

BANKS – CHAPTER 4

PLANNING THE MULTICULTURAL CURRICULUM

CONSIDER THE FOLLOWING QUESTIONS AS YOU READ CH. 4:

1. **HOW DOES ONE PROCEED IN ORGANIZING A DECISION-MAKING CURRICULUM? WHAT ARE THE STEPS INVOLVED?**
2. **IN TABLE 4-2 (P. 103), HOW DO LOW-LEVEL GENERALIZATIONS HELP TO CLARIFY THE KEY CONCEPT: “IMMIGRATION-MIGRATION?”**
3. **WHY ARE SUCH CONCEPTS AS CULTURAL ASSIMILATION AND STRUCTURAL ASSIMILATION IMPORTANT IN THE MULTICULTURAL CURRICULUM?**
4. **HOW DO THE FOLLOWING GENERALIZATIONS DIFFER: ORGANIZING GENERALIZATIONS, INTERMEDIATE-LEVEL GENERALIZATIONS, AND LOW-LEVEL GENERALIZATIONS?**
5. **COULD THE CULT OF FALSE OBJECTIVITY BE LIKENED TO AN OSTRICH? WHY?**
6. **HOW MIGHT THE USE OF KOHLBERG’S STAGES OF MORAL DEVELOPMENT BE A BETTER APPROACH TO MORAL EDUCATION THAN A DIDATIC APPROACH?**