

The background of the cover is an abstract artwork. It features large, bold, dark shapes that resemble stylized figures or trees. These dark shapes are filled with vibrant, contrasting colors: bright blue, green, yellow, and red. The overall effect is one of dynamic energy and cultural diversity. The title is centered within a dark red rectangular box that has a thin gold border. The text is in a white serif font, with the word 'of' in a smaller, italicized font. Below the title, the words 'FOURTH EDITION' are written in a gold serif font on a dark blue rectangular background. At the bottom, the authors' names are written in a white serif font on a dark red background.

Multicultural Education
of Children and Adolescents

FOURTH EDITION

M. Lee Manning

Leroy G. Baruth

FOURTH EDITION

MULTICULTURAL EDUCATION OF CHILDREN AND ADOLESCENTS

M. LEE MANNING

Old Dominion University

LEROY G. BARUTH

Appalachian State University



Boston ■ New York ■ San Francisco
Mexico City ■ Montreal ■ Toronto ■ London ■ Madrid ■ Munich ■ Paris
Hong Kong ■ Singapore ■ Tokyo ■ Cape Town ■ Sydney

Series Editor: *Traci Mueller*
Editorial Assistant: *Krista E. Price*
Marketing Manager: *Elizabeth Fogarty*
Production Editor: *Paul Mibailidis*
Editorial Production Service: *Omegatype Typography, Inc.*
Manufacturing Buyer: *Andrew Turso*
Composition and Prepress Buyer: *Linda Cox*
Cover Administrator: *Joel Gendron*
Electronic Composition: *Omegatype Typography, Inc.*

For related titles and support materials, visit our online catalog at www.ablongman.com.

Copyright © 2004, 2000, 1996, 1992 Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 75 Arlington Street, Boston, MA 02116 or fax your request to 617-848-7320.

Between the time Website information is gathered and published, some sites may have closed. Also, the transcription of URLs can result in typographical errors. The publisher would appreciate notification where these errors occur so that they may be corrected in subsequent editions.

Many of the designations used by manufacturers and sellers to distinguish their products are claimed as trademarks. Where those designations appear in this book, and Allyn and Bacon was aware of a trademark claim, the designations have been printed in initial or all caps.

Library of Congress Cataloging-in-Publication Data

Manning, M. Lee.

Multicultural education of children and adolescents / M. Lee Manning, Leroy G. Baruth.—4th ed.

p. cm.

Includes bibliographical references (p.) and indexes.

ISBN 0-205-40263-1

1. Multicultural education—United States. 2. Indians of North America—Education. 3. African American children—Education. 4. Asian American children—Education. 5. Hispanic American children—Education. I. Baruth, Leroy, G. II. Title.

LC1099.3.M36 2004

370.117—dc21

2003041855

Printed in the United States of America

10 9 8 7 6 5 4 3 2

08 07 06 05 04

*To my family: My wife, Marianne; and my
children, Jennifer and Michael*
MLM

*To my brother, Carroll, who has devoted most
of his professional career to the education
of children and adolescents*
LGB

OUR NATION'S INCREASING CULTURAL DIVERSITY

Multicultural Education of Children and Adolescents is based on the premise that people from culturally different backgrounds enrich the United States and that a better understanding of people and their differences leads to higher levels of acceptance and respect for all people. This fourth edition is being published at a time when all demographic projections indicate that the number of people of differing cultures in the United States will increase.

Predictions suggest that the Hispanic American population will soon outnumber the African American population and that people of European ancestry will soon be in the minority. At this time, the Asian American population is increasing dramatically. Without doubt, the high birthrates among some cultural groups, increasing numbers of Spanish-speaking people, and the recent influxes of immigrants from Southeast Asia will increase the cultural diversity of the United States and challenge its citizens to accept and respect all people whatever their cultural background, ethnicity, race, sexual orientation, socioeconomic status, gender, or religion.

At one time during the nation's history, the "melting pot" theory proposed to erase differences and to acculturate or "melt" cultural differences. In essence, the person of a different cultural background was supposed to forsake cherished and traditional cultural values and adopt "American values," probably those of the middle-class European American population. This concept viewed differences as wrong or inferior and promoted wholesale abandonment of cultural heritage.

Realistically, for any number of reasons, the melting pot is not an accurate model—people have difficulty giving up cultural characteristics or they live in enclaves in which assimilation with the mainstream society is unnecessary. Likewise, some people chose to maintain their culture as well as to adopt American values. Regardless of the reasons, the melting pot did not account for all the citizenry as some proposed; the nation is a heterogeneous mixture of different peoples.

Serious questions continue to plague educators and other concerned people: Why is there an increase in racism? After fifty years since the landmark *Brown* decision, why are schools still segregated? Why do elementary and secondary schools address primarily the needs of some learners and allow others to fall behind? Why do people fear diversity? Why are victims often blamed for their problems? These questions defy easy answers and evince many people's belief that differences are negative manifestations in need of eradication.

Rather than provoking anger or causing fear, differences in values, customs, and traditions should be celebrated and considered a means of enriching the United States. We do not claim that the people who perceive differences as enriching will eliminate racism and acts of violence. Celebrating differences, though, is a first step, especially if

efforts focus on today's children and adolescents, who will lead the nation during the twenty-first century. Considering differences to be positive and enriching, however, is only a beginning. Significant change will require more comprehensive and deliberate efforts.

Elementary and secondary schools can play a major role in teaching acceptance and respect for all forms of diversity. The schools, in fact, are logical places to begin instilling feelings of acceptance for all people. Schools, however, must do more than pay lip service; effective curriculum reflects diversity, and appropriate learning materials represent all people in positive and meaningful roles. We believe wholeheartedly that multicultural education should be a total-school approach, rather than simply a unit or Multicultural Education Week approach. Although teaching about multiculturalism is an admirable concept, schools should also model acceptance and respect for cultural diversity. Schools that teach about cultural differences and celebrate diversity, but whose actions indicate racism or a lack of respect, fail in their multicultural efforts.

OUR REASONS FOR WRITING THIS BOOK

We wrote this fourth edition of *Multicultural Education of Children and Adolescents* to provide preservice and in-service educators with a knowledge of the six prevalent cultural groups and to show the components of responsive multicultural education programs. The text staunchly maintains that multicultural education programs should be a total-school effort—that is, that administrators, teachers, library media specialists, special-education teachers, counselors, and communications disorder specialists have vital roles in the multicultural education program. Similarly, we believe that multicultural efforts should be comprehensive. The curriculum, instructional strategies, materials, environment, and school practices should reflect multiculturalism and should show a genuine respect for all forms of diversity.

Our Selection of Cultural Groups

After careful consideration of and reflection on the increasing cultural diversity of the United States, we decided to focus on six broad groups of people (listed alphabetically): African, American Indian, Arab, Asian, European, and Hispanic American. These groups are, and in all likelihood will continue to be, the most populous groups in elementary and secondary schools. Choosing only these groups does not negate the importance of other cultures. We hope and expect that learning about diversity in these cultures will motivate readers to explore the values, customs, and traditions of other cultures.

A Word of Caution

Any discussion focusing on characteristics of children and adolescents and their cultural backgrounds risks stereotyping and an overdependence on generalizations. The many differences resulting from cultural, intracultural, socioeconomic, geographic,

generational, gender, sexual orientation, and individuality factors among people contribute to their diversity and to the difficulty of describing individuals of various cultures. Although we based this text on current and objective information, it remains crucial for educators to understand individual children and adolescents within a culture through conscientious study and first-hand contact. Failing to understand individuals and failing to consider crucial differences may result in assuming too much cultural homogeneity—for example, that all Hispanic cultural groups share identical values, problems, and cultural expectations or that all Asian Americans fit the “model minority” label.

THE ORGANIZATION OF THE BOOK

Multicultural Education of Children and Adolescents is divided into four parts and fourteen chapters. Part I introduces multicultural education as a concept and documents the increasing cultural diversity of the United States. Part II provides a cultural portrait of children and adolescents in the African, American Indian, Arab, Asian, European, and Hispanic cultures. Part III focuses on aspects that educators should consider when planning and implementing programs that teach acceptance and respect for cultural diversity. Part IV examines issues that will continue to challenge educators in the twenty-first century.

PEDAGOGICAL FEATURES

Pedagogical features of *Multicultural Education of Children and Adolescents* include:

- *Case Studies* throughout the text show how educators have addressed the chapters’ topics.
- *Implementing Research* boxes throughout the text provide readers with research studies that focus on children and adolescents of culturally different backgrounds and give practical suggestions for implementing the research. In an attempt to provide readers with a wide range of information and sources, we define research in its broadest sense.
- *Expanding Your Horizons: Additional Journal Readings and Books*, located at the end of each chapter, provides readers with resources for further study and consideration.
- *Expanding Your Students’ Horizons: Appropriate Books for Children and Adolescents* is located at the end of Chapters 3, 4, 5, 6, 7, and 8.
- *Using Children’s Literature*, located in Chapters 3, 4, 5, 6, 7, and 8, provides titles and a brief annotation of developmentally appropriate children’s and adolescents’ literature that can help learners better understand their cultural heritages.
- *For Additional Information*, located in Chapters 3, 4, 5, 6, 7, and 8, provides names and addresses of organizations and groups that promote cultural diversity and that act as disseminators of information about the respective cultures.

- *Suggestions for Collaborative Efforts*, at the end of each chapter, provides readers with opportunities to work cooperatively and collaboratively toward group goals.
- *Gender Perspectives*, located in selected chapters throughout the text, highlights current research and scholarly opinion on females and underscores the importance of understanding gender as well as cultural and other diversities.

ACKNOWLEDGMENTS

An author's only chance and hope for making a valuable contribution lies in the willingness of others to offer advice and to share their expertise. We would like to thank reviewers Gail Mosby, University of Tennessee, Knoxville, and Dilys Shourman, Florida Atlantic University, for their helpful comments. Our appreciation is also extended to people of all cultures who have contributed to the richness of our lives and the nation.

MLM
LGB

CONTENTS

Preface	xvii
---------	------

PART I MULTICULTURAL EDUCATION AND ITS RESPONSE TO OUR NATION'S INCREASING DIVERSITY 1

CHAPTER ONE

Multicultural Education 3

OVERVIEW 3

MULTICULTURAL EDUCATION FOR CULTURALLY PLURALISTIC SCHOOLS 3

Definition	3
Principles	4
Concepts	6
Goals	6
Assumptions	8
Myths and Misconceptions	10
A Brief Historical Overview	11
The Influence of Court Decisions	13
Interdisciplinary Approaches	14

THE EFFECTIVE MULTICULTURAL EDUCATOR 15

Challenges of Designing Multicultural Education Programs	16
Ethnocentrism	17
Developing Positive Cultural Identities	18
Racism	20
White Privilege	20
Stereotypes, Prejudices, and Generalizations	22
Myths and Realities	23
Understanding Learners from Culturally Different Backgrounds	23

CONTROVERSIAL ISSUES IN MULTICULTURAL EDUCATION 24

SUMMING UP 25

SUGGESTED LEARNING ACTIVITIES 25

SUGGESTIONS FOR COLLABORATIVE EFFORTS	26
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	26

CHAPTER TWO

An Increasingly Multicultural Society 28

OVERVIEW	28
HISTORICAL AND CONTEMPORARY PERSPECTIVES	29
THE CULTURALLY DIFFERENT: DEMOGRAPHICS	30
African Americans	31
American Indians	33
Arab Americans	34
Asian Americans	36
European Americans and Other Cultural Groups	38
Hispanic Americans	39
UNDERSTANDING DIVERSITY	40
Culture	40
Race	41
Ethnicity	41
Gender	41
Sexual Orientation	43
Individual	44
Socioeconomic Factors	46
CHALLENGES IN A CULTURALLY DIVERSE SOCIETY	46
The Cultural Deficit Model	47
The Cultural Mismatch Model	47
The Culturally Different Model	47
UNDERSTANDING AND REDUCING RACISM	49
UNDERSTANDING AND DISPELLING STEREOTYPES	50
HELPING LEARNERS DEVELOP POSITIVE CULTURAL IDENTITIES	52
SUMMING UP	52
SUGGESTED LEARNING ACTIVITIES	52
SUGGESTIONS FOR COLLABORATIVE EFFORTS	53
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	53

PART II UNDERSTANDING LEARNERS AND THEIR CULTURAL BACKGROUNDS 55

CHAPTER THREE

Understanding African American Children and Adolescents 57

OVERVIEW 57

ORIGINS 58

AFRICAN AMERICANS TODAY 58

**STEREOTYPING OF AFRICAN AMERICAN
CHILDREN AND ADOLESCENTS 60**

CULTURAL CHARACTERISTICS 60

Gender 63

Socioeconomic Status 64

Families 67

Religion 68

Language 68

ACHIEVEMENT LEVELS 70

LEARNING STYLES: CULTURAL CONSIDERATIONS 73

SCHOOL PRACTICES IMPEDING AFRICAN AMERICANS' PROGRESS 75

PROMOTING POSITIVE SELF-ESTEEM AND CULTURAL IDENTITIES 77

SUMMING UP 81

SUGGESTED LEARNING ACTIVITIES 81

SUGGESTIONS FOR COLLABORATIVE EFFORTS 82

**EXPANDING YOUR HORIZONS: ADDITIONAL
JOURNAL READINGS AND BOOKS 82**

**EXPANDING YOUR STUDENTS' HORIZONS: APPROPRIATE AFRICAN
AMERICAN BOOKS FOR CHILDREN AND ADOLESCENTS 83**

CHAPTER FOUR

Understanding American Indian Children and Adolescents 84

OVERVIEW 84

ORIGINS 85

AMERICAN INDIANS TODAY 85

STEREOTYPING OF AMERICAN INDIAN CHILDREN AND ADOLESCENTS	86
CULTURAL CHARACTERISTICS	86
Gender	91
Socioeconomic Status	92
Families	93
Religion	95
Language	96
ACHIEVEMENT LEVELS	97
LEARNING STYLES: CULTURAL CONSIDERATIONS	104
SCHOOL PRACTICES IMPEDING AMERICAN INDIANS' PROGRESS	104
PROMOTING SELF-ESTEEM AND POSITIVE CULTURAL IDENTITIES	106
SUMMING UP	107
SUGGESTED LEARNING ACTIVITIES	108
SUGGESTIONS FOR COLLABORATIVE EFFORTS	108
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	109
EXPANDING YOUR STUDENTS' HORIZONS: APPROPRIATE AMERICAN INDIAN BOOKS FOR CHILDREN AND ADOLESCENTS	109

CHAPTER FIVE

Understanding Arab American Children and Adolescents

OVERVIEW	111
THE ARAB AMERICAN PEOPLE	112
Origins	112
Arab Americans Today	114
STEREOTYPING OF ARAB AMERICAN CHILDREN AND ADOLESCENTS	114
CULTURAL CHARACTERISTICS	118
Gender	119
Socioeconomic Status	121
Families	122
Religion	123
Language	124
ACHIEVEMENT LEVELS	125
SCHOOL PRACTICES IMPEDING ARAB AMERICAN PROGRESS	126
PROMOTING POSITIVE SELF-ESTEEM AND CULTURAL IDENTITY	127
SUMMING UP	127
SUGGESTED LEARNING ACTIVITIES	129

SUGGESTIONS FOR COLLABORATIVE EFFORTS	130
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	130
EXPANDING YOUR STUDENTS' HORIZONS: APPROPRIATE ARAB AMERICAN BOOKS FOR CHILDREN AND ADOLESCENTS	131

CHAPTER SIX

Understanding Asian American Children and Adolescents 133

OVERVIEW	133
ORIGINS	134
ASIAN AMERICANS TODAY	135
STEREOTYPING OF ASIAN AMERICAN CHILDREN AND ADOLESCENTS	135
CULTURAL CHARACTERISTICS	137
Gender	140
Socioeconomic Status	140
Families	141
Religion	143
Language	143
ACHIEVEMENT LEVELS	146
LEARNING STYLES: CULTURAL CONSIDERATIONS	149
SCHOOL PRACTICES IMPEDING ASIAN AMERICANS' PROGRESS	149
PROMOTING SELF-ESTEEM AND CULTURAL IDENTITIES	151
SUMMING UP	154
SUGGESTED LEARNING ACTIVITIES	154
SUGGESTIONS FOR COLLABORATIVE EFFORTS	155
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	155
EXPANDING YOUR STUDENTS' HORIZONS: APPROPRIATE ASIAN AMERICAN BOOKS FOR CHILDREN AND ADOLESCENTS	156

CHAPTER SEVEN

Understanding European American Children and Adolescents 157

OVERVIEW	157
ORIGINS	157
EUROPEAN AMERICANS TODAY	161

**STEREOTYPING OF EUROPEAN AMERICAN CHILDREN
AND ADOLESCENTS 162**

CULTURAL CHARACTERISTICS 163

 Gender 166

 Socioeconomic Status 166

 Families 166

 Religion 169

 Language 170

LEARNING STYLES: CULTURAL CONSIDERATIONS 173

SCHOOL PRACTICES IMPEDING EUROPEAN AMERICANS' PROGRESS 174

PROMOTING SELF-ESTEEM AND CULTURAL IDENTITY 175

SUMMING UP 176

SUGGESTED LEARNING ACTIVITIES 177

SUGGESTIONS FOR COLLABORATIVE EFFORTS 177

**EXPANDING YOUR HORIZONS: ADDITIONAL
JOURNAL READINGS AND BOOKS 178**

**EXPANDING YOUR STUDENTS' HORIZONS: APPROPRIATE EUROPEAN
AMERICAN BOOKS FOR CHILDREN AND ADOLESCENTS 179**

CHAPTER EIGHT

**Understanding Hispanic American Children
and Adolescents 180**

OVERVIEW 180

ORIGINS 180

HISPANIC AMERICANS TODAY 181

**STEREOTYPING OF HISPANIC AMERICAN CHILDREN
AND ADOLESCENTS 182**

CULTURAL CHARACTERISTICS 184

 Gender 186

 Socioeconomic Status 186

 Families 188

 Religion 190

 Language 190

ACHIEVEMENT LEVELS 193

LEARNING STYLES: CULTURAL CONSIDERATIONS 196

SCHOOL PRACTICES IMPEDING HISPANIC AMERICANS' PROGRESS 199

PROMOTING SELF-ESTEEM AND POSITIVE CULTURAL IDENTITIES 201

SUMMING UP	203
SUGGESTED LEARNING ACTIVITIES	203
SUGGESTIONS FOR COLLABORATIVE EFFORTS	204
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	204
EXPANDING YOUR STUDENTS' HORIZONS: APPROPRIATE HISPANIC AMERICAN BOOKS FOR CHILDREN AND ADOLESCENTS	205

PART III TEACHING AND LEARNING IN A DIVERSE SOCIETY 207

CHAPTER NINE

Curricular Efforts	209
OVERVIEW	209
TOWARD CULTURAL DIVERSITY	210
THE ILLUSION OF CHANGE AND PROGRESS	211
The Continuing Need for Change in Educational Practices	212
FROM ILLUSION TO REALITY: RESPONDING TO RACISM, DISCRIMINATION, ETHNOCENTRISM, AND STEREOTYPES	213
PLANNING AND IMPLEMENTING A MULTICULTURAL EDUCATION CURRICULUM	214
The Total School Environment	214
Reform Efforts	214
Guidelines for Developing Multicultural Curricula	215
The Hidden Curriculum	217
GUIDELINES FOR A MULTICULTURAL CURRICULUM	218
Assessing the Need for Curricular Change	219
Selecting Bias-Free Curricular and Teaching and Learning Materials	220
Evaluating Curricular Efforts	222
A MULTICULTURAL EDUCATION UNIT	225
Considerations	225
Example	225
THE UNIT: UNJUST TREATMENT OF PEOPLE OF CULTURALLY DIVERSE BACKGROUNDS	225
Rationale	225
Objectives and Activities	225
Language Arts	226
Mathematics	226

Science	226
Social Studies	227
Art	227
Music	227
Other Resources	228
Other Topics for Multicultural Units	229
EXTENDING THE MULTICULTURAL EDUCATION CURRICULUM	230
Parental and Community Involvement	230
EXTRACURRICULAR ACTIVITIES	232
SUMMING UP	234
SUGGESTED LEARNING ACTIVITIES	234
SUGGESTIONS FOR COLLABORATIVE EFFORTS	235
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	235

CHAPTER TEN

Instructional Practices	237
OVERVIEW	237
VALUING INDIVIDUAL AND CULTURAL DIFFERENCES	238
Recognizing and Accepting Diversity	238
EFFECTIVE EDUCATORS IN MULTICULTURAL SETTINGS	240
Knowledge	240
Attitudes	240
Skills	242
Behaviors Essential in Multicultural Classrooms	244
EDUCATOR SELF-EVALUATION	245
ORGANIZATION AND INSTRUCTION—CULTURAL CONSIDERATIONS	247
Ability Grouping	248
Cooperative Learning	248
Language Differences	250
THE SCHOOL ENVIRONMENT	252
Working toward a Multicultural School Environment	252
PROMOTING SELF-ESTEEM AND POSITIVE CULTURAL IDENTITIES	256
DIVERSITY AMONG FACULTY AND STAFF	258
CULTURAL PERSPECTIVES	258
Socioeconomic and Class Differences	258
The Role of Parents and Families	259

LEARNER EVALUATION	260
Evaluating Learners' Progress	260
SUMMING UP	261
SUGGESTED LEARNING ACTIVITIES	261
SUGGESTIONS FOR COLLABORATIVE EFFORTS	262
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	262

CHAPTER ELEVEN

Individual and Cultural Differences	263
OVERVIEW	263
THE REALITY OF INDIVIDUAL AND CULTURAL DIVERSITY	264
DIFFERENCES AND THEIR INFLUENCE ON LEARNING	265
Achievement, Intelligence, and Cognitive Processes	265
Self-Esteem	267
Gender	268
DEVELOPMENTAL LEVELS AND COGNITIVE READINESS	269
Beliefs, Attitudes, and Values	270
Motivation	270
Socioeconomic Class	273
EXCEPTIONALITIES	273
The Dangers of Labeling and Erroneous Placement	273
Disabling Conditions	275
Gifted and Talented	275
LANGUAGE	276
Dialect Differences	277
Language and Culture: Inseparable Relationships	278
Multicultural Programs Emphasizing Language Diversity	278
Effective Strategies for Linguistically Different Learners	278
Bilingual Education and English as a Second Language	280
CELEBRATING AND RESPONDING TO CULTURAL DIVERSITY	282
BUILDING CULTURAL IDENTITIES	284
Learning Styles	285
SUMMING UP	287
SUGGESTED LEARNING ACTIVITIES	287
SUGGESTIONS FOR COLLABORATIVE EFFORTS	287
EXPANDING YOUR HORIZONS: ADDITIONAL JOURNAL READINGS AND BOOKS	288