENISM	Is a limited number of one type of person from another group shown?
RELIGIOUS DEFAMATION	Is a malicious or false image shown that injures the reputation of a person from another religion?
STEREOTYPE	Is an over-simplified image shown, usually with derogatory implications for all members of another group?
PROPAGANDA	Is a slanted portrayal of information shown for the purpose of helping or harming a group?



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Roberto Clemente: Baseball Player 43

Antonia Hernandez: Civil Rights Lawyer 51

Lupe Anguiano: Activist 57

Henry B. Gonzalez: U.S. Congressman 63

Roberto Goizueta: Chairman of the Coca-Cola Company 69

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Ileana Ros-Lehtinen: U.S. Representative 93

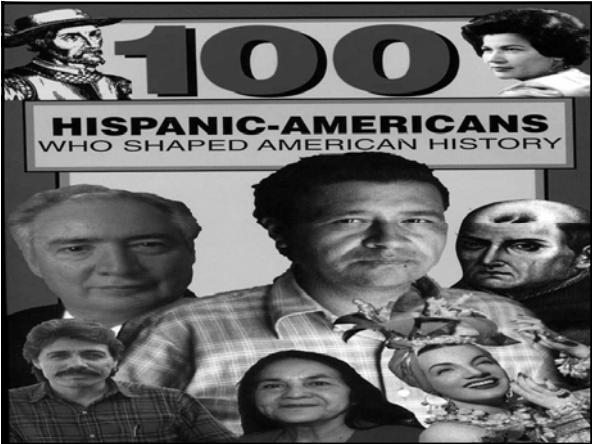
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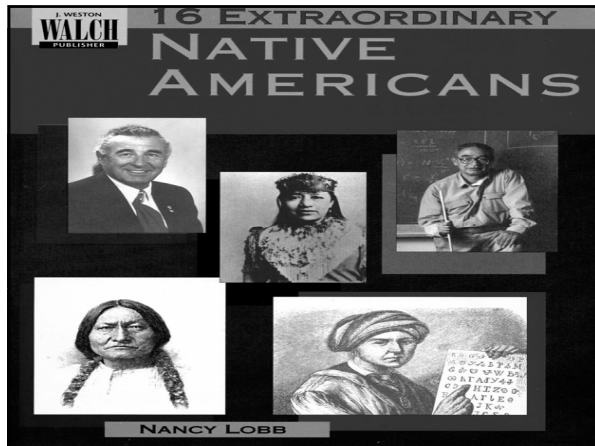
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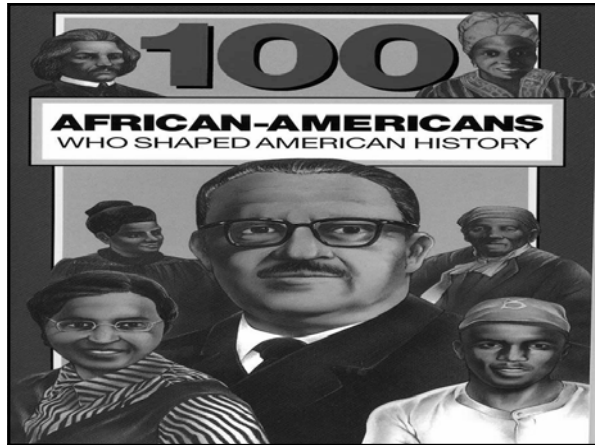
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Native American	
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 Sequoyah	 Sagagawea
 Sitting Bull	 Chief Joseph
 Sarah Winnemucca	 Ishi
 Susan LaFlesche Picotte	 Jim Thorpe
 Maria Martinez	 Annie Dodge Wauneka
 N. Scott Momaday	 Ben Nighthorse Campbell
 Wilma Mankiller	 Fred Begay
Instructional Fair	

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 Susan LaFlesche Picotte	 Jim Thorpe
 Maria Martinez	 Annie Dodge Wauneka
 N. Scott Momaday	 Ben Nighthorse Campbell
 Wilma Mankiller	 Fred Begay

Hispanic	
 Loretta F. Contreras	 Cesar Chavez
 Roberto Contreras	 Harvey Lopez
 Lucha Hernandez	 Rita Morales
 Arturo Chacón Navas	 Edward James Olmos

Indian

Ranbir Singh (1879 - 1904)
 India's first woman leader and one of the country's national heroes.

Chandrasekhar (1897 - 1957 a.c.)
 A brilliant physicist whose ideas about developing moral character and responsibility evolved into Confucianism, which became a great influence on all of Chinese society from about 100 a.c. to the 1900s.

Mahatma Gandhi (1869 - 1948)
 Called the Mahatma, meaning "Great Soul," Gandhi was a political and spiritual leader of India whose method of nonviolent resistance helped free the country from British rule.

Shifu Huizhong (1857 - 1897 a.c.)
 A wandering monk who founded Buddhism, a religion that seeks enlightenment, peace and happiness through freedom from desire and worldly possessions. He was called Shifu, or Enlightened One.

Shi Huangdi (2597 - 219 a.c.)
 An emperor who founded the Qin dynasty and created the first united Chinese empire. He declared himself China's first emperor in 221 a.c., and was responsible for marking the start of the Great Wall of China.

Qinghai Khan (1607 - 1627)
 Mongolian conqueror who established China's largest land empire and became Mongolia's ruler in 1206. He established Yasa, or Yasaq, the first Mongolian code of laws.

Ho Chi Minh (1890 - 1969)
 A Vietnamese revolutionary whose troops defeated the country's French leaders in 1954. He served as president of North Vietnam from 1954-69.

Confucius (551 - 479)
 A Chinese philosopher who lived from 551-479. He taught that the ruler should be a moral leader, and that the people should be educated in the virtues of Confucius. His teachings were the basis of the Chinese government from 221 a.c. to 1911.

King Mongkut (1853 - 1910)
 A Thai monarch who reigned from 1853-1910. He brought Thailand into the modern world, education, literature, transportation and modern science. The 1951 movie *The King and I* was based on his life, but it was a misrepresentation of his personality.

Mao Zedong (1893 - 1976)
 Political leader who led the struggle to establish the People's Republic of China in 1949. He was the first Chinese ruler and the People's Republic of China was established.

Asian

Indira Gandhi (1917 - 1984)
 Prime Minister of India from 1966 to 1977 and 1980 to 1984.

Wang Kang (1917 - 1984)
 Prime Minister of China from 1957 to 1984.

Yuan Shikai (1864 - 1915)
 First President of the Republic of China from 1912 to 1915.

Chiang Kai-shek (1887 - 1975)
 Leader of the Nationalist Government of the Republic of China from 1927 to 1949.

Lin Biao (1907 - 1971)
 Chinese revolutionary leader and one of the country's national heroes.

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African American

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 An educator, author, and orator who was the first African American to be awarded the Nobel Peace Prize. He was the first African American to be elected to the U.S. House of Representatives in 1901.

Shirley Chisholm (1924 - 1967)
 She became the first black woman to serve in the U.S. Congress. A New York Democrat, she was a member of the U.S. House of Representatives from 1968 to 1970. She served in the New York State Assembly from 1964 to 1968.

Alicia Keys (1981 -)
 She became the first black woman to be named the most powerful African American woman in the world in 2007. She is a singer, songwriter, and pianist. She has won five Grammy Awards and is the first African American woman to be named the most powerful African American woman in the world.

Dr. Martin Luther King, Jr. (1929 - 1968)
 He was the first black man to be awarded the Nobel Peace Prize. He was the first African American to be elected to the U.S. House of Representatives in 1968. He was the first African American to be elected to the U.S. Senate in 1968. He was the first African American to be elected to the U.S. Supreme Court in 1968.

Thurgood Marshall (1896 - 1957)
 She was the first black woman to be elected to the U.S. Supreme Court. She was the first African American woman to be elected to the U.S. Supreme Court. She was the first African American woman to be elected to the U.S. Supreme Court.

Coretta Scott King (1925 - 1968)
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www.oyate.org

INDIGENOUS HEROES

Our heroes are made of the same stuff and share their values as all. They have been called upon to do extraordinary things. Some have given their lives. They have always worked for the people, and for the land and for the future and for the place where respect is freely given and honor earned. For as much as we all have and grow up healthy and whole.

Crazy Horse (represented by a golden eagle), Rigoberta Menchú, Roberta Blackgoat, Anna Mae Aquash, Louis Riel, Haunani-Kay Trask, Lolita Lebrón, Chico Mendes, and Leonard Peltier.

Mathematicians of the 1980s & 1990s

http://www.math.buffalo.edu/mad/madgreat st.html#90s

Elbert Frank Cox (1895-1969), A.B., Indiana University, 1918; Ph.D., Cornell University, 1924. First African American to earn a Ph.D. in Mathematics. Member of the Mathematics faculty at Howard University, 1929-1961. While at Howard, a professional colleague of Dudley Weldon Woodard and William W.S. Claytor. Photograph courtesy of James A. Donaldson, "Black Americans in Mathematics," in Peter Duren, ed., A Century of Mathematics in America, Part III (Providence, Rhode Island: American Mathematical Society, 1989), at page 452.

http://www.math.upenn.edu/History/bh/text99.html

Multicultural Curriculum Checklist 1

(Donna Y. Ford)

- ▣ Did lesson plan (LP) accommodate different learning styles?
- ▣ Were students from different backgrounds given opportunities to work together?
- ▣ Were students flexibly grouped?
- ▣ Did students have opportunities to learn democratic skills and principles and values?
- ▣ Did the lesson move beyond contributions and additive approaches?

Multicultural Curriculum Checklist 2

Donna Y. Ford

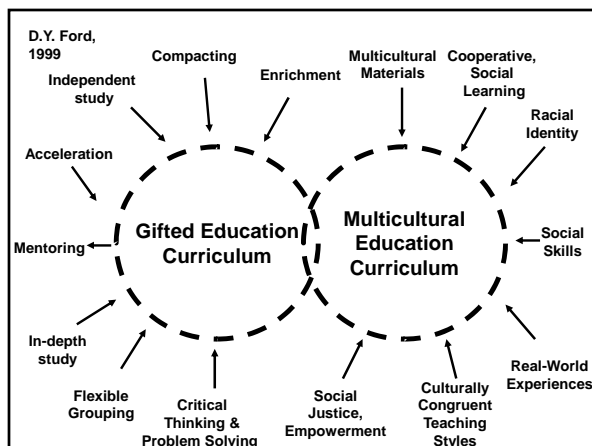
- ▣ Do students have a better understanding of the cultures they study?
- ▣ Do students have a better understanding of themselves as cultural beings?
 - ▣ Were students given opportunities to examine their own biases (stereotypes and assumptions)?
- ▣ Was learning made relevant and meaningful – personal and/or community based?
- ▣ Did students have opportunities to learn democratic and/or social justice values?

Multicultural Curriculum Checklist 3

Donna Y. Ford

- ▣ Are students encouraged to be critical consumers of information?
- ▣ Were students given opportunities to view issues/events, etc., from two or more perspectives?
- ▣ Were materials and resources multicultural?
- ▣ Were students given constructive feedback?
- ▣ Were a variety of assessment or evaluation strategies adopted/used?

Multicultural Gifted Education



D.Y. Ford 1999	Gifted Education	Multicultural Education
Environment	Teachers create safe, intellectually stimulating learning environments where students' enjoy taking intellectual and creative risks. A sense of community is developed whereby all gifts and talents are appreciated and welcomed.	Teachers create learning environments where it is safe to be different; where cultural identities are affirmed; not cultureblind or colorblind. Intellectual and creative risks are welcomed.
Content	Content modified thru use of more advanced concepts, abstractions, materials.	Content modified to include greater focus on multicultural concepts, themes, events, issues, etc.
Process	Activities redesigned to be more demanding, requiring higher level thinking, problem solving, inquiry-based learning, acceleration.	Instructional strategies, including teaching styles, modified to match more closely the learning styles and cultural styles of diverse students; students' backgrounds given significant consideration.
Product	Students demonstrate their learning in various ways, focusing on authentic products and real audiences. Choices, options.	Students demonstrate their learning in various ways, focusing on real issues, authentic products and real audiences; less focus on testing and more on doing. Change is often the focus of the product. Choices, options.
Assessment	Assessment is often multiple choice, essay, etc. Portfolio and performance-based also used.	Tests viewed as questionable. Performance-based assessments preferred.

Bloom-Banks Matrix: Cell Descriptions						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions	Students are taught and know facts about cultural artifacts, events, groups, and other cultural elements.	Students show an understanding of information learned about cultural artifacts, groups, etc.	Students are asked to and can apply information learned about cultural artifacts, events, etc.	Students are taught to and can analyze (e.g., compare and contrast) information about cultural artifacts, groups, etc.	Students are required to and can create a new product from the information on cultural artifacts, groups, etc.	Students are taught to and can evaluate facts and information based on the information on cultural artifacts, groups, etc.
Additive	Students are taught and know concepts and themes about cultural groups.	Students are taught and can understand cultural concepts and themes.	Students are required to and can apply information learned about cultural concepts and themes.	Students are taught to and can analyze important cultural concepts and themes.	Students are required to and can synthesize important information about cultural concepts and themes.	Students are taught to and can critique and evaluate cultural issues, concepts and themes.
Transformation	Students are given information on important cultural elements, groups, etc., and can understand this information from different perspectives.	Students are taught to understand and can demonstrate an understanding of important cultural concepts and themes from different perspectives.	Students are asked to and can apply their understanding of important concepts and themes from different perspectives.	Students are taught to and can examine important cultural concepts and themes from one than one perspective.	Students are required to and can create a product based on their new perspective or the perspective of another group.	Students are taught to and can critique, evaluate and judge important cultural concepts and themes from different viewpoints (e.g., minority group).
Social Action	Based on their understanding of cultural artifacts, etc., students make recommendations for social action.	Based on their understanding of important concepts and themes, students make recommendations for social action.	Students are asked to and can understand important social and cultural issues; they make recommendations and take action on these issues.	Students are required to and can analyze social and cultural issues from different perspectives; they take action on these issues.	Students create a plan of action to address social and cultural issues; they seek change.	Students critique important social and cultural issues, and seek to make change.

(SOURCE: Ford & Harris, 1999, Multicultural Gifted Education)

Bloom-Banks Matrix: Sample Activities						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions	Name three songs that were popular among slaves.	Take an outline of events leading to the Civil War.	Create a model of the underground railroad.	Examine how stereotypes about minority groups contribute to slavery.	Write a story about the contribution of Hispanic Americans to the music industry.	Critique the work of a famous American Indian artist.
Additive	List three factors that contribute to prejudiced beliefs.	After reading a biography about a famous person of color, summarize the racial barriers that the person faced.	Find a book or song that discusses the problems of racial prejudice in society.	Compare and contrast the writings of W.E.B. DuBois and Booker T. Washington on issues of racial discrimination.	Write a play about the Spanish Inquisition.	Write a paper explaining why you think it is important (or not important) to learn about prejudice.
Transformation	Describe how slaves might have felt being held in captivity.	Explain why American Indians use folk tales and storytelling as a means of coping with oppression.	Read the essay "What America Means to Me." Write a paper showing how members of a minority group might respond to this essay.	Predict how our nation would have prospered without slave labor. What other forms of labor could have been used?	Develop a survey regarding students' experiences with prejudice in their school or their community.	Assume the identity of a plantation owner or a slave. From that perspective, write a story outlining the differences between your life and the ideal of liberty and justice for all.
Social Action	What would you have done during the 17 th century to end slavery?	List some ways that the media contribute to our perceptions of minority groups. What can be done to improve how the media portray minorities?	Review 3 to 5 sources on affirmative action; then write and submit an editorial to a newspaper describing your views on this topic.	Spend a day (week, etc.) observing and analyzing how minority groups are treated at the mall. Share the results with the store owners.	Form a school club whose goal is to create a sense of community and respect in the school building.	Examine school policies to see if democratic ideals are present. Write a new school policy, and share the findings and recommendations with administration.

(SOURCE: Ford & Harris (1999), Multicultural Gifted Education)

Bloom-Banks (Ford-Harris) Matrix						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions	Name two songs that were popular among slaves.	What is the pentatonic scale?	What other types/genres of music use the pentatonic scale?	Create a song using the pentatonic scale.		
Additive	What is another name for "slave" songs?	Why do you think the songs are called "spirituals"?	Find 10 spirituals; categorize them in themes.	How are spirituals similar to and different from gospel songs?	Create a song dedicated to an individual whom you admire.	Research and write a paper regarding the use of music as a coping mechanism.
Transformation	Read a biography of a musician who is known for using the pentatonic scale. Why did he/she choose this genre of music?	Find a spiritual and read the author's biography. What was his/her life like? What barriers did he/she face?	Compare and contrast two spirituals. Discuss themes to focus such as survival and resilience.	Develop a study in which you interview 2-3 musicians. Analyze why each chose his/her profession, instrument, etc. What themes or patterns do you see?	In what might music be valued and used differently across diverse cultural groups?	
Social Action	Find a spiritual and read the author's biography. How can you use what you've read to make changes in your life or community?					

(SOURCE: Ford & Harris (1999), Multicultural Gifted Education)

The Crayon Box That Talked						
Theme: Citizenship	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions	What is the problem in the book?	Why didn't the crayons get along?	Draw a cartoon of people not getting along.		Predict what will happen if the box of crayons does not get along.	
Additive			Explain why the girl would need to use all the different crayons to make a picture.		Predict what will happen if the class does not get along.	
Transformation	Describe how you think the orange crayon felt not being liked by the other crayons.	Write a paragraph explaining why it is important to be nice to someone who is not always nice to you.	Interview the principal to find out how he would feel if people in the school are hostile to each other.	Develop a survey to find out how 5 th graders get along and solve problems.	Develop a survey to find out how 5 th graders get along and solve problems; compare the responses of males and females.	
Social Action	What could you do if you saw someone being treated unfairly?	Act out the story to another class.	Role play what you would do if you see two crayons (or people) being unfriendly to each other; present the play to another class.	Observe how other children treat each other at the playground. Share results with teacher and make suggestions for addressing issues.	Write a top 10 list for classroom/classmates on how to treat each other kindly.	

Carly, Rachel, Renee, Mei Vanderbilt Univ 3/2007

Greedy Triangle						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions	Name three different buildings or structures in three different countries that use triangles.	Where does the name "triangle" come from?	Compare and contrast two different buildings from different places with different shapes in their structure.	What are the benefits and disadvantages of having triangles in an architectural design.		
Additive	Participate in class session on math contributions from other countries.	Research a mathematician or architect from another country. Write a biography.		Construct a building to be used in a different culture using one of the shapes we talked about. What's the building's purpose?		
Transformation		Imagine you are a mathematician from another country. Write about a structure you would build for your country.	Write an imaginary account of a dialog between two famous architects from different countries.	Poll students in the class about their own self-acceptance.	Assume the identity of a city planner. Talk about how our city would be different if there were no triangles.	
Social Action		Write a letter to your congressman lobbying for a monument to be erected in honor of another country's mathematical/architectural impact.		Create and ask students in your school to sign an "acceptance pledge."	Explain why a certain mathematician or group has been neglected in the math community, and lobby for an informal holiday in honor of the often forgotten group or person.	

Dawson, Shannon, Sarah, and Aubrey

Bloom-Banks Matrix from Ford & Harris (1998): Science by Valencia Moses						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions	Students learn about scientists from different ethnic groups.	Students understand the importance of having different people contribute to scientific knowledge.	Students read a biography about a culturally diverse scientist and then write a short summary or timeline of his/her life.	Students study the scientific method and consider if other groups follow this process.	Students produce a display of scientists from various cultural groups according to scientific areas of study.	Students evaluate the quality of their display and discuss ways to improve their representation of scientists from different cultures.
Additive	Define the term "environmental racism."	Students understand the importance of having different people contribute to scientific knowledge.	Students articulate their understanding of the importance of their social and cultural significance.	Students look for patterns in the neighborhoods affected the most by factories and least amount of green spaces.	Students develop a poster, collage or brochure on some aspect of environmental racism.	Students determine the success of a community garden program used in other cities in the country as a way of combating air pollution and providing green spaces.
Transformation	Students summarize the careers of STEM careers based on reading one or more biographies of minority individuals.	Students understand the importance of having different people contribute to scientific knowledge.	Students look for patterns in the neighborhoods affected the most by factories and least amount of green spaces.	Students study the scientific method and consider if other groups follow this process.	Students develop a poster, collage or brochure on some aspect of environmental racism.	Students determine the success of a community garden program used in other cities in the country as a way of combating air pollution and providing green spaces.
Social Action	Students identify a scientific problem in their community, like air pollution or the lack of green spaces, and take some type of action to address it.	Students show their understanding of STEM state and seek a role model in this area for themselves and/or a friend.	Older students share their biographies with the younger students.	Students look for patterns in the neighborhoods affected the most by factories and least amount of green spaces.	Students draft a plan for improving air quality and providing green spaces in the poorest communities in their city or county.	Students on a review of their research, students develop a club or organization to address a key issue in STEM in their school or community (e.g., mentoring program).

(SOURCE: Ford & Harris (1999), Multicultural Gifted Education)

Bloom-Banks (Ford-Harris) Matrix						
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions						
Additive						
Transformation						
Social Action						
SOURCE: Ford & Harris (1999), <u>Multicultural Gifted Education</u> SOURCE: Ford & Harris (1999), <u>Multicultural Gifted Education</u>						

Resources

- ▣ Culturegrams
- ▣ Lakeshore (School supply store)
- ▣ nytimes.com
- ▣ discovery.com

Multicultural Mathematics & Science

- Addison-Wesley. (1992). Multiculturalism in mathematics, science, and technology: Readings and activities. Menlo, CA: Addison-Wesley
- Barba, R.H. (1998). Science in the multicultural classroom: A guide to teaching and learning. New York: Allyn & Bacon.
- Krause, M. (1983). Multicultural mathematics materials. Mahwah, NJ: National Council of Teachers of Mathematics.
- Lumpkin, B. (1997). Algebra activities from many cultures. Portland, ME: Walch.
- Lumpkin, B. (1997). Geometry activities from many cultures. Portland, ME: Walch.
- Lumpkin, B. & Strong, D. (1995). Multicultural science and math connections: Middle school projects and activities. Portland, ME: Walch.
- Miller, S.M. & McCaskill, B. (Eds.). (1993). Multicultural literature and literacies: Making space for difference. Albany: SUNY Press.
- Vatter, T. (1996). Civics mathematics. Englewood, CA: Teachers Ideas Press.

Websites

- <http://www.everythingpreschool.com/lessonplans/> multicultural lesson plans for preschoolers.
- <http://mathforum.com/mam/00/612/index.html> (Lesson plans with math and science from a multicultural perspective)
- <http://www.educ.state.ak.us/tls/frameworks/mathsci/msapdq.htm> (Math and science lesson plans)
- <http://www.math.binghamton.edu/zaslav/cz.html> (Extensive ethnomathematics bibliography by Claudia Zaslavsky)
- <http://curry.edschool.virginia.edu/gol/multicultural/sites/afamdocs.html> (an extensive multicultural resource site for teachers)
- <http://www.wv-hsta.org/mced/activities/default.htm> List of multicultural activities to use in science teaching
- <http://www.goenc.com/> ENC offers math and science educators access to information about more than 27,000 print and multi-media curriculum resources and professional development materials.
- <http://www.ethnomath.org/> ethnomathematics
- <http://www.kn.pacbell.com/wired/BHM/AfroAm.html> (activities for Black History Month)
- <http://falcon.imu.edu/~ramsevil/mulnativ.htm> (materials on Native Americans)
- <http://www.milibook.com/tabofcon.html> (materials on Hispanic Americans)
- Fifty Multicultural Books Every Child Should Know
<http://www.soemadison.wisc.edu/ccbc/50mult.htm>
- American Library Association: "Notable Books for Children"