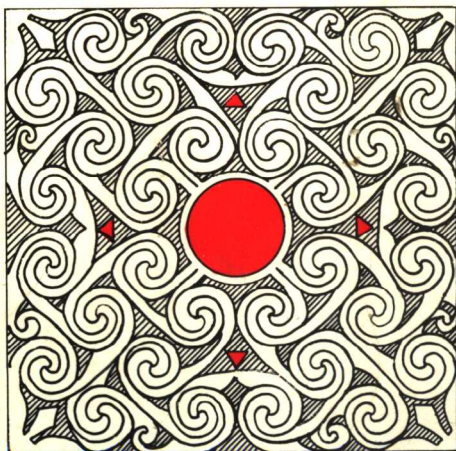
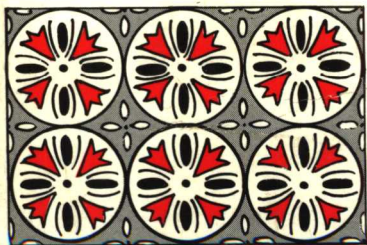
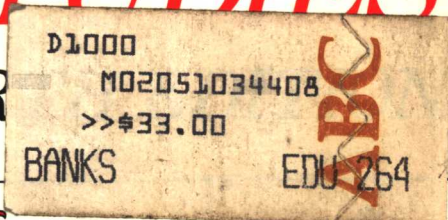


JAMES A. BANKS

TEACHING STRATEGIES FOR ETHNIC STUDIES

FOUR



Teaching Strategies for Ethnic Studies

Fourth Edition

James A. Banks

University of Washington, Seattle

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Preface

In the years since World War II, the ethnic texture of nations throughout the Western world has been enriched considerably by the large numbers of immigrants from less affluent and war-torn nations. European nations, such as the United Kingdom, France, and the Netherlands, have received thousands of immigrants from their former colonies. Many immigrants from Southern and Eastern Europe have settled in such nations as Germany and Sweden in search of jobs and upward mobility. Thousands of immigrants from Italy, Greece, Yugoslavia, and Germany have settled in Australia since the late 1940s.

Like the other Western nations, the United States has become more ethnically, culturally, and racially diverse since the 1960s. Prior to 1965, most immigrants to the United States came from Europe. Most of them today are coming from Latin America and Asia. The non-White population of the United States is growing at a much faster rate than the White population. Between 1970 and 1980, the Asian population in the United States increased 141%; the Mexican-American, 93%, and the Black, 18%. The White population increased only 6% between these years. Ethnic minorities comprise the majority of the school population in twenty-five of the largest cities in the United States. Minorities will constitute majorities in fifty major U.S. cities by the turn of the century.

The cultural, ethnic, and racial diversity within the Western nations is both an opportunity and a challenge to their societies and institutions, including the schools. It is a challenge because conflicts develop whenever groups with diverse cultures interact. It is an opportunity because diversity enriches a society and provides novel ways to view events and situations and to solve problems. The challenge that Western societies and their schools face today is to determine how to shape a modernized, national culture that has selected aspects of traditional cultures coexisting in some kind of delicate balance with a modernized, post-industrial society. To attain this goal, the classroom teacher is paramount.

This book is designed to help present and future teachers attain the content, strategies, concepts, and resources needed to teach comparative ethnic studies and to integrate ethnic content into the total school curriculum. It is based on the assumption that students must have a sophisticated understanding of the nature of race and ethnicity in their society in order to become literate and fully effective citizens. A curriculum that teaches only mainstream views and perspectives gives students

a distorted and incomplete view of their nation and world. Such a curriculum cannot help students to develop the knowledge, attitudes, and skills needed to become effective citizens in our increasingly diverse society and world.

This fourth edition of *Teaching Strategies for Ethnic Studies* has been revised and updated to reflect current and emerging theory, research, and scholarship in the fields of ethnic studies and multicultural education. I was able to include only preliminary data from the 1980 U.S. Census in the previous edition. This edition includes comprehensive data resulting from detailed analyses of recent U.S. Census data. It has also been substantially reorganized, which resulted in the combination of several chapters, as well as the expansion of the material on Cuban Americans and Native Hawaiians into separate chapters. All of the bibliographies for teachers and students have been substantially revised and updated. Although I had to delete many old titles to make room for newer publications, in some cases older but still classic books have been retained. The appendixes have also been updated and revised.

The book's new organization groups the chapters on the various ethnic groups into sections more interrelated than in the previous edition. The European Americans, Hispanic Americans, and Asian Americans are now grouped into three separate parts of the book. This book is organized into six parts. Part I presents a rationale for incorporating ethnic content into the total school curriculum. Goals and key concepts for the multiethnic curriculum are also discussed in Part I. The main goal of the multiethnic curriculum should be to help students develop the ability to make reflective decisions so that they can, through reflective social action, influence public policy.

Parts II through V contain chapters on the major ethnic groups in the United States. Each chapter in these parts contains (1) a chronology of key events, (2) an historical overview of the group discussed, (3) illustrative key concepts and teaching strategies, (4) an annotated bibliography for teachers, and (5) an annotated bibliography for elementary and secondary school students. Recommended grade levels are given for each student reference. These designations are used to indicate the suggested grade level: *primary*, *intermediate*, *upper*, and *high school*. Some of the books are recommended for use with *all levels*. These books are so designated. Although the bibliographies are selective, few of the books are appropriate for all purposes and settings. The teacher should carefully examine each book before assigning it to students. However, the annotations will help teachers to identify books appropriate for their students.

Part VI highlights and summarizes the major points discussed in the previous chapters and illustrates how the teacher can use the information and strategies in Parts I through V to develop and teach multiethnic units and curricula that focus on two or more ethnic groups. In Chapter 15, which constitutes this final part, the major components of a

sample multiethnic unit are presented to illustrate the steps in unit construction. An annotated bibliography of multiethnic resources for teachers and students is included in this chapter. This chapter also highlights the need for planned and systematic evaluation and presents strategies and techniques for evaluating outcomes in multiethnic education.

The appendixes are designed to help teachers obtain information and materials they can use in the classroom. The appendixes consist of the following: Appendix A—a chronology of key events in the history of ethnic groups in the United States; Appendix B—a list of videotapes, films, and filmstrips; Appendix C—twenty classic and landmark books in ethnic literature; Appendix D—the Carter G. Woodson Award books; and Appendix E—a multiethnic education program evaluation checklist.

When undertaking a revision of this scope and magnitude, an author becomes indebted to many colleagues and friends. It is a pleasure to publicly thank each of them for their insights, help, and encouragement. Carlos F. Diaz contributed Chapters 6 and 12. Virgie O. Chattergy updated the bibliographies in Chapter 6. Jerome L. Ruderman contributed Chapter 9. Cherry A. Banks coauthored Chapter 14 on the Indochinese.

A group of academic specialists on the various ethnic groups prepared perceptive and scholarly reactions to the chapters in Parts II through V. I wish to thank each of the following specialists for reviewing the chapters indicated: Michael Dorris, Chapter 5; Philip T.K. Daniel, Chapter 7; Dominic Candeloro, Chapter 8; Carlos E. Cortés, Chapter 10; Sonia Nieto, Chapter 11; Valerie Pang and Stanley Sue, Chapter 13; and Vuong G. Thuy, Chapter 14.

Frank Bonilla and Ricardo Campos, at the Center for Puerto Rican Studies at Hunter College of the City University of New York, provided a reaction to the chapter on Puerto Ricans, gave me a gold mine of resources, and allowed me to explore freely the Center's excellent library. Clemens L. Hallman, Edith King, and Donald J. Seckinger reviewed the third edition and made helpful suggestions for this fourth edition. All of the comments on the manuscript were valuable and informative. However, I assume total responsibility for the contents of this book.

I am grateful to Spencer G. Shaw, my colleague at the University of Washington, for helping me to identify new books for inclusion in this edition. I wish to thank the many cooperative publishers who responded to my request for review copies of children's books.

My deepest indebtedness is to Cherry A. Banks, who wrote the annotations for the children's books in most of the chapters and prepared the index. She also gave me unconditional support during the time I worked on this edition. I wish to acknowledge Angela and Patricia, my two children, who share the dream for a better world.

J.A.B.

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Goals, Concepts, and Instructional Planning

Part I of this book discusses the basic instructional problems in teaching ethnic content and integrating it into the curriculum. Chapter 1 reviews some of the major trends in teaching ethnic studies and argues for a need to expand the definition of ethnic studies and to include content about a range of ethnic groups in the multiethnic curriculum. The problem of formulating goals for the multiethnic curriculum and the interdisciplinary, conceptual approach to teaching are discussed in Chapter 2. The author states that the major goal of the multiethnic curriculum should be to help students develop decision-making skills so that they can become effective change agents in contemporary society.

To help students develop effective decision-making skills, the multiethnic curriculum must help them to master higher-level concepts and generalizations. Chapter 3 discusses key concepts that can be used to organize a sound multiethnic curriculum. The final chapter in Part 1, Chapter 4, discusses practical ways to plan, organize, and teach multiethnic units and lessons. The actual steps to follow to gain the needed content background, to identify key concepts and generalizations, and to choose ethnic content are discussed. Valuing strategies and social action projects are also discussed in Chapter 4.

The Multiethnic Curriculum: Rationale, Trends, and Goals

THE PERSISTENCE OF ETHNICITY IN AMERICAN SOCIETY

Americans have always held tightly to the idea that ethnic cultures would melt or vanish. Consequently, a strong assimilationist idea has dominated American society since the British gained control of most American institutions early in the nation's history. The American assimilationist idea envisions a society in which ethnicity and race are not important identities. Group identities and affiliations would be based primarily on such variables as social class, politics, education, and other interests. The assimilationist idea that deeply influenced American life was symbolized by the melting pot concept. This concept was celebrated in Zangwill's play, *The Melting Pot*, staged in New York City in 1908.

While the strong assimilationist idea in American society contributed greatly to the making of one nation from disparate ethnic and immigrant groups, it has not eradicated ethnic and cultural differences and is not likely to do so in the future. Ethnic differences persist in American society for several important reasons. Discrimination prevents many individuals and groups with particular ethnic, racial, and cultural characteristics from attaining structural inclusion into American society. Ethnic cultures and communities often help individuals to satisfy important human needs. Ethnicity also persists because of continuing immigration to the United States.

Immigration to the United States has grown by leaps and bounds since the Immigration Reform Act, enacted in 1965, became effective in 1968. Most of the new immigrants are coming from Spanish-speaking Latin American nations and from Asia rather than from Europe, the

continent from which most American immigrants came in the past. Between 1971 and 1980, 82% of the legal immigrants to the United States came from non-European nations; 18% came from Europe. Moreover, 79% of the immigrants to the United States during this period came from Asia (36%) and nations in the Americas (43%). Most of the Asian immigrants came from the Philippines, Korea, and China. Mexico and Cuba were the leading source of immigrants from the Americas.¹

If current trends continue, it is projected that the Asian-American population will nearly double by the year 2000, while the total United States population will increase by 20%.² The Hispanic population in the United States is also increasing significantly, partly because of a high birthrate, but primarily because of a large number of immigrants. In 1985, 42% of the legal immigrants to the United States were Hispanic, most of whom were Mexicans, Puerto Ricans, and Cubans. Some analysts think that Hispanics, which consisted of 17.7 million people in 1984, will total 30–35 million by the year 2000.³ If this happens, Hispanics will outnumber Afro-Americans and people of any other single ethnic background. However, it is misleading to view Hispanics as a single ethnic group because they speak the same language. There are tremendous cultural, ethnic, and racial differences both between and within the various Hispanic groups, such as those from Mexico, Cuba, Puerto Rico, El Salvador, the Dominican Republic, Colombia, and Venezuela. Most Hispanics view themselves as Mexicans, Puerto Ricans, or Cubans rather than as “Hispanics.”

The nation's largest non-White ethnic group, Afro-Americans, increased from 22.6 million to 26.5 million between 1970 and 1980. Blacks now comprise about 12% of the nation's population. Black population growth during the next few decades will outpace that of Whites because the Black population is relatively young. The median age of Blacks was 24.9 years in 1980 compared to 30 for the total U.S. population. Blacks have also begun to move back to the South. While Blacks had been moving North from the South in large numbers since the first World War, that trend was reversed during the last half of the 1970s. In 1980, 53% of Blacks lived in the South.⁴

Discrimination that prevents various ethnic and racial groups from participating fully in American society, the growth of ethnic communities and identities, and continuing immigration will continue to perpetuate ethnicity and ethnic affiliations within American society. Ethnic and racial variables and issues will continue to influence the lives of all Americans and will have a cogent impact on the nation's schools. Such public issues as immigration policies, anti-Semitism, the growing violence against Asian-Americans, and the national policy toward South Africa called “constructive engagement”—all require citizens to have sophisticated and accurate knowl-