

AMERICANS ALL
Report of the Pilot Study Group

Prepared by Tonya Huber, Ph.D.
Wichita State University
College of Education
Wichita, KS 67208

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AMERICANS ALL REPORT

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The Committee endorses the adoption of the Americans All program materials grades 2-5 based on the following considerations and related recommendations (R) :

IMPLEMENTATION and OUTCOMES

The Americans All materials are an excellent resource in terms of supplemental curricula which is how they need to be implemented. They can be correlated to other curriculum materials and, as such, are an invaluable resource. They do not stand alone; rather, they enhance other curricula and further understanding of what it means to be "American."

Many elementary children do not know their heritage. For them, no one has ever shared the history of their roots and heritage. The Americans All program opens up a way to introduce not only the cultures that make up America, but the cultural backgrounds of the students. Map activities and timelines are an excellent way to help students get a practical understanding of their own particular "roots." Reported one teacher, "I find that even the parents of some of my students are unaware of their ancestry. The entire family and multiple generations can become involved in Americans All activities, exploring yesterday and today to prepare for tomorrow."

Extensive professional development is absolutely imperative in the implementation of this program. The pilot participants found it most helpful that Dr. Gail Christopher conducted the training. As one participant reported: "She made me fall in love with the program before even using it. As the author, she had a vested interest and a passion for the program and its ability to address the need for multicultural education nationwide."

Evaluation of the pilot experience produced the following endorsements:

- * The students have opportunities to role play and internalize empathy for other peoples.
- * Americans All assists teachers in dispelling myths.
- * The program helps students recognize a common culture that borrows from all cultures, celebrating the contributions of all peoples to the making of America.

- * The program promotes recognizing similarities between members of the human race.
- * Americans All enhances student motivation and self-esteem by increased participation and active involvement in learning.
- * The emphasis on understanding the backgrounds and motivations of others gives "Conflict Management" a global perspective.

Evaluation of the pilot experience produced the following recommendations for the most effective implementation:

- R1: A minimum of two days professional development but, ideally a three-hour course, should be instituted to implement this program. Dialogue is critical. For this reason, long-term intensives should be provided and are essential to the success of this program.
- R2: The program lacks a much needed literature-based approach, therefore, for implementation to be successful, literature resources need to be provided at each school site. An annotation of resources found to be particularly significant by the teachers who piloted the program follow (see Appendix Two: Annotated Bibliography).
- R3: All USD 259 outcomes for grades 2-5 need to be correlated to Americans All.
- R4: To be implemented successfully in USD 259, the material needs to be supplemented with information about Southeast Asians.
- R5: Articulated integration of content across the curriculum by grade level (2-5) will prevent redundancy in activities.
- R6: School libraries need to be updated to provide related and required materials.
- R7: Teachers need to model ethical and cultural sensitivity in word choice and vocabulary:
 - a. Individual names, such as Inuit, Métis, or Yup'ik instead of "Eskimo" and Cheyenne, Comanche, or Iroquois instead of "Indian" need to be employed.
 - b. A glossary of appropriate terminology and "trigger words" (offensive) would be helpful to the teacher unfamiliar with culturally responsible pedagogy.
 - c. A pronunciation guide is needed for names, geographic locations and unusual terms.
- R8: Each teacher needs his or her own set of materials. Slides and photos can be shared across grade level.

TEACHING STRATEGIES

Americans All curriculum includes a variety of opportunities for a teacher to apply a variety of instructional strategies and methods to meet the learning styles and multiple intelligences of her students. For example, Activity 15: "Cultural Background and Citizenship" includes (1) interactive instruction through brainstorming in small groups to determine whether the people pictured are U.S. citizens, (2) guided inquiry to form generalizations, and (3) individual study through writing a research report on the various ways people become a citizen of the United States.

Each time a teacher employs the Americans All curriculum guidelines for small group and cooperative group activities, students have the opportunity to develop their social and human relations skills. This is an opportunity to foster student self-esteem, critical to learning and development of potential. In addition, the students have an opportunity to realize that their way of thinking is not the only way, nor is it always the best way.

Americans All encourages the development of thinking skills because every activity contains a critical and creative thinking objective. For example, in Activity 14: "People Count," students are required to compare and contrast the histories of six ethnic groups that peopled America. Then, a recent newspaper article (USA Today) that explored the reasons Asian immigrants have come to America is compared. The program helps teachers make history relevant and meaningful for their students.

Evaluation of the pilot experience produced the following endorsements:

- * The lessons accommodate curriculum integration providing the opportunity for cross-curricular activities.
- * The Teachers' Guide contains objectives and student outcomes that relate to all learning styles and modalities.

Evaluation of the pilot experience produced the following recommendations for the most effective implementation:

- R9: Classroom sets of consumable student essays and all of the maps need to be provided to prevent excessive copying.
- R10: Field experiences and guest lectures can provide a vital link between content and understanding for many of these activities. Local events such as pow wows, the Black Art Festival, the Asian Festival, Cinco de Mayo, and other events should be incorporated as learning activities with this program.

VISUALS

The photos are a strength of this program. The collection of 262 photographs and slides in this collection are valuable as authentic and documented representations of the period depicted. Photos provide a fresh and exciting way to understand the past and connect with the future. A tally of the groups represented reveals the following:

14	Statue of Liberty
37	Ellis Island
39	Ellis Island and immigrants
35	Angel Island
20	Native American/American Indian
35	Asian/Asian American
19	Mexican/Mexican American
12	European/European American
33	African/African American
18	Puerto Rican

Evaluation of the pilot experience produced the following recommendations for the most effective implementation:

R11: Greater representation of modern cultural diversity and the diversity **within** groups is needed. For example:

- a. the photos, as currently packaged, poorly reflect the demographics of the nation. More European American heritage peoples need to be included to represent the range of experiences for those Americans of European heritage. A more thorough representation of the various immigrants and forced migrations of others needs to be included;
- b. the photos need expanded to represent current reality (i.e. American Indians live in the present; the photos perpetrate the myth that they are historical only);
- c. transparencies should be visually appealing and reflective of real human beings;
- d. teachers need to stress visuals and content representation of the mixed-blood history of America rather than further the myth that we are a nation of totally separate race/ethnic groups;
- e. pictures of people of color in military service are needed (i.e., buffalo soldiers, code talkers, . . .).

EVALUATING CURRICULUM MATERIALS
Curriculum & Instruction 755
Fall 1993
3 credit hours, line #9511

PROJECT DIRECTOR: Dr. Leonard Wesley, Jr.

COURSE FACILITATOR: Dr. Tonya Huber-Bowen

OFFICE: 113 Corbin

ADDRESS: Box 28, Dept. of C&I

OFFICE HOURS: by appt.

PHONE: 689-3322

CATALOG DESCRIPTION: This workshop is designed to provide disciplined inquiry in the development of evaluation guidelines for curriculum materials being piloted for course adoption. The second of a two-part course, this component will explore "Americans All" and Houghton Mifflin curricula to determine the appropriateness of its adoption in consideration of Wichita Public Schools U.S.D. #259 Student Outcomes. Emphasis will be given to diversity issues in the social studies outcomes.

FEES: Off-campus workshop; location TBA

DATES: The class will meet on each of the following from 4:30-7:30 p.m.

Wednesday, September 22

Tuesday, October 5

Tuesday, October 19

Wednesday, November 10

Final class meeting will be Wednesday, December 1, from 4:30-8:30 p.m.

In addition, grade-level and building teams will meet for additional discussions each month. These times will be set at the class meetings.

COURSE OBJECTIVES: Participants will

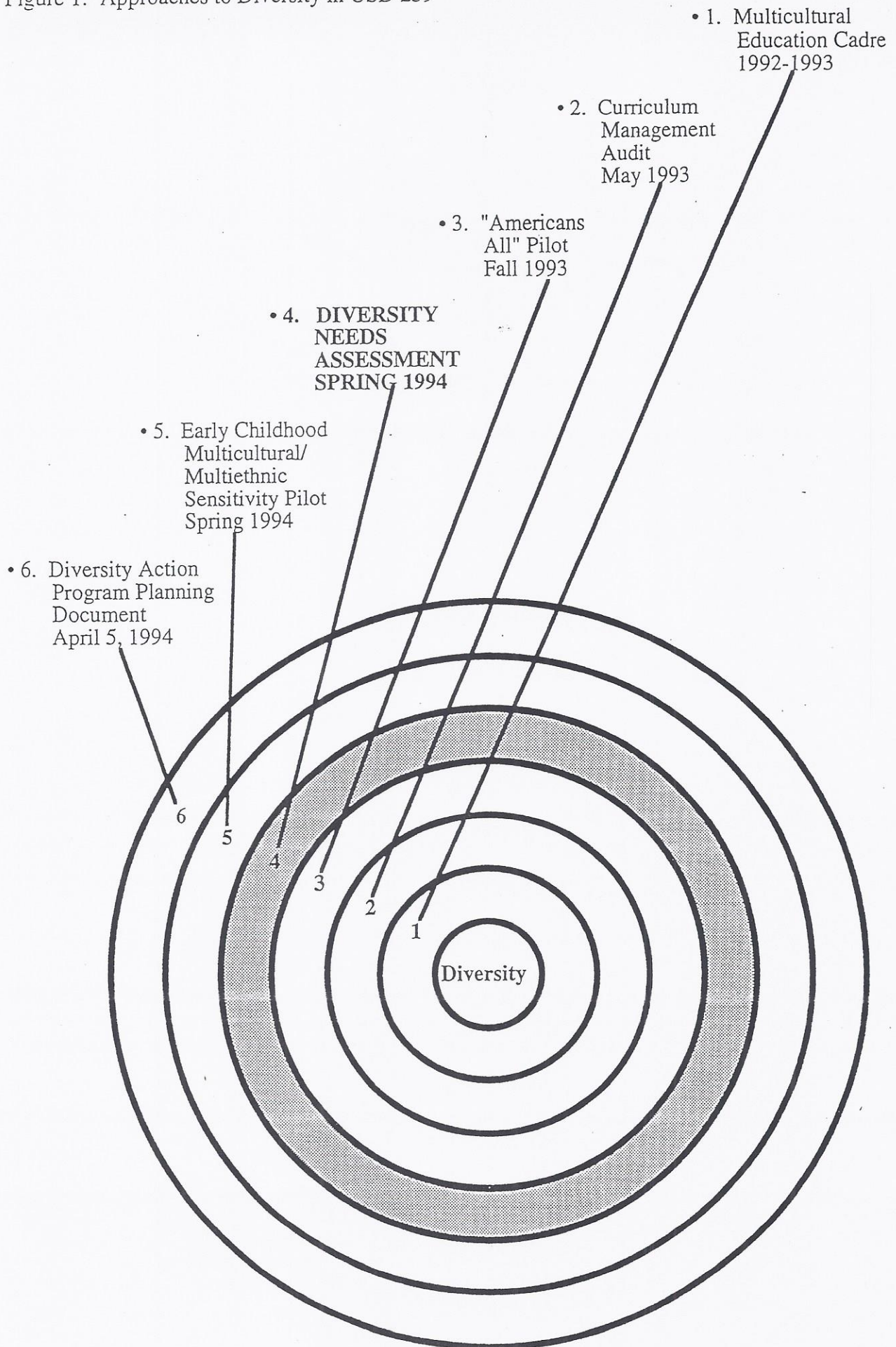
1. evidence an appreciation of diversity and the significance of its inclusion in curriculum development in America;
2. explore curriculum issues to be cognizant of while piloting the new materials;
3. pilot curricula materials in their classrooms;
4. maintain a log of critical reflections on the pilot process, including meeting times and issues discussed;
5. determine the appropriateness of the "Americans All" curriculum materials in meeting student outcomes.

REQUIRED MATERIALS:

Boyer, J. (1992). Elementary-Secondary Multicultural Instructional Inventory Manhattan, Kansas: Author.

Huber-Bowen, T. Curriculum Resource Evaluation Instrument. Wichita, Kansas: Author.
Wichita Public Schools U.S.D. #259 Student Outcome, 1992-93, Grades PreK-5 for Social Studies.

Figure 1: Approaches to Diversity in USD 259



Tonya Huber, PhD

Assistant Professor

Department of Curriculum
and Instruction

Wichita State University

Wichita, Kansas 67260-0028

Telephone: (316) 689-3322

Voice Mail: (316) 689-3978, x6864

Fax: (316) 689-3302

Internet: huber@wsuhub.uc.twsu.edu



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