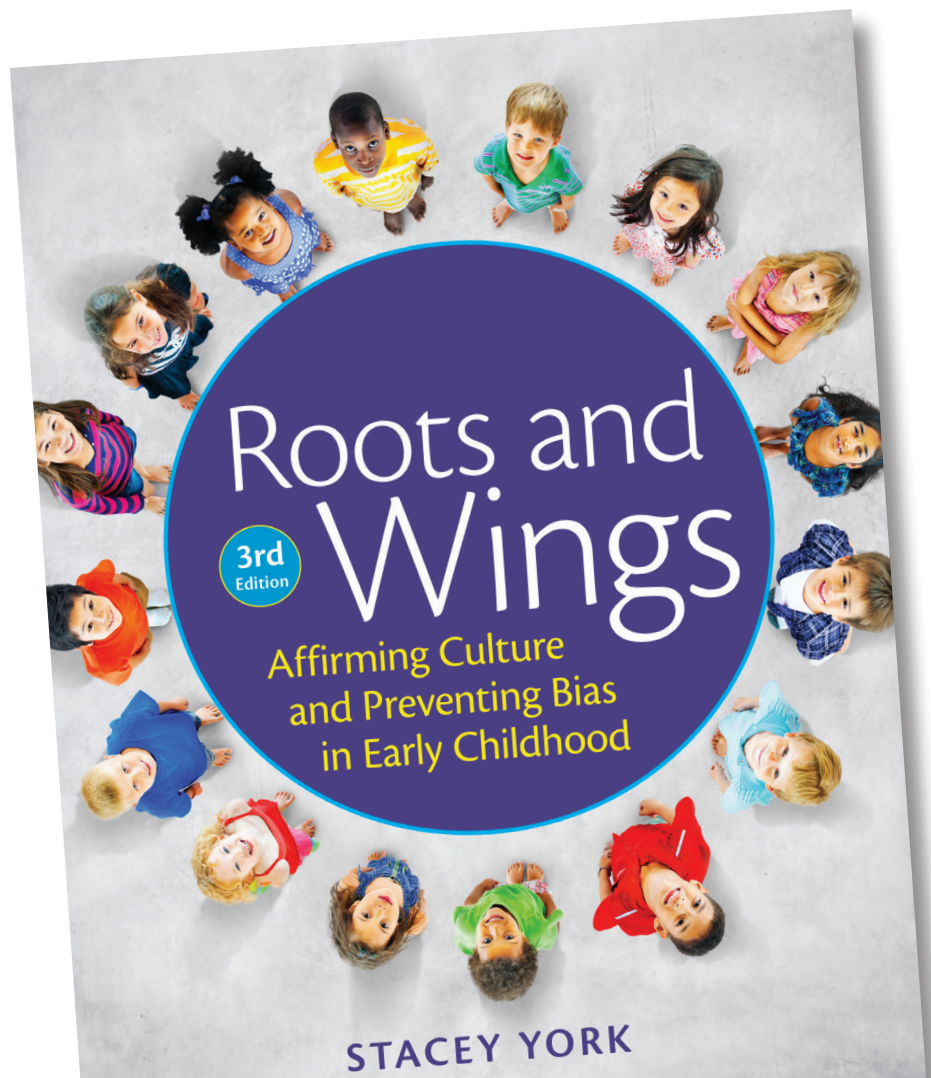




Redleaf Press

Instructor's Guide

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For use with [*Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood, Third Edition.*](#)

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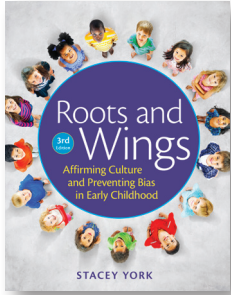
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Roots and Wings, Third Edition Basics

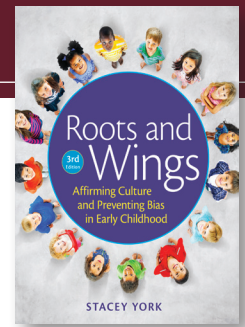
Summary

Roots and Wings: Affirming Culture and Preventing Bias in Early Childhood Programs, Third Edition, explains how to implement culturally relevant anti-bias education with young children. The term *culturally relevant* refers to caregiving routines, teaching strategies, and curriculum that match the child's home culture. The term *anti-bias* describes teaching practices that show children how to respect, appreciate, and positively interact with people who are different from them. The topics presented in the book include culture, prejudice, racism, culturally responsive care, bilingual education, and multicultural education.

Each chapter is a building block that creates a solid foundation of understanding. [Chapter 1](#) provides an overview of current demographics and classroom issues related to culture, race, and bias. [Chapter 2](#) challenges the widely held belief that children are too young to understand bias by providing information about children's awareness of human differences. [Chapter 3](#) examines race, racism, children's racial identity development, and how to create a nonracist classroom.

[Chapter 4](#) provides suggestions for working with children from diverse cultures by identifying ways in which culture and family patterns shape our attitudes and expectations. [Chapter 5](#) explores dual-language instruction and how children acquire a second language. [Chapter 6](#) focuses on the context in which children learn. This context includes community, family, and the early childhood program itself.

The remaining three chapters form a guide to implementing multicultural and anti-bias care and education in the classroom or child care setting. [Chapter 7](#) explains the basic approaches of culturally relevant anti-bias education. [Chapter 8](#) provides ideas for improving the classroom by making changes in the environment. [Chapter 9](#) provides over eighty culturally relevant anti-bias activities for early childhood classrooms.

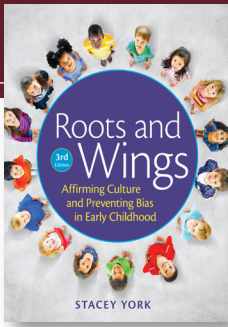


Author Biography

Stacey York has worked with children and families for thirty years in child care and early childhood education as a teacher, parent educator, and center director. She teaches Child, Youth and Family Studies at Rochester Community and Technical College and actively incorporates diversity and the voices of people of color into all of her courses. For the past five years, she has explored integrating brain development, attachment, and information about trauma into her courses.

York earned her master's degree in human development from Pacific Oaks College. She worked alongside Louise Derman-Sparks in the Culturally Relevant Anti-Bias Leadership Project. She has written articles for *Early Childhood Today* and Children's Television Workshop (now called Sesame Workshop), and she served as a curriculum consultant for the public television series *The Puzzle Place*. Today she is a nationally recognized expert in the areas of early childhood multicultural education, the development of prejudice, and the impact of racism on children's development. York presents workshops and classes on those topics and others, including Creative Curriculum, Desired Results Developmental Profiles, The Pyramid Model (formerly known as TACSEI), and Farm to Child Care. York is also the author of *Big as Life, Volume 1: The Everyday Inclusive Curriculum* (Redleaf Press, 1998) and *Big as Life, Volume 2: The Everyday Inclusive Curriculum* (Redleaf Press, 1998).

In 2001 Stacey and her husband, Dennis, adopted two boys with special needs, ages five and seven. Then they adopted their younger sister and brother in 2006. Together they live on Kindred Spirit Farm, located near the Iowa border.



Using *Roots and Wings* as a Course Text

Roots and Wings, Third Edition, is written as an introductory textbook for undergraduate early childhood education courses. Often it is adopted for use in Teaching in a Diverse Society, Culturally Relevant Anti-Bias Education, or Early Childhood Multicultural Education courses.

If you are developing a new course, consider creating a 3 credit course consisting of 2 lecture credits and 1 lab credit. This provides enough class time to cover the material, and it gives students a hands-on experience to practice implementing culturally relevant anti-bias education in early childhood settings.

Suggested Course Outline

Course Title

“Teaching in a Diverse Society,” “Culturally Relevant Anti-Bias Education,” or “Introduction to Multicultural Education”

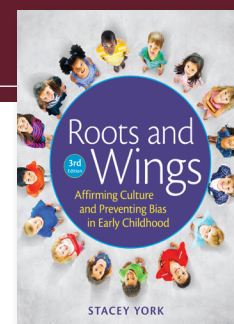
Course Description

This course examines the impact of culture, prejudice, and racism on children’s development. Students will explore culturally relevant anti-bias care and education with an emphasis on developing the skills and dispositions necessary to implement culturally relevant anti-bias education.

Course Objectives

1. Interpret the trends in demographic changes in the United States and learn how they impact early childhood care and education.
2. Reflect on the dispositions, competencies, and quality standards that indicate a teacher is able to address diversity and provide a culturally relevant program.
3. Summarize the developmental progression of young children’s awareness of human differences and cite examples of children’s behavior that illustrate it.
4. Describe the external factors that contribute to the development of prejudice in children.
5. Select and integrate classroom strategies to help reduce the development of prejudice.
6. Detect educational outcomes that indicate the presence of systemic racism.
7. Explain how racism impacts the development of white children and children of color.
8. Select strategies for creating an antiracist early childhood learning environment.
9. Plan a culturally responsive early childhood classroom for another culture.
10. Evaluate how an early childhood classroom supports dual-language learners.
11. Select strategies for supporting second-language learners in an early childhood classroom.
12. Plan and implement a repeated read-aloud for dual-language learners.
13. Select strategies to involve parents in holidays and celebrations.
14. Implement a conflict-resolution process to manage cultural conflicts.
15. Compare and contrast how different approaches to multicultural education meet the needs of young children and address prejudice, racism, and culture.

Using *Roots and Wings* as a Course Text



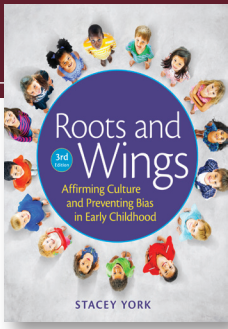
16. Correlate and reference the culturally relevant goals, objects, and concepts young children can understand.
17. Select strategies to reflect each child's racial and cultural identity in the classroom.
18. Select strategies to incorporate human diversity in the classroom environment in order to promote a culturally relevant anti-bias program.
19. Review and critique different types of multicultural children's literature.
20. Plan, prepare, and present culturally relevant anti-bias teaching materials.
21. Plan an extended curriculum study that incorporates cultural relevant anti-bias goals, objectives, concepts, materials, and activities.
22. Select, plan, and implement culturally relevant anti-bias early childhood activities.

Sample Semester Course Schedule

- Week 1: Introduction to Course
- Week 2: Racial and Cultural Diversity in the United States
- Week 3: Prejudice
- Week 4: Racism
- Week 5: Culture
- Week 6: Culturally Responsive Care and Education
- Week 7: Dual-Language Learners
- Week 8: Family, Culture, and Community
- Week 9: Culturally Relevant Anti-bias Education
- Week 10: Culturally Relevant Anti-bias Learning Environments
- Week 11: Multicultural Children's Literature
- Week 12: Culturally Relevant Anti-bias Activities
- Week 13: Goal 1 Activities
- Week 14: Goal 2 Activities
- Week 15: Goal 3 Activities
- Week 16: Goal 4 Activities

Sample 12-Week Quarter Course Schedule

- Week 1: Introduction to Course
- Week 2: Racial and Cultural Diversity in the United States
- Week 3: Prejudice
- Week 4: Racism
- Week 5: Culture
- Week 6: Dual-Language Learners
- Week 7: Family, Culture, and Community
- Week 8: Culturally Relevant Anti-bias Education
- Week 9: Culturally Relevant Anti-bias Learning Environments
- Week 10: Culturally Relevant Anti-bias Activities
- Week 11: Goals 1 and 2 Activities
- Week 12: Goals 3 and 4 Activities



Using *Roots and Wings* as a Course Text

Suggested Course Assignments

The third edition of *Roots and Wings* contains many activities at the end of each chapter in sections entitled “Try This Tomorrow” that can be used as graded assignments. Those adapted assignments appear along with other possible assignments in the individual chapter sections in this guide. The In-Class Activities and Out-of-Class Activities may also be used as graded assignments.

E-folio Assignment

Many colleges require students to complete an e-folio to document their learning. Most of the assignments in this guide would be appropriate to include in an e-folio. In addition, you might consider having students write a personal diversity statement as a culminating activity for this course. Here are the guidelines for that assignment:

A diversity statement is a personal, reflective paper that conveys your unique perspective, experience, and intention regarding the role of diversity in child care and education. A diversity statement lets potential employers know where you stand on issues of diversity, culturally responsive care, and multicultural/anti-bias education. Read the [National Association for the Education of Young Children \(NAEYC\) Statement on cultural and linguistic diversity](#).

Write a brief one- to two-page paper that describes your perspective on diversity. Explain how you will work with children and families from cultures other than your own, how you will incorporate culture and human diversity into your programs, and how you will work to reduce prejudice and counteract systemic racism in your teaching practice. Try to be as thoughtful and reflective as possible. Here are some questions that can help you think about what you might want to include in your diversity statement:

- How do you define culturally relevant anti-bias education?
- For you, what are the main components of a culturally relevant, multicultural classroom?
- How will you teach in ways that reflect the lives of your students, and how will your teaching help them affirm their identities?
- How will you provide all children with skills to interact with people who are different from them?
- What are the cultural challenges present in your community?
- What do you need to know to support the needs of culturally diverse children and their families?
- What are your personal dispositions or behaviors that affect how you approach and respond to working with children and their families? What are the strongest assets you bring to this work?
- How will you become more culturally responsive?
- How will you become more anti-bias?

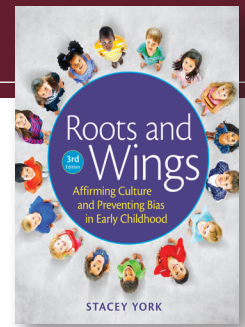
Quizzes

Each chapter section in this guide includes a sample quiz to check students’ learning. Correct answers are in italics and starred.

Using *Roots and Wings* as a Course Text

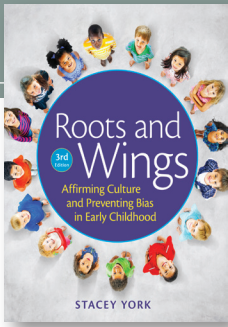
Pre- and Post-Course Checklist

Another technique that supports reflection is a pre- and post-course checklist. Create your checklist using the course objectives from [pages 2–3](#) of this guide. Have students complete the checklist at the beginning and end of the course, marking which objectives describe a skill they possess and have used in their work with children and families.



Supplemental Readings

A college education presents students with new knowledge and ways of thinking from a variety of perspectives. Exposure to many voices is particularly important in culturally relevant anti-bias education. *Roots and Wings* is written by a middle-aged European American woman. Additional readings and videos to incorporate the voices of people of color are highly encouraged. Each chapter in *Roots and Wings* includes a section entitled “Dig Deeper” that lists suggested readings available for free online. This section is followed by a list of “Videos” with links. There is also an extensive references list beginning on page 319. You may find these helpful in providing students with additional reading or in preparing lecture notes.



Chapter 1

Summary

Teaching in a Diverse Society

This section provides an overview of issues in classrooms today. The author describes how change and diversity are the essence of life and explains that, in our work with young children, we must embrace change and diversity, not avoid them. The United States is a racially, ethnically, and linguistically diverse country, and that diversity is increasing. Immigration is just one important factor contributing to this shift in demographics. At the same time, most current teaching practices do not take this diversity into account, and as a result those practices are ineffective for students of color. On measures such as standardized tests, there is a gap between the achievement of children of color and white children. To address this gap, professional standards in the early childhood field increasingly require that early childhood teachers view diversity as a strength and provide culturally relevant programs. Professional standards promoted by organizations like NAEYC and Head Start recognize the importance of addressing diversity in the preparation of teachers.

Learning Objectives

1. Describe the positive role of change and diversity in the natural world and apply that concept to the role of change and diversity in an early childhood classroom.
2. Interpret the trends in demographic changes in the United States and how they impact early childhood care and education.
3. Summarize the effects of immigration on U.S. demographics.
4. Explain educational disparities and why children of color are less likely than white children to achieve educational outcomes.
5. Reflect on the dispositions, competencies, and quality standards that indicate whether a teacher is able to address diversity and provide a culturally relevant program.

Terms

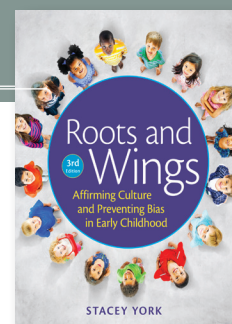
Anti-bias
Asylum seeker
Core competencies
Culturally relevant
Demographics
Dispositions
Diversity
Educational outcomes
Immigrant
Misconceptions
Multiracial
Refugee
Standards

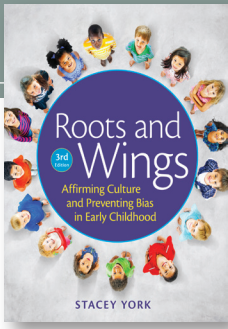
Chapter 1

Discussion Questions

1. Discuss this statement: “Change and diversity are the essence of life.” What examples of change and diversity do you see in your life? How does this statement apply to what happens in an early childhood classroom? *(Answers will vary. Examples of change and diversity may include the changing seasons, the growth of plants in a garden, or the diversity of flowers in a yard. The change and diversity in nature somewhat parallel the change and diversity in an early childhood classroom. Children grow and develop, like plants in a garden. Children come from a diversity of racial, cultural, and linguistic backgrounds, like the diversity of flowers in a yard.)*
2. Based on demographic trends, what will the U.S. population look like in twenty years? What role does immigration play in these trends? What are the educational needs of immigrants? *(In twenty years there may be no single ethnic majority. Currently, we are experiencing one of the largest waves of immigration our country has ever seen. The educational needs of immigrant children may be greater than native-born children because immigrant children may be coming to school without knowing English, and they may have missed out on schooling due to political turmoil.)*
3. The author reports that the current population of teachers is not as racially, culturally, and linguistically diverse as the current population of students. Does this matter? Why or why not? *(Answers will vary. Possible response: Yes, it does matter. Students should have teachers who have the same racial, cultural, and linguistic background as they do. If children are bilingual, they should have teachers who speak their home language. Also, teachers of color are better able to understand the challenges faced by children of color.)*
4. The NAEYC literature states that teachers should demonstrate “essential dispositions” for developing positive relationships with children whose culture and languages differ from their own. How might a supervisor measure whether or not a teacher has these “essential dispositions?” *(Answers will vary. A supervisor could interview a teacher and listen to the ways he describes the children. A disposition for developing positive relationships might be demonstrated by the teacher’s knowledge of specific information about the child’s background and by the teacher showing curiosity and openness about learning more about the children. A supervisor could also observe the teacher interacting with the children in her classroom. The supervisor could look for evidence that the teacher uses materials that do not promote stereotypes and that the teacher gives each child encouragement and attention.)*

Note: There are additional discussion questions under “Questions to Ponder” at the end of the chapter.





Chapter 1

In-Class Activities

1. Think about the neighborhood in which you live. In general, what is the racial, cultural, and linguistic composition of your neighborhood? Now think about the neighborhood in which you grew up. How does the diversity in your current neighborhood compare to the neighborhood of your childhood? Is your experience consistent with the trends described in chapter 1?
2. Suppose you are the director of a program that primarily serves children of color. You are in the process of interviewing applicants for a teaching position. One candidate has the same racial, cultural, and linguistic background as the majority of children in the program but has no formal training in culturally relevant teaching practices. Another candidate does not share the same background as the children, but has been trained to address diversity in the classroom. Discuss which teacher you would hire and why.
3. Look at the examples of indicators from the Core Competencies listed on page 19. For each indicator, discuss specific actions and behaviors that would show a teacher is meeting professional standards.
4. Discuss what you think will happen if we fail to revise the way we prepare teachers the way the author describes in chapter 1.

Out-of-Class Activities

1. Visit the government website for the city, county, or state where you live. Find demographic information describing the racial composition of the population. Is this data consistent with the information in chapter 1? Note your findings.
2. Watch a children's television show for fifteen minutes. Make a list of the racial, cultural, and linguistic makeup of the characters in the show, as well as the people in the commercials. Note how your results compare with the composition of the general population, as described in chapter 1.
3. What are your own dreams for the future of society, in regards to diversity? What impact do you want to have on children, families, and society? Write down your thoughts in a journal.

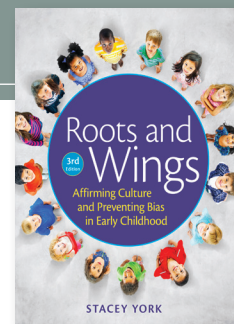
Suggested Assignments

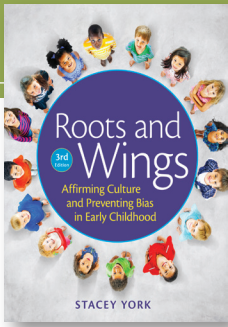
Review your state's core competencies for early childhood care and education professionals. Identify and highlight the competencies related to diversity, race, and culture. Use [Washington State's standards](#) if your state has no standards related to diversity, race, and culture.

Chapter 1

Quiz

1. Multicultural education leads to separatism and a divided society. (*False*)
2. Most federal and state early childhood standards effectively address diversity and racial equity. (*False*)
3. By 2020 over 50% of American children will be children of color. (*True*)
4. Culturally relevant care and education refers to which of these?
 - A. Teaching children about similarities and differences
 - B. *Caregiving routines, teaching strategies, curriculum, and parent engagement that honor a child's home culture**
 - C. Celebrating holidays of other cultures
 - D. Teaching children to recognize and stand up to bias
5. Teaching children to positively interact with and respect people who are different, and to reject bias, are elements of which of these?
 - A. A traditional early childhood curriculum
 - B. Around-the-world curriculum
 - C. *Anti-bias education**
 - D. Kindergarten readiness activities
6. How many people legally immigrate to the United States annually?
 - A. 500,000
 - B. *1,000,000**
 - C. 5,000,000
 - D. 7,000,000
7. The United States is becoming a country in which:
 - A. European Americans will continue to make up the cultural majority
 - B. Native Americans will become the largest minority group
 - C. English is becoming a second language
 - D. *Racial and ethnic diversity is so great that there is no racial majority**
8. European American children who live in all-white communities are more likely to grow up to do which of the following?
 - A. Appreciate racial and cultural diversity because it is new to them
 - B. *Fear people from other cultures and races or develop negative attitudes toward diversity**
 - C. Feel comfortable and confident with diversity because they experienced it through the media
 - D. Treat everyone the same because they “don’t see” racial and cultural diversity
9. According to NAEYC, for which of these are early childhood programs responsible?
 - A. Ensuring children do not develop prejudice
 - B. Introducing children to diversity
 - C. *Incorporating families’ cultural values and expectations**
 - D. Teaching children to speak two languages
10. Teachers establish positive, respectful relations with children and families from a variety of cultures based on which of the following?
 - A. Their own cultural values, beliefs, and traditions
 - B. *Knowledge of children and families’ cultural practices**
 - C. Their desire to work with young children
 - D. Knowledge of current state and federal standards





Chapter 2

Summary

Children and Prejudice

This chapter challenges the widely held belief that children are too young to understand bias. While it's easy to believe that children don't notice differences, research results—as well as children's frequent questions and comments about gender, race, and age—indicate otherwise. As children develop we can see the progression of their awareness of and attitude toward human differences. This progression of awareness can be charted in stages from the development of self-awareness in infants to the interest in world events in older children (nines to twelves). Awareness of differences is not the same thing as prejudice. Prejudice and discrimination are the result of stereotypical thinking. Young children often develop “pre-prejudice,” rigid thinking patterns that cause them to judge people by their looks without getting to know them as individuals. Adults can play an important role in helping to prevent the development of prejudice. Strategies include eliminating stereotypical materials and images from the classroom environment and modeling comfortable interactions with people who are different from you.

Learning Objectives

1. Summarize the developmental progression of young children's awareness of human differences and cite examples of children's behavior to illustrate.
2. Explain how typical preschool thinking and experiences make children susceptible to forming attitudes, biases, and prejudice toward others.
3. Define *prejudice*, *stereotype*, and *discrimination* and explain the roles these concepts may play in child development.
4. Describe the external factors that contribute to the development of prejudice in children.
5. Select and integrate classroom strategies to help reduce the development of prejudice.
6. Reflect on your own experience as a child regarding awareness of differences and belief in stereotypes.

Terms

Aggressive discrimination
Assumptions
Child study movement
Classification
False associations
Human diversity
Limited information
Magical thinking
Me/Not me
Overgeneralization
Passive Discrimination

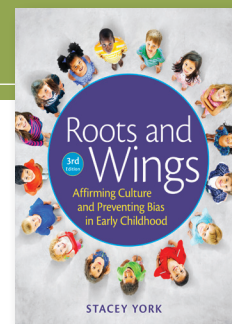
Pattern of behavior
Preference
Prejudice
Prejudice reduction
Prevention
Racial awareness
Racial constancy
Racial labels
Real and pretend
Stereotype

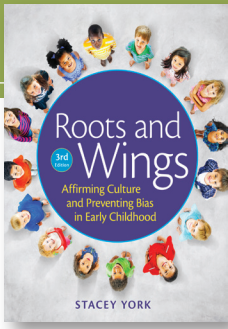
Chapter 2

Discussion Questions

1. Many people say that children are “color blind” and that they don’t notice differences in race or culture. Explain why that assumption is not accurate. Discuss why people might prefer to believe that children don’t see differences. *(Children’s questions and comments about diversity show that they are very much aware of differences. Research has confirmed this. People may prefer to believe that children don’t see differences because they are comforted by the idea that children are too innocent to develop bias.)*
2. Discuss the doll play studies that showed children of color preferred white dolls rather than dolls that matched their own identities. What are some possible explanations for this result? *(Some researchers interpreted this behavior to mean children of color had low self-esteem. Another explanation was that the children of color were simply trying to please the white researchers. An additional explanation might be that the children had picked up on societal messages that being white is better.)*
3. Why are stereotypes described as “the root of prejudice”? How do stereotypes and prejudice lead to discrimination? *(Stereotypes, simplistic ideas based on misinformation, trigger the distorted thinking that is known as prejudice. Prejudice can result in discrimination when people act on their distorted ideas. Discriminatory behaviors could be passive or aggressive, verbal or physical.)*
4. Why are young children more vulnerable to believing stereotypes than adults? *(Young children don’t think like adults. Their thinking is still immature and they may confuse facts or make false assumptions. Young children are egocentric, which means they see the world from their own perspective. They also tend to overgeneralize, focusing on only one aspect of a person at a time.)*
5. How might pretend play and storytelling help children resist developing prejudice? *(When children pretend play or listen to stories, they are able to imagine the world from a different perspective. Play and stories inspire children to wonder what it would be like to be another person. This helps challenge their egocentric thinking and stimulates their imagination.)*

Note: There are additional discussion questions under “Questions to Ponder” at the end of the chapter.





Chapter 2

In-Class Activities

1. Describe a few of the milestones in the development of children's awareness of attitudes toward race and culture at each of the following stages of development:
 - infants
 - toddlers
 - twos
 - threes and fours
 - fives and sixes
 - sevens to nines
 - nines to twelves
2. Brainstorm a list of toys and other classroom materials that might help children resist developing stereotypes.
3. Suppose you are an early childhood teacher on a field trip with your class. While walking down a sidewalk, a child in your class sees a person using a wheelchair. The child points and shouts, "What's that?" How would you respond?

Out-of-Class Activities

1. Think about the time you first became aware of your own racial and ethnic identity. Write down your thoughts and reflections in a journal.
2. Observe an infant or young child interacting with other people. What evidence of self-awareness, an awareness of physical characteristics, or an awareness of differences do you see in their behavior? Write down your observations and thoughts.
3. Go to your local library and look at a variety of children's picture books. Find examples of books that show people of diverse racial, cultural, and linguistic backgrounds. Make a list of these books and put a star next to those books you think children would especially enjoy.

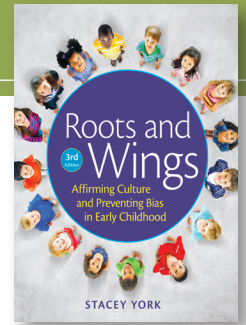
Suggested Assignments

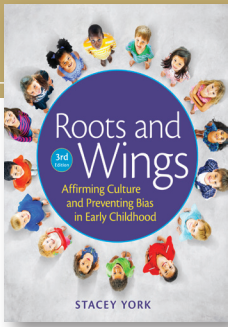
1. Test yourself for implicit bias at Harvard University's Project Implicit website: <https://implicit.harvard.edu/implicit/>.
2. Have students create their own investigation into children's understanding and attitudes toward racial and cultural difference. Refer to the questions used in Anderson Cooper's "[Black or White: Kids on Race](#)" or in the video "[A Girl Like Me](#)" (see links on pages 49–50). Decide if you will simply talk with children, show children images, or use dolls. Ask students to write down what the children say word for word. Come back together as a group and share the results. Discuss how your findings compare to the videos. Discuss possible follow-up strategies.

Chapter 2

Quiz

1. It is common for children to ask questions and make comments about human diversity. *(False)*
2. Very young children categorize people who are “like me” and “not like me.” *(True)*
3. Five- and six-year-olds can identify stereotypes. *(True)*
4. Children as young as two begin to do which of these?
 - A. Engage in aggressive prejudice
 - B. Use racial labels★
 - C. Learn about different cultures
 - D. Recognize stereotypes
5. Kenneth and Mamie Clark, Phyllis Katz, and Melanie Killen all studied what topic?
 - A. Children’s social emotional development
 - B. Multicultural curriculum
 - C. Dual-language learners
 - D. Children’s racial attitudes★
6. Three- to seven-year-olds:
 - A. Show favoritism to children of their own race★
 - B. Are too young to notice racial differences
 - C. Are too young to have attitudes to racial differences
 - D. None of the above
7. Children are introduced to and internalize racial and cultural stereotypes through which of these?
 - A. Early childhood curriculum
 - B. Their classmates
 - C. The media★
 - D. Early childhood teachers
8. Discrimination is a behavioral outcome of prejudice. With what term are ignoring, avoiding, and silence associated?
 - A. Racism
 - B. Passive discrimination★
 - C. Informed discrimination
 - D. Aggressive discrimination
9. Research by Aboud and Bigler suggests that children:
 - A. Benefit from group discussions about diversity★
 - B. Are not impacted by stereotypes in the media
 - C. Develop stereotypes when they participate in group discussion about diversity
 - D. Are too young to be interested in diversity
10. Exposing children to diversity, modeling respect and empathy toward others, and discussing stereotypes are examples of which of these?
 - A. Strategies for reflecting children’s home cultures
 - B. Techniques for uncovering structural racism
 - C. Ways to prevent and reduce prejudice★
 - D. Actions that foster fear of differences in young children





Chapter 3

Summary

Racism

This chapter begins with a look at how the social environment shapes children's development. The society in which children are raised includes systems, institutions, traditions, and patterns of relationships. External environmental factors such as racism affect children's development because they are part of the values, beliefs, and practices of society. The term *race* is used to refer to a person's skin color, hair color and texture, and facial features. *Racism* is a system of domination and exploitation based on the idea of race. Racism shapes children's personal and racial identity. The effects of racism on white children are different from its effects on children of color. To create a nonracist classroom, teachers must employ a variety of strategies including delivering equal attention and praise to all children, teaching children coping skills, and providing positive cross-racial experiences.

Learning Objectives

1. Define *socialization*.
2. Examine the role of society, systems, and institutions in the socialization process.
3. Define *race* and *racism* and describe how the systems of white racism in the United States affect outcomes for schoolchildren.
4. Detect the educational outcomes that indicate the presence of systemic racism.
5. Explain how racism impacts the development of white children and children of color.
6. Describe two behaviors that help teachers avoid unintentionally perpetuating racism in their classrooms.
7. Select strategies for creating an antiracist early childhood learning environment.

Terms

Ecological perspective
High expectations
Institutions
Involuntary conditioning
Multiracial identity
Nonracist
Oppression
Race
Racial identity
Racial awareness
Racism
Segregation
Socialization
Structural racism

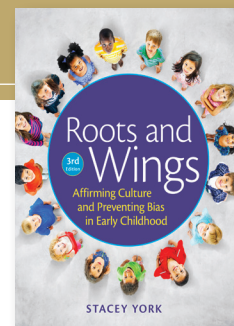
Systems
White privilege

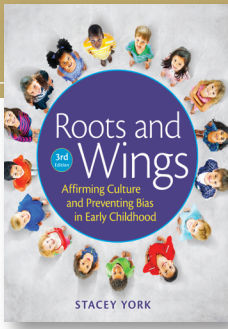
Chapter 3

Discussion Questions

1. Using the definitions and structures described in *Roots and Wings*, discuss the differences between prejudice and racism. *(The author uses the term prejudice in relation to discrimination, as behaviors of individual people, based on bias and misinformation. The author uses the term racism to describe systems of oppression. Racism is something much broader and more pervasive than prejudice. Racism is harder to identify and question because it is woven into the texture of society.)*
2. The author asserts that institutional racism is responsible for the achievement gap between white children and children of color. Do you agree or disagree with this assertion? Why or why not? *(Answers will vary. The author supports her assertion by stating that the education systems and schools in the U.S. were created by white people to serve themselves and to keep out people of color. Outright racial discrimination has been outlawed, but racism still continues today in ways that are complex and subtle.)*
3. How do the effects of racism on children of color differ from the effects of racism on white children? Use specific examples of these effects to discuss the differences. *(The effects of racism on children of color are very different from those on white children because white children are part of the dominant culture. Effects on children of color include an overidentification with white people, separation and alienation, confusion and bewilderment, rejection, shame, anger, and rage. The effects of racism on white children include denial of reality, rationalization, rigid thinking, superiority, fear, and hate.)*
4. Discuss the unique challenges facing children with a multiracial background. How can teachers help support the identity development of children with a multiracial background? *(Developing a sense of identity can be especially confusing for children with a multiracial background because the messages they receive from others about who they are may be contradictory. To ensure positive self-development, teachers must acknowledge and celebrate all the richness that interracial children bring to the classroom. Teachers should not try to identify an interracial child by one race or associate the child with the parent of color. Teachers must accept and recognize each interracial child as a unique individual.)*
5. How is it possible that a teacher with a good heart and the best of intentions might perpetuate racism in the classroom? *(Most of us are unaware of how racism affects us as teachers. We may unconsciously bring racism into the classroom. We must become aware of how systemic racism affects our classrooms and consciously work against it. We can do this by setting high expectations for all children, delivering equal attention and praise, disciplining in equal measure, and recognizing each child.)*

Note: There are additional discussion questions under “Questions to Ponder” at the end of the chapter.





Chapter 3

In-Class Activities

1. Brainstorm a list of classroom activities that help challenge the false belief that skin color is the most important determinant of a person's ability and worth.
2. Plan a field trip for four- and five-year-olds that would provide a positive cross-cultural experience. Where would you go? What would be your goals for the trip? How would you prepare the children for the trip? How would you follow up after the trip to reinforce learning?
3. Look at the effects of racism on children listed on pages 61–69. Then think about your own childhood. Do you think you experienced any of these effects? Discuss your thoughts and conclusions with a partner or small group.

Out-of-Class Activities

1. Visit your local library and find an example of a children's picture book that celebrates and/or explains skin color. Is this a book you would enjoy sharing with children? Write down your thoughts.
2. Read a copy of your local newspaper. Are any of the articles directly or indirectly related to racism? Clip any articles that you find.
3. What do you think is the role of parents in raising emotionally healthy children in a society in which children of color are devalued? Write your thoughts and reflections in a journal.

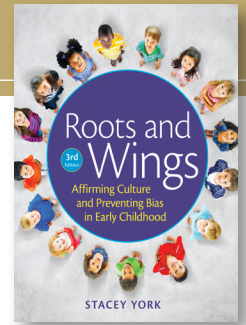
Suggested Assignments

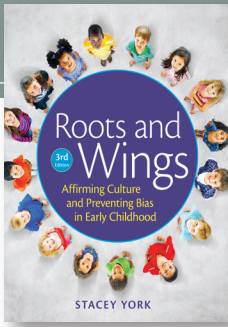
1. Have students locate and examine data from local school districts as described in the chapter. Compare the outcomes to the demographic makeup of the school district. Create a report card to rate the extent to which the district is structurally racist. Identify strategies the district could employ to improve.
2. Have students create their own version of the “[Circles of Influence](#)” diagram to help them analyze how racism plays out in an early childhood program.

Chapter 3

Quiz

1. Race is a biological, not social, concept. (*False*)
2. Prejudice plus power is a simple, accurate definition of racism. (*True*)
3. Contextual developmental theories like Cynthia García Coll's enable us to consider how structural racism influences children's development. (*True*)
4. With what are skin color, hair color, hair texture, and facial features associated?
 - A. Culture
 - B. Language
 - C. Ability
 - D. Race★
5. An examination of program or institutional outcomes helps uncover which of these concerns?
 - A. Personal prejudice
 - B. Cultural diversity
 - C. Structural racism★
 - D. Staffing needs
6. What term describes the connection to one's racial group and a sense of oneself as a racial being?
 - A. Cultural identity
 - B. Gender identity
 - C. Ethnic identity
 - D. Racial identity★
7. The beliefs that Black people get unfair advantages and are criminals are common among white children who do which of these?
 - A. Watch a lot of television★
 - B. Attend all-white early childhood programs
 - C. Attend diverse early childhood programs
 - D. Live in a diverse community
8. Racism is a system of privilege and oppression that:
 - A. Does not impact children's development
 - B. Destroys the humanity of all of us★
 - C. Should be addressed in high school
 - D. Has little impact on education in the United States
9. Introducing children to the contributions of great individuals from all races is one method for doing which of the following?
 - A. Assessing children's development
 - B. Welcoming all families
 - C. Racially integrating the curriculum★
 - D. None of the above
10. Reading books like *All the Colors We Are*, mixing paint that matches our skin colors, and giving our skin colors names are ways to:
 - A. Demystify skin color★
 - B. Teach children coping skills
 - C. Live by the Golden Rule
 - D. Foster social awareness and action





Chapter 4

Summary

Culturally Responsive Care and Education

Differences and disagreements between children and teachers or parents and teachers often cause problems. This chapter helps teachers realize these differences may be the result of culture. In order to provide high-quality care and education for young children, teachers must make their work culturally responsive, which means the program must represent the home cultures of the families whose children attend. Culture influences how families raise children and how a child behaves, communicates, and learns. These behavior patterns and child-rearing practices reflect a specific culture's history, values, beliefs, and current situation. The chapter includes an extensive chart that lists many of the ways in which patterns of culture shape children.

Learning Objectives

1. Define *culture* and contrast it with prejudice and racism.
2. Differentiate cultural artifacts, cultural traditions, and cultural values.
3. Identify culturally influenced child-rearing patterns.
4. Explain culturally relevant care and education and why teachers must learn to provide them for young children.
5. Plan a culturally responsive early childhood classroom for another culture.

Terms

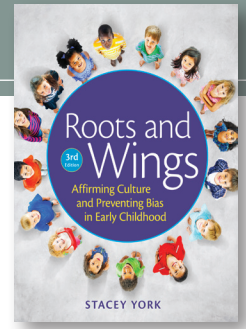
Artifacts
Assimilation
Child-rearing patterns
Citizenship
Cultural clash
Cultural identity
Cultural patterns
Culturally inappropriate
Culturally consistent care
Culturally responsive
Culture
Customs
European American culture
Melting pot
Mosaic
Values

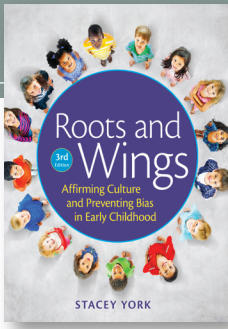
Chapter 4

Discussion Questions

1. In what ways is culture like an iceberg? *(Cultural artifacts and behaviors make up the tip of the iceberg, the small part that can be easily seen. Cultural beliefs are directly under the surface. Cultural values are deep and difficult to uncover, just like the huge foundation of the iceberg that lies beneath the surface.)*
2. A family's culture may be observable in the clothing they wear, the food they eat, and holiday traditions they observe, but how might a teacher learn about a family's values and beliefs? *(A family's values and beliefs are probably not going to be immediately visible. Over time, through conversation and observation, a teacher can begin to draw some conclusions about these deeper parts of culture. The behavior of parents and family members, the decisions they make, and how they express their goals in life or for their child will reveal some of these values and beliefs.)*
3. Why is the influence of European American culture on early childhood care and education difficult to see? Why is it important that teachers understand characteristics of European American culture? *(European American culture is the dominant culture in the United States. It is all around us so it is difficult to see. Also, many European American ancestors gave up the most unique and meaningful characteristics of their cultural identity for white privilege and, as a result, most European Americans are unaware of their cultural traditions. Uncovering the characteristics of European American culture can help teachers work more effectively with all children. An awareness of the characteristics of European American culture can help teachers identify and understand differences between cultures.)*
4. One family's cultural patterns may include a power structure in which children are included in shared decision making. Another family's cultural patterns may include a power structure in which one family member is the authority and makes all the important decisions. Suppose a teacher has children from both of these families in her class. What strategies might this teacher use to provide culturally responsive care and education for these children? *(The teacher would have to individualize her responses to each child. The child who is accustomed to shared decision making could be offered choices and taught problem-solving techniques. The child who is accustomed to an authority figure who makes the decisions will need the teacher's help in making choices. The teacher should be sure to make a strong connection with the authority figure in the child's family.)*
5. Why is cross-cultural work so difficult? What can teachers and caregivers do to make it easier? *(We tend to think our own culture's patterns are the norm. It is hard for adults to learn new cultural patterns. Our own culturally based perspective makes it difficult to accurately interpret other cultures. It helps to get to know yourself as a cultural being by examining your own cultural identity, your family history, and your beliefs about child-rearing practices. If you can clearly describe and articulate your own culture, you can better understand how yours is different from another person's culture.)*

Note: There are additional discussion questions under "Questions to Ponder" at the end of the chapter.





Chapter 4

In-Class Activities

1. Think about how you might respond to someone who says, “I don’t have a culture. I’m just American.” Discuss your ideas with a partner or in a small group.
2. Brainstorm a list of things you might do to care for someone who is ill with a bad head cold. Then look at the list and put a star next to every idea that is somehow related to culture.
3. Look at the caregiving and teaching strategies included on the chart on pages 86–92. Find an example of a strategy you think would be relatively easy to try. Then find an example of a strategy you think might be quite difficult to do. Can you think of a way to adapt this strategy to make it easier?

Out-of-Class Activities

1. What are some child-rearing practices of others that shock, appall, or frighten you? Write these down. Think about how you might work with a parent who uses these practices. Write your thoughts and reflections in a journal.
2. Observe a parent feeding an infant. What behaviors do you see that reflect this family’s culture? Record your ideas.

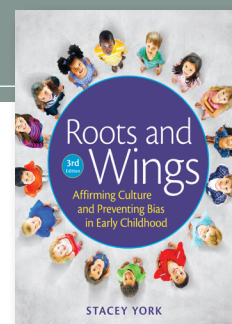
Suggested Assignments

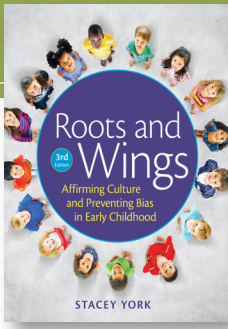
1. Culturally responsive care and education begin with positive relationships that help children develop trust and a sense of belonging. Use the “Relationship Building Strategies” form on page 102 to have students assess the extent to which they engage in positive relationships with all children. Ask them to develop a plan, based on their notes, to strengthen their culturally responsive adult-child relationships.
2. Divide students into small groups of three to five. Each group chooses or is assigned a culture other than their own. Ask students to research the culture and complete the “Culturally Responsive Care and Education Plan” form on page 98 based on what they learned about that culture. Have each group present their findings to the class and distribute their Culturally Responsive Care and Education Plan to the entire class.

Chapter 4

Quiz

1. Citizenship and culture are basically the same thing. (*False*)
2. Zaretta Hammond defines culture as the way the brain makes sense of the world. (*True*)
3. Teachers use knowledge of families and their home cultures as a frame of reference to provide supportive, congruent care and early education experiences. What term describes this?
 - A. Prejudice reduction
 - B. *Culturally relevant care and education*★
 - C. Creating an antiracist environment
 - D. Teaching according to European American values and traditions
4. What term describes the values, beliefs, and behaviors shared by a group of people?
 - A. Systemic racism
 - B. Prejudice
 - C. *Culture*★
 - D. Multicultural education
5. Family roles, discipline styles, meals, and sleeping patterns are examples of which of these?
 - A. Personal preferences
 - B. *Cultural traditions*★
 - C. Best practice in early childhood education
 - D. Cultural artifacts
6. Families may send their children to preschool in dress clothes and may avoid calling their child's teacher by his first name. These are examples of the culturally-based belief that:
 - A. *Preschool is a public place and teachers deserve respect*★
 - B. Infancy continues through the preschool years
 - C. Parents have strong family values
 - D. Children should demonstrate modesty and keep a low profile in public
7. A child who comes from a culture that values novelty and creativity in interpersonal communication would likely do well in which situation?
 - A. A quiet, highly structured classroom
 - B. The teacher reads books to a large group and discourages children from asking questions
 - C. A classroom in which children quietly work independently with few if any disruptions
 - D. *The teacher uses a variety of methods, avoids repetition, and brings in "unexpected" materials*★
8. Culturally relevant education happens when which of these occurs?
 - A. Early childhood classrooms study cultures around the world
 - B. *Teachers incorporate children's home languages, life experiences, and books from their home cultures*★
 - C. Young children attend English-only classrooms
 - D. Children are taught ways people are alike and different
9. Which of these is one simple yet important way to show cultural respect?
 - A. Incorporate foods and recipes from children's home cultures into the daily menu
 - B. Hire teachers who are from the same cultures as the children in the program
 - C. Plan to celebrate all holidays from every culture represented in your program
 - D. *Call each child by her name and pronounce it correctly*★
10. What do the number of English words and phrases that describe culture—such as intercultural, culture shock, multicultural, cross-cultural, and culturally relevant—indicate?
 - A. *Culture is an important and relevant issue in American society*★
 - B. Culture is not an important or relevant issue in American society
 - C. Culture is an impurity that must be removed in order to have a strong, unified society
 - D. American society is like a mosaic where all cultures are respected and live side-by-side





Chapter 5

Summary

Young Dual-Language Learners

Language is important in all aspects of child development. Children typically pass through similar stages of language development, regardless of which language they are learning. But bilingual children also progress through four milestones that are unique to dual-language learners. They begin speaking their home language, and then they pass through a nonverbal period. After that, they use telegraphic speech to communicate, and then they begin using productive language. Historically, there have been a number of different approaches to bilingual education. Ideally, a young child would attend programs in which his teacher or primary caregiver and some of the other children speak his home language and share his home culture. This is not always possible. The dual-language approach has emerged as the preferred approach, resulting in greater long-term academic success for dual-language learners. Strategies for supporting dual-language learners include working closely with parents, demonstrating simple commands, using real objects, preteaching, focusing on vocabulary, using daily messages, creating cognate charts, individualizing instruction, incorporating anchor texts, and repeated read-alouds.

Learning Objectives

1. Define *dual-language learner*.
2. Describe the stages of second-language learning.
3. Explain dual-language instruction and dual-language strategies.
4. Evaluate how an early childhood classroom supports dual-language learners.
5. Select strategies for supporting second-language learners in an early childhood classroom.
6. Plan and implement a repeated read-aloud for dual-language learners.

Terms

Anchor texts

Biliteracy

Code switching

Cognate charts

[Desired Results Developmental Profiles \(DRDP\)](#)

Dual-language learners

English-language learners

Home language

Human rights

Nonverbal period

Personalize Oral Language(s) Learning (POLL)

Preteach

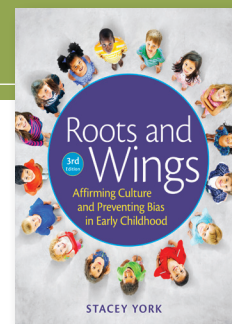
Repeated read-aloud

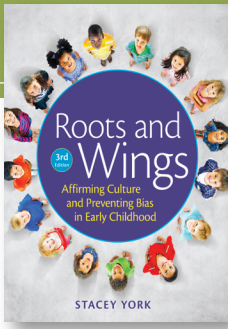
Chapter 5

Discussion Questions

1. Discuss the role of language in child development. For example, consider the uses and functions of language in social-emotional development and in cognitive development. *(Answers will vary. Language is important in all aspects of child development. Language is critical to social relationships because it enables children to communicate with friends and family members. Language is connected to cognitive development because it affects children's ability to process information, memory, and experiences. Language is also an important element of culture.)*
2. Compare the process of language development in monolingual children to the process in dual-language learners. Discuss the similarities and differences. *(Dual-language learners' language development follows the same progression as that of monolingual children. Dual-language learners also pass through a predictable developmental sequence in learning a second language. This sequence includes four stages: speaking the home language, a nonverbal period, telegraphic speech, and productive language.)*
3. How would you respond to someone who says that if we allow children to speak their home language at school, they won't learn English? *(Children in the U.S. are exposed to English on television, in school, and in the community. They are much more likely to lose the home language than to fail to learn English. Research shows that children with a strong foundation in their home language are more likely to achieve greater success in learning English.)*
4. If you were an elementary school administrator and you had to choose one approach to bilingual education among the six approaches described in this chapter, which approach would you choose and why? *(Answers will vary. Possible responses: The immersion approach because there is no danger of children losing their home language; the transitional approach because it may allow children to learn English quickly; the dual-language approach because it promotes positive attitudes toward both languages.)*
5. As an early childhood caregiver or teacher, how might you go about assessing the language development of a bilingual child? *(The child's home language should be incorporated into observation and assessment. The teacher must assess the child's abilities in English and in the home language, as well as the child's cultural communication patterns. To measure the child's growth, ask questions such as: To what extent has the child maintained or lost the home language? To what extent has the child acquired or maintained the second language? When, in what contexts, and with whom does the child use the home language? What is the child's attitude toward the home language?)*

Note: There are additional discussion questions under "Questions to Ponder" at the end of the chapter.





Chapter 5

In-Class Activities

1. In small groups, discuss your personal experiences with second languages. Take turns responding to the following questions: What languages do you speak? If you speak a second language, how did you learn it? Have you ever visited another country or neighborhood where people speak a language you don't understand? If so, what was that like? Do you know or work with someone who speaks a second language? If so, how does speaking a second language affect their life?
2. Brainstorm a list of materials, items, and supplies in a typical early childhood classroom that could be adapted to show or utilize children's home languages.
3. For each of the following, give at least one example of how the activity could be adapted to create an opportunity for children to use their home language: Serving and eating snack, riding tricycles on the playground, washing hands, and getting ready for nap.

Out-of-Class Activities

1. Interview the parent of a bilingual child. Ask about the family's goals for their child in terms of language learning and, if the child is in school, about how well the child's school is meeting their needs. Record the responses.
2. Go to the children's department of your local library and find a book that incorporates code switching, such as those listed on pages 110–111. Read the book and note the examples of code switching.

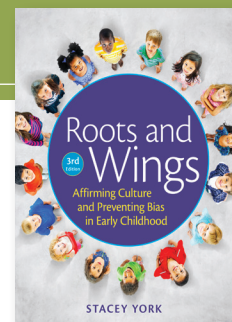
Suggested Assignments

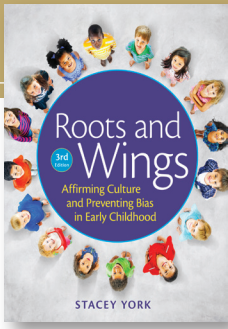
1. Have students use a tool like the one on page 118 adapted from the New Jersey Department of Education's Office of Preschool Education. Ask students to observe in a classroom with dual-language learners and use the tool to evaluate the extent to which the classroom environments meets the literacy needs of the children.
2. Have students complete a Dual-Language Learning Plan like the one on page 122. Ask them to gather the needed materials, and prepare the morning message, vocabulary words card, and visual cues. Students should then present the activity in a micro teaching experience to a small group of their classmates. Follow up with a reflective discussion that addresses what worked and what didn't, how this compared to other teaching experience they've had, and what they would do differently next time.
3. Plan and present a repeated read-aloud adapted for dual-language learners. Tell students to read "[Storybook Reading for Young Dual Language Learners](#)" by Cristina Gillanders and Dina C. Castro at www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf. Have students use the form on page 124 to plan and carry out a repeated read-aloud with a group of dual-language learners using a familiar children's picture book. Assign students to write plans for all five days of the repeated read-aloud. Ask them to present one day as the teacher with all of the necessary materials in a micro teaching experience with the other students and then describe their plans for the other four days.

Chapter 5

Quiz

1. According to the United Nations, speaking, reading, and writing in one's home language is a basic human right. *(True)*
2. A dual-language approach is not as effective as an English-only approach. *(False)*
3. What percentage of young children in America live in families that speak another language?
 - A. 10%
 - B. 20%
 - C. 30%*
 - D. 40%
4. When serving dual-language learners, which method is ideal in early childhood programs?
 - A. Focus on teaching children English so that they will be ready for kindergarten
 - B. Help children learn a second language
 - C. Treat dual-language learners just like everyone else
 - D. Assist children in learning a second language while continuing to develop their first language*
5. At what stage of second-language learning do children watch, listen, and point to communicate?
 - A. Nonverbal*
 - B. Code switching
 - C. Telegraphic speech
 - D. Dual language
6. Children show understanding of all the languages they're learning when they combine words and phrases from two or more languages in one sentence of conversation. What is this called?
 - A. Bilingual development
 - B. Monolingual
 - C. Culturally relevant
 - D. Code switching*
7. Children in dual-language programs:
 - A. Do not learn English as quickly as children in English-only programs.
 - B. Do better academically than children in English-only programs*
 - C. Make gains that are quickly lost
 - D. Do not maintain their home language
8. Which free assessment tool helps teachers identify children who are second-language learners, allowing teachers to monitor and promote the children's English-language learning?
 - A. ECERS
 - B. Denver Developmental
 - C. ASQ
 - D. DRDP*
9. Which of the following would best support dual-language learners?
 - A. Photographic daily chart and classroom labeling with English and children's home languages*
 - B. Direct instruction in English
 - C. Provide bilingual children's books
 - D. Separate dual-language learners so that there aren't too many in one class
10. Which large group language/literacy method is very effective with dual-language learners?
 - A. Music and movement
 - B. Group games
 - C. Repeated read-alouds*
 - D. Calendar, counting, and alphabet drills





Chapter 6

Summary

Family, Culture, and Community

This chapter explores the idea that culturally relevant anti-bias education requires us to understand the context in which we work. That context includes families, neighborhoods, and communities. It is important for teachers to get to know the dynamics and characteristics of the communities in which their early childhood programs exist. A community may be defined by factors such as geography, economy, history, or diversity. It is also important for teachers to understand and learn about the families their programs serve, because families transmit culture to children. It may be helpful to think of an early childhood program as an extended family. Teachers and caregivers can create opportunities to get to know families through the enrollment process, home visits, and ongoing communication. Early childhood programs can create holiday policies that are respectful and supportive of families. Sometimes conflicts develop between staff and families that are based on cultural beliefs. These conflicts can be resolved through a process of inquiry, reflection, and adaptation.

Learning Objectives

1. Define *community*.
2. Identify sources of toxic stress to families and young children in the community.
3. Explain why understanding the context of an early childhood program is an important part of culturally relevant anti-bias education.
4. Relate a parent engagement approach to culturally relevant anti-bias education.
5. Select strategies to involve parents in holidays and celebrations.
6. Implement a conflict-resolution process to manage cultural conflicts.

Terms

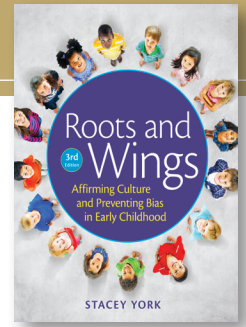
Advocacy
Community resources
Families as learners
Families as teachers
Family empowerment
Family engagements
Harlem Children's Zone
Promise Neighborhoods
Social and political context
Strengths-based model
Toxic stress
Two-way communication

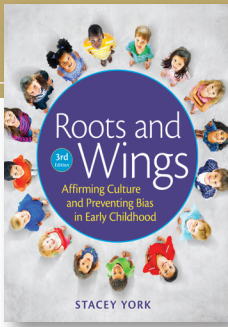
Chapter 6

Discussion Questions

1. Given that early childhood programs should reflect the families, cultures, and communities they serve, how might a teacher go about analyzing the context of her program if the families enrolled in the program do not live nearby and come from many different neighborhoods? *(Answers will vary. Under these circumstances, the teacher would probably have to commit extra time and resources to gain an understanding of the context of her program. She will have to gather information from many different sources. The teacher must find out as much as possible about each of the neighborhoods and communities where children live, as well as the neighborhood and community where the school is located. The teacher could learn about the culture and families of the children in the class through the enrollment process, home visits, and ongoing communication.)*
2. In what ways is an early childhood program like an extended family? Discuss the similarities. *(Answers will vary. Often families reach out to early childhood programs to supplement the care and education the child receives from the family. Programs accept families, establish respectful relationships, and engage parents in decision making. When families participate in early childhood programs, they open up their family system to other caregivers, sharing the responsibilities of child rearing.)*
3. Suppose you are the director of a new early childhood program. How would you design an enrollment process that allows you and your staff to establish supportive relationships with families and learn important information about a family's beliefs and practices? *(Answers will vary. Staff members should be welcoming and accepting in their manner from the very first meeting. Parents should be informed of the program's commitment to culturally relevant anti-bias practices. At the initial enrollment meeting, parents can be invited to share their family's traditions, home language, and holidays with their child's class. Enrollment forms can be used to collect information about a family's culture.)*
4. Why is it important to include families in the development of a holiday policy? What are some ways parents can become involved in holidays and celebrations? *(Many holidays and celebrations have cultural or religious roots. There may be a lot of disagreement around holidays because they can mean different things to different people. When parents are included in making plans and policies, some conflicts can be avoided. Parents can be invited to get involved in holidays and celebrations by leading activities such as cooking projects, by donating or loaning materials and resources, and by contributing ideas for activities.)*
5. Suppose an early childhood teacher and a parent have a conflict because the parent wants the child to have a pacifier at nap and the teacher has a no-pacifier policy. Using the suggestions outlined in this chapter, how might the teacher go about resolving this conflict? *(First, the teacher would analyze the conflict to identify ways in which culture plays a role. Then the teacher would need to let go of seeing the child as "bad" and recognize that the child is behaving appropriately within the context of the family's culture. Next the teacher would gather more information by talking with the parent about the child's previous experiences and the parent's expectations and ideas. Finally the teacher may need to reconsider the policy and perhaps adapt it.)*

Note: There are additional discussion question under "Questions to Ponder" at the end of the chapter.





Chapter 6

In-Class Activities

1. For each of the following activities, give at least one example of something you might learn about the community or neighborhood where the activity takes place:
 - Going to a store
 - Eating in a restaurant
 - Visiting a park
 - Reading a neighborhood newspaper
 - Visiting a street fair
2. Suppose you are the teacher of a preschool class that has just enrolled a child from a family of Jehovah's Witnesses. Discuss what adaptations to your holiday and birthday policy you would be willing to make to accommodate and support this family's culture.
3. Think about your own school experiences as a child. What holiday celebrations and events took place at school? Did you feel that these holiday activities reflected your own family's beliefs and traditions? Why or why not?

Out-of-Class Activities

1. Think about the neighborhood where you live or work. How would you describe its characteristics? Write down your thoughts and observations.
2. Find an example of an enrollment form for an early childhood program, either through an online search or by visiting a program. Read the questions on the form and highlight any questions that might reveal information about a family's culture.
3. Make a list of holidays you think should be celebrated or taught in an early childhood program. Then make a list of holidays you think should not be celebrated or taught. Why did you make the choices for each list? Write your thoughts and reflections in a journal.

Suggested Assignments

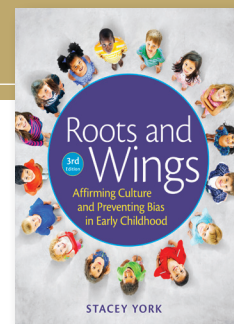
1. Community Analysis. Here is an exercise that will help you see how social-political context and structural racism, in particular, powerfully influence child development and family life within a community. Cover the top of a table with a large piece of butcher paper. Set out felt-tip pens, and have students work in groups to draw a map of your town. Be as detailed as possible. Include all the kinds of diversity in your community. For example, if families are segregated by economic class, race, or culture, show that on your map. What are the cultural, educational, human service, health, and advocacy agencies serving families with young children? Where are they located in the community? Where are the government agencies, police stations, and fire departments? Where are the businesses and places of employment? What and where are the sources of toxic stress in the community? Who and what are creating adverse childhood experiences? Who and what are protecting children from toxic stress? Who and what are working to reduce the stress? Who is supporting the community, and who has turned away from the community? Whom should you and your program be working with to reduce the toxic stress of racism, poverty, and lack of opportunity? Whom

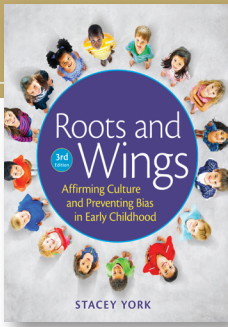
Chapter 6

should you be working with to protect families and children from these social forces? What can you do at the community level to support families so that children can develop fully and succeed academically?

Ask each group to share their table drawing and the results of their discussion with the rest of the class. Conclude with a large group discussion on the role of the community in children and family's lives. (This activity is adapted from the Big Foot exercise by the People's Institute in New Orleans, Louisiana.)

2. Assign students to complete a site visit at an area Promise Neighborhood, if there is one in your community.
3. Parent-Child Book. This activity comes from Sudia Paloma McCaleb in her book *Building Communities of Learners*. McCaleb developed a process in which parents and children write and illustrate books together. The author has successfully used this idea many times with college students as facilitators. Provide book-making supplies, and assign students to work with a family from another culture to assist the parent and child in creating a book that they will keep. Students invite parents and children to decide how they want to structure the process. Do they both want to write and illustrate, or do they want one person to write and one person to illustrate? Sometimes the adult scribes for the child and then the child adds the illustrations. Students schedule the work sessions, provide the materials, and facilitate the process. Once completed, laminate, bind and return each family's book to them. Make sure there is time for the students to review all of the children's books and reflect on the experience prior to returning the books to the families.





Chapter 6

Quiz

1. Early childhood programs do not need to reflect the local community and cultures. (*False*)
2. Family engagement is different from family involvement. (*True*)
3. Which is a federal program based on the Harlem Children's Zone?
 - A. Head Start
 - B. Reading Rainbow
 - C. Parent Engagement
 - D. *Promise Neighborhoods*★
4. Having an open door policy, greeting families, and reflecting their languages throughout the center are effective ways of:
 - A. *Welcoming families*★
 - B. Helping parents teach their children
 - C. Connecting families to the community
 - D. Empowering parents to make decisions
5. "What traditions, objects, or foods symbolize your family?" and "How do you discipline your child?" are two questions to include in which of the following?
 - A. Parent advisory meetings
 - B. Parent conferences
 - C. *Enrollment forms*★
 - D. Program brochures
6. Interactive, family-oriented back-to-school nights let parents and teachers to collaborate on:
 - A. Classroom projects
 - B. Program evaluation
 - C. Community activities
 - D. *Goals for the year*★
7. "What was school like for you?," "How did your family encourage you to succeed?," and "How can we support your child?" are questions teachers should ask at which event?
 - A. Enrollment
 - B. *Parent Conferences*★
 - C. Arrival and Pick-up
 - D. Parent Nights
8. Providing opportunities for parents and children to write books together is a good way to:
 - A. *Support families as learners and teachers*★
 - B. Welcome all families
 - C. Connect families to the community
 - D. Include families as decisions makers
9. "What is this child's experience at home?" and "How might this be a cultural value or cultural pattern?" are two questions to ask yourself when trying to uncover which of these?
 - A. Systemic racism
 - B. Parent engagement
 - C. *Cultural dilemmas*★
 - D. Lack of cultural diversity in the program
10. When it comes to celebrating holidays in the classroom, which of these options is best?
 - A. The teaching staff should carefully decide how to proceed
 - B. The center should follow the policies of the local public schools
 - C. *Parents should be enlisted in creating a holiday policy*★
 - D. All holidays should be avoided because they are too controversial

Chapter 7

Summary

Culturally Relevant Anti-bias Education

The term *multicultural education* means different things to different people. For example, the term may refer to a field of study, a way to reform schools, or a curriculum model. The key traits that best define multicultural education include the efforts to minimize and heal racism, to increase children's ability to function cross-culturally, and to teach children to recognize discrimination and challenge injustice. Multicultural education has been an important issue in early childhood education since the 1980s. There are many reasons multicultural education should be provided for young children: it encourages a true sense of self, it promotes healthy development, it prepares children for the future, and it discourages denial and fear of differences.

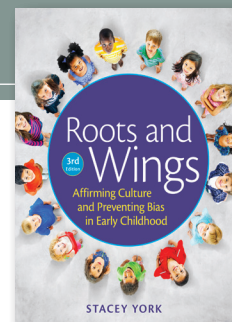
There are many different approaches to multicultural education, but the culturally relevant anti-bias approach is identified as the best for children. This approach has four goals: to develop a positive, knowledgeable, and confident self-identity within a cultural context; to demonstrate comfortable, empathetic interaction with diversity among people; to think critically about bias; and to stand up for oneself and others in the face of bias.

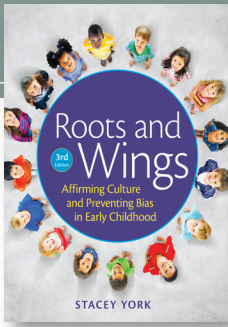
Learning Objectives

1. Define *multicultural education*.
2. Explain why multicultural education is an important component of early childhood care and education.
3. Compare and contrast how different approaches to multicultural education meet the needs of young children and address prejudice, racism, and culture.
4. Examine the history of early childhood multicultural education.
5. Correlate and reference the culturally relevant goals, objects, and concepts young children can understand.
6. Predict the possible outcomes for children who experience culturally relevant anti-bias education in the early years.

Terms

Culturally relevant anti-bias education
Curriculum goals
Curriculum objectives
Education reform
Equity
Multicultural education
Pluralism
Single-group studies
Social emotional learning
Tourist approach





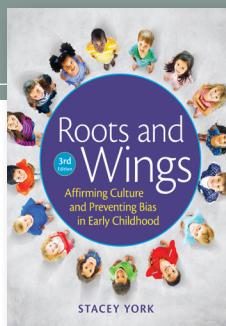
Chapter 7

Discussion Questions

1. Why is multicultural education so difficult to define? Which definition makes the most sense to you? *(Answers will vary. Multicultural education is difficult to define because it is a broad term that may refer to many different things, such as a field of study, a curriculum model, or a school reform strategy. The author lists three primary definitions: an affirmation of pluralism, an extension of democracy, and a comprehensive approach to school reform.)*
2. Suppose you are the director of an early childhood program that promotes multicultural education. A prospective parent visits your program and says, “Multicultural education is just a fad. It’s a waste of time. This is not something my child needs.” How might you respond? *(Answers will vary. Responses may include the reasons multicultural education is important that are presented in chapter 7: it encourages a true sense of self; it promotes healthy development; it prepares children for the future; and it discourages denial and fear of differences. Responses may also acknowledge that if this parent does not value multicultural education, this family may be better off enrolling their child in a different kind of early childhood program, one with a philosophy that better matches their own values.)*
3. Chapter 7 ends with the author’s invitation to the reader to choose the best approach to multicultural education. Which approach would you choose for your classroom and why? *(Answers will vary. A likely response is the choice of a culturally relevant anti-bias approach because this is the approach the author is promoting. This approach is presented as the most comprehensive approach, although it may be the most challenging to implement.)*
4. Discuss the following metaphor: goal 1 of a culturally relevant anti-bias curriculum gives children roots, while goal 2 gives them wings. How do these symbols of roots and wings relate to culturally relevant anti-bias teaching? *(Answers will vary. Goal 1 relates to helping children develop a sense of identity. This sense of identity provides a secure foundation for future growth, in the same way that the roots keep a plant or tree firmly and securely attached to the ground, where it can be nourished and grow. Goal 2 relates to helping children develop positive relationships with other people. Children explore the world around them, making friends and learning, in the same way that birds fly from the nest, using their wings to safely transport them to new places and new perspectives.)*

Note: There are additional discussion questions under “Questions to Ponder” at the end of the chapter.

Chapter 7



In-Class Activities

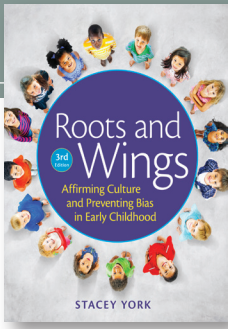
1. Louise Derman-Sparks has used the term *tourist approach* to describe single-group studies. Discuss the ways this approach is like taking a trip.
2. For each of the four culturally relevant anti-bias goals, brainstorm a list of classroom activities for preschoolers that would support that goal.

Out-of-Class Activities

1. Conduct a survey of ten of your friends and acquaintances. Ask each person to define *multicultural education*. Record their responses.
2. Is culturally relevant anti-bias education important to you? Why or why not? Write your thoughts and reflections in a journal.

Suggested Assignments

1. Review the four culturally relevant anti-bias goals and objectives. Ask students to take a blue highlighter and highlight the objectives that match the state standards. Take a green highlighter and underline the objectives that they currently address through curriculum. Take a pink highlighter and put a check mark next to five objectives that they would like to address in their curriculum during the next four weeks.
2. Consider the four culturally relevant anti-bias goals and objectives. Study the concepts children can understand in chapter 9 on page 231. Have them generate additional concepts children could understand and correlate them with the four goals and objectives, so that each goal has at least five concepts a child could understand. This will help prepare them for chapters 8 and 9.



Chapter 7

Quiz

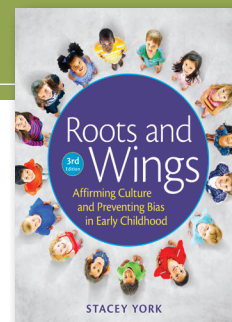
1. Culturally relevant anti-bias education helps achieve equity in early childhood settings. (*True*)
2. Early childhood multicultural education began in the 1960s. (*False*)
3. How should a teacher go about teaching culturally relevant anti-bias education in a setting where all the children share the same racial and cultural backgrounds?
 - A. Begin with stereotypes and bias
 - B. Focus on introducing children to diverse cultures around the world
 - C. *Begin with the differences at hand**
 - D. That type of education is not relevant in such a setting
4. Which of these reinforces stereotypes and presents cultural differences as exotic and foreign?
 - A. *Tourist approach**
 - B. Social skills
 - C. Culturally relevant anti-bias education
 - D. Dual-language learning
5. The multicultural approach helps children respect and appreciate diversity, but does not:
 - A. *Perpetuate stereotypes**
 - B. Teach children to recognize stereotypes
 - C. Introduce children to social justice
 - D. None of the above
6. Culturally relevant anti-bias education begins with which of the following?
 - A. Teaching children about social justice
 - B. Introducing children to human similarities and differences
 - C. *Culturally relevant care and education**
 - D. Helping children recognize stereotypes
7. Culturally relevant anti-bias education is supported and strengthened by:
 - A. Any early childhood curriculum
 - B. *A strong positive social-emotional curriculum**
 - C. Weekly curriculum themes
 - D. The tourist approach
8. How many goals are there in a culturally relevant anti-bias curriculum?
 - A. 2
 - B. *4**
 - C. 6
 - D. 8
9. Showing respect for all people and experiencing human diversity in a variety of ways are objectives of which goal?
 - A. *Goal 2**
 - B. Goal 4
 - C. Goal 6
 - D. Goal 8
10. Conflict resolution, cooperating with others, and standing up for others are objectives of which goal?
 - A. Goal 1
 - B. Goal 3
 - C. *Goal 4**
 - D. Goal 6

Chapter 8

Summary

A Culturally Relevant Anti-bias Classroom

This chapter explains that the quickest and easiest way for teachers to add or improve culturally relevant anti-bias education in their classrooms is to make positive changes to the environment. Classroom environments affect children's behavior, attitudes, and learning. Recommended strategies include arranging the classroom into interest areas, eliminating cartoon-decorated materials, and reflecting every child's identity and culture with photographs, books, posters, and toys. The ways teachers display materials can also communicate positive attitudes toward diversity. Children's books and other classroom materials that contain stereotypes should be removed. Displays and interest areas can promote peace-making and positive social skills. The author suggests specific materials for each type of interest area, including art, blocks, music, table toys, science, sensory table, and dramatic play, with special attention paid to the selection of dolls, play food and cooking utensils, and dress-up clothes. The chapter includes an extensive list of children's books and a discussion of how to choose books that support a culturally relevant anti-bias curriculum.

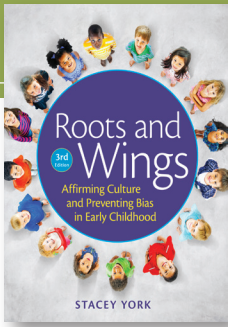


Learning Objectives

1. Explain how the classroom environment functions as an “assistant teacher.”
2. Compare and contrast an educational and entertainment orientation to early childhood classroom design.
3. Select strategies to reflect each child's racial and cultural identity in the classroom.
4. Select strategies to incorporate human diversity in the classroom environment in order to promote a culturally relevant anti-bias program.
5. Review and critique different types of multicultural children's literature.
6. Plan, prepare, and present culturally relevant anti-bias teaching materials.

Terms

Caricatures
Classroom displays
Classroom labels
Educational orientation
Interest areas
Persona dolls
Prepared environment
Provocation
Reality-based
Stereotypic
Strong positive messages
Teaching pictures
Tokenism



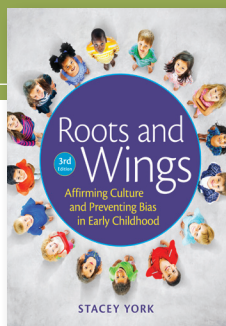
Chapter 8

Discussion Questions

1. What do you think the author meant when she wrote that the classroom environment is like an assistant teacher? *(The classroom environment is like an assistant teacher because it gives children strong messages about what is allowed and valued in the classroom. For example, large open areas encourage running and rough-housing, while creating separate play areas helps children focus their attention and fosters social interaction. Like a skilled assistant teacher, a well-designed and organized classroom reinforces educational goals for children.)*
2. What is tokenism and how do teachers avoid conveying tokenism in the classroom environment? *(Tokenism means presenting just one or two isolated examples of cultural items. This sends a message to children that they don't need to give that culture much of their attention. Teachers can avoid tokenism by selecting and displaying a very wide variety of cultural items in order to show children that diversity is normal and desired.)*
3. How does the selection of dolls for the classroom relate to goal 1 of a culturally relevant anti-bias curriculum, “to develop a positive, knowledgeable, and confident self-identity within a cultural context”? *(Ideally, the dolls in the dramatic play area should realistically reflect the facial features, hair color, skin color, body type, and abilities of the children enrolled in the class. Children feel affirmed and welcomed when they see themselves reflected in the materials and images in the classroom.)*
4. Suppose a child in your class brings a book to school that contains stereotypic images. The child's parent tells you that this is the child's favorite book and asks you to read the book to the whole class. How might you respond? *(Answers will vary. The teacher would probably have to find a way to avoid sharing the book with the class without offending the parent or upsetting the child. Perhaps the parent and child would be satisfied with the teacher reading the book one-on-one with the child. The teacher might then have an opportunity to ask the child questions, such as, “Have you ever seen a person who really dresses like that?” which would gently expose the child to the idea that the images are not accurate. If the school has a written policy for the selection of books and the parent seems open to receiving it, the teacher could share that policy with the parent, as a way of educating the parent about culturally relevant anti-bias practices.)*
5. In chapter 8, one of the suggested questions for evaluating children's books is, “Is the author qualified to deal with the subject matter?” Why is this important and how would a teacher find the answer to this question? *(This question is important because a book is more likely to contain an accurate and respectful representation of a cultural group if the author is a member of that group or has studied it carefully. For example, a book of Mexican folktales that is written by a Mexican author is more likely to accurately and respectfully represent that culture than a book written by someone who is not Mexican. Some books include biographical information about the author at the beginning or end of the book or on the cover. In other cases, teachers may have to use the Internet or talk to experts, like a children's librarian, to find out information about the author's background.)*

Note: There are additional discussion question under “Questions to Ponder” at the end of the chapter.

Chapter 8



In-Class Activities

1. Divide into small groups, one for each of the following interest areas: art, blocks, music, table toys, science, and sensory table. Prepare a list of materials for each area that supports a culturally relevant anti-bias curriculum.
2. Suppose you are the director of an early childhood program that has received a \$2,000 grant to purchase new children's books. You must create a list of guidelines for teachers to use in selecting the books for purchase. What guidelines would you include?
3. Think back to your own childhood. What were your favorite toys? Would these toys be a good addition to an early childhood classroom in a culturally relevant anti-bias program? Why or why not?

Out-of-Class Activities

1. Visit the children's department of your local library or bookstore. Choose a random sample of five picture books that include photographs or realistic illustrations of children. Look for any evidence of stereotypes in these images. Note your findings.
2. Suppose you are given a persona doll to use in your early childhood classroom. Create a profile for the doll that includes the doll's name; its family, racial, and cultural identity; and a few personality traits. Write down what you might say when you introduce this doll to your class.
3. Visit an early childhood classroom. What materials and images in the environment support a culturally relevant anti-bias approach? Which materials and images do not? Write down your findings.

Suggested Assignments

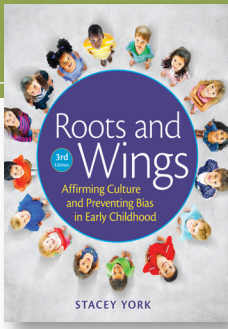
1. Ask students to make a classroom display that supports culturally relevant anti-bias education and is aligned with one of the goals, at least three objectives, and one or more concepts.
2. Have students use the multicultural materials and books to create a Reggio Emilia-inspired provocation. Provocations invite children to explore, ask questions, reflect, and connect ideas to their own experience. Have students begin with the questions, "What are children interested in? How can I build on their interest to help them explore cultural identity and human diversity?" As they prepare their provocations, ask students to match them to one goal, at least three objectives, and one or more concepts children can understand.

Here are some ideas for provocations:

Names: "Can you write your name? What does it mean?"

Skin color: "Does your skin have a color? What is it?"

Faces: "What do you notice about faces? How are faces alike? How are they different?"



Chapter 8

Babies: “How do we care for babies?”

People: “What do you notice about people?”

Friends: “Who are friends? Who can be your friend?”

Multicultural instruments: “What are these instruments? Can you make a sound?”

Families: “What is a family? Who is in your family?”

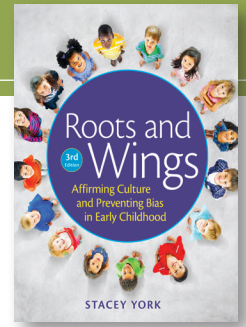
Combine materials so that children can observe (mirrors and magnifying glasses), explore with their senses (skin-color playdough or skin-color art materials), make observational drawings, or explore a new material. Place the materials in beautiful containers, such as baskets, vases, and bowls. Display books upright or in book holders. Place all the materials on a tray, place mat, or tablecloth. Play attention to the details of the display so it looks inviting and interesting. Introduce the materials at the beginning of free-choice time, and invite children to explore the materials.

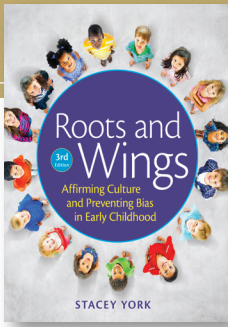
3. Take a class field trip to the local public library or elementary school library that is known for serving a diverse population. Have students review two books from each category of multicultural children’s literature and write an annotated bibliography. Compile all of the bibliographies into one document and distribute it to the classroom.

Chapter 8

Quiz

1. The early childhood classroom should provide children with simple, accurate, and realistic information. *(True)*
2. Children's books are not useful tools to teach children about cultural practices and human diversity. *(False)*
3. The Internet has made it much easier to locate and purchase culturally relevant anti-bias materials. *(True)*
4. Photos of children and their families along with dolls and block play figures that reflect the children:
 - A. Are a nice addition to the classroom if the program can afford it
 - B. Are the last step in implementing culturally relevant anti-bias education
 - C. Teach children to recognize and resist stereotypes
 - D. *Strengthen children's connection to their families and home cultures**
5. Which is true of multiethnic books, dolls, puzzles, and art materials?
 - A. *They promote positive attitudes toward diversity**
 - B. They should be kept out of children's reach and used during teacher-planned activities
 - C. They are irrelevant to culturally relevant anti-bias education
 - D. They perpetuate stereotypes
6. Which of the following do posters of people working for social justice, a peace table, and children's music that focuses on peace and freedom promote?
 - A. Fear of human differences
 - B. Second language acquisition
 - C. Belief in stereotypes
 - D. *Social skills and social action**
7. What is a result of using global materials that contain cartoon characters dressed in traditional clothing?
 - A. Creates a fear of human differences
 - B. *Fosters beliefs in stereotypes**
 - C. Strengthens social skills and social action
 - D. None of the above
8. This type of multicultural children's book is the most difficult type to find.
 - A. Books that connect children to their home culture
 - B. Books in which the main character is a child of color
 - C. *Books that reflect bias**
 - D. Books in which children have cross-cultural friendships
9. Persona dolls are an effective way to support which type of child?
 - A. One who is learning English
 - B. One who is new to the program
 - C. *One whose culture is underrepresented in the classroom**
 - D. One who gets along well with classmates
10. Which of these is an effective classroom material teachers use to start class discussion related to culturally relevant anti-bias education?
 - A. *Teaching pictures**
 - B. Puzzles
 - C. Skin color art materials
 - D. Traditional costumes from other countries





Chapter 9

Summary

Culturally Relevant Anti-bias Activities

This chapter provides over eighty culturally relevant anti-bias activities to use in an early childhood classroom. The chapter begins with a list of curriculum themes that can be expanded to include multicultural values, such as “Places People Live” or “Clothes We Wear.” The author also presents a basic curriculum planning form that can be used in an open-ended way to record multicultural curriculum. The activities are organized under the four culturally relevant anti-bias curriculum goals. Each activity includes a title, themes, objectives, materials, a description, and ideas for variations.

Learning Objectives

1. Explain the educational value of curriculum studies.
2. Identify developmentally appropriate curriculum study topics that support the integration of culturally relevant anti-bias education.
3. Plan an extended curriculum study that incorporates culturally relevant anti-bias goals, objectives, concepts, materials, and activities.
4. Select, plan, and implement a culturally relevant early childhood activity.
5. Select, plan, and implement an early childhood activity that focuses on human diversity.
6. Select, plan, and implement an early childhood activity that addresses bias.
7. Select, plan, and implement a social action early childhood activity.

Terms

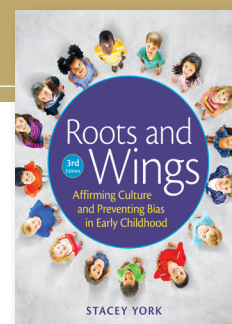
Appropriate activities
Concepts
Curriculum studies
Curriculum topics
Curriculum web
Inappropriate activities
Planned activities

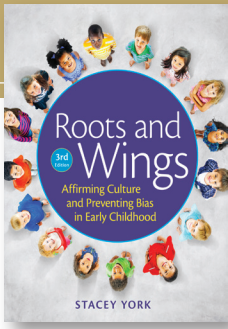
Chapter 9

Discussion Questions

1. What are the differences between curriculum planning and individualized planning? Why are they each important? *(Answers will vary. Curriculum planning is for the whole group and provides a broad structure for the day, week, or month. A curriculum plan usually includes the selection of activities for large group, free choice, and small group, as well as plans for how to set up the art area, dramatic play area, manipulatives, block area, sensory table, and science area. Individualized planning, however, is a plan for one individual child, based on the child's abilities and interests. Both are important. A curriculum plan is important because it provides a structure and accountability for the teaching team. Individual planning is important because accepting each child as an individual is an important part of multicultural education.)*
2. Suppose you are a director of a preschool program and one of the teachers is planning a unit called "Our Nation's Presidents." How might you explain to this teacher that this is an inappropriate choice for a curriculum theme? *(Answers will vary. Early childhood teachers sometimes choose themes related to history or government because they remember studying these topics when they were children. But most topics related to history and government are more appropriate for elementary school, junior high, or even high school. Because of their cognitive development, most young children are not ready to learn facts about history. Also, the historical information presented may not be relevant or meaningful to a child's culture. Teachers must also be aware that children's books and materials about history may contain cultural stereotypes.)*
3. Which culturally relevant anti-bias curriculum goal do you think would be the most difficult to teach? Which do you think would be the easiest? Discuss your reasons. *(Answers will vary. The most likely response is that goal 4 would be the most difficult and goal 1 would be the easiest. Goal 4 may be most difficult because it demands from children a higher level of thinking, as well as the courage and motivation to act. Goal 1 may be easier because the activities for this goal are somewhat similar to traditional preschool activities that are designed to teach children good self-esteem.)*
4. Based on your reading of the entire book, how would you describe the philosophical and political beliefs of the author of *Roots and Wings*? Do you think this book could be of use to professionals who do not share the same philosophical and political beliefs? Why or why not? *(Answers will vary. The author's beliefs are fairly clearly stated in the book. She believes that prejudice and racism are significant problems in our society and that early childhood educators have a responsibility to teach children in ways that are culturally relevant and anti-bias. The fourth curriculum goal promotes social action and activism, which many people might interpret as political activities. The book is probably most useful to those who share the same beliefs as the author, but it is also possible that someone with contrasting beliefs could still use the ideas and activities for meeting goal 1 or goal 2, without embracing the entire culturally relevant anti-bias approach.)*

Note: There are additional discussion questions under "Questions to Ponder" at the end of the chapter.





Chapter 9

In-Class Activities

1. Look through the list of activities in this chapter and find one that is very similar to something you have done before. Then find an activity that is most unlike anything you've ever done before. What materials, guidance, or support would you need to try teaching the activity that is most unlike anything you've ever done before?
2. When you were a child in school, did your teachers implement any activities that were similar to those presented in this chapter? If so, which ones? If not, why do you think the activities led by your teachers were different from these?

Out-of-Class Activities

1. Choose one goal and create your own activity that supports it. Write it down using the same format as the activities in the chapter.
2. Have any of your ideas or beliefs about teaching young children changed as a result of reading *Roots and Wings*? Why or why not? Write your thoughts and reflections in a journal.

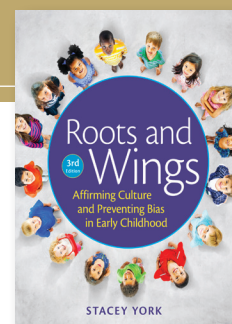
Suggested Assignments

1. Ask students to select, plan, and implement a goal 1 activity of their choice. Depending on the course, students could implement the activity with children or implement them with other students in a micro teaching experience. Have students grade each other and themselves using the "Culturally Relevant Activity Rating Scale" on [page 44](#) of this guide.
2. Ask students to select, plan, and implement a goal 2 activity of their choice. Depending on the course, students could implement the activity with children or implement them with other students in a micro teaching experience. Have students grade each other and themselves using the "Multicultural Activity Rating Scale" on [page 45](#) of this guide.
3. Ask students to select, plan, and implement a goal 3 activity of their choice. Depending on the course, students could implement the activity with children or implement them with other students in a micro teaching experience. Have students grade each other and themselves using the "Anti-bias Activity Rating Scale" on [page 46](#) of this guide.
4. Ask students to select, plan, and implement a goal 4 activity of their choice. Depending on the course, students could implement the activity with children or implement them with other students in a micro teaching experience. Have students grade each other and themselves using the "Anti-bias Activity Rating Scale" on [page 46](#) of this guide. This is the same rating scale that they used to evaluate the goal 3 activity.
5. Have students work in small groups to select an appropriate curriculum study topic. Then ask students to web the study, incorporating each of the four goals and at least three objectives from each goal into the curriculum web. Review the web prior to asking students to proceed with the second part of the assignment. Tell students to complete weekly lesson plans for each week of their study using the lesson plan form on page 227.

Chapter 9

Quiz

1. “Children around the World” is an inappropriate curriculum topic because it focuses on artifacts, countries, and traditional clothing. *(True)*
2. Culturally relevant anti-bias education can be effectively integrated into early childhood education through long-term studies and curriculum projects. *(True)*
3. Why should topics like names of countries, flags, historical events, and wars be avoided?
 - A. Young children are too interested in them
 - B. *They focus on things that happened long ago or far away★*
 - C. These topics are related to children’s daily lives
 - D. Geography and history are important components of early childhood curriculum
4. Which type of activity should early childhood teachers limit?
 - A. *Traditional dress, holidays, celebrations, and artifacts★*
 - B. Family members, family activities, and family foods
 - C. Home language and folk tales from the children’s cultures
 - D. Activities that explore similarities and differences
5. Which is an effective way to create culturally relevant anti-bias activities for young children?
 - A. Simplify elementary school activities
 - B. *Adapt proven early childhood activities★*
 - C. Look for activity ideas in global education resources
 - D. Design your own original activities
6. “People are alike.” “People are different.” These statements are examples of:
 - A. *Concepts children can understand★*
 - B. Types of children’s books
 - C. Curriculum study topics
 - D. Culturally relevant anti-bias curriculum goals
7. Why is a clear introduction important when presenting culturally relevant anti-bias activities?
 - A. You don’t want to keep children waiting
 - B. You want to reflect on what children learned during the activity
 - C. You want to end the activity with a solid conclusion and smooth transition
 - D. *You want to build interest and set children up for success★*
8. Skin color activities support which goal?
 - A. Goal 1
 - B. *Goal 2★*
 - C. Goal 3
 - D. Goal 4
9. Activities in which children compare real and pretend support this goal.
 - A. Goal 1
 - B. Goal 2
 - C. *Goal 3★*
 - D. Goal 4
10. Field trips, walks around the community, and classroom visitors are three ways to provide children with which of the following?
 - A. A break from the daily classroom
 - B. A fun way to celebrate the end of the year
 - C. *A real experience with diversity★*
 - D. An opportunity to support second-language development



Culturally Relevant Activity Rating Scale

Student's Name _____ Date _____

Activity Name _____

Directions: There are ten elements of culturally relevant teaching. For each element, circle the description that best matches the student's behavior. Add the points and total the score at the bottom.

	0	1	2	3
Goals and Objectives	No goals or objectives	Less than 3, too broad, or don't match	At least 3, match, and are child-centered	3–5 specific objectives that use correct terminology
Preparation	Unprepared	Chooses an activity that requires no preparation	Prepares activity ahead of time	Prepares and sets up enough materials for each child
Beginning and Introduction	No beginning or introduction	Introduces but does not explain the activity	Introduces materials and methods verbally	Introduces and models methods and materials
Incorporates Culture	No mention of family or culture	Explores family life, neighborhood, or community	Explores child's culture without connecting to family	Explores child's cultural background and family life
Home Language	Disrespects child's home language	Mentions child's home language	Incorporates a few words from child's home language	Incorporates child's home language fully
Culturally Relevant Teaching Materials	Materials contain stereotypic images	Materials contain no cultural images	Materials contain accurate, natural, and contemporary cultural images	Materials project a positive message about a particular group
Active Learning	Children passively watch or listen	Children are active for part of the activity	Children are active for most of the activity	Children are fully active for all the activity
Converses with Children	No conversation with children; discourages children's ideas	Asks closed questions	Asks open-ended questions	Invites children to ask questions
Concludes Activity	No conclusion	Unclear conclusion	Concludes activity verbally	Concludes with two or more methods
Well-Balanced and Interesting	Children are disinterested	Children are only mildly interested	Children are interested	Children are very interested and want more

Total Score (30 points possible): _____

Additional Comments:

Multicultural Activity Rating Scale

Student's Name _____ Date _____

Activity Name _____

Directions: There are nine elements of multicultural teaching. For each element, circle the description that best matches the student's behavior. Add the points and total the score at the bottom.

	0	1	2	3
Goals and Objectives	No goals or objectives	Less than 3, too broad, or don't match activity	At least 3, match, and are child-centered	3–5 specific objectives that use terminology
Preparation	Unprepared	Chooses an activity that requires no preparation	Prepares activity ahead of time	Prepares and sets up enough materials for each child
Beginning and Introduction	No beginning or introduction	Introduces but does not explain the activity	Introduces materials and methods verbally	Introduces and models methods and materials
Active Learning	Children passively watch or listen	Children are active for part of the activity	Children are active for most of the activity	Children are fully active for all the activity
Diversity Education	Human diversity is ignored	Introduces diversity through non-human examples	Introduces human diversity	Introduces and simply explains human diversity
Fosters Positive Attitudes toward Diversity	Feelings, attitudes, or social skills related to diversity are ignored	Fosters positive attitudes toward diversity like respect and acceptance	Fosters positive interaction with people who are different	Fosters positive, empathetic interaction with people who are different
Converses with Children	No conversation with children; discourages children's ideas	Asks closed questions	Asks open-ended questions	Invites children to ask questions
Concludes Activity	No conclusion	Unclear conclusion	Concludes activity verbally	Concludes with two or more methods
Well-Balanced and Interesting	Children are disinterested	Children are mildly interested	Children are interested	Children are very interested and want more

Total Score (27 points possible): _____

Additional Comments:

Anti-bias Activity Rating Scale

Student's Name _____ Date _____

Activity Name _____

Directions: There are ten elements of anti-bias teaching. For each element, circle the description that best matches the student's behavior. Add the points and total the score at the bottom.

	0	1	2	3
Goals and Objectives	No goals or objectives	Less than 3, too broad, or don't match activity	At least 3, match, and are child-centered	3–5 specific objectives that use terminology
Preparation	Unprepared	Chooses an activity that requires no preparation	Prepares activity ahead of time	Prepares and sets up enough materials for each child
Beginning and Introduction	No beginning or introduction	Introduces but does not explain the activity	Introduces materials and methods verbally	Introduces and models methods and materials
Active Learning	Children passively watch or listen	Children are active for part of the activity	Children are active for most of the activity	Children are fully active for all the activity
Fosters Critical Thinking about Bias	Bias or unfair situations are ignored	Children identify a stereotype or bias	Children explore either how or why a situation is stereotypic or unfair	Children explore both why and how a situation is stereotypic or unfair
Social Action	Social action and social justice are ignored	Children learn about others who take action	Children work individually to take action	Children work together to take action
Social Skills	Social skills are ignored	Children practice interpersonal social skills	Children practice group decision making and/or group problem solving	Children practice skills in community service, human rights, or social justice
Converses with Children	No conversation with children; discourages children's ideas	Asks closed questions	Asks open-ended questions	Invites children to ask questions
Concludes Activity	No conclusion	Unclear conclusion	Concludes activity verbally	Concludes with two or more methods
Well-Balanced and Interesting	Children are disinterested	Children are mildly interested	Children are interested	Children are very interested and want more

Total Score (30 points possible): _____

Additional Comments:

