Cultural Biography Assignment

This assignment should have 3 parts: A, B and C. This assignment is 3-5 pages in length.

A. Define yourself culturally. Include factors such as class, ethnicity, race, gender, exceptionality (if you or someone in your household has exceptionality), religion, language, and age. Which factors are most important? Which are least important or even virtually irrelevant? Why do you believe this is the case? (Apply class discussion on ‘culture’ and provide historical and biological evidence as reasons.)

B. Interview someone you have determined to be culturally different (that person is to be of a different race than you and not from the same town you have residence in). Include factors such as class, ethnicity, race, gender, exceptionality (if you or someone in your household has exceptionality), religion, language, and age. Compare yourself with him/her. How does this person define him/herself culturally? What factors are the most important? And which are least important or virtually irrelevant according to the person? What do you believe are the most important causes of differences between you two?

C. Given the nature of public schools today, what is the overall meaning of your cultural biography when compared to that of someone else? That is, what have you learned about the best ways to deal with human differences?

This paper should be double-spaced and word-processed. Late papers will be penalized and will not be accepted after the papers are graded and returned to the class.
Multicultural Project

Title: My contribution to multicultural education.

Relating to your major or concentration area (the area you will be teaching), construct a project that demonstrates your initiatives and creativity in incorporating multiculturalism in your teaching. For example, you may prepare the assignment with a group of your peers (2-3 people): a demonstration of multicultural cooperative lesson; a demonstration of a multicultural learning center, or a demonstration of instruction or assessment that is flexible to different learning styles. The demonstration must involve the teachers’ attempt and practice enlightening the mind of your students regarding cultural issues. A carefully planned and teacher directed discussion at the end of the demonstration is necessary.

Your demonstration must establish a moral value objective for your students. That is, through your teaching, you must make the students realize a moral point such as ethnocentrism is wrong, differences are good, cooperation is important.

A detailed outline of the presentation must be turned in at the end of each presentation. The value objective of the demonstration must be listed at the top of your outline.

Examples of projects:
- Thematic unit on Mexico including literature for students to read about other children from that nation.
- A music lesson(s) that introduced musical instruments from other nations
- Games from different cultures and how they are different and why

Adopt-A-Nation

This is a group project with the group being no larger than 4 (Five) (Use the countries discussed in Gutek’s textbook) Use the textbook as a source. Specific topics to be covered: (Choose your area and develop 1 slide introducing your grade level)

- Primary Education
- Secondary Education
- Post Secondary Education
- Special Education

Specifically address the following topics with regard to the demographics of the country, the profile of the teachers, administrators, and students: (1 slide per each area)

- Race/ethnicity
- Gender
- Social class
- Religion
- Exceptionality

Questions you might want to consider while planning/researching for the power point:

- Compare/contrast the nation and our country in terms of educational diversity.
- Who are the teachers? What type and kind of preparation they require for teachers? Who sets the standards?
- Who are the administrators? How are schools funded?
- What curricula materials do they use? For example, are textbooks government issued or is each school district able to select their own from a private vendor?
- Discuss standardized testing. Who is tested? Who is responsible for designing the tests? Is it valid to compare their test scores to ours? What evidence do you have to support your conclusions?

**The focus of this assignment is an analysis of the country and its diversity, not just a rendering of “the
facts”. Please make sure that your discussion moves to the level of analysis answering questions like – “What does this fact mean in terms of educational outcomes for the students?”

Each student will turn in seven slides including an introduction slide and summary slide. An APA page and title page are also added.