Diversity and Equity in the Classroom 1st edition Pang Test Bank

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Name:_____ Class:_____ Date:_____

Chapter 01 - Multicultural Education A Foundation for Schools

1. Race is a physical and social construct, categorizing people based on *perceived* physical differences. Ethnicity, on the other hand, refers to ancestry and national origin.

a. True
b. False

ANSWER: False

2. As teachers, we must learn about the culture, history, behaviors, and values of students from underrepresented groups in order to teach them most effectively.

a. True
b. False

ANSWER: True

3. The diversity in our schools represents the evolution over time of various cultures and subcultures that have made America home.

a. True
b. False

ANSWER: True

4. Multicultural education is about the development of responsible citizens in a democracy along with providing equity in education.

a. True
b. False

ANSWER: True

5. Intersectionality refers to the way that various aspects of oppression come together and are unrelated.

a. True
b. False

ANSWER: False

6. Cultural diversity

a. is a broad term.
b. is complex.
c. includes many different subcultures.
d. all of the above.

ANSWER: d

7. Historically, people of color have not had the same opportunities as others for high levels of education to secure high paying jobs. Research shows that achievement levels in schools are highly correlated to

a. lack of educational resources and opportunities for people of color.
b. implicit bias and lack of student motivation.
c. large class sizes and poor instruction in urban school settings.
d. income levels of parents and the opportunities they have for jobs and housing.

ANSWER: d

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8. The field of multicultural education has its roots in three major movements in the United States
   a. Intercultural Education Movement; Intergroup Education Movement; and Civil Rights Movement.
   b. Intercultural Movement; Interfaith Movement; and Civil Rights Movement.
   c. Inter-American Education Movement; Intergroup Education Movement; and Civil Rights Movement.
   d. Multicultural Education Movement; Intergroup Education Movement; and Civil Rights Movement.

ANSWER: a

9. A misconception of multicultural education is that
   a. it is a broad concept and can include differences based on gender, sexual orientation, exceptionalities, class, religion and age.
   b. it seeks total school reform, so that all aspects of schools reflect our national diversity.
   c. it is only for schools with high numbers of ethnic minority students or schools with racial tension.
   d. its major goal is to eliminate racism and other forms of social oppression found in schools.

ANSWER: c

10. Which of the following does not describe multicultural education?
   a. It is a field that calls for total school reform and is based on the belief that education is an intellectual and ethical endeavor in which students are provided equity.
   b. The field includes school policies, culturally relevant curricula and instructional practices, parent relationships, and school structures.
   c. Multicultural education focuses on teaching the whole student with the goal of academic excellence and on developing the potential of each student by integrating care theory, education for democracy, and sociocultural and cognitive learning theory.
   d. Multicultural education is about food fairs, ethnic costumes, and cultural traditions.

ANSWER: d

11. The goals of multicultural education are directed at the
   a. development of the physical well-being of students.
   b. inclusion of issues of diversity and equity into all areas of schooling.
   c. development of the mental well-being of students.
   d. development of a competent group to support our democratic world.

ANSWER: b

12. Three major goals of multicultural education are:
   a. attain equality and equity in education; promote an afrocentric curriculum; develop responsible and empowered citizens.
   b. promote diversity; eliminate the achievement gap; develop responsible and empowered citizens.
   c. attain educational opportunities for minority students; eliminate the achievement gap; develop responsible and empowered citizens.
   d. attain equality and equity in education; eliminate the achievement gap; develop responsible and empowered citizens.

ANSWER: d

13. Goals of multicultural education are directed at the
   a. development of the physical well-being of students.

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b. inclusion of issues of diversity and equity into all areas of schooling.
c. development of the mental well-being of students.
d. development of a competent group to support our democratic world.

ANSWER: b

14. It is vital that teachers learn about the lives of their students to become effective
a. cultural mediators in schools.
b. cultural advocates in schools.
c. cultural role models in schools.
d. cultural promoters in schools.

ANSWER: a

15. Culturally relevant, responsive or appropriate teaching
a. integrates culture in instruction and curriculum.
b. is a strategy that affirms cultural backgrounds of learners.
c. requires schools to imitate the students' home life.
d. builds on the cultural knowledge, values, and experiences that students bring to school.

ANSWER: d

16. The Ethic of Care theory (Noddings, 1992)
a. focuses on the education of the whole student.
b. focuses on education for democracy.
c. primarily focuses on creating a colorblind society.
d. focuses on the importance of developing trusting, reciprocal relationships in schools.

ANSWER: d

17. The Zone of Proximal Development includes four phases of learning that includes the following:
a. learner learns skills from knowledgeable other; learner uses skills on his or her own; learner internalizes the skill or capability; learner requests assistance from the knowledgeable other to learn a forgotten or new skill.
b. learner learns skills from knowledgeable other; learner uses skills on his or her own; learner shares the internalized skill with a peer; learner requests assistance from the knowledgeable other to learn a forgotten or new skill.
c. learner internalizes the skill or capability; learner uses skills on his or her own; performance becomes "fossilized" for learner; learner requests assistance from the knowledgeable other to learn a forgotten or new skill.
d. extended range of a child's learning; actual development; adult guidance; peer collaboration.

ANSWER: a

18. The Sociocultural Theory of Learning
a. is a theory where social interactions and language are seen as vehicles of learning.
b. is a theory that focuses on the importance of developing trusting, reciprocal relationships in schools.
c. is a theory that primarily focuses on who we are, how we define ourselves, and how we see the

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world.

d. is a theory that explains how learning is socially mediated.

ANSWER: a

19. Education for Democracy theory

a. is a theory that develops students to be responsible citizens in a just world.

b. is a theory that focuses primarily on social justice issues and concerns

c. is a theory that identifies the values of democracy, equality, community, and justice as core values of schools.

d. is a theory that encourages students to learn about society and different ways of looking at the word through discussions, art, nature and ethics.

ANSWER: c

20. A characteristic of Sociocultural Theory of Learning is

a. students construct their own meaning; social institutions are laboratories of culture.

b. culture has very little affect on students' thinking, values, knowledge and identity.

c. students construct their own meaning; schools are laboratories of culture.

d. learning occurs through social interaction and experiences.

ANSWER: c

21. A characteristic of Education for Democracy is

a. society is a laboratory for democracy.

b. students analyze power relationships for equity.

c. students engage in teacher directed activities.

d. students analyze power relationships in government.

ANSWER: b

22. List three elements of diversity in American society.

ANSWER: Answers will vary, but some responses may include *race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.*

23. James Banks (1997) developed a model that he used to guide teachers. Briefly discuss the five dimensions of multicultural education according to his model.

ANSWER: Answers will vary, but must explain the following: *content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowered schools.*

24. Compare the three connecting theories of multicultural education: the Integration of Ethic of Care Theory, Sociocultural Theory of Learning, and Education for Democracy.

ANSWER: Answers will vary, but must include *an overview of each theory and how they complement and build on each other.*

25. The field of multicultural education has its roots in three major movements in the United States. Discuss these three movements.

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ANSWER: Answers will vary, but should include a detailed discussion of the *Intercultural Education Movement, Intergroup Education Movement, and Civil Rights Movement and how these three movements contributed to the development of multicultural education.*

26. You have been told that the big district-wide initiative in your district will be multicultural education integration. You have been asked to prepare an editorial for the local community newspaper expressing your views on this initiative. Include at least four key points in your editorial.

ANSWER: Answers will vary, but may include a detailed discussion of *chapter-related key terms and vocabulary; the reasons behind the need for the initiative; the roots and misconceptions of multicultural education and the goals; and the goals, concepts, and models of multicultural education.*

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