

Melting Pot or Tossed Salad? An Investigation of Diverse Perspectives for Pre-Service Teachers

WebQuest Description: The purpose of this WebQuest is to engage pre-service teachers in an examination of various perspectives on diversity issues using primary sources, written texts, trade books, and Internet resources.

Grade Level: College / Adult

Curriculum: Social Studies

Keywords: diversity, primary sources, political cartoons, race, ethnicity, comparative religion, GLBT, immigrants, immigration, gender, history, civics, critical thinking

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Introduction

Do you believe that you live in a society that represents a "melting pot" of blended cultures and traditions? Or do you think of your observations of people as more of ingredients in a "tossed salad," where people maintain much of their cultural and ethnic identity while possibly embracing aspects of others outside of their groups? Now is your chance to explore a variety of diversity populations so that you can become the most effective and best-informed teacher that you can be! Assumptions and attitudes are intertwined with one's values. One's reaction to observations of people and events are based on these foundational beliefs. Attitudes can be automatic responses based on the past, but often involve intense emotional connections. Using the links and other resources, you will reflect upon issues while working with your group to build a foundation of knowledge to take into your future classroom by creating an action plan for addressing diversity issues.

Tasks

Your group's task is to delve deeply into diversity issues by using a variety of resources (both electronic and printed) to maximize your own understanding so you can create a action plan for managing these issues in your future classroom. Together you will choose a topic from the following list to research and each of you will choose specific areas to research. The Final Project Outline at the bottom of this page will be handed out in class and posted on Blackboard for your future reference. Here are the Diversity Topic choices: + Culture + Gender + Race/Ethnicity + Religion + Sexual Orientation + English Language Learners. Specific Areas for Each Member of the Group: Role 1: Family Issues Consultant; Role 2: Educational Expectations and Concerns Observer; Role 3: Society's View and Treatment Historian; Role 4: Eyewitness of Media Representations and Misrepresentations. First, read the following excerpts from the Declaration of Independence and the Universal Declaration of Human Rights. Review the terms used and the populations to be served by these documents. Reflect upon these as you continue your research throughout the unit. Ponder the meaning of human rights and dignity as you reflect upon your purpose as a teacher.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." - Excerpt from the Declaration of Independence, 1776 From the Declaration of Independence - http://lcweb2.loc.gov/cgi-bin/ampage?collId=rbc3&fileName=rbc0001_2004pe76546page.db&recNum=0

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood..." - "Everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status." - from the UN Universal Declaration of Human Rights From the Universal Declaration of Human Rights - http://www.loc.gov/law/help/hussein/docs/UDHR_eng.pdf

Process

After forming groups of 3-4, you will each decide upon a role to play or completing the research. If there are fewer than four in the group, you will divide the load of researching as evenly as possible, so one person does not do substantially more than others. Each member of the group will access at least 5 of the online and printed resources provide in the WebQuest, noting the vital information for teachers to know and understand. Citations in the final project and presentation must be in APA Style and include a reference page. Attached are recommended resources that will assist your research for your teacher action plan. Please note the additional links for trade books, immigrant interviews, and religions. Using the following roles, refer to the available resources to begin your research. Role 1: Family Matters - What interactions are both stereotyped and non-stereotyped? What are family roles? Who raises children? Role 2: Educational Expectations and Concerns - What is expected regarding school? Is college considered an option or not? What sort of stereotypes are offered? Role 3: Society's View and Treatment (Historically and Presently) - visuals such as political cartoons or primary documents such as photos or portraits are appropriate here. Role 4: Media Representations and Misrepresentations - Show stereotypes that may harm or further alienate the diverse group.

Evaluation

Category and Score	Correct and Resubmit 1	Developing 2	Proficient 3	Exemplary 4	Score
Introduction, Writing Skills, Spelling, and Grammar	No explanation was given for choosing the diverse group.	A brief explanation was given for choosing the diverse group.	An adequate explanation was given for choosing the diverse group. Three or less writing skills, spelling or grammar errors were noted.	A very complete explanation of the chosen diverse group was included. No writing skills, spelling or grammar errors were noted.	%20
Findings from the Readings and Primary Source Documents and Resources	No primary sources are mentioned or cited in the paper. No resources are listed, and/or no resource page has been created, and/or APA style has not been used.	One or two Primary Source documents are briefly discussed and cited at the end of the paper. Most resources are listed on the resource page in alphabetical order but a number of APA style errors have been included in the citations.	Three Primary Source documents and readings are discussed and cited at the end of the paper on a resource page. All resources are listed on the resource page in alphabetical order and, with minor errors, in proper APA format.	Four or more specific Primary Source documents and readings are discussed and cited at the end of the paper on a resource page. All resources are listed on the resource page in alphabetical order and in proper APA format.	%35
Reflection of Past and Present Experiences and Observations	The reflection portion of the paper was omitted.	A brief examination of the cultural and social structure in each school is included: gender fairness in the school environment is mentioned; Observed content integration is not mentioned or is discussed very briefly.	An examination of the cultural and social structure in each school is included: gender fairness in the school environment is evaluated; Observed content integration is noted, which does not include differentiating instruction for all learners.	A thorough examination of the cultural and social structure in each school is included: gender fairness in the school environment is fully evaluated; Observed content integration is noted, which includes differentiating instruction for all learners.	%25
Professional Recommendations and Presentation	No strategies are described or they are just superficially mentioned; Presentation lacks coherence and organization.	One or two strategies are minimally described for a teacher to use to cultivate a positive climate specifically as learning relates to: time, personal space, gender roles, leisure, social status, teaching and learning, household chores, family responsibilities, ways to reduce the incidence of prejudice and stereotyping, and instances of prejudice and stereotyping in books. Presentation lacks in one of the following areas: professionalism, coherence, or organization.	Three or four strategies are basically described for a teacher to use to cultivate a positive climate specifically as learning relates to: time, personal space, gender roles, leisure, social status, teaching and learning, household chores, family responsibilities, ways to reduce the incidence of prejudice and stereotyping, and instances of prejudice and stereotyping in books. Presentation is basically professional, coherent, and well-organized.	At least five strategies are thoroughly described for a teacher to use to cultivate a positive climate specifically as learning relates to: time, personal space, gender roles, leisure, social status, teaching and learning, household chores, family responsibilities, ways to reduce the incidence of prejudice and stereotyping, and instances of prejudice and stereotyping in books. Presentation is highly professional, coherent, and well-organized.	%20
Total Score					%100

Conclusion

What have you gained from this experience? How has your understanding of a diverse population deepened? If you had more time, what might you research? Who might you interview? What resources might you use to further develop your understanding?

Teacher Page

Target Learners: Pre-Service Teachers Standards Addressed:

INTASC Standard 3: The teacher understands how students

differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. INTASC Standard 3.K.1: The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as a the basis for growth. INTASC Standard 3.K.4: The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning , as well as language, culture, family and community values. INTASC Standard 3.K.5: The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. INTASC Standard 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally. INTASC 9.K.2.: The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities) NCATE Standard 4: The unit designs, implements, and evaluates curriculum and experiences for candidate to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in K-12 schools. ISTE: Standard 3: Technology Productivity Tools Students use technology tools to enhance learning, increase productivity, and promote creativityStudents use productivity tools to collaborate in construction technology-enhanced models, preparing publications, and producing other creative works Standard 4: Technology Communications Tools Students use telecommunications to collaborate, publish, and interact with peers, experts, and other creative worksStudents use a variety of media and formats to communicate information and ideas effectively to multiple audiences Standard 5: Technology Research Tools Students use technology to locate, evaluate, and collect information from a variety of sourcesStudents use technology tools to process data and report resultsStudents evaluate and select new information resources and technology new information resources and technological innovations based on the appropriateness to specific tasks Standard 6: Technology Problem-Solving and Decision-Making Tools Students use technology resources for solving problems and making informed decisionsStudents employ technology in the development of strategies for solving problems in the real world

Standards

Credits

Other