Developing Lesson Plans that are Multicultural

Consider the following:

- The nature of the learner. What do you know about the students’ entry level knowledge and skills; attitudes, values, and beliefs; learning styles; need for structure; family/peer support groups; sense of ethnic identity, motivation, self-image, and so on.

- The teacher’s scholarly knowledge. What are the key concepts, skills, and understandings to be taught? What are the key questions and issues? What fact and generalizations are most important? What are the important connections between the subject matter and goals of global and multicultural education? What primary and secondary source materials are most valuable?

- Lesson opener. How will you capture the student’s attention? How will you make connections with your student’s past learnings (e.g., concept maps, brainstorming, predictive activities, etc.)?

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# Developing Lesson Plans that are Multicultural

<table>
<thead>
<tr>
<th>Subject Area:</th>
<th>Grade Level:</th>
<th>Time:</th>
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<tbody>
<tr>
<td>Teacher’s Name:</td>
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## 1. Instructional Goal

## 2. Curriculum Objectives

## 3. Multicultural Goal(s) - check one or more

- [ ] Developing Multiple Historical Perspectives
- [ ] Developing Cultural Consciousness
- [ ] Increasing Intercultural Competence
- [ ] Combating Racism, Prejudice, and Discrimination
- [ ] Developing Awareness of the State of the Planet and Global Dynamics
- [ ] Developing Social Action Skills

## 4. Instructional Delivery/Student Activities

## 5. Materials/Resources

## 6. Assessment/Evaluation
DEVELOPING LESSON PLANS THAT ARE MULTICULTURAL

1. Instructional Goal – from your school curriculum

2. Curriculum Objectives - from your school curriculum. What do you hope the student will be able to do or understand as a result of the lesson? What changes in attitudes do you seek?

3. Multicultural Goal(s) – Which of these goals will you incorporate in this lesson?

   - **Developing Multiple Historical Perspectives**
     Multiple historical perspectives are the knowledge and understanding of the heritage and contributions of diverse nations and ethnic groups, including one’s own. The goal is to develop awareness of historical and contemporary experiences among the world’s diverse nations and ethnic groups. This awareness includes both minority group viewpoints and those held by many members of the macro culture or nation, especially the differing interpretations of human events.

   - **Developing Cultural Consciousness**
     Cultural consciousness is the recognition or awareness on the part of an individual that he or she has a view of the world that is not universally shared and differs profoundly from that held by many members of different nations and ethnic groups. It includes an awareness of the diversity of ideas and practices found in human societies around the world, and some recognition of how one’s own thoughts and behaviors might be perceived by members of differing nations and ethnic groups.

   - **Increasing Intercultural Competence**
     Intercultural competence is the ability to interpret international communications (language, signs, gestures), some unconscious cues (such as body language), and customs in cultures different from one’s own. Emphasis is on empathy and communication. The goal is to develop self awareness of the culturally conditioned assumptions that people of different cultural backgrounds make about each other’s behaviors and cognitions.

   - **Combating Racism, Prejudice, and Discrimination**
     Reducing racism, prejudice, and discrimination means revising negative attitudes and behaviors that are base upon misconceptions about the inferiority of races and cultures different from one’s own. Emphasis is on clearing up myths and stereotypes associated with different races and ethnic groups. Basic human similarities are stressed. The goal is to develop antiracist behavior based upon awareness of historical and contemporary evidence of individual, institutional, and cultural racism in one’s own society and elsewhere in the world.

   - **Developing Awareness of the State of the Planet and Global Dynamics**
     Awareness of the State of the Planet and global dynamics is the knowledge about prevailing world conditions, trends, and developments. It is also knowledge of the world as a highly interrelated ecosystem subject to surprise effects and dramatic ramifications of simple events.

   - **Developing Social Action Skills**
     Social action skills include the knowledge, attitudes, and behavior needed to help resolve major problems that threaten the future of the planet and well being of humanity. Emphasis is on thinking globally and acting locally. The goal is to develop a sense of personal and political efficacy and global responsibility that will result in adult members participating in society.
4. Instructional Delivery/Student Activities – How will you provide information (e.g., student reading or reports, small groups, videos, lecture, field trip, etc.)? What examples will you present? How will you check for student comprehension?

Consider incorporating teaching strategies that -
   a) consider individual differences
   b) promote team-building
   c) make connections to students’ past learning.
   d) consider student interests
   e) consider diverse learning styles
   f) aim at Head*Heart*Hands*Healing (in addition to instilling knowledge, teach compassion, involve student in social action, and bring about better human relations)
   g) promote decision-making
   h) are interdisciplinary

5. Materials/Resources - What equipment, resources, films, maps, texts, note-taking guides, activity sheets, or other materials are needed for this lesson? What key questions will be asked? What lecture notes are needed?


   a) Books and other materials should accurately portray the perspectives, attitudes, and feelings of ethnic groups.
   b) Fictional works should have strong ethnic characters
   c) Books should describe settings and experiences with which all students can identify and yet accurately reflect ethnic cultures and life styles.
   d) The protagonist in books with ethnic themes should have ethnic characteristics but face conflicts and problems that are universal.
   e) The illustrations in books should be accurate, ethnically sensitive, and technically well done.
   f) Ethnic materials should not contain racist concepts, clichés, phrases, or words.
   g) Factual materials should be historically accurate.
   h) Multiethnic resources and basal textbooks should discuss major events and documents related to ethnic history.

6. Assessment/Evaluation - How will you know the students have achieved your objectives? How will you check for student comprehension?

   a) Are your methods culturally appropriate?
   b) Are multiple methods used?
   c) Do they assess skills, knowledge and understanding?

Sources:
Developing Lesson Plans that are Multicultural

Subject Area: Math                Grade Level: Elementary       Time:

Teacher’s Name: P. Diddy                                         Date:

1. Instructional Goal

To learn how to collect, calculate, analyze and visually display data.

2. Curriculum Objectives

The student will:
- Develop and complete a data collection form.
- Create a bar graph including: place grandparents were born, favorite foods, languages spoken, favorite holidays, and family make-up.
- Demonstrate ability to pie chart the place grandparents were born, favorite foods, languages spoken, favorite holidays, and family make-up of the classroom.
- Translate given evaluative data from the graph into percentages.

3. Multicultural Goal(s) - check one or more

☐ xxxx Developing Multiple Historical Perspectives
☐ xxxx Developing Cultural Consciousness
☐ Increasing Intercultural Competence
☐ Combating Racism, Prejudice, and Discrimination
☐ Developing Awareness of the State of the Planet and Global Dynamics
☐ Developing Social Action Skills

4. Instructional Delivery/Student Activities

The teacher will assist small groups of students to:
List and discuss the items to be included in the data collection form.
- Using prior learning, fill in as much information as possible.
- Interview family members to obtain additional information (tape recorder, note taking, telephone.)
- Use individual information, compile and graph data.
- Complete a pie chart reflecting information.
- Individually calculate classroom data by percentage.
- Discuss and analyze the cultural makeup of the group, using cultural diversity information collected.

5. Materials/Resources

<table>
<thead>
<tr>
<th>Data collection sheets</th>
<th>Tape recorder</th>
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<tbody>
<tr>
<td>Pie chart</td>
<td>Graphs worksheets</td>
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<tr>
<td>Math books</td>
<td>Large graph paper</td>
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<tr>
<td>Calculator</td>
<td>Interviews with family members</td>
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6. Assessment/Evaluation

a). Assess math calculations from pie chart, bar graphs and percentage sheets.
B). Demonstrate through discussions an increased awareness of cultural diversity of the classroom.
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<th>Grade Level:</th>
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<tr>
<td>Teacher’s Name:</td>
<td>Joan Arc</td>
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1. **Instructional Goal**

Create a handicap-access ramp for a senior center. Measuring, use of tools, building codes, ADA laws, community service.

2. **Curriculum Objectives**

**Students will:**
- a) understand and appreciate disabilities and the need for equal access
- b) understand the rewards of community service (and benefits)
- c) learn to work cooperatively to create a useful project
- d) utilize prior knowledge of construction and learn new techniques to build a ramp that meets building code standards.

3. **Multicultural Goal(s) - check one or more**

- [ ] Developing Multiple Historical Perspectives
- [ ] Developing Cultural Consciousness
- [ ] Increasing Intercultural Competence
- [ ] Combating Racism, Prejudice, and Discrimination
- [ ] Developing Awareness of the State of the Planet and Global Dynamics
- [ ] Developing Social Action Skills

4. **Instructional Delivery/Student Activities**

**Teacher will assist students to:**
- a) learn ADA requirements and history, minimum local code standards and rationale for project
- b) determine list of materials and tools needed
- c) construct ramp
- d) install and test ramp
- e) plan and participate in dedication ceremony with seniors
- f) discuss, process and record feelings about project in collaboration with LA teacher

**Suggestion:** use CAD to design ramp dimensions

5. **Materials/Resources**

- a) plywood
- b) 2 x 6 boards
- c) 2 x 4 boards
- d) band saw
- e) safety equipment
- f) electric screwdriver
- g) hardware
- h) tape measures
- i) calculator

6. **Assessment/Evaluation**

- a) invite town building inspector to talk to class and inspect ramp;
- b) demonstrate through discussions, an increased awareness of disability and access issues;
- c) assess student measurement and calculation skills through accuracy of materials list,
- d) measure understanding of community service rewards through journal writing

**Suggestion:** Students continue activism by writing letters or petitions to local government to make identified areas more accessible.