

BANKS CHAPTER 3

KEY CONCEPTS FOR THE MULTICULTURAL CURRICULUM AS YOU READ THIS CHAPTER, CONSIDER THE FOLLOWING QUESTIONS:

1. **WHAT CRITERIA SHOULD YOU USE WHEN SELECTING CONCEPTS TO ORGANIZE MULTICULTURAL UNITS AND LESSONS?**
2. **HOW MIGHT MICROCULTURAL GROUPS IN AMERICA SHARE MANY CHARACTERISTICS WITH THE COMMON NATIONAL CULTURE? GIVE EXAMPLES.**
3. **IN ORGANIZING CONCEPTS FOR A FOCUSED STUDY OF AN ETHNIC GROUP, WHICH OF THE NINE CONCEPTS OFFERED BY BANKS WOULD BE MOST APPROPRIATE FOR THE GRADE LEVEL THAT YOU TEACH? WHICH WOULD BE LEAST APPROPRIATE? WHY?**
4. **IN EXAMINING BANKS' TYPOLOGY OF STAGES OF ETHNIC DEVELOPMENT, THINK OF YOUR BIRTHPLACE. AT WHICH STAGE WOULD SAY MOST PEOPLE NOW LIVING IN YOUR BIRTHPLACE ARE FUNCTIONING? ARE THERE ANY EXCEPTIONS SUCH AS CLOSE FRIENDS OR NEWLY ARRIVED OUTSIDERS [e.g., MIGRANTS, IMMIGRANTS, YANKEES, RETIREES FROM NEW YORK, LANDFALL TYPES, etc.]? WHERE MIGHT THEY BE IN THIS TYPOLOGY?**
5. **HOW MIGHT THE IMPACT OF ASSIMILATION AND ACCULTURATION AFFECT THE SOCIALIZATION OF A CHILD IN AMERICA? GIVE EXAMPLES.**
6. **MERTON SUGGESTS FOUR TYPES OF PERSONS IN A TYPOLOGY OF DISCRIMINATION. REFLECT UPON PORTRAYALS IN THE MEDIA (WITH THE POSSIBLE EXCEPTION OF JERRY SPRINGER'S TALK SHOW); THINK OF ACTORS/ACTRESSES IN MOVIES/TV AND NAME ONE EXAMPLE FOR EACH OF MERTON'S FOUR TYPES. DO THE SAME FOR POLITICIANS AT EITHER LOCAL, STATE, OR NATIONAL LEVELS.**
7. **EXPLAIN WHAT IS MEANT BY THE SOCIAL MEANING OF RACE.**
8. **HOW MIGHT VAN DEN BERGHE'S DEFINITION OF RACE IMPACT PUBLIC SCHOOL POLICY?**
9. **COULD ETHNOCENTRISM AND VALUES BE CONSIDERED CULTURAL BAGGAGE THAT SHAPES AN INDIVIDUAL'S SELF-CONCEPT AND WORLDVIEW? HOW?**