

Test Bank
Chapter 1
Howe/Lisi, Becoming a Multicultural Educator

1. Why has multicultural education generally been associated with social studies, language arts, and music and not science or math?

*a. For example, when multicultural education was first introduced, it was in these subjects in which it seemed the easiest to infuse. Unfortunately, it became associated with the “softer” subjects and not the “hard” subjects such as science, math, physics, chemistry, and so on. The mistake was in the heavy focus on content and less so on diverse teaching strategies. Additionally, there was an overly strong focus on race and racism which made infusion into other subjects seemingly more problematic.

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: p. 25

Question Type: ESS

2. Why are the contributions approach and the additive approach accomplished more easily than the transformation approach?

*a. For example, schools can easily accomplish Levels 1 and 2 of the Banks model because they do not require major revisions to the overall curriculum. It is at Level 3 that the entire curriculum becomes transformed.

Learning Objective: 1.4

Cognitive Domain: Analysis

Answer Location: p. 22

Question Type: SA

3. What common themes do the definitions of multicultural education have in common?

*a. A commitment to being socially and culturally responsible and responsive, changing pedagogical approaches, expanding the curriculum, and systemic change.

Learning Objective: 1.3

Cognitive Domain: Analysis

Answer Location: p. 17-18

Question Type: SA

4. What are the steps to prepare educators to become multicultural?

*a. First, educators must develop an awareness of the reality of bias, prejudice, and discrimination faced by others and an acknowledgement of their own biases. Second, educators must have a sound knowledge of other cultures and perspectives. Third is the need to develop the skills required to teach to diverse learning styles and cultures. And fourth is the need to develop a lifelong personal action plan to increase one’s knowledge, skills, and dispositions around diversity, and to work to develop an institutional action plan to support education that is multicultural.

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: p. 20

Question Type: SA

5. How might a teacher confuse multicultural education with global education or intercultural education?

*a. For example, a teacher may misinterpret the study of a country and its demographics, culture, customs, religion, form of government, and so on to relate directly to American subcultures. For example, the text discusses the study of Kenya from the continent of Africa and its relation to African Americans.

Learning Objective: 1.2

Cognitive Domain: Comprehension

Answer Location: p. 16

Question Type: SA

6. What will be the impact of the achievement gap on our nation's future workforce?

*a. Varies. For example, the achievement gap will impact future salaries/wages, and the increased number of students dropping out of school and/or entering vocational or technical programs instead of colleges/universities will impact the quality and level of education of our workforce. These workers will have limited/minimal skills. Disparities in SES will increase, along with limited opportunities for advancement in companies and businesses.

Learning Objective: 1.1

Cognitive Domain: Analysis

Answer Location: p. 12? p. 6?

Question Type: SA

7. How might our society's beliefs and values be different if the perspectives of women and people of color were included in early history?

*a. For example, if the curricular content lens were expanded with the inclusion of these perspectives, we would see increased leadership opportunities for women and people of color.

Learning Objective: 1.2

Cognitive Domain: Analysis

Answer Location: p. 14

Question Type: SA

8. Why does not the "one size fits all" approach work in today's educational environment?

*a. For example, due to the heterogeneity of the population related to race/ethnicity, gender, disability, religion, language, diverse cultural backgrounds, different experiences, values, and beliefs we know there is too much diversity to serve students with one method. Additionally, they may highlight the change from the "melting pot" theory to the analogy of the "salad bowl."

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: p. 5

Question Type: SA

9. According to Ken Zeichner, there are four key elements to allow students to achieve at high levels. Of these key elements, which element do you believe is the most difficult to accomplish?

*a. Varies. For example, high expectations, cultural congruence in instruction, teacher knowledge and respect for cultural traditions, and teaching strategies that promote meaningful participation could be noted but based on personal experience or reflection.

Learning Objective: 1.1

Cognitive Domain: Analysis

Answer Location: p. 7-8

Question Type: ESS

10. Teachers are often inadequately prepared to work with students from diverse backgrounds. In what ways can teacher preparation programs alleviate this problem?

*a. Varies. For example, more coursework to increase knowledge in this area; increased opportunities for experiential learning and reflection; additional training in culturally responsive strategies and techniques; and exploring the impact of culture on self and making connections to teaching and learning.

Learning Objective: 1.1

Cognitive Domain: Application

Answer Location: p. 11

Question Type: SA

11. Chapter 1 provides an overview of the field of _____.

a. physical education

b. physical disabilities

*c. multicultural education

d. intercultural education

Learning Objective: 1.3

Cognitive Domain: Knowledge

Answer Location: p. 17

Question Type: MC

12. _____ is the name of the 2010 movie that sparked a national conversation regarding disparity between the academic achievement of white students and students of color.

*a. Waiting for Superman

b. Black and White in Education

c. The Lottery

d. Facing the Giants

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 4

Question Type: MC

13. There were _____ categories of race listed in the 2010 U.S. Census.

a. 5

*b. 15

c. 10

d. 25

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 4-5

Question Type: MC

14. The 2010 Census categories of race reflect _____.

a. decline in diverse groups

b. stagnation

- *c. an ever-evolving society
- d. discrimination against certain groups

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: p. 4

Question Type: MC

15. Teachers and students enter the classroom and participate in the teaching and learning experience using _____.

- a. the perspective of the family
- b. the perspective of the community
- c. the perspective of the school
- *d. their own cultural background

Learning Objective: 1.1

Cognitive Domain: Comprehension

Answer Location: p. 5

Question Type: MC

16. A common misconception about multicultural education is that it is only for students of color in _____.

- a. rural areas
- *b. inner cities
- c. suburban areas
- d. high poverty needs areas

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: p. 24

Question Type: MC

17. U.S. school curriculum has traditionally come from a _____ perspective.

- a. pluralistic
- *b. Eurocentric
- c. culturally competent
- d. Afro-centric

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 10

Question Type: MC

18. The Balkans are _____.

- *a. countries in southeastern Europe
- b. countries in Africa
- c. countries in South America
- d. countries in northeastern Europe

Learning Objective: 1.5

Cognitive Domain: Knowledge

Answer Location: p. 24

Question Type: MC

19. The _____ approach to multicultural education focuses on units that study discrete cultural groups.

- a. contributions approach
- *b. single group studies
- c. transformation approach
- d. human relations approach

Learning Objective: 1.4

Cognitive Domain: Knowledge

Answer Location: p. 23

Question Type: MC

20. In teaching the culturally different approach, the teacher _____.

- a. focuses on units that study discrete cultural groups
- b. focuses on developing positive relationships between different cultures
- *c. makes adaptations for the students but no curriculum modifications are made
- d. infuses ethnic content and perspectives throughout each subject area

Learning Objective: 1.4

Cognitive Domain: Knowledge

Answer Location: p. 23

Question Type: MC

21. Which of James Banks' approaches to integrating ethnic content appears easiest to accomplish?

- a. Transformation
- *b. Contributions
- c. Additive
- d. Social action

Learning Objective: 1.4

Cognitive Domain: Analysis

Answer Location: p. 22

Question Type: MC

22. Focusing on a particular ethnic group during a particular month such as Black History Month and Cinco de Mayo is an example of the _____ approach.

- a. contributions
- b. social action
- *c. additive
- d. transformation

Learning Objective: 1.4

Cognitive Domain: Application

Answer Location: p. 22

Question Type: MC

23. Student engagement in decision-making on key social issues occurs in the _____ approach.

- *a. Social action
- b. Transformation
- c. Additive
- d. Contributions

Learning Objective: 1.4
Cognitive Domain: Knowledge
Answer Location: p. 22
Question Type: MC

24. When teachers make the effort to understand the cultural backgrounds of their students and incorporate this information into their teaching strategies and content, students find education _____.

- a. boring
- *b. relevant and meaningful
- c. difficult to follow
- d. time-consuming

Learning Objective: 1.1
Cognitive Domain: Comprehension
Answer Location: p. 7
Question Type: MC

25. Expanding the curriculum involves _____.

- a. including more traditional content
- b. deleting the perspectives of European males
- c. creating longer units of instruction
- *d. including the untold stories of women, people of color, gays and lesbians, financially underprivileged individuals, etc.

Learning Objective: 1.1
Cognitive Domain: Comprehension
Answer Location: p. 10
Question Type: MC

26. Minority children are overrepresented in _____.

- a. physical education
- b. multicultural education
- *c. special education
- d. global education

Learning Objective: 1.1
Cognitive Domain: Knowledge
Answer Location: p. 6
Question Type: MC

27. There is a higher incidence of suspensions and expulsions between _____ and other groups of students?

- *a. African Americans
- b. Native Americans
- c. Latino Americans
- d. Asian Americans

Learning Objective: 1.1
Cognitive Domain: Knowledge
Answer Location: p. 6
Question Type: MC

28. The percentage of African American, Latino, and Native American students who go to college and graduate is much lower than that of _____.

- a. Asian American and Mexican American students
- *b. European American and Asian students
- c. European American and Mexican American students
- d. European American and Pacific Islands students

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 7

Question Type: MC

29. The allocation of _____ in American schools continues to be inequitable.

- a. time
- b. teachers
- *c. resources
- d. transportation

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 7

Question Type: MC

30. The most common teaching strategy in U.S. schools is _____.

- a. choral reading
- b. acronyms
- c. visual aids
- *d. lecture

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 8

Question Type: MC

31. 16.6% of all reported hate crimes are related to _____.

- a. race
- b. religion
- c. poverty
- *d. sexual orientation

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 9

Question Type: MC

32. _____ is Eurocentric.

- a. A curriculum that focuses on the cultural traditions of Europe
- *b. A curriculum that presents content and perspectives offered by Anglo, middle-class, protestant thinking males
- c. A curriculum that presents the content and perspectives of central Europe
- d. A curriculum that focuses on the perspectives of upper-class European males

Learning Objective: 1.1
Cognitive Domain: Knowledge
Answer Location: p. 10
Question Type: MC

33. The deficit model of education _____.
- a. highlights the abilities of culturally diverse students
 - b. focuses on cultural congruence
 - *c. is a model that focuses on students' deficits or lack of skills and abilities instead of talking about systemic inequalities that impede access
 - d. is a model that highlights the lack of teacher quality in diverse settings

Learning Objective: 1.1
Cognitive Domain: Comprehension
Answer Location: p. 10
Question Type: MC

34. _____ should lead the charge for multicultural education in school districts.
- a. Families
 - b. Administration
 - c. Community leaders
 - *d. Teachers

Learning Objective: 1.1
Cognitive Domain: Knowledge
Answer Location: p. 11
Question Type: MC

35. Check all that apply. It is difficult to get people of color to enter teaching because of _____.
- *a. better pay in other professions
 - *b. a lack of encouragement to enter into teaching
 - c. poor school facilities
 - *d. rigid (possibly biased) teacher testing requirements

Learning Objective: 1.1
Cognitive Domain: Knowledge
Answer Location: p. 12
Question Type: MC

36. Teachers of color transfer to more diverse settings for _____.
- *a. higher comfort and acceptance levels
 - b. lower workload
 - c. higher expectation for students
 - d. smaller class sizes

Learning Objective: 1.1
Cognitive Domain: Knowledge
Answer Location: p. 12
Question Type: MC

37. Classrooms and schools should be _____ for students.
- a. like homes

- b. fun
- *c. safe havens
- d. overwhelming

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 12

Question Type: MC

38. One of the key roles of education is to prepare students for life in a(n) _____.

- a. intercultural group
- *b. global society
- c. culturally responsive classroom
- d. workplace setting

Learning Objective: 1.1

Cognitive Domain: Knowledge

Answer Location: p. 13

Question Type: MC

39. Multicultural education began with a focus on _____.

- a. the contributions approach
- b. cultural pluralism
- c. gender
- *d. ethnic studies

Learning Objective: 1.2

Cognitive Domain: Knowledge

Answer Location: p. 14

Question Type: MC

40. _____ is the first professional organization devoted to the promotion of multicultural education as the foundational philosophy of the nation's educational system for pre-school through higher education.

- a. National Alliance of Black School Educators
- *b. National Association for Multicultural Education
- c. National Education Association
- d. National Association for the Advancement of Colored People

Learning Objective: 1.2

Cognitive Domain: Knowledge

Answer Location: p. 16

Question Type: MC