

Redleaf Press

# Instructor Guide

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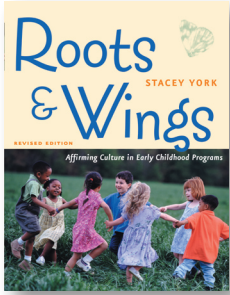
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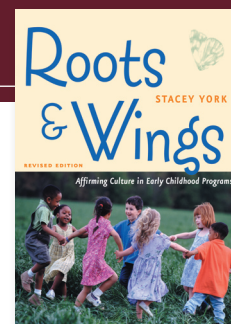
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### Summary

*Roots and Wings: Affirming Culture in Early Childhood Programs* explains how to implement culturally relevant and anti-bias education with young children. The term *culturally relevant* refers to caregiving routines, teaching strategies, and curriculum that match the child's home culture. The term *anti-bias* describes teaching practices that show children how to respect, appreciate, and positively interact with people who are different from them. The topics presented in this book include culture, prejudice, racism, culturally responsive care, bilingual education, and multicultural education.

Each chapter is a building block that creates a solid foundation of understanding. Chapter 1 provides an overview of current classroom issues related to culture and bias, such as immigration. Chapter 2 challenges the widely held belief that children are too young to understand bias by providing accurate information about children's awareness of human differences. Chapter 3 examines race, racism, children's racial-identity development, and how to create a nonracist classroom.

Chapter 4 provides suggestions for working with children from diverse cultures by identifying ways in which culture and family patterns shape our attitudes and expectations. Chapter 5 explores bilingual education and how children acquire a second language. Chapter 6 focuses on the context in which children learn. This context includes the community, family, and early childhood program.

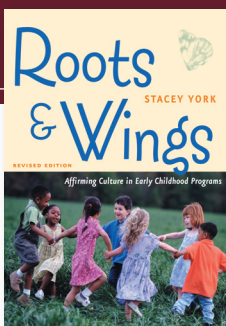
The remaining three chapters form a guide to implementing multicultural and anti-bias care and education in the classroom or child care setting. Chapter 7 explains the basic approaches of multicultural education. Chapter 8 provides ideas for improving the classroom by making changes in the environment. Chapter 9 provides over eighty culturally relevant and anti-bias activities for early childhood classrooms.

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### Learning Objectives

After reading *Roots and Wings*, students will be able to

1. Define *culturally relevant* and *anti-bias* and explain the relevance of these concepts to early childhood education.
2. Discuss how prevailing misconceptions and stereotypes negatively influence young children and suggest at least three strategies for challenging these negative influences.
3. Describe their own cultural identity and reflect on their attitudes toward other races, cultures, and language groups.
4. Explain the importance of culturally responsive caregiving and describe at least three examples of caregiving practices that are culturally responsive.
5. Describe how bilingual children acquire a second language and provide three classroom strategies that support second language learners.
6. Explain at least three contrasting approaches to multicultural education and discuss the strengths and weaknesses of each approach.
7. Identify and describe five activities that could be included as part of a culturally relevant and anti-bias curriculum.



## Author Biography

Stacey York has worked with children and families for thirty years. She teaches child development at Minneapolis Community and Technical College and actively incorporates diversity and the voices of people of color into all of her courses. For the past five years, she has explored integrating technology into adult learning. She teaches online and guides E-LECT (E-learning for early childhood teachers), a collaborative effort of the child development departments at thirteen Minnesota community and technical colleges.

Stacey has worked in child care and early childhood education as a teacher, parent educator, and center director. She earned her master's degree in human development from Pacific Oaks College. She worked alongside Louise Derman-Sparks in the Culturally Relevant Anti-Bias Leadership Project. She has written articles for *Early Childhood Today* and Children's Television Workshop (now called Sesame Workshop), and she served as a curriculum consultant for the public television series *The Puzzle Place*. Today she is a nationally recognized expert in the area of early childhood multicultural education, the development of prejudice, and the impact of racism on children's development. She especially enjoys conducting workshops that allow her to interact with early childhood educators.

In 2001, Stacey and her husband, Dennis, adopted two boys, ages five and seven, with special needs. Together they live on Kindred Spirit Farm, a sixty-acre farm outside the Twin Cities, where they have a vineyard, small orchards, gardens, horses, sheep, goats, chickens, turkeys, and a donkey. Stacey recently became certified in equine-assisted psychotherapy. She spends part of her summers working with children and horses. She shares her passion for strengthening families by celebrating holidays and seasons as a consultant for Time to Celebrate. Stacey is also the author of *Big as Life: The Everyday Inclusive Curriculum*, Volumes 1 and 2 (Redleaf Press, 1998).

Stacey presents workshops and classes on a variety of topics including multicultural education; the development of prejudice in children; the impact of racism on children's development; integrating technology into adult learning; animals as healers for children with attachment and emotional issues; and celebrating holidays and creating family traditions.

## Internet Resources

### 10 Quick Ways to Analyze Children's Books for Racism and Sexism

[www.birchlane.davis.ca.us/library/10quick.htm](http://www.birchlane.davis.ca.us/library/10quick.htm)

This article from the Council on Interracial Books for Children provides guidelines for identifying children's books that promote stereotypes about minorities and women.

### NAEYC Position Statements on Linguistic and Cultural Diversity

[www.naeyc.org/about/positions/linguistic\\_and\\_cultural\\_diversity.asp](http://www.naeyc.org/about/positions/linguistic_and_cultural_diversity.asp)

The Governing Board of the National Association for the Education of Young Children (NAEYC) adopted a position statement on the topic of linguistic and cultural diversity in 1995. This Web page contains links to that statement in both English and Spanish, as well as other related documents.

### National Association for Bilingual Education

[www.nabe.org](http://www.nabe.org)

The National Association for Bilingual Education (NABE) is a member organization that advocates for bilingual and English language learners. The NABE Web site offers information about public policy issues, conferences, and publications.

### National Black Child Development Institute

[www.nbcdi.org](http://www.nbcdi.org)

The mission of the National Black Child Development Institute (NBCDI) is to improve and protect the quality of life of Black children and families. The NBCDI Web site provides information about publications, conferences, and public policy issues for teachers, parents, and community members.

### Persona Doll Training

[www.persona-doll-training.org](http://www.persona-doll-training.org)

Persona dolls are classroom tools for exploring and discussing issues of bias in ways that children can understand. This Web site provides example persona-doll stories, as well as resources for training teachers to use persona dolls in the classroom.

### Program for Infant/Toddler Care

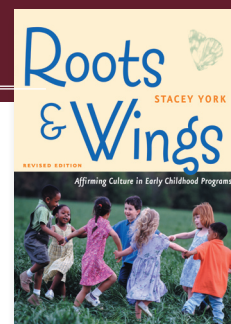
[www.pitc.org](http://www.pitc.org)

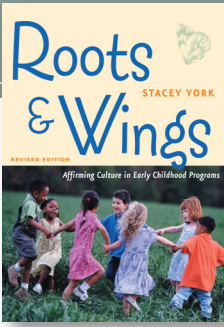
The Program for Infant/Toddler Care (PITC) is a relationship-based curriculum developed by the California Department of Education and WestEd. PITC distributes the video *Essential Connections: Ten Keys to Culturally Sensitive Child Care*.

### Teaching Tolerance

[www.tolerance.org](http://www.tolerance.org)

Teaching Tolerance, a project of the Southern Poverty Law Center, is dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences for children. The project's Web site offers a variety of free online and print resources for teachers.





# Chapter 1

## Summary

### The Changing Face of Our Classrooms

This chapter provides an overview of issues in classrooms today. The author describes how change and diversity are the essence of life and explains that, in our work with young children, we must embrace change and diversity, not avoid it. The United States is a racially, ethnically, and linguistically diverse country, and the diversity is increasing. Immigration is just one important factor contributing to the shift in demographics. Most current teaching practices, however, do not take this diversity into account, resulting in practices that are ineffective for students of color. On measures such as standardized tests, there is a gap between the achievement of children of color and white children. To address this gap, professional standards in the early childhood field increasingly require that early childhood teachers view diversity as a strength and provide culturally relevant programs. Professional standards promoted by organizations like the National Association for the Education of Young Children (NAEYC) and Head Start recognize the importance of addressing diversity in the preparation of teachers.

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## Learning Objectives

After reading this chapter, students will be able to

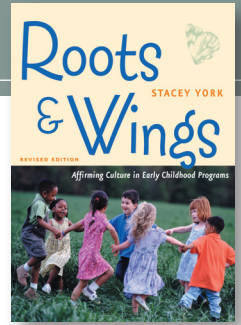
1. Describe the positive role of change and diversity in the natural world and how it relates to the change and diversity in an early childhood classroom.
2. Describe trends in demographic changes in the United States and how they are leading to increasing diversity.
3. Summarize the effects of immigration on demographics in the United States.
4. State three reasons why children of color are less likely than white children to perform well on standardized tests.
5. List three characteristics or behaviors that indicate a teacher is meeting professional standards for addressing diversity and providing a culturally relevant program.

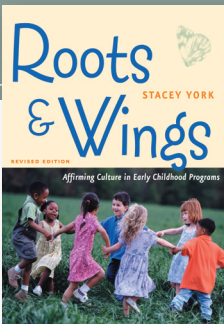


# Chapter 1

## Discussion Questions

1. Discuss the statement: “Change and diversity are the essence of life.” What examples of change and diversity do you see in your life? How does this apply to what happens in an early childhood classroom? *(Answers will vary. Examples of change and diversity may include the changing seasons, the growth of plants, or the diversity of flowers in a garden. The changes and diversity in nature somewhat parallel the changes and diversity in an early childhood classroom. Children grow and develop, like plants in a garden. The racial, cultural, and linguistic diversity of students in a classroom can be compared to the diversity of flowers in a garden.)*
2. Based on demographic trends, what will the United States population look like in twenty years? What role does immigration play in these trends? What are the educational needs of immigrants? *(In twenty years there may be no one ethnic majority. Currently, we are experiencing one of the largest waves of immigration our country has ever seen. The educational needs of immigrant children may be greater than that of native born children because immigrant children may have missed out on schooling due to political turmoil and may not know English.)*
3. The author reports that the current population of teachers is not as racially, culturally, and linguistically diverse as the current population of students. Does this matter? Why or why not? *(Answers will vary. Possible response: Yes, it does matter. Students should have teachers who have the same racial, cultural, and linguistic background as the students. If children are bilingual, they should have teachers who speak their home language. Also, teachers of color are better able to understand the challenges faced by children of color.)*
4. The NAEYC literature states that teachers should demonstrate “essential dispositions” for developing positive relationships with children whose culture and language differ from their own. How might a supervisor measure whether or not a teacher has these “essential dispositions”? *(Answers will vary. A supervisor could interview a teacher and listen to the way he or she describes the children. A teacher might demonstrate a disposition for developing positive relationships through knowledge of specific information about a child’s background and by showing curiosity and openness about learning more about the children. A supervisor could also observe the teacher interacting with the children in the classroom. The supervisor could look for evidence that the teacher uses materials that do not promote stereotypes and that the teacher gives each child encouragement and attention.)*





## Chapter 1

### In-Class Activities

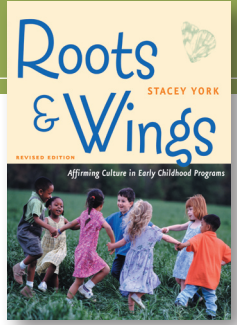
1. Think about the neighborhood where you live. In general, what is the racial, cultural, and linguistic composition of your neighborhood? Now think about the neighborhood where you grew up. How does the diversity in your current neighborhood compare to the neighborhood of your childhood? Is your experience consistent with the trends described in chapter 1?
2. Suppose you are the director of a program that primarily serves children of color. You are in the process of interviewing applicants for a teaching position. One candidate has the same racial, cultural, and linguistic background as the majority of children in the program but has no formal training in culturally relevant teaching practices. Another candidate does not share the same background as the children, but has been trained to address diversity in the classroom. Discuss which teacher you would hire and why.
3. Look at the examples of indicators from the Core Competencies listed on page 7 in *Roots and Wings*. For each indicator, discuss specific actions and behaviors that would show a teacher is meeting professional standards.
4. Discuss what you think will happen if we fail to revise the way we prepare teachers to respond to diversity.

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### Out-of-Class Activities

1. Visit the government Web site for the city, county, or state where you live. Find demographic information describing the racial composition of the population. Is this data consistent with the information in chapter 1? Note your findings.
2. Watch a children's television show for fifteen minutes. Make a list of the racial, cultural, and linguistic makeup of the characters in the show, as well as the people in the commercials. Note how your results compare with the composition of the general population, as described in chapter 1.
3. What are your own dreams for the future of society with regard to diversity? What impact do you want to have on children, families, and society? Write down your thoughts in a journal.

## Chapter 2



### Summary

#### Children and Prejudice

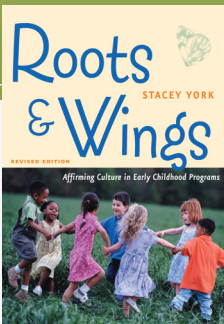
The author challenges the widely held belief that children are too young to understand bias. While it's easy to believe that children don't notice differences, research findings, as well as children's frequent questions and comments about gender, race, and age, indicate otherwise. As children develop, we can see the progression of their awareness of and attitude toward human differences. This progression can be charted in stages from the development of self-awareness in infants to the interest in world events in older children (ages nine to twelve). Awareness of differences is not the same thing as prejudice. Prejudice and discrimination are the result of stereotypical thinking. Young children often develop pre-prejudice, rigid thinking patterns that cause them to judge people by their looks without getting to know them as individuals. Adults can play an important role in helping to prevent the development of prejudice. Strategies include eliminating stereotypical materials and images from the classroom environment and modeling comfortable interactions with people who are different from you.

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### Learning Objectives

After reading this chapter, students will be able to

1. Acknowledge that even very young children are aware of differences between people and cite two examples of children's behavior that illustrate this.
2. Describe the stages of racial awareness and prejudice from infants to school-age children.
3. Explain what it means when children achieve gender and racial constancy.
4. Define *prejudice*, *stereotype*, and *discrimination* and explain the roles these concepts may play in child development.
5. Explain why pre-prejudice is a normal stage in children's cognitive development.
6. Identify at least three strategies adults can use with children to help reduce the development of prejudice.
7. Apply the idea that the awareness of differences is a normal part of child development to their own experiences with children.

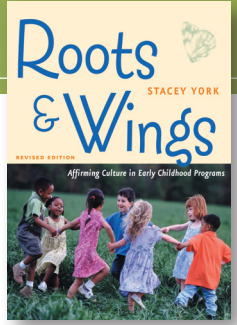


## Chapter 2

### Discussion Questions

1. Many people say that children are “color blind” and that they don’t notice differences in race or culture. Explain why this assumption is not accurate. Discuss why people might prefer to believe that children don’t see differences. (*Children’s questions and comments about diversity show that they are very much aware of differences. Research has confirmed this. People may prefer to believe that children don’t see differences because they are comforted by the idea that children are too innocent to develop bias.*)
2. Discuss the doll-play studies that showed children of color preferred white dolls rather than dolls that matched their own identity. What are some possible explanations for this result? (*Some researchers interpreted this behavior to mean that children of color had low self-esteem. Another explanation was that children of color were simply trying to please the white researchers. An additional explanation might be that the children had picked up on societal messages that being white is better.*)
3. Why are stereotypes described as “the root of prejudice”? How do stereotypes and prejudice lead to discrimination? (*Stereotypes, simplistic ideas based on misinformation, are the root of prejudice because they trigger distorted thinking. Prejudice can result in discrimination when people act on their distorted ideas. Discriminatory behaviors could be passive or aggressive, verbal or physical.*)
4. Why are young children more vulnerable to believing stereotypes than adults? (*Young children don’t think like adults. Their thinking is still immature, and they may confuse facts or make false assumptions. Young children are egocentric, which means they see the world from their own perspective. They also tend to overgeneralize, focusing on only one aspect of a person at a time.*)
5. How might pretend play and storytelling help children resist developing prejudice? (*When children pretend play or listen to stories, they are able to imagine the world from a different perspective. Play and stories inspire children to wonder what it would be like to be another person. This helps challenge their egocentric thinking and stimulates their imagination.*)

## Chapter 2



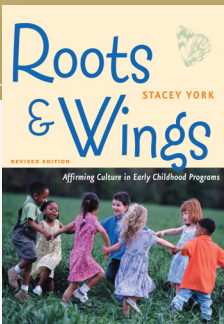
### In-Class Activities

1. Describe a few of the milestones in the development of children's awareness of attitudes toward race and culture at each of the following stages of development:
  - infants
  - toddlers
  - twos
  - threes and fours
  - fives and sixes
  - sevens to nines
  - nines to twelves
2. Brainstorm a list of toys and other classroom materials that might help children resist developing stereotypes.
3. Suppose you are an early childhood teacher on a field trip with your class. While walking down a sidewalk, a child in your class sees a person using a wheelchair. The child points and shouts, "What's that?" How would you respond?

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### Out-of-Class Activities

1. Think about the time you first became aware of your own racial and ethnic identity. Write down your thoughts and reflections in a journal.
2. Observe an infant or young child interacting with other people. What evidence do you see in their behavior of self-awareness, an awareness of physical characteristics, or an awareness of differences. Write down your observations and thoughts.
3. Go to your local library and look at a variety of children's picture books. Find examples of books that show people of diverse racial, cultural, and linguistic backgrounds. Make a list of these books and put a star next to those books you think children would especially enjoy.



## Chapter 3

### Summary

#### Racism

This chapter begins with a look at how the social environment shapes children's development. The society in which children are raised includes systems, institutions, traditions, and patterns of relationships. External environmental factors such as racism affect children's development because they are part of the values, beliefs, and practices of society. The author uses the term *race* to refer to a person's skin color, hair color and texture, and the shape and size of facial features. *Racism* is a system of domination and exploitation based on the idea of race. Racism shapes children's personal and racial identity. The influence of racism on white children are different from the influence on children of color. To create a nonracist classroom, teachers must employ a variety of strategies, including delivering equal attention and praise to all children, teaching children coping skills, and providing positive cross-racial experiences.

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### Learning Objectives

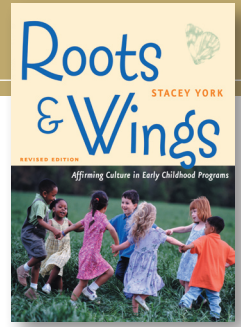
After reading this chapter, students will be able to

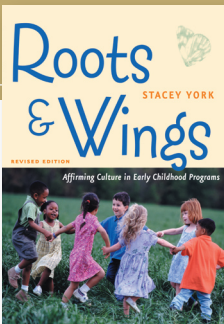
1. Define *race* and *racism* and describe how the systems of white racism in the United States affect outcomes for school children.
2. Explain the differences between the ways racism affects white children and the ways it affects children of color and give two examples of each.
3. Identify the unique challenges facing children with a multiracial background as they develop a sense of identity.
4. Describe two behaviors that help teachers avoid unintentionally perpetuating racism in their classrooms.
5. Identify three strategies for creating a racism-free learning environment.

## Chapter 3

### Discussion Questions

1. Using the definitions and structures described in *Roots and Wings*, discuss the differences between prejudice and racism. (*The author uses the term prejudice in relation to discrimination, as behaviors of individual people based on bias and misinformation. The author uses the term racism to describe systems of oppression. Racism is something much broader and more pervasive than prejudice. Racism is harder to identify and question, because it is woven into the texture of society.*)
2. The author asserts that institutional racism is responsible for the achievement gap between white children and children of color. Do you agree or disagree with this assertion? Why or why not? (*Answers will vary. The author supports her assertion by stating that the education systems and schools were created by white people to serve themselves and to keep out people of color. Outright racial discrimination has been outlawed, but racism still continues today in ways that are complex and subtle.*)
3. How do the effects of racism on children of color differ from the effects of racism on white children? Use specific examples of these effects to discuss these differences. (*The effects of racism on children of color are very different from those on white children because white children are part of the dominant culture. Effects on children of color include an overidentification with white people, separation and alienation, confusion and bewilderment, rejection, shame, anger, and rage. The effects of racism on white children include denial of reality, rationalization, rigid thinking, superiority, fear, and hate.*)
4. Discuss the unique challenges facing children with a multiracial background. How can teachers help support the identity development of children with a multiracial background? (*Developing a sense of identity can be especially confusing for children with a multiracial background because the messages they receive from others about who they are may be contradictory. To ensure positive self-development, teachers must acknowledge and celebrate all the richness that interracial children bring to the classroom. Teachers should not try to identify an interracial child by one race or associate the child with the parent of color. Teachers must accept and recognize each interracial child as a unique individual.*)
5. How is it possible that a teacher with a good heart and the best of intentions might perpetuate racism in his or her classroom? (*Most of us are unaware of how racism affects us as teachers. We may unconsciously bring racism into the classroom. We must become aware of how systemic racism affects our classrooms and consciously work against it. We can do this by setting high expectations for all children, delivering equal attention and praise, disciplining in equal measure, and recognizing each child.*)





## Chapter 3

### In-Class Activities

1. Brainstorm a list of classroom activities that help challenge the false belief that skin color is the most important determinant of a person's ability and worth.
2. Plan a field trip for four- and five-year-olds that would provide a positive cross-cultural experience. Where would you go? What would be your goals for the trip? How would you prepare the children for the trip? How would you follow up, after the trip, to reinforce learning?
3. Look at the effects of racism on children listed on pages 43 to 49. Then think about your own childhood. Do you think you experienced any of these effects? Discuss your thoughts and conclusions with a partner or small group.

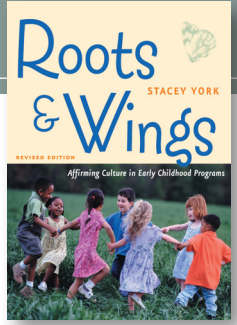
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### Out-of-Class Activities

1. Visit your local library and find an example of a children's picture book that celebrates and/or explains skin color. Is this a book you would enjoy sharing with children? Write down your thoughts.
2. Read a copy of your local newspaper. Are any of the articles directly or indirectly related to racism? Clip any articles that you find.
3. What do you think is the role of parents in raising emotionally healthy children in a society in which children of color are devalued? Write your thoughts and reflections in a journal.



# Chapter 4



## Summary

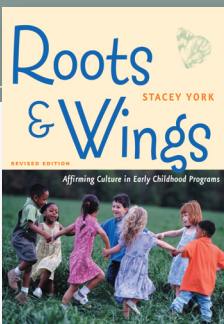
### Culturally Responsive Care and Education

Differences and disagreements between children and teachers or parents and teachers often cause problems. This chapter helps teachers realize that differences may be the result of culture. In order to provide good care and education for young children, teachers must make their work culturally responsive, which means the program must represent the home cultures of the families whose children are in attendance. Culture influences how families raise children and how a child behaves, communicates, and learns. These behavior patterns and child-rearing practices reflect a specific culture's history, values, beliefs, and current situation. The chapter includes an extensive chart that lists many of the ways in which patterns of culture shape children.

## Learning Objectives

After reading this chapter, students will be able to

1. Define the term *culturally responsive* and explain why teachers must learn to provide culturally responsive care and education for young children.
2. Provide at least three examples of the behaviors, customs, or beliefs that might represent or communicate a family's culture.
3. Explain the assertion that early childhood education reflects a European-American worldview and identify at least three characteristics of European-American culture.
4. Name at least three examples of cultural patterns and describe how each pattern influences a child's experience and how teachers might respond to it in a culturally responsive manner.
5. Identify at least three steps teachers can take to work more effectively with children from cultures other than their own.

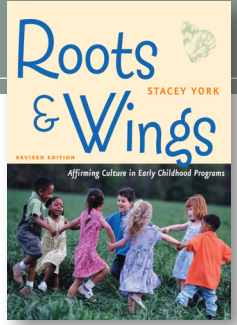


## Chapter 4

### Discussion Questions

1. In what ways is culture like an iceberg? *(Cultural artifacts and behaviors make up the tip of the iceberg, the small part that can be easily seen. Cultural beliefs are directly under the surface. Cultural values are deep and difficult to uncover, just like the huge foundation of the iceberg that lies beneath the surface.)*
2. A family's culture may be observable in the clothing they wear, the food they eat, and the holiday traditions they observe, but how might a teacher learn about a family's values and beliefs? *(A family's values and beliefs are probably not going to be immediately visible. Over time, through conversation and observation, a teacher can begin to draw some conclusions about these deeper parts of culture. The behavior of parents and family members, the decisions they make, and how they express their goals in life or for their child will reveal some of these values and beliefs.)*
3. Why is the influence of European-American culture on early childhood care and education difficult to see? Why is it important that teachers understand characteristics of European-American culture? *(European-American culture is the dominant culture in the United States. It is all around us, so it is difficult to see. Also, many European-American ancestors gave up the most unique and meaningful characteristics of their cultural identity for white privilege and, as a result, most European Americans are unaware of their cultural traditions. Uncovering the characteristics of European-American culture can help teachers work more effectively with all children. An awareness of the characteristics of European-American culture can help teachers identify and understand differences between cultures.)*
4. One family's cultural patterns may include a power structure in which children are included in shared decision making. Another family's cultural patterns may include a power structure in which one family member is the authority and makes all the important decisions. Suppose a teacher has children from both of these families in his or her class. What strategies might this teacher use to provide culturally responsive care and education for these children? *(The teacher would have to individualize her responses to each child. The child who is accustomed to shared decision making could be offered choices and taught problem-solving techniques. The child who is accustomed to an authority figure who makes the decisions will need the teacher's help in making choices. The teacher should be sure to make a strong connection with the authority figure in the child's family.)*
5. Why is cross-cultural work so difficult? What can teachers and caregivers do to make it easier? *(We tend to think our own culture's patterns are the norm. It is hard for adults to learn new cultural patterns. Our own culturally based perspective makes it difficult to accurately interpret other cultures. It helps to get to know yourself as a cultural being by examining your own cultural identity, your family history, and your beliefs about child-rearing practices. If you can clearly describe and articulate your own culture, you can better understand how your culture is different from another person's culture.)*

## Chapter 4



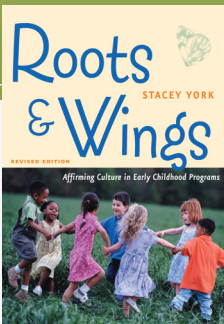
### In-Class Activities

1. Think about how you might respond to someone who says, “I don’t have a culture. I’m just American.” Discuss your ideas with a partner or in a small group.
2. Brainstorm a list of things you might do to care for someone who is ill with a bad head cold. Then look at the list and put a star next to every idea that is somehow related to culture.
3. Look at the caregiving and teaching strategies included on the chart on pages 66 through 71. Find an example of a strategy you think would be relatively easy to try, and then find an example of a strategy you think might be quite difficult to do. Can you think of a way to adapt this strategy to make it easier?

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### Out-of-Class Activities

1. Complete the What if? activity on pages 77 to 79 in *Roots and Wings*.
2. What are some child-rearing practices of others that shock, appall, or frighten you? Write these down. Think about how you might work with a parent who uses these practices. Write your thoughts and reflections in a journal.
3. Observe a parent feeding an infant. What behaviors do you see that reflect this family’s culture? Record your ideas.



## Chapter 5

### Summary

#### Bilingual Education

Language is important in all aspects of child development. Children typically pass through similar stages of language development, regardless of which language they are learning. But bilingual children also progress through four milestones that are unique to second language learners: They begin speaking their home language and then they pass through a nonverbal period. After that, they use telegraphic speech to communicate and then they begin using productive language. Historically, there have been a number of different approaches to bilingual education such as the submersion approach, the immersion approach, a pullout approach, and a dual-language approach. Ideally, young children attend programs in which their teacher or primary caregiver and some of the children speak the child's home language and share the child's home culture; however, this is not always possible. Strategies for supporting English-language learners include working closely with parents, using gestures and body language, establishing predictable routines, creating a language-rich environment, providing descriptive commentary during free play, and incorporating the home language into assessment practices.

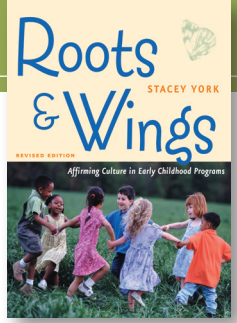
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### Learning Objectives

After reading this chapter, students will be able to

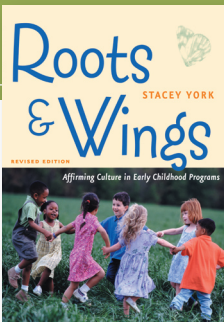
1. Define the term *telegraphic speech* and describe its role in the language development of bilingual children.
2. Identify and describe the four major stages of learning a second language.
3. Name two common misperceptions about second-language learning and describe why they are incorrect.
4. Summarize the history of bilingual education and describe at least three approaches to bilingual education.
5. Identify and describe at least five strategies for supporting second-language learners in an early childhood classroom.

## Chapter 5



### Discussion Questions

1. Discuss the role of language in child development. For example, consider the uses and functions of language in social-emotional and cognitive development. (*Answers will vary. Language is important in all aspects of child development. Language is critical to social relationships because it enables children to communicate with friends and family members. Language is connected to cognitive development because it affects children's ability to process information, memory, and experiences. Language is also an important element of culture.*)
2. Compare the process of language development in monolingual children to the process in bilingual children. Discuss the similarities and differences. (*Bilingual children's language development follows the same progression as that of monolingual children. Bilingual children also pass through a predictable developmental sequence in learning a second language. This sequence includes four stages: speaking the home language, a nonverbal period, telegraphic speech, and productive language.*)
3. How would you respond to someone who says that if we allow children to speak their home language at school, they won't learn English? (*Children in the United States are exposed to English on television, in school, and in the community. They are much more likely to lose the home language than to fail to learn English. Research shows that children with a strong foundation in their home language are more likely to achieve greater success in learning English.*)
4. If you were an elementary school administrator and you had to choose one approach to bilingual education, among the six approaches described in this chapter, which approach would you choose and why? (*Answers will vary. Possible responses: The immersion approach because there is no danger of children losing their home language; the transitional approach because it may allow children to learn English quickly; the dual-language approach because it promotes positive attitudes toward both languages.*)
5. As an early childhood caregiver or teacher, how might you go about assessing the language development of a bilingual child? (*The child's home language should be incorporated into observation and assessment. The teacher must assess the child's abilities in English and in the home language, as well as the child's cultural communication patterns. To measure the child's growth, ask questions such as: To what extent has the child maintained or lost the home language? To what extent has the child acquired or maintained the second language? When, in what contexts, and with whom does the child use the home language? What is the child's attitude toward the home language?*)



## Chapter 5

### In-Class Activities

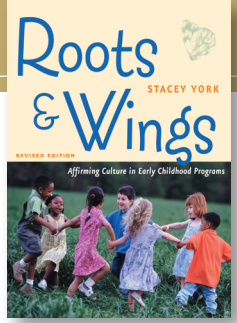
1. In small groups, discuss your personal experiences with second languages. Take turns responding to the following questions:
  - What languages do you speak? If you speak a second language, how did you learn it?
  - Have you ever visited another country or neighborhood where people speak a language you don't understand? If so, what was that like?
  - Do you know or work with someone who speaks a second language? If so, how does speaking a second language affect their lives?
2. Brainstorm a list of materials, items, and supplies in a typical early childhood classroom that could be adapted to show or utilize children's home languages.
3. For each of the following, give at least one example of how the activity could be adapted to create an opportunity for children to use their home language:
  - Serving and eating snack
  - Riding tricycles on the playground
  - Washing hands
  - Getting ready for nap

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### Out-of-Class Activities

1. Interview the parent of a bilingual child. Ask about the family's goals for their child in terms of language learning and, if the child is in school, about how well the child's school is meeting their needs. Record the responses.
2. Go to the children's department of your local library and find a book that incorporates code switching, such as those listed on pages 88 and 89 of *Roots and Wings*. Read the book and note the examples of code switching.
3. Consider the question: How do I convey a positive, respectful, and supportive attitude toward children's home languages? Write your thoughts and reflections in a journal.

## Chapter 6



### Summary

#### Family, Culture, and Community

This chapter explores the idea that culturally relevant and anti-bias education requires us to understand the context in which we work. That context includes families, neighborhoods, and communities. It is important for teachers to get to know the dynamics and characteristics of the communities in which their early childhood programs exist. A community may be defined by factors such as geography, economy, history, or diversity. It is also important for teachers to understand and learn about the families their programs serve, because families transmit culture to children. It may be helpful to think of an early childhood program as an extended family. Teachers and caregivers can create opportunities to get to know families through the enrollment process, home visits, and ongoing communication. Early childhood programs can create holiday policies that are respectful and supportive of families. Sometimes conflicts develop between staff and families that are based on cultural beliefs. These conflicts can be resolved through a process of inquiry, reflection, and adaptation.

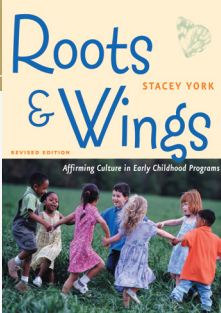
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### Learning Objectives

After reading this chapter, students will be able to

1. Explain why understanding the context of an early childhood program, such as knowing the characteristics of the community or neighborhood where the program is located, is an important part of culturally relevant and anti-bias education.
2. Compare an early childhood program to an extended family and describe two ways these systems are similar.
3. Identify at least three strategies caregivers and teachers can use to get to know families.
4. Identify at least three ways to involve parents in holidays and celebrations.
5. Describe a conflict-resolution process that can help early childhood professionals manage cultural conflicts.





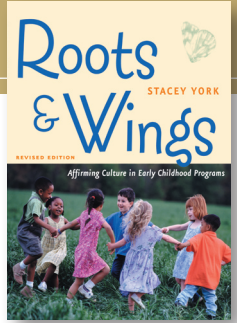
## Chapter 6

### Discussion Questions

1. Given that early childhood programs should reflect the families, cultures, and communities they serve, how might a teacher go about analyzing the context of her program if the families enrolled in the program do not live nearby and come from many different neighborhoods? *(Answers will vary. Under these circumstances, the teacher would have to commit extra time and resources to understand the context of her program, because she would have to gather information from many different sources. The teacher would need to find out as much as possible about each of the neighborhoods and communities where children live, as well as the neighborhood and community where the school is located. The teacher could learn about the cultures and families of the children in the class through the enrollment process, home visits, and ongoing communication.)*
2. In what ways is an early childhood program like an extended family? Discuss the similarities. *(Answers will vary. Often families reach out to early childhood programs to supplement the care and education the child receives from the family. Programs accept families, establish respectful relationships, and engage parents in decision making. When families participate in early childhood programs, they open up their family system to other caregivers, sharing the responsibilities of child rearing.)*
3. Suppose you are the director of a new early childhood program. How would you design an enrollment process that allows you and your staff to establish supportive relationships with families and learn important information about a family's beliefs and practices? *(Answers will vary. Staff members should be welcoming and accepting in their manner from the very first meeting. Parents should be informed of the program's commitment to culturally relevant and anti-bias practices. At the initial enrollment meeting, parents can be invited to share their family's traditions, home language, and holidays with their child's class. Enrollment forms can be used to collect information about a family's culture.)*
4. Why is it important to include families in the development of a holiday policy? What are some ways parents can become involved in holidays and celebrations? *(Many holidays and celebrations have cultural or religious roots. There may be a lot of disagreement around holidays because they can mean different things to different people. When parents are included in making plans and policies, some conflicts can be avoided. Parents can be invited to get involved in holidays and celebrations by leading activities such as cooking projects, by donating or loaning materials and resources, and by contributing ideas for activities.)*
5. Suppose an early childhood teacher and a parent have a conflict because the parent wants the child to have a pacifier at nap and the teacher has a no-pacifier policy. Using the suggestions outlined in this chapter, how might the teacher go about resolving this conflict? *(First, the teacher would analyze the conflict to identify ways in which culture plays a role. Then the teacher would need to let go of seeing the child as "bad" and recognize that the child is behaving appropriately within the context of the family's culture. The teacher then would gather more information by talking with the parent about the child's previous experiences and the parent's expectations and ideas. Then the teacher would need to reconsider the policy and perhaps adapt it.)*



## Chapter 6



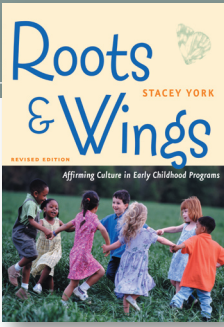
### In-Class Activities

1. For each of the following activities, give at least one example of something you might learn about the community or neighborhood where the activity takes place:
  - Going to a store
  - Eating in a restaurant
  - Visiting a park
  - Reading a neighborhood newspaper
  - Visiting a street fair
2. Suppose you are the teacher of a preschool class that has just enrolled a child from a family of Jehovah's Witnesses. Discuss what adaptations to your holiday and birthday policy you would be willing to make to accommodate and support this family's culture.
3. Think about your own school experiences as a child. What holiday celebrations and events took place at school? Did you feel that these holiday activities reflected your own family's beliefs and traditions? Why or why not?

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### Out-of-Class Activities

1. Think about the neighborhood where you live or work. How would you describe its characteristics? Write down your thoughts and observations.
2. Find an example of an enrollment form for an early childhood program, either through an online search or by visiting a program. Read the questions on the form and highlight any questions that might reveal information about a family's culture.
3. Make a list of holidays you think should be celebrated or taught in an early childhood program. Then make a list of holidays you think should not be celebrated or taught. Why did you make the choices for each list? Write your thoughts and reflections in a journal.



## Chapter 7

### Summary

#### Multicultural Education

The term *multicultural education* means different things to different people. For example, the term may refer to a field of study, a way to reform schools, or a curriculum model. The key traits that best define multicultural education include the efforts to minimize and heal racism, increase children's ability to function cross-culturally, and teach children to recognize discrimination and challenge injustice. Multicultural education has been an important issue in early childhood education since the 1980s. There are many reasons multicultural education should be provided for young children: it encourages a true sense of self; it promotes healthy development; it prepares children for the future; and it discourages denial and fear of differences. There are many different approaches to multicultural education, such as a human-relations approach, single-group studies, and culturally specific education. The author asserts that a culturally relevant and anti-bias approach is best for children and presents four goals for this approach: to develop a positive, knowledgeable, and confident self-identity within a cultural context; to demonstrate comfortable, empathetic interaction with diversity among people; to think critically about bias; and to stand up for oneself and others in the face of bias.

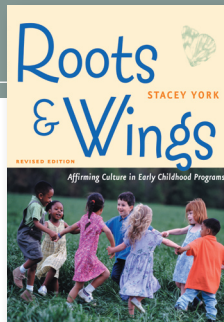
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### Learning Objectives

After reading this chapter, students will be able to

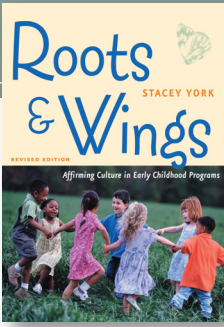
1. Identify at least three key traits of multicultural education.
2. Name and describe at least three reasons multicultural education is an important component in early childhood care and education.
3. Compare six different approaches to multicultural education, choose one they believe best meets the needs of young children, and state the reason they made that choice.
4. Identify and describe the four goals of a culturally relevant and anti-bias curriculum and give one example of an objective for each goal.

## Chapter 7



### Discussion Questions

1. Why is multicultural education so difficult to define? Which definition makes the most sense to you? *(Answers will vary. Multicultural education is difficult to define because it is a broad term that may refer to many different things, such as a field of study, a curriculum model, or a school-reform strategy. The author lists three primary definitions: an affirmation of pluralism, an extension of democracy, and a comprehensive approach to school reform.)*
2. Suppose you are the director of an early childhood program that promotes multicultural education. A prospective parent visits your program and says, “Multicultural education is just a fad. It’s a waste of time. This is not something my child needs.” How might you respond? *(Answers will vary. Responses may include the reasons presented in chapter 7: multicultural education encourages a true sense of self; it promotes healthy development; it prepares children for the future; and it discourages denial and fear of differences. Responses may also acknowledge that if the parent does not value multicultural education, this family may be better off enrolling their child in a different kind of early childhood program, one with a philosophy that better matches their own values.)*
3. Chapter 7 ends with the author’s invitation to the reader to choose the best approach to multicultural education. Which approach would you choose for your classroom and why? *(Answers will vary. A likely response is the choice of a culturally relevant and anti-bias approach because this is the approach the author is promoting. This approach is presented as the most comprehensive, although it may be the most challenging to implement.)*
4. Discuss the following metaphor: Goal 1 of a culturally relevant and anti-bias curriculum gives children roots, while Goal 2 gives them wings. How do these symbols of roots and wings relate to culturally relevant and anti-bias teaching? *(Answers will vary. Goal 1 relates to helping children develop a sense of identity. This sense of identity provides a secure foundation for future growth in the same way that roots keep a plant or tree firmly and securely attached to the ground, where it can be nourished and grow. Goal 2 relates to helping children develop positive relationships with other people. Children explore the world around them, making friends and learning, in the same way that birds fly from the nest, using their wings to safely transport them to new places and new perspectives.)*



## Chapter 7

### In-Class Activities

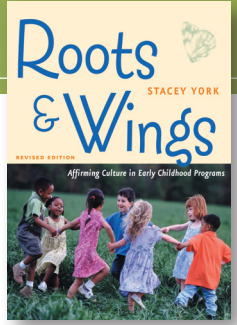
1. How might you respond to a teacher who says, “I don’t need to incorporate multicultural education in my classroom because I don’t have any children of color in my class.” Discuss in pairs or small groups.
2. Louise Derman-Sparks has used the term *tourist approach* to describe single-group studies. Discuss the ways this approach is like taking a trip.
3. For each of the four culturally relevant and anti-bias goals, brainstorm a list of classroom activities for preschoolers that would support that goal.

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### Out-of-Class Activities

1. Conduct a survey of ten of your friends and acquaintances. Ask each person to define *multicultural education*. Record their responses.
2. Look at early childhood curriculum resources in books, magazines, or online and find an example of a curriculum unit or activities built on a theme such as “I’m me and I’m special.” List the benefits and weaknesses of this type of human-relations approach.
3. Is multicultural education important to you? Why or why not? Write your thoughts and reflections in a journal.

## Chapter 8



### Summary

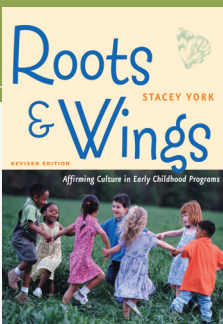
#### A Culturally Relevant, Anti-Bias Classroom

This chapter explains that the quickest and easiest way for teachers to add or improve culturally relevant and anti-bias education in their classrooms is to make positive changes to the environment. Classroom environments affect children's behavior, attitudes, and learning. Recommended strategies include arranging the classroom into interest areas, eliminating cartoon-decorated materials, and reflecting every child's identity and culture with photographs, books, posters, and toys. The ways teachers display materials can also communicate positive attitudes toward diversity. Children's books and other classroom materials that contain stereotypes should be removed. Bulletin boards and interest areas can promote peacemaking and positive social skills. The author suggests specific materials for each type of interest area—art, blocks, music, table toys, science, sensory table, and dramatic play—with special attention paid to the selection of dolls, play food and cooking utensils, and dress-up clothes. The chapter includes an extensive discussion of how to choose books that support a culturally relevant and anti-bias curriculum.

### Learning Objectives

After reading this chapter, students will be able to

1. Explain how the classroom environment affects children's behavior, attitudes, and learning.
2. Identify and describe at least three broad strategies for adapting the classroom environment to establish and maintain a culturally relevant and anti-bias program.
3. Name at least two common stereotypes for each of the following groups: African Americans, Latinos/Latinas, Asian Americans, and Native Americans. Explain how knowing these stereotypes can help teachers select appropriate classroom materials.
4. Identify at least two examples of appropriate materials for each of the following interest areas: art, blocks, music, table toys, science, sensory table, and dramatic play.
5. Name and describe at least three important considerations for selecting children's books that support culturally relevant and anti-bias program goals.

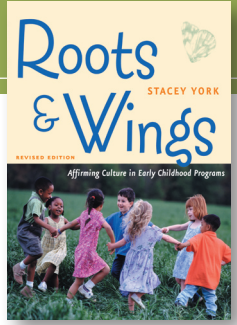


## Chapter 8

### Discussion Questions

1. What do you think the author meant when she wrote that the classroom environment is like an assistant teacher? (*The classroom environment is like an assistant teacher because it gives children strong messages about what is allowed and valued in the classroom. For example, large open areas encourage running and roughhousing, while creating separate play areas helps children focus their attention and fosters social interaction. Like a skilled assistant teacher, a well-designed and organized classroom reinforces educational goals for children.*)
2. What is *tokenism* and how do teachers avoid conveying tokenism in the classroom environment? (*Tokenism means presenting just one or two isolated examples of cultural items. This sends a message to children that they don't need to give that culture much of their attention. Teachers can avoid tokenism by selecting and displaying a wide variety of cultural items to show children that diversity is normal and desired.*)
3. How does the selection of dolls for the classroom relate to Goal 1 of a culturally relevant and anti-bias curriculum, “to develop a positive, knowledgeable, and confident self-identity within a cultural context”? (*Ideally, the dolls in the dramatic play area should realistically reflect the facial features, hair color, skin color, body type, and abilities of the children enrolled in the class. Children feel affirmed and welcomed when they see themselves reflected in the materials and images in the classroom.*)
4. Suppose a child in your class brings a book to school that contains stereotypic images. The child's parent tells you that this is the child's favorite book and asks you to read the book to the whole class. How might you respond? (*Answers will vary. The teacher would probably have to find a way to avoid sharing the book with the class without offending the parent or upsetting the child. Perhaps the parent and child would be satisfied with the teacher reading the book one-on-one with the child. The teacher then might have an opportunity to ask the child questions, such as, “Have you ever seen a person who really dresses like that?” to gently expose the child to the idea that the images are not accurate. If the school has a written policy for the selection of books and the parent seems open to receiving it, the teacher could share that policy with the parent, as a way of educating the parent about culturally relevant and anti-bias practices.*)
5. In chapter 8, one of the suggested questions for evaluating children's books is, “Is the author qualified to deal with the subject matter?” Why is this important and how would a teacher find the answer to this question? (*This question is important because a book is more likely to contain an accurate and respectful representation of a cultural group if the author is a member of that group or has studied it carefully. For example, a book of Native American folktales that is written by a Native American is more likely to accurately and respectfully represent Native American culture than a book written by someone who is not Native American. Some books include biographical information about the author at the beginning or end of the book or on the cover. In other cases, teachers may have to use the Internet or talk to experts, like a children's librarian, to find out information about the author's background.*)

## Chapter 8



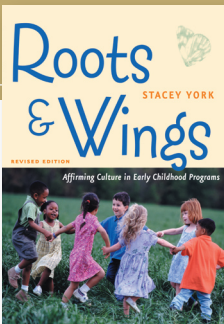
### In-Class Activities

1. Divide into small groups, one for each of the following interest areas: art, blocks, music, table toys, science, sensory table, and dramatic play. Prepare a list of materials for each area that supports a culturally relevant and anti-bias curriculum.
2. Suppose you are the director of an early childhood program that has received a \$2,000 grant to purchase new children's books. You must create a list of guidelines for teachers to use in selecting the books for purchase. What guidelines would you include?
3. Think back to your own childhood. What were your favorite toys? Would these toys be a good addition to an early childhood classroom in a culturally relevant and anti-bias program? Why or why not?

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### Out-of-Class Activities

1. Visit the children's department of your local library or bookstore. Choose a random sample of five picture books that include photographs or realistic illustrations of children. Look for any evidence of stereotypes in these images. Note your findings.
2. Suppose you are given a persona doll to use in your early childhood classroom. Create a profile for the doll that includes the doll's name; its family, racial, and cultural identity; and a few personality traits. Write down what you might say when you introduce this doll to your class.
3. Visit an early childhood classroom. What materials and images in the environment support a culturally relevant and anti-bias approach? Which materials and images do not? Write down your findings.



## Chapter 9

### Summary

#### Culturally Relevant and Anti-Bias Activities

This chapter provides over eighty culturally relevant and anti-bias activities to use in an early childhood classroom. The chapter begins with a list of curriculum themes that can be expanded to include multicultural values, such as “Places People Live” or “Clothes We Wear.” The author also presents a basic curriculum planning form that can be used in an open-ended way to record multicultural curriculum. The activities are organized under the four culturally relevant and anti-bias curriculum goals. Each activity includes a title, themes, objectives, materials, a description, and ideas for variations.

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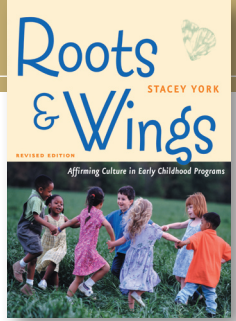
### Learning Objectives

After reading this chapter, students will be able to

1. Identify at least three curriculum themes that can be expanded to include multicultural values.
2. Use an open-ended curriculum form to record a week’s worth of culturally relevant and anti-bias curriculum activities.
3. Identify and describe at least two activities for each of the four culturally relevant and anti-bias curriculum goals.

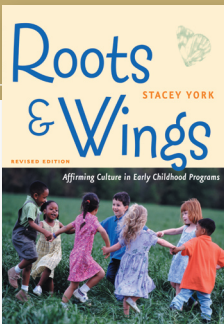


## Chapter 9



### Discussion Questions

1. What are the differences between curriculum planning and individualized planning? Why are they each important? *(Answers will vary. Curriculum planning is for the whole group and provides a broad structure for the day, week, or month. A curriculum plan usually includes the selection of activities for large group, free choice, and small group, as well as plans for how to set up the art area, dramatic play area, manipulatives, block area, sensory table, and science. Individualized planning, however, is a plan for one individual child, based on the individual child's abilities and interests. Both are important. A curriculum plan is important because it provides a structure and accountability for the teaching team. Individual planning is important because accepting each child as an individual is an important part of multicultural education.)*
2. Suppose you are a director of a preschool program and one of the teachers is planning a unit called "Our Nation's Presidents." How might you explain to this teacher that this is an inappropriate choice for a curriculum theme? *(Answers will vary. Early childhood teachers sometimes choose themes related to history or government because they remember studying these topics when they were children. But most topics related to history and government are more appropriate for elementary school, junior high, or even high school. Because of their cognitive development, most young children are not ready to learn facts about history. Also, the historical information presented may not be relevant or meaningful to a child's culture. Teachers must also be aware that children's books and materials about history may contain cultural stereotypes.)*
3. Which culturally relevant, anti-bias curriculum goal do you think would be the most difficult to teach? Which do you think would be the easiest? Discuss your reasons. *(Answers will vary. The most likely response is that Goal 4 would be the most difficult and Goal 1 would be the easiest. Goal 4 may be most difficult because it demands from children a higher level of thinking, as well as the courage and motivation to act. Goal 1 may be easier because the activities for this goal are somewhat similar to traditional preschool activities that are designed to teach children good self-esteem.)*
4. Based on your reading of the entire book, how would you describe the philosophical and political beliefs of the author of *Roots and Wings*? Do you think this book could be of use to professionals who do not share the same philosophical and political beliefs? Why or why not? *(Answers will vary. The author's beliefs are fairly clearly stated in the book. She believes that prejudice and racism are significant problems in our society and that early childhood educators have a responsibility to teach children in ways that are culturally relevant and anti-bias. The fourth curriculum goal promotes social action and activism, which many people might interpret to be political activities. The book is probably most useful to those who share the same beliefs as the author, but it is possible for someone with contrasting beliefs to use the ideas and activities for meeting Goal 1 or Goal 2, without embracing the entire culturally relevant and anti-bias approach.)*



## Chapter 9

### In-Class Activities

1. Look through the list of activities in this chapter and find one that is very similar to something you have taught before. Then find the activity that is most unlike anything you've ever taught before. What materials, guidance, or support would you need to teach the activity that is new to you?
2. When you were a child in school, did your teachers implement any activities that were similar to those presented in this chapter? If so, which ones? If not, why do you think the activities led by your teachers were different from these?
3. In a small group, fill out the curriculum planning form as if you were a team of teachers planning a week of activities for a preschool classroom. Use activities listed in the chapter as well as your own ideas.

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### Out-of-Class Activities

1. Choose one activity and teach it to a small group of preschool children. Afterward, write down a description of what happened. Did you feel the activity was successful? Why or why not?
2. Choose one goal and create your own activity that supports that goal. Write it down using the same format as the activities in the chapter.
3. Have any of your ideas or beliefs about teaching young children changed as a result of reading *Roots and Wings*? Why or why not? Write your thoughts and reflections in a journal.

