



Mingo County Schools

Multicultural Education Plan

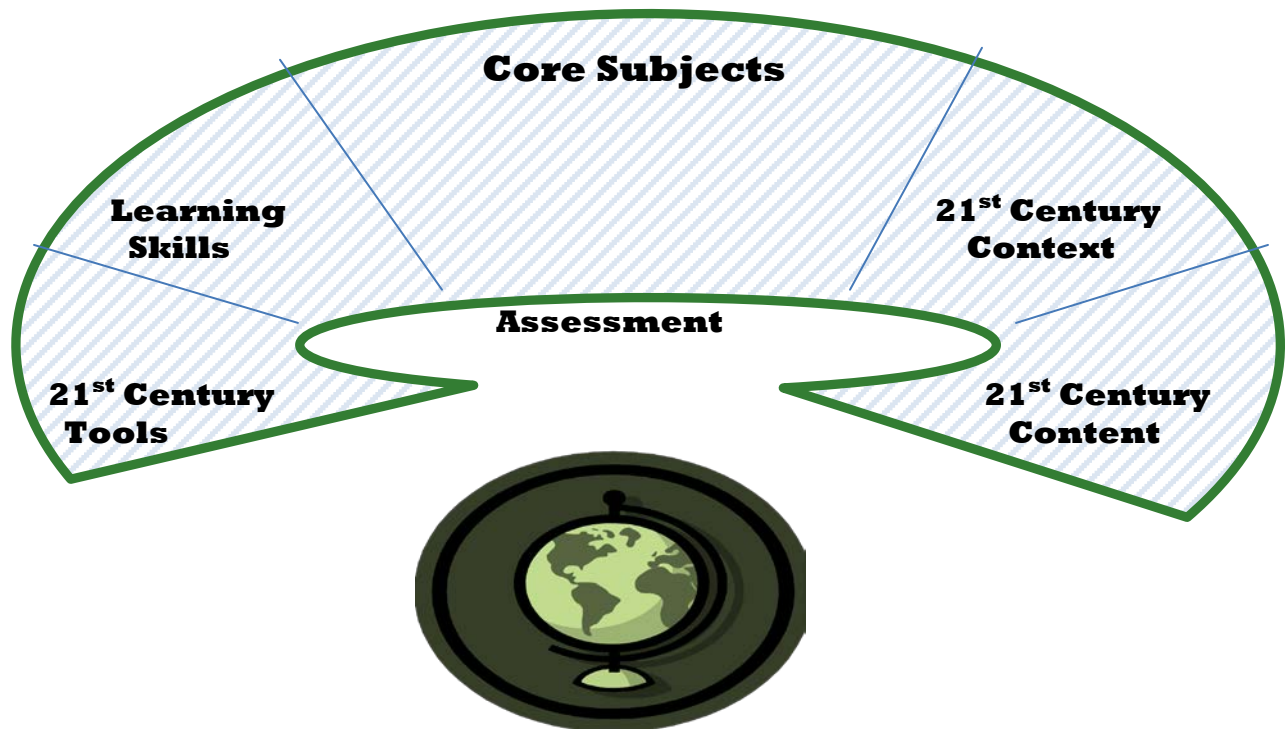


**Building Bridges:
A Guide to Cultural
Competency in the 21st Century**



Guidelines for Creating Cultural Competence

THE BRIDGE TO 21ST CENTURY LEARNING



Mingo County Schools
Williamson, West Virginia

**Office of Curriculum and Instruction
and
Student Services and Attendance**

Revised 2012-2013



Multicultural Education

Multicultural education, as required by state code and West Virginia Board of Education policy, equips students with both knowledge and skill sets needed to cooperatively engage with people from other cultures, ethnicities, races and religions in the 21st Century (West Virginia Connections, Bridging Linguistic and Cultural Differences).

The focus of Multicultural Education is to promote global education and a better understanding among cultures. Multicultural Education fosters a respect and appreciation for peoples of different cultures.

Multicultural Education aims at helping all students in the development of knowledge, abilities, and attitudes needed to survive and function effectively in a culturally diverse society. Cultural diversity enriches the society.

OUR MISSION

Mastery and beyond for all students.



(Picture taken from <http://wvconnections.k12.wv.us>)



OUR CORE BELIEFS

We believe...

1. Everyone can learn and has the right to be educated to his/her potential.
2. Schools and school systems are responsible for creating the conditions necessary for all students to achieve mastery and beyond.
3. Commitment to high standards in all aspects of the organization is essential to produce mastery and beyond for all.
4. Strong instructional leadership and highly qualified personnel are required to build the systems and develop the culture to achieve mastery and beyond for all.
5. Education requires a working relationship among the home, the school, and the community.
6. Education should provide a well-balanced program which includes academics, technical skills needed to compete in an ever-changing society, cultural arts, and opportunities to make real life connections.
7. Equal opportunity and success require appropriate resources (human, material, and technological) distributed in accordance with the varying needs of students.

STATEMENT OF PHILOSOPHY

The Mingo County Board of Education's multicultural education philosophy promotes a comprehensive approach for presenting a global understanding of the world. The entire educational community will promote democratic values and beliefs that affirm the experiences and histories of diverse groups and exemplify social justice, equity and the human dignity of each student. Mingo County Schools values racial, ethnic, and cultural diversity. We fully support the statement by Dr. James Banks[i] that "ethnic diversity is a positive element in a society because it enriches a nation and increases the ways in which its



citizens can perceive and solve personal and public problems.” Mingo County Schools will dedicate itself to extending and celebrating diversity in all educational activities.

The County’s Multicultural Education Curriculum Guide *“Building Bridges To The 21st Century”* is intended to be inclusive of all racial, ethnic, gender, economic, and cultural groups.

Multicultural curriculum initiatives will occur in all content areas to promote the following:

- Elimination of stereotypes
- An understanding importance of one’s own cultural background
- Greater understanding of and appreciation for cultures other than one’s own
- Exposure to multiple perspectives, within and across races, cultures, religions
- Inclusion and empowerment of persons of all ability levels
- Increase awareness of diversity and multicultural education issues

When students leave our schools, they will have acquired a respect for and appreciation of the commonalities and differences within and across our community, state, nation and world.

GOALS

The goal of Mingo County Schools is to prepare students to live and work in a global, multicultural society by creating and supporting a teaching-learning environment where all employees and students understand and value commonalities and differences within and across various cultures in order to produce a harmonious community of lifelong learners. Contributions to this education process will require staff, students, parents and community involvement as well as interagency collaboration.

A. Multicultural Education Policy

Mingo County School’s Multicultural Education Policy and Program strives to eliminate harassment of individuals based on the gender, race, disability, religion and ethnic background and increase tolerance of individual differences. Mingo County Schools will teach or provide activities at all programmatic levels, K-4, 5-8, and 9-12 with an



emphasis on prevention, intervention and zero tolerance for racial, sexual, religious/ethnic harassment or violence.

The program will raise awareness of the different types of harassment, how it manifests itself, and the devastating emotional and educational consequences.

B. Programming and Instructional Delivery

All educational programs, services, and staff must respect cultural, racial, ethnic, socio-economic, language, and gender backgrounds of all students.

C. Curriculum

A multicultural curriculum embraces a vision of equitable inclusion and representations of all racial, ethnic, and cultural groups across each of the content areas.

The curriculum will provide the opportunity for students to develop a positive sense of identity, self-awareness, and pride in their heritage. All students must be taught to perceive themselves as important, productive members of society, a society to which they have the ability to make significant contributions and changes.

The curriculum must be free of racial, ethnic, and cultural biases and include content representation of various racial, ethnic, and cultural groups. Within the curriculum, students must be afforded a wide range of experiences and opportunities to broaden their bases of understanding.

D. Human Relations

Staff, students and parents should be provided with the appropriate opportunity for an on-going discussion to insure that the dignity of all students is respected.

E. Grouping Practices

The heterogeneous grouping of students should be regarded as the accepted grouping practice. Fixed, homogeneous (with respect to performance in one or more content areas) grouping arrangements that persist across the school day and school year with no changes in class assignment based on student performance are **prohibited**. However, in exceptional instances where heterogeneous classes are not meeting the academic needs of an identifiable group of students in a particular school, the principal of that school may propose an alternate strategy for intervention purposes.



Staff members are encouraged to utilize strategies such as flexible grouping, cooperative learning, and interdisciplinary instruction that are research-based, achievement oriented and which capitalize on individual differences in performance.

F. Parent and Community Involvement

All schools, staff and organizational units within the district must strive to incorporate meaningful involvement of parents and community representatives in their efforts to implement multicultural initiatives.

G. Professional Development

Professional development opportunities should be provided that promotes positive beliefs, attitudes and behaviors toward all children. In addition, opportunities should include strategies to adapt instruction and curriculum to individual student needs, interest and abilities.

Professional staff development opportunities that promote high teacher expectations and positive attitudes and behaviors toward all students will be provided through the county systemically.

1. Textbooks and other instructional material will be selected on the basis of their adherence to the district's multicultural goals. Co-curricular activities that celebrate diversity should be planned and implemented.
2. Professional development will be provided for all staff so that they may recognize the need for multicultural education. This training will also enable them to implement multicultural strategies in their classrooms.
3. Training in a variety of teaching strategies will be available for all staff so that they may expand their repertoire to be educators for the 21st Century.
4. Positive peer group relations will be fostered among adults and students. Adults and students will learn how to manage conflict effectively.



Strategies	Responsibility	Date	Assessments
Expose children to a variety of traditions and cultures.	Administration/ Teachers	On-going	Each school will publicize and conduct appropriate programs.
Evaluate the cultural diversity reflected in the art and music classes and the literature selections read.	Administration/ Teachers	Annually	The school-wide multicultural committees will assess the art, music and literature taught and will make recommendations concerning the diversity of the selections.
Funds will be made available to the schools and the libraries to purchase tolerance-related books, films, and materials.	Teachers, Staff and Committee Members	Annually	Each school will maintain an updated annual inventory of multicultural materials.
Value the input of every employee.	School Improvement Committees	Even Years	Each school will conduct a survey of its staff members.
Implement a project at each school that reflects diversity and fosters tolerance.	Staff and Administrators/ Students/ Community	Annually	Each school will make a presentation to the parents, staff and community each year, e.g., PTA, open house.
Share the multicultural concepts with others within our community.	Staff and Administrators Students/ Community	On-Going	An individual from a county agency or business will be invited to sit on each school's multicultural committee.
Schedule programs/assemblies.	Building Administration	Annually	A list of the programs presented will be provided at the end of year
Provide opportunities for students to participate in field trips related to diversity.	Administration/ Teachers	Annually	A list of sites visited will be provided at the end of the school year.
Ensure that multicultural activities are incorporated in all curriculum revisions.	Administration/ Teachers	On-going	The final products will reflect the efforts put forth.
Provide opportunities for students to create murals/art work that reflect diversity and tolerance.	Administration/ Teachers/ Community	Annually	Each school will display the final products.
Develop a local history program.	Administration/ Teachers/ Community	On-Going	Local citizens will be asked to participate in the development of a living history of our county.
Provide students with the opportunity to get in touch with people in different parts of the country or world.	Administration/ Teachers	On-Going	Incorporate writing activities such as: pen pals and letter writing into the writing curriculum.



POLICIES AND CODE REQUIREMENTS

West Virginia Code: §18-5-15a

Study of Multicultural Education for School Personnel.

County boards of education shall annually provide a program, during at least one non-instructional day of the school term, for the study of multicultural education for all school personnel as defined in subsection (a), section one, article one, chapter eighteen-a of this Code. The study provided shall be in compliance with regulations to be developed by the state board of education.

WVBE Policy 2510:

Assuring Quality of Education: Regulations for Education Programs

8.7. Multicultural education is required to be taught to all students at all programmatic levels, pre-k, K-4, 5-8, and 9-12. Schools/school systems are required to develop and implement a program for multicultural education.

13.66. Multicultural education – A program that fosters an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds.

WVBE Policy 4373:

Expected Behavior in Safe and Supportive Schools

The purpose of these regulations is to provide schools with policy that creates and ensures an orderly and safe environment that is conducive to learning. This policy requires that all schools respond immediately and consistently to any behavior that disrupts the learning environment in a manner that effectively deters future incidents and affirms respect for individuals. Inappropriate behaviors include but are not limited to incidents of harassment, intimidation, bullying, substance abuse and/or violence. The intent is for students to learn and exhibit appropriate behavior. All interventions and consequences are in effect on all school property and at all school sanctioned events, including extracurricular activities.

Mingo County Policy 2417

Multicultural Education

Multicultural Program for faculty, staff and students that fosters an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds.



School and Community Social Skills Standards

Schools shall support and promote social and emotional learning in all settings. The social and emotional learning standards are not expected to be documented in individual teacher lesson plans but rather should serve as a framework for school-wide student behavior expectations as determined by each school faculty.

Social and emotional learning is the process through which individuals acquire the knowledge, attitudes and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively. Socially competent students are skilled in three core areas:

1. **Self-awareness and Self-management** – *students are able to recognize their emotions, describe their interests and values and accurately assess their strengths.* They have a well-grounded sense of self-confidence and hope for the future. They are able to manage stress, control impulses and express their emotions appropriately in a wide range of situations. They can persevere in overcoming obstacles as well as set and monitor progress toward the achievement of personal and academic goals.
2. **Social Awareness and Interpersonal Skills** – *students are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences.* They are able to seek out and appropriately use family, school and community resources in age-appropriate ways. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage and resolve interpersonal conflict; and seek and provide help when needed.
3. **Decision-making Skills and Responsible Behaviors** – *students consider ethical standards, safety concerns, social norms, respect for others and the likely consequences of various courses of action when making decisions at school, at home and in the community.* They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

A variety of models may be used to provide instruction in and opportunities to practice, apply and be recognized for social and emotional learning skills. Competence in the use of these skills is promoted in the context of safe and supportive school, family and community learning environments in which students feel valued, respected, connected to and engaged in learning. Social and emotional learning is fundamental not only to social and emotional development but to health, ethical development, citizenship, motivation to achieve and academic achievement.

Social and emotional learning is addressed through West Virginia Board of Education (WVBE)



Policies and Mingo County Board of Education Policies, procedures and programs. The shaping of student behaviors is not confined to any one subject area or classroom; therefore, it is the collective responsibility of all school staff and all community partners to assume an appropriate role in teaching and supporting social and emotional learning skills.

In order to comprehensively address the learning standards, schools must analyze the various delivery methods and develop a systemic approach that assures sufficient opportunities to learn and practice the skills throughout the school and community environment.

In order to achieve social and emotional learning standards, schools should address student development holistically and relate it to real-world functioning. It is important to select culturally appropriate materials and examples that respect individual differences while at the same time acknowledging and celebrating the cultural diversity of students within the classroom, school, community, state, nation and world.

The following social and emotional learning standards, objectives and example behaviors shall be the guide for Mingo County Schools. The example behavior categories are defined as follows:

1. Individual behaviors – are observable actions that students can demonstrate independently without interaction.
2. Initiative interactions – are observable actions that require students to purposefully start social engagement.
3. Responsive interactions – are observable actions that require students to engage in reaction to social encounters.
4. Work skills interactions – are observable actions that require students to demonstrate social skills and dispositions that are expected in the workplace.

The standards and objectives progress through the grade levels in a spiraling nature. Once the objectives from one level are mastered, students are expected to maintain them at higher grade levels as they continually demonstrate that they have integrated the valued dispositions into their personal values and actions.





COMPONENTS OF MULTICULTURAL CURRICULUM

Each school will develop and implement a multicultural program in concert with meaningful programs of character education, developmental guidance, responsible student and LINKS, to assure that all staff and students will be aware of diversity in ethnic background, gender, religion, disability and socio-economic status. The program will foster an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial and religious backgrounds. Additionally, all staff and students will recognize and know what to do when faced with emotional, physical and verbal harassment/bullying.

Planning

1. The knowledge construction process - educators help students to understand, investigate, and determine how the biases, frames of reference and perspectives within a discipline influence the ways in which knowledge is constructed within it. Students also learn how to build knowledge themselves (critical thinking skills).
2. Content Integration – teachers use examples and content from a **variety of ethnicities, races, religions and cultures** to illustrate key concepts, generalizations, and issues within their subject area.
3. Prejudice reduction – educators use lessons and activities to help students to develop positive attitudes toward differences and reduce prejudice
4. Equity pedagogy – educators modify their instruction to facilitate academic achievement from all subgroups
5. Empowering school culture - educators, students, parents and the community create a transformation that enables students from diverse racial, ethnic, gender and SES groups to experience equality.
6. Effective multicultural and global lessons contain the same ingredients as any effective lesson. Plans for instruction are based on decisions about the nature of the learner, the nature of the subject matter, societal needs, and what is known about effective pedagogy.



<http://www.edchange.org/multicultural/>



Multicultural Activities

- ★ Instruction
- ★ Regular Instruction/Lessons
All subject areas
Occurs daily
- ★ Instructional Units
- ★ Positive Behavior Support
- ★ Developmental Guidance Lessons
- ★ Social and Emotional Learning
- ★ Teachable Moments
- ★ Responsible Students Program
- ★ Character Education
- ★ Advisor/Advisee
- ★ LINKS
- ★ Service Learning
- ★ Community Partnership Resources
- ★ Community Celebrations
- ★ Parent Programs
- ★ One Day Events
- ★ Field Trips/Food
- ★ Holidays



Each school will design multicultural activities and instruction to prepare children to live and work successfully in our global society. Multicultural education is an essential ingredient in student preparation for success and a means to attain the highest levels of academic achievement for all students. The characteristics of multicultural education include academic excellence, character education and social education. The application of multicultural education in the curriculum promotes critical thinking, reading, writing, researching, communication, respect for self, respect for others, and the development of skills to interrupt bias and injustice.



Teaching and Learning Performance Descriptors for Multicultural Education

Distinguished

The teacher demonstrates an exemplary performance with distinctive application of knowledge and skills in multicultural education. The teacher understands research based approaches to multicultural curriculum transformation. The teacher creates a high achieving learning environment aligned with the West Virginia Content standards. The teacher uses a variety of strategies to promote engaged learning and makes multicultural education an integral part of the educational process.

Above Mastery

The teacher demonstrates competent and proficient multicultural teaching strategies and content which comprises exposing biases, stereotypes, inaccuracies, and the marginalization of underrepresented groups in curriculum content and instruction. The teacher acknowledges and accommodates student's learning styles. The teacher integrates multicultural education tools through an examination of different cultures while celebrating and appreciating their perspectives, heritage and contributions. Instruction includes a contemporary learning content through the incorporation of relevant classwork and application to the world and community.

Mastery

The teacher demonstrates fundamental multicultural knowledge and designs instruction with an eye to global awareness and the effects of prejudice, stereotyping, and multicultural content integration.

Partial Mastery

The teacher demonstrates basic but inconsistent performance of fundamental knowledge and skills relating to multicultural education content and teaching strategies.

Novice

The teacher demonstrates substantial need for the development of basic knowledge regarding multicultural educational goals and teaching strategies.

Developed by RESA 2 based on WVDE Performance Descriptors.



WV CSO Curriculum Planning Tool Cultural Diversity

<http://wveis.k12.wv.us/Teach21/public/cso/cso.cfm>

CSOs - Content Standards and Objectives			"diversity" Found in Objectives	
Subject	Grade/Subject	Objectives Number	Objectives Text	Resources
English Language Arts	Eleventh Grade View	RLA.O.11.1.10	use knowledge of the history, cultural <i>diversity</i> , politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and to the real world.	Teach21 Resources Thinkfinity
English Language Arts	Twelfth Grade View	RLA.O.12.1.10	use knowledge of the history, cultural <i>diversity</i> , politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	Teach21 Resources Thinkfinity
English Language Arts	Speech View	RLA.O.SP.1.10	evaluate the effects of cultural <i>diversity</i> on communication.	Teach21 Resources Thinkfinity
Science	Tenth Grade View	SC.O.10.2.10	compare and contrast theories for the development, <i>diversity</i> and/or extinction of a species (e.g., natural selection, Lamarckism, or catastrophism).	Teach21 Resources Thinkfinity
Science	Environmental Science View	SC.O.ENV.2.10	analyze biological <i>diversity</i> as it relates to the stability of an ecosystem.	Teach21 Resources
Social Studies	Third Grade View	SS.O.3.5.7	explain the importance of respect for <i>diversity</i> in the heritage, culture, ideas and opinions of others.	Teach21 Resources Thinkfinity
Social Studies	Fourth Grade	SS.O.4.1.3	research forms of <i>diversity</i> in early American society, and give examples of the strengths/contributions of each (e.g., indentured servants, slaves, colonists, plantation owners,	Teach21 Resources



	View		Native Americans, merchants).	Thinkfinity
Social Studies	Seventh Grade View	SS.O.7.4.6	analyze the patterns of immigration and examine its effects on the distribution of cultural patterns in a region (e.g., disease, language, religion, customs, <i>diversity</i>).	Teach21 Resources Thinkfinity
Social Studies	Ninth Grade View	SS.O.9.5.11	compare and contrast the acceptance of <i>diversity</i> in hierarchical societies.	Teach21 Resources Thinkfinity
Social Studies	Eleventh Grade View	SS.O.11.5.9	examine concerns, issues and conflicts categorized as universal human rights (e.g., Holocaust, <i>diversity</i> , tolerance, genocide).	Teach21 Resources Thinkfinity
Social Studies	Twelfth Grade View	SS.O.12.3.15	evaluate an individual's need for investment; saving, spending, and insurance then design a long term plan to meet those needs throughout the life cycle. e.g., defined benefit, {pension, Social Security} defined contribution {401k, IRA, 403b, etc}, investment <i>diversity</i> and suitability).	Teach21 Resources Thinkfinity
Social Studies	Twelfth Grade View	SS.O.12.4.3	conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues: <ul style="list-style-type: none"> • political and cultural boundaries • differing rates of women's suffrage • cultural <i>diversity</i> and assimilation with regards to migration • indicators of standards of living • impact of the movement of religion 	Teach21 Resources Thinkfinity
Social Studies	Twelfth Grade	SS.O.12.4.7	debate the roles of cultural <i>diversity</i> and assimilation	Teach21 Resources

CSOs - Content Standards and Objectives

"tolerance" Found in Objectives

Subject	Grade/Subject	Objectives Number	Objectives Text	Resources
English Language Arts	Seventh Grade View	RLA.O.7.1.6	relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global	Teach21 Resources



			awareness promotes understanding, <i>tolerance</i> , and acceptance of ethnic, cultural, religious and personal differences.	Thinkfinity
English Language Arts	Eighth Grade View	RLA.O.8.1.8	recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, <i>tolerance</i> , and acceptance of ethnic, cultural, religious and personal differences.	Teach21 Resources Thinkfinity
Social Studies	Eleventh Grade View	SS.O.11.5.9	examine concerns, issues and conflicts categorized as universal human rights (e.g., Holocaust, diversity, <i>tolerance</i> , genocide).	Teach21 Resources Thinkfinity

CSOs - Content Standards and Objectives

"ethnic" Found in Objectives

Subject	Grade/Subject	Objectives Number	Objectives Text	
English Language Arts	Seventh Grade View	RLA.O.7.1.6	relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of <i>ethnic</i> , cultural, religious and personal differences.	Teach21 Resources Thinkfinity
English Language Arts	Eighth Grade View	RLA.O.8.1.8	recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, tolerance, and acceptance of <i>ethnic</i> , cultural, religious and personal differences.	Teach21 Resources Thinkfinity
Social Studies	Sixth Grade View	SS.O.6.5.7	illustrate the influx of <i>ethnic</i> groups into North America by interpreting timelines, charts and tables.	Teach21 Resources Thinkfinity



Social Studies	Seventh Grade View	SS.O.7.5.5	research and explain the role of racial and <i>ethnic</i> minorities, women and children in the advancement of civil rights.	Teach21 Resources Thinkfinity
Social Studies	Eighth Grade View	SS.O.8.5.11	research and critique the role of <i>ethnic</i> and racial minorities, men, women and children in West Virginia who have made significant contributions to our history in the public and/or private sectors, choose the person you believe contributed mad the most significant contribution and explain your choice. (e.g., statehood, abolition, education, industry, literature, government).	Teach21 Resources Thinkfinity
Dance	Level III View	D.O.LIII.5.3	research and discuss issues of <i>ethnicity</i> , gender, social/economic class, age and/or physical condition in relation to dance.	Teach21 Resources Thinkfinity
Dance	Level IV View	D.O.LIV.5.3	analyze issues of <i>ethnicity</i> , gender, social/economic class, age and/or physical condition in relation to dance and determine how these issues affect the art.	Teach21 Resources Thinkfinity

CSOs - Content Standards and Objectives

"heritage" Found in Objectives

Subject	Grade/Subject	Objectives Number	Objectives Text	Resources
Social Studies	Third Grade View	SS.O.3.5.7	explain the importance of respect for diversity in the <i>heritage</i> , culture, ideas and opinions of others.	Teach21 Resources Thinkfinity
Social Studies	Eighth Grade View	SS.O.8.5.15	compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explain the <i>heritage</i> of the fair or festival and its significance to the preservation of West Virginia history.	Teach21 Resources Thinkfinity
Social Studies	West Virginia History (K-4)	SS.O.WV.5.2	research and describe the cultural life of West Virginia as reflected in folklore and <i>heritage</i> .	Teach21 Resources



	View			Thinkfinity
Music	Music Appreciation/History (Grades 9-12) View	MU.O.MAH.4.3	discuss and analyze American musical <i>heritage</i> and culture.	Teach21 Resources Thinkfinity

CSOs - Content Standards and Objectives

"racial" Found in Objectives

Subject	Grade/Subject	Objectives	Objectives Text	
Social Studies	Seventh Grade View	SS.O.7.5.5	research and explain the role of <i>racial</i> and ethnic minorities, women and children in the advancement of civil rights.	Teach21 Resources
Social Studies	Eighth Grade	SS.O.8.5.11	research and critique the role of ethnic and <i>racial</i> minorities, men, women & children in West Virginia	Teach21 Resources



WV Department of Education

1900 Kanawha Blvd East

Charleston, WV 25305

Tel. 304-558-0200

Fax. 304-558-6268

Email: dray@access.k12.wv.us

<http://wvconnections.k12.wv.us/>



Multicultural Education Resource Guide

[Multicultural Kids](#)

http://multicultural_kids.tripod.com/

Information about more than fifty different countries is available by simply clicking on the flag of that country and reading the essays and articles written by English as a Second Language and bilingual students, along with parents and teachers. You can also learn more about each country, with maps and statistical information about history, government, economy and the people of each country. The site is updated with new content often, so you might want to stop in every once in a while to see if there's anything new!

[Understanding Prejudice](#)

<http://www.understandingprejudice.org/>

Causes and consequences of prejudice are illustrated at this remarkable web site. With more than 2,000 links to resources, as well as hundreds of articles, the information here covers many issues dealing with prejudice. Start with the exercises and demonstrations to explore your own thoughts on prejudice. It is suggested that you begin with a baseline survey. See a slide show of advertisements that involve prejudice and discrimination, find out what some of our presidents thought about slavery, and discover what you know about Native American history.

[Defining Diversity, Prejudice, and Respect](#)

<http://www.kidshealth.org/kid/feeling/emotion/diversity.html>

Learn to celebrate the ways that people are different at this site that explains the importance of diversity and respect, as well as the dangers of prejudice. Diversity means a variety of different things. When a society has diversity, it means that there are a lot of different types of people offering different types of ideas. Racism and prejudice happen when one group of people doesn't like another group of people just because of the color of their skin or their religion. You'll learn why respecting other people and accepting those differences is a better way to live.

Awesome Library

http://www.awesomelibrary.org/Classroom/Social_Studies/Multicultural/Multicultural.html

This site organizes 14,000 resources. Find lesson plans, field trips, photos, maps, and online video. A really good and well-organized site.

Center for Multilingual, Multicultural Research at the University of Southern California

<http://www-rcf.usc.edu/~cmmr/>

Includes [African American](#), [Asian American](#), [Latino/Hispanic](#) & [Native American Resources](#) for teachers & teachers in training.

Center for World Indigenous Studies <http://www.cwis.org/>

4th world information, excellent virtual library including Americas, Africa, Asia, Europe and the Pacific. A good resource for hard to find information. For older children.



Critical Multicultural Pavilion <http://www.edchange.org/multicultural/>

Various resources on multicultural education. See in particular the [Multicultural Pavilion Teacher's Corner](#): A great site with impressive resources and links. The Teacher's online archives have children's literature, historic documents, tribal documents, and speeches by Martin Luther King, Mandela and others. Teachers' Toolbox has a photo gallery and multicultural song index. Historic African-American literature collection online for older students.

cyberschoolbus <http://www.un.org/Pubs/CyberSchoolBus/index.shtml>

United Nations Global Teaching and Learning web site with curriculum materials on poverty, human rights, world hunger, indigenous peoples, ethnic and racial discrimination, etc.

Digital History <http://www.digitalhistory.uh.edu/>

Includes Asian American, Enslaved, Mexican American, and Native American Voices along with teaching materials, active learning, multimedia and much else.

Electronic Magazine of Multicultural Education

<http://www.eastern.edu/publications/emme/current.html>

Includes articles, open forum, instructional ideas, and reviews of resources.

For Kids: Culture Quest World Tour <http://www.ipl.org/div/cquest/>

Provides links to information on cultures in various areas of the world.

Holidays Around the World<http://www.gourmetgiftbaskets.com/Holidays-Around-The-World.asp> Craft ideas and activities for different holidays celebrated around the world.

Information Collection <http://www.xs4all.nl/~swanson/history/chapter0102.html>

Good links to multi-cultural resources, telefield trips to Ancient Egypt, the American West, Russia, museum links, and more.

International Digital Children's Library <http://en.childrenslibrary.org/>

Thousands of full text on-line children's books in 40+ languages from around the world.

InTimeMe: Multicultural Education <http://www.intime.uni.edu/multiculture/>

This site explores multicultural considerations in teacher preparation.



<http://www.edchange.org/>



<http://www.sojust.net/>



*International
Investment
in West Virginia
USA*
www.wvdo.org



NOTES
