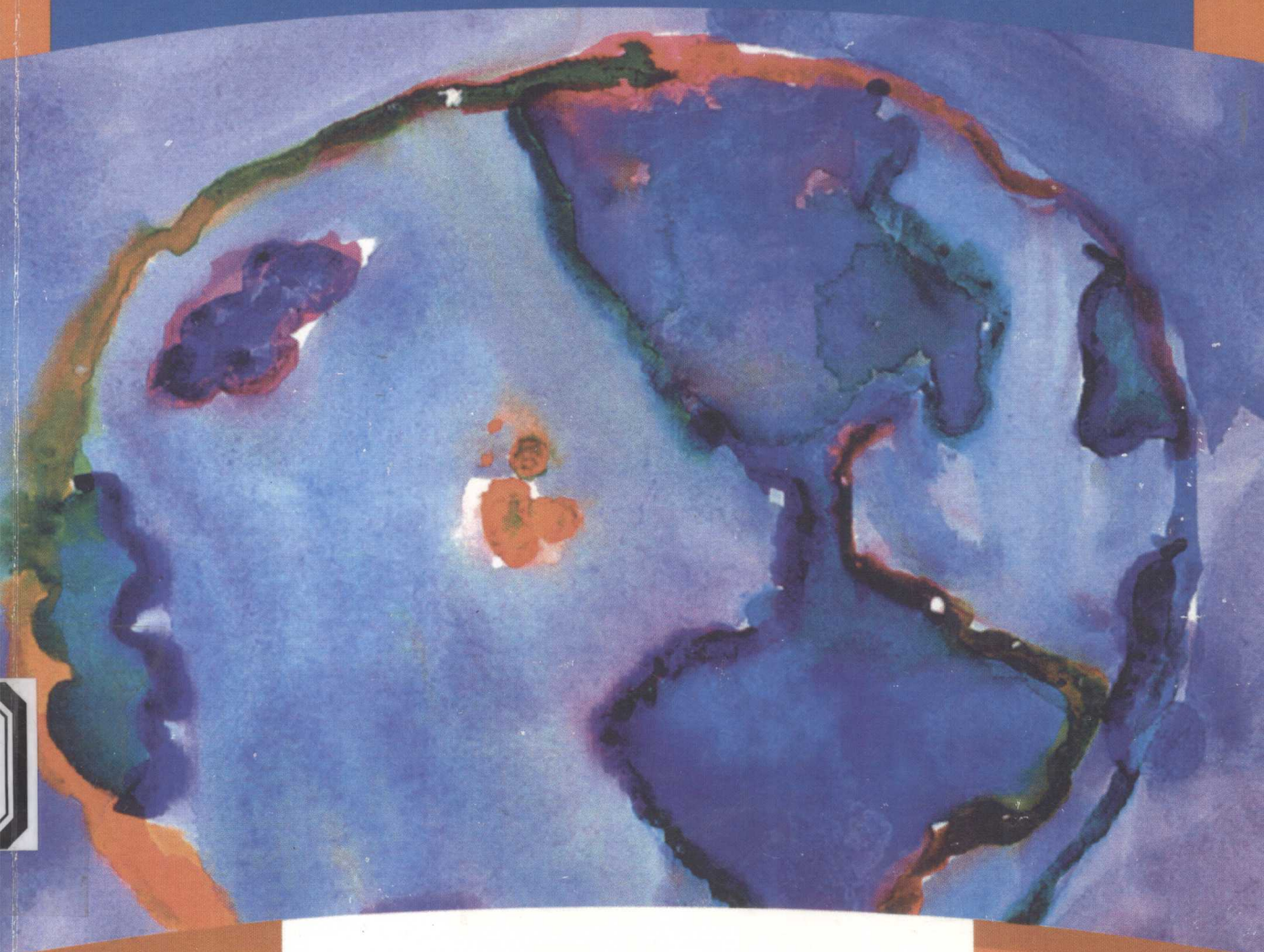


Second Edition

# Educating the Global Village

## Including the Child in the World



Louise Boyle Swiniarski  
Mary-Lou Breitborde

# *Educating the Global Village*

## *Including the Young Child in the World*

Second Edition

LOUISE BOYLE SWINIARSKI  
*Salem State College*

MARY-LOU BREITBORDE  
*Salem State College*

Merrill  
Prentice Hall

Upper Saddle River, New Jersey  
Columbus, Ohio

## Library of Congress Cataloging in Publication Data

Swininarski, Louise Boyle.

Educating the global village : including the young child in the world / Louise Boyle  
Swininarski, Mary-Lou Breitborde.—2nd ed.  
p. cm.

Includes bibliographical references and index.

ISBN 0-13-098176-1

1. International education—United States. 2. Multicultural education—United States. 3.  
Early childhood education—United States—Curricula. I. Breitborde, Mary-Lou. II. Title.

LC1090 .S86 2003

370.116—dc21

2002025461

**Vice President and Publisher:** Jeffery W. Johnston

**Executive Editor:** Kevin M. Davis

**Associate Editor:** Christina M. Tawney

**Editorial Assistant:** Autumn Crisp

**Production Editor:** Sheryl Glicker Langner

**Production Coordination:** Rebecca K. Giusti, Clarinda Publication Services

**Design Coordinator:** Diane C. Lorenzo

**Photo Coordinator:** Kathy Kirtland

**Cover Designer:** Jeff Vanik

**Cover Illustration:** "Earth" © 1998 Lauren Van Woy; Courtesy *Kids-Did-It! Designs®* www.kidsdidit.com

**Production Manager:** Laura Messerly

**Director of Marketing:** Ann Castel Davis

**Marketing Manager:** Amy June

**Marketing Services Coordinator:** Tyra Cooper

This book was set in Zapf Humanist by The Clarinda Company. It was printed and bound by R. R. Donnelley & Sons Company. The cover was printed by The Lehigh Press, Inc.

**Photo Credits:** AP/Wide World Photo: p. 163; Betsy Bergman: p. 90; Michael Bergman: p. 192; Mary-Lou Breitborde: p. 190; Anne Crouch: p. 12; K. Deter Empacher: pp. 70, 71; Jo Ann Murphy: pp. 9, 41, 116; Ann Murray: pp. 36, 101; PhotoDisc: pp. 29, 39, 61, 82; Evan Richman/The Boston Globe: p. 167; Louise Swinarski: pp. 3, 6, 15, 17, 21, 34, 46, 48, 57, 68, 79, 83, 107, 118, 127, 138, 143, 152, 159, 165, 172, 175, 179, 187, 193, 213, 219; Linda Vogenthaler: p. 123; Tom Watson/Merrill: p. 51; Carol Wolter-Gustafson: p. 93.

Pearson Education Ltd.

Pearson Education Australia Pty Limited

Pearson Education Singapore Pte. Ltd.

Pearson Education North Asia Ltd.

Pearson Education Canada, Ltd.

Pearson Educación de México, S.A. de C.V.

Pearson Education—Japan

Pearson Education Malaysia, Pte. Ltd.

Pearson Education, *Upper Saddle River, New Jersey*

---

**Copyright © 2003, 1999 by Pearson Education, Inc., Upper Saddle River, New Jersey 07458.** All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

Merrill  
Prentice Hall

10 9 8 7 6 5 4 3 2 1  
ISBN 0-13-098176-1



*To Andrew, Max, and Peter,  
my hope for the world's future is with you — L.B.S.*

*To Reuben, Micah, and Jonas,  
with pride and gratitude for who you are, and with my  
love — M.B.*

# Preface

Since the publication of the first edition of *Educating the Global Village*, world events have called for the book's revision. Today, the realities of the global village are more evident to all of us in our daily lives. The challenge of today's schools is to define and implement new directions that address global concerns, issues, and needs that face educators and parents in this 21st century. The intent of this edition is the same as that of the first, to help children live effectively in the global village. To that end, we have revised the text with up-to-date information, learning theories, teaching practices, and home/school/community partnerships that protect, promote, and provide for all of the world's children.

Children's attitudes are formed in the beginning years of life. Many texts ignore the early years in the teaching of global or international education. We feel that young children should be included in the discussion and decisions about their world; thus, another goal of this text is to approach global education with a background and strategy that educators and families can use for effecting a proactive and positive influence on young children. The text intends to help those working with children from their earliest social interactions through their elementary school years.

## ***New to This Edition***

We have made many changes to this new edition.

- We reorganized the book into 10 chapters that integrate teaching exceptional children in an international context throughout the text to reflect the inclusion philosophy of special education.
- We expanded on teaching practices for global education to include several innovative approaches and international models such as multiple intelligence schools, Reggio Emilia schools, the Montessori method, standards-based schools, and full service schools.
- We considered the roles that distance learning, the Internet, and web designs play in outreach, collaboration, and conferencing in a global community. Readers also are directed to pertinent references and websites at the end of chapters for greater depth and breadth of information.



- We added the importance of a sustainable environment for the future needs of children and the new imperatives to support the spiritual side of teaching and learning.
- We extended the definition of global education from 10 to 12 principles.
- The appendixes are updated and revised as resources for further study and implementation by teachers, families, and children.
- Finally, we have revisited the state of childhood and the UN Convention on the Rights of the Child in context of the new directives the United Nations is taking in its campaign to better the lives of all children around the globe.

## ***Organization***

A major theme of this text is unity in diversity. The theme expands the usual definitions of global education and multicultural education. It perceives the world as community while recognizing the world in the local community. With that dual purpose, the book is organized into three parts:

- Part I: The Need for Global Education Continues
- Part II: Including Diverse Learners
- Part III: Implementing a Global Education Curriculum

Topics covered include the ever-changing definition of global education, the state of the world's children, UN mandates, comparative education practices, the importance of culture, multicultural America, creating community, placing the world in the curriculum, teaching themes, and the role of the globally literate educator.

In conclusion, we wrote this book to serve families, educators, and children as a text that puts theory into practice. We hope to provide our readers with a knowledge base for understanding the issues and concerns of global education. We offer teaching-learning strategies that are inclusive of all children in a diverse array of learning styles, that infuse global education into the child care center, school, home, and community, and that help children solve today's problems so they can face the challenges of tomorrow.

## ***Acknowledgments***

We would like to thank our editors, Ann Davis and Allyson Sharp, and Salem State College for financial and academic help. We would especially like to thank the following reviewers for their helpful insights and suggestions: Jacob Mayala, St. Cloud State University; Lorna H. Greene, Skagit Valley College; Cheryl W. VanHook, Ohio University; and Sandra B. DeCosta, Indiana State University. We owe a great debt of gratitude to our former coauthor, Jo-Anne Murphy, for her contributions to this edition. We thank Allan Shwedel and Michelle Pierce, who aided in the photo selection, and Phyllis Arouth, who is always a crucial support. We appreciate our families, friends, and

colleagues who loved, listened to, and lived with us throughout the revision of the book. Dr. Swiniarski wishes to acknowledge the memory of her parents, Bernice and Charles Boyle, for encouraging her to be a lifelong learner, and her husband, Joe, for his constant help and encouragement. Dr. Breitborde would like to acknowledge the memory of her mother and father, who gave her a sense of her own history and of her responsibility as a citizen of the world, and extend a special thanks to sustaining friends and the three sons who have blessed her life.

# *Discover the Companion Website Accompanying This Book*

## ***The Prentice Hall Companion Website: A Virtual Learning Environment***

Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

In creating a Companion Website, our goal is to build on and enhance what the textbook already offers. For this reason, the content for each user-friendly website is organized by topic and provides the professor and student with a variety of meaningful resources. Common features of a Companion Website include:

### *For the Professor—*

Every Companion Website integrates **Syllabus Manager™**, an online syllabus creation and management utility.

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may logon to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.



- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

*For the Student—*

- **Topic Overviews**—outline key concepts in topic areas
- **Web Links**—general websites related to topic areas as well as associations and professional organizations.
- **Read About It**—timely articles that enable you to become more aware of important issues in early childhood education.
- **Learn by Doing**—put concepts into action, participate in activities, complete lesson plans, examine strategies, and more.
- **For Teachers**—access information that you will need to know as an in-service teacher, including information on materials, activities, lessons, curriculum, and state standards.
- **Visit a School**—visit a school's website to see concepts, theories, and strategies in action.
- **Electronic Bluebook**—send homework or essays directly to your instructor's email with this paperless form.
- **Message Board**—serves as a virtual bulletin board to post—or respond to—questions or comments to/from a national audience.
- **Chat**—real-time chat with anyone who is using the text anywhere in the country—ideal for discussion and study groups, class projects, etc.

To take advantage of these and other resources, please visit the *Educating the Global Village: Including the Young Child in the World*, Second Edition, Companion Website at **[www.prenhall.com/swiniarski](http://www.prenhall.com/swiniarski)**

# Contents

## ***Part I*** ***The Need for Global Education*** ***Continues 1***

### ***Chapter 1***

#### ***What Is Global Education? 3***

Introduction: Defining Global Education	4
The Twelve Principles of Global Education	4
Global Education Is Basic Education	5
Global Education Is Lifelong Learning	5
Global Education Is Cooperative Learning	6
Global Education Is Inclusive of All	7
Global Education Is Education for Social Action	7
Global Education Is Economic Education	7
Global Education Involves Technology	8
Global Education Requires Critical and Creative Thinking	10
Global Education Is Multicultural	10
Global Education Is Moral Education	11
Global Education Supports a Sustainable Environment	11
Global Education Enhances the Spirit of Teaching and Learning	13
Global Education Needs a Core of Globally Literate Educators	14
Summary	17

### ***Chapter 2***

#### ***Who Are the World's Children? 21***

Introduction: Examining the Conditions of Children's Lives	22
The Health and Wealth of the World's Children	22
Children and Violence	25
Children and Education	28
Education in America	34
Summary	36

### ***Chapter 3***

#### ***The International Rights of the Child 39***

Introduction	40
The Convention on the Rights of the Child	40
Historical Antecedents	41
Future Directions	42
Teaching the Rights of the Child	43
Can Children Learn About Their Rights?	43
Implications for Teaching the CRC	44
The School's Role	45
Advocacy Roles for Teaching the Rights	48
Implications for Learning and Development	49
The Rights Require Thinking Skills for World Citizenship	49
Developing the Moral Domain	49

The Rights of the Child Promote Inclusion	50
Summary	52

## **Part II**

### ***Including Diverse Learners 55***

#### **Chapter 4**

##### ***Educating Children Around the World 57***

Children's Voices Define Education	58
Cape Town, South Africa	58
Spain	58
United States	58
New Zealand	58
Canada	59
France	59
Adult Memories of School	60
Japan	60
Early Childhood Education: An International Movement	60
International Mandates for Standards-Based Curriculum and School Reform	61
Family Issues and School Expectations	63
Parent and Teacher Expectations	63
Educating Educators and Families	65
Effective Exemplars of Early Education	66
Italy: Reggio Emilia	66
Nordic Models	67
The Community as a Learning Environment	69
Playgrounds, Parks, and Recreational Areas	69
The Community Itself	72
Distance Education for Outreach to Homes and Families	72
International Schools Bring the World Together	72
International Programs for Special Education	73

United States	74
Great Britain	74
The European Union	74
New Zealand	75
China	75
Japan	75
The Nordic Nations	75
Russia	76
Summary	76

#### **Chapter 5**

##### ***Culture, Learning, and Teaching 79***

Introduction: The Importance of Culture	80
Cultural Identity and Behavior	83
Culture and Language	86
Culture, Cognition, and Learning Style	92
Culture and Teaching	96
Summary	97

#### **Chapter 6**

##### ***Multicultural America 101***

Introduction: America's Changing Portrait	102
The Special Case of Refugees	105
Political Issues	106
The Immigrant Experience: Children's Voices	109
Assimilation, Amalgamation, and Cultural Pluralism	111
Culture and Achievement	112
The Need for Multicultural Education	114
Summary	117

## **Part III**

### ***Implementing a Global Education Curriculum 121***

#### **Chapter 7**

##### ***Creating Community 123***

Introduction: The Medium Is the Message	124
Recognizing the Hidden Curriculum	125

Recognizing Teacher Expectations	130
Making the Curriculum Confluent	132
Using Multiple Modalities	133
Teaching Constructively	134
Teaching Social Skills	137
Expanding the School's Mission: Full-Service and Community Schools	139
Summary	140

## **Chapter 8**

### *Including the World in the Curriculum* 143

Introduction: Infusing Global Education	144
Using Developmentally Appropriate Practices	146
Curriculum Content Standards	146
Dealing with the Curriculum Dilemma	147
Planning in Response to Standards-Based Education	147
Implementing a Thematic Approach	147
Assessment and Analysis	148
Brainstorming and Webbing	148
Goals and Objectives	148
Learning Environment, Materials, Technology Resources	149
Activities	152
Evaluation	153
Including the Exceptional Child	153
Putting Theory into Practice: Making Schools Ready for Children	154
Educational Reform Mandates Goals for World-Class Standards	155
Making Schools Ready	156
A Play Curriculum	157
Incorporating Gardner's Theory of Multiple Intelligences	157
The Montessori Method: A Worldwide Model	158
Summary	160

## **Chapter 9**

### *Teaching Global Issues and Themes* 163

Introduction: Confronting World Concerns	164
Beliefs and Values	164
War and Peace	164
War	164
Teach Peace	166
Violence and the Media	169
Migration and Immigration	170
The Refugee Question	170
Hunger and Poverty	171
Consumption	173
Sustaining the Environment	174
Equity Issues	175
Access to Technology	176
Model Programs	178
Rainbow's End	179
Model World Language Programs	180
Becoming an Advocate for Children	181
Stand for Children: A Model of Advocacy	181
Case Study and Action Research	181
Summary	182

## **Chapter 10**

### *Model Curriculum Themes* 187

Introduction to Themes: Putting Theory into Practice	188
Cultural Awareness: Learning About Ourselves and Others	188
Name Stories	188
Venn Diagrams	189
Sense of Place	189
Neighborhood Walkabout	191
Heritage Museum: Where I Come From	192
Tangram Stories	193
Pack My Bag	194

Unity and Diversity: We Are Alike and Different	195
Building Bridges	195
Making Books	195
Nuts	195
Family Pictures	196
Migration and Immigration	196
A House Is a House for Me	197
Birthday Spectrum	197
Monopoly	198
Proverbs	198
World Religions	199
Toys Around the World	199
Alphabet Books	200
Counting Books: Math Around the World	200
Street Games Around the World	200
Making Music	201
Collecting Things	201
Multiple Perspectives: We Have Many Points of View	202
The True Story of the Three Pigs	202
Landscapes	202
My Mother Is the Most Beautiful Woman in the World	203
A Cartographer's View of the World	203
What Time Is It?	204
Color Box	205
Peacekeeping: We Are a Community	205
The Knight and the Dragon	205
Anger Brainstorm	206
Passing Objects	206
Machine Pantomime	207
Social Action: We Can Help	207
Caring for the Earth	207
Sustainable Seas	208
Recycling	208
Caring for the Classroom	208
Caring for Each Other	209
Caring for the Community	210
Summary	210
<b>Conclusion</b>	<b>213</b>
Introduction	214
Revisiting the Twelve Principles of Global Education	215
Guidelines for Implementation	216
Sustaining the Vision	218
Putting It Together	218
<b>Appendix A</b>	
Resources for Teachers	221
<b>Appendix B</b>	
Resources for Children	234
<b>Appendix C</b>	
Internet Resources	240
<b>Appendix D</b>	
Resources for Families	242
<b>Index</b>	<b>245</b>

*Note: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.*

# *Part I*

## *The Need for Global Education Continues*

### ***Chapter 1***

*What Is Global Education?*

### ***Chapter 2***

*Who Are the World's Children?*

### ***Chapter 3***

*The International Rights of the Child*







# 1 *What Is Global Education?*



## ***Introduction: Defining Global Education***

Global education involves teaching perceptions of the world in terms of unity within diversity. The goal of this type of education is to promote the knowledge base, skills, and attitudes that permit young children to see the world as a community while appreciating the mosaic of cultures in their immediate neighborhood, town, or city. Children need to feel that they are part of the world community and to be able to accept differences among cultures. The connections that children make with other peoples and the appreciation that they have for other cultures will stem from an activity-based curriculum of hands-on experience with the universals of childhood and a study of the “interconnectedness of systems . . . ecological, cultural, economic, political and technological” (Tye, 1990, p. 5).

Global education is multifaceted and embraces a broad scope. It has been defined as “seeing things through the eyes and minds of others and it means the realization that while individuals and groups may view life differently, they also have common needs and wants” (Tye, 1990, p. 5). It can also be defined in further contexts concerning global issues, world cultures, and world systems that are interconnected and interdependent.

Global education promotes basic skills for living and interacting in today’s world. It is for people of all ages, starting with the early childhood years. Its scope includes all people as it calls for a moral commitment to responsible social behavior.

Interdependency is a key concept of global education (Ellis, 1995, p. 298; Fortson & Reiff, 1995, p. 276). Fortson and Reiff maintain that “the interdependency of people immediately highlights the urgent need for better understanding among persons and nations” (1995, p. 276). This interdependency exists worldwide and, if understood, can lead to constructive relationships (Fortson & Reiff, 1995, p. 276), such as that among educators collaborating across national boundaries to develop effective schools. The purpose of studying comparative education systems is not to rank schools and place them in competition with each other. Rather, global educators must join in alliances to study the different models the world community offers, to share effective measures for reaching children, and to reform schools with approaches that are appropriate, tested, and feasible. Access to equal and equitable education extends beyond national considerations as a right of all children.

## ***The Twelve Principles of Global Education***

Global education is based on 12 principles that guide educators to develop a comprehensive view of a global education program:

1. Global education is basic education.
2. Global education is lifelong learning.
3. Global education is cooperative learning.
4. Global education is inclusive of all.