



**Planning Matrix and Lesson Plan**

**Cultural Sustainability, National Unity and Multicultural Education in China**

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<b>Stage 1- Desired Results</b>	
<p><b>Established Goal (s)</b> What relevant goals (e.g., content standards, course program objectives, and learning outcomes) will this design address? The broad goals of this presentation are to introduce concepts such as cultural sustainability, education for national unity, and ethnic unrest in China to graduate students in a course titled "Foundations of Multicultural Education.</p>	
<p><b>Understandings (s):</b> What are the big ideas? What specific ideas about them are desired? What misunderstandings are predictable? Cultural sustainability, education for national unity, and ethnic protests are all germane to discussing multicultural education. The above concepts are seldom discussed in courses on multicultural education. Students in this course have previously written research papers on some aspect of Chinese education such as the "structure of special education in china." However, they have not discussed, or researched the above listed concepts.</p>	<p><b>Essential Questions(s):</b> What provocative questions/statement will foster inquiry, understanding and transfer of learning?</p> <p>Cultural-Sustainability. Students will respond to the following questions or statements after reading the relevant section, and/or material provided by the instructor. Students will consult additional text and online sources:</p> <ol style="list-style-type: none"> <li>1. Discuss the significance of cultural-sustainability to ethnic, minority, and "other" groups living in a dominant culture.</li> <li>2. What are some of the challenges facing multiethnic societies such as China to sustain diverse languages and cultures?</li> <li>3. When is it appropriate for governments in multiethnic states to use coercive force against dissident protests and demonstrations?</li> </ol> <p>Education in China. Students will respond to the following questions or statements after reading the relevant section, and/or material provided by the instructor. Students will consult additional text and online sources:</p> <ol style="list-style-type: none"> <li>1. In what respects has Confucianism influenced Chinese, thought, culture, and education?</li> <li>2. Discuss issues of poverty and basic education in rural China and how community resources can condition educational inequality.</li> <li>3. China is moving toward teaching national unity in schools and institutions of higher education because of the high occurrence of ethnic protest leading to loss of life and damage to property. Is the inclusion of content on national unity in the curriculum the answer to minimizing dissent and protests particularly from ethnic minorities? Give reasons for your answer.</li> </ol> <p>Multicultural Education. Students will respond to the following questions or statements after reading the relevant section, and/or material provided by the instructor. Students will consult additional text and online sources:</p> <p>One writer stated that multicultural education is the new world "international reform movement" (Banks, 1988).</p> <ol style="list-style-type: none"> <li>1. Do you support this statement? Why? If you do not, why?</li> <li>2. Discuss how China might be able to use some aspects of multicultural education to foster national unity and political stability.</li> <li>3. Recommend some objectives for teachers in China to use when they teach multiculturally.</li> </ol>
<p><b>Students will understand that...</b> What key knowledge and skills will students acquire because of this unit? Students will understand that China is a multiethnic country and that concepts such as cultural sustainability, education for national unity, and ethnic protests are important to understand and learn about in a rapidly developing country in a quest for national unity and political stability.</p>	<p><b>Students will be able to:</b> Critically discuss and analyze issues of cultural sustainability, education for national unity, and ethnic protests as they relate to national unity and political stability in China.</p>

Stage 2 – Assessment Evidence	Other evidence
<p><b>Performance Task(s):</b> Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understanding be judged?</p> <p>Continuous student –instructor exchange will be facilitated when discussing each concept. Students will formally write essays that respond to specific statements/questions provided by the instructor. Points will be assigned for relevant content, organization, critical analysis, and reflection.</p>	<p>Through what other evidences (e.g., quizzes, tests, academic prompts, observations, and homework journal) will students demonstrate achievement of the desired results? How will students reflect upon and self assess their learning?</p> <p>Students will reflect upon and self-assess their learning using essay formats and rubrics provided by the instructor. The instructor will provide prompts and make suggestions through regular feedback in continuous assessment</p>

Stage 3 – Assessment Evidence
<p><b>Learning Activities:</b> What learning experiences and instruction will enable students to achieve the desired results? How will the design... help students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? Hook the students and hold their interest? Equip students, help them experience the key ideas and explore the issues? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications be tailored to the different needs, interests, and abilities of learners? Be organized to maximize initial and sustained engagement as well as effective learning?</p> <p>Students will be engaged in lecture /discussion, research concepts using books, academic journals, and the internet. They will respond to specific content related questions posed by the instructor in essays. A rubric will be provided for content, critical analysis, and reflection for each question.</p>

## **Lesson Plan**

Supplementary lesson for EDF 855 Foundations of Multicultural Education

**Title of Presentation:** Perspectives on Cultural-Sustainability, National Unity Education and the Possibilities of Multicultural Education in China.

**Level:** Post-Secondary

**Duration:** Two lessons of 2 hours and 45 minutes each or discretion of instructor.

**Course Description:** An examination of the educational implications of cultural pluralism in the American classroom and in selected countries.

**Course Objectives:** The objectives of the course “Foundations of Multicultural Education are to: (1) Prepare an original lesson plan on a multicultural topic. (2) Critically evaluate published articles on multicultural education topics (3) collaborate with colleagues in a multicultural project (4) develop a professional development plan for multicultural education. (5) compile a portfolio of multiculturally relevant course related artifacts.

**Specific lesson objective:** to introduce the concepts of cultural sustainability, education for national unity, and ethnic unrest in China to students in enrolled in the course.

**Understandings(s):** Cultural sustainability, education for national unity, and ethnic protests are all germane to discussing multicultural education. The above concepts are seldom discussed in courses on multicultural education. Students in this course have previously written research papers on some aspect of Chinese education such as the “organization of special education in China.” However, they have not discussed, or researched the above listed concepts.

**Students will understand that:** Cultural sustainability, education for national unity, and ethnic protests are all germane to discussing multicultural education. The above concepts are seldom discussed in courses on multicultural education. Students in this course have previously written research papers on some aspect of Chinese education such as the “structure of special education in china.” However, they have not discussed, or researched the above listed concepts.

China is a rapidly developing multiethnic country. Concepts such as cultural sustainability, education for national unity, and multicultural education are important to understand because they are necessary for national unity and political stability.

**Essential Questions(s):** Provocative questions that will foster inquiry, understanding and transfer of learning. Cultural-Sustainability. Students will respond to the following questions or statements after reading the relevant section, and/or material provided by the instructor. Students will consult additional text and online sources:

1. Discuss the significance of cultural-sustainability to ethnic, minority, and “other” groups living in a dominant culture.
2. What are some of the challenges facing multiethnic societies such as China to sustain diverse languages and cultures?
3. When is it appropriate for governments in multiethnic states to use coercive force against dissident protests and demonstrations?

**Education in China:** China is the most populous multiethnic country in the world and has an estimated 240 million students and 12 million full-time teachers (estimate, 2003). Students will respond to the following questions or statements after reading the relevant section, and/or material provided by the instructor. Students will consult additional text and online sources:

4. In what respects has Confucianism influenced Chinese, thought, culture, and education?
5. Discuss issues of poverty and basic education in rural China and how community resources can condition educational inequality.
6. China is moving toward teaching national unity in schools and institutions of higher education because of the high occurrence of ethnic protest leading to loss of life and damage to property. Is the inclusion of content on national unity in the curriculum the answer to minimizing dissent and protests particularly from ethnic minorities? Give reasons for your answer.

**Multicultural Education:** Students will respond to the following questions or statements after reading the relevant section, and/or material provided by the instructor. Students will consult additional text and online sources:

One writer stated that multicultural education is the new world “international reform movement” (Banks, 1988).

7. Do you support this statement? Why? If you do not, why?
8. Discuss how China might be able to use some aspects of multicultural education to foster national unity and political stability.
9. Recommend some objectives for teachers in China to use when they teach multiculturally. **Students will be able to:** Critically discuss and analyze issues of cultural sustainability, ethnic protests, and multicultural education as they relate to national unity and political stability in China. Essay questions will be provided by the instructor. Points will be assigned for content, critical analysis, and reflection.

**Performance Tasks/ Assessment Evidence:** The instructor will engage students in lecture /discussion. Students will research concepts using books, academic journals, and the internet. They will respond to specific content related questions posed by the instructor in essays. A rubric will be provided for content, critical analysis, and reflection for each question.

**Learning Activities:** Students will be involved in lecture /discussion, research concepts using books, academic journals, and the internet. They will respond to specific content related questions posed by the instructor in essays. A rubric will be provided for content, critical analysis, and reflection for each question. Students will self-assess their essays using a rubric provided by the instructor. Instructors will prepare rubrics based on the emphases they intend to place on items such as relevant content, critical thinking, reflection, and organization of the essay.

## **Bibliography**

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## **Internet Resources**

- Portals To The World: Resources Created by Library of Congress Subject Experts.  
<http://www.loc.gov/rr/international/asian/china/china.html>
- Chronology of Chinese History listing Chinese Dynasties.  
<http://english.peopledaily.com.cn/aboutchina/history.html>
- Confucianism. *Encyclopedia Britanica Online*.  
<http://www.britannica.com/EBchecked/topic/132104/Confucianism>
- The Great Leap Forward. *Encyclopedia Britanica Online*.  
<http://www.britannica.com/EBchecked/topic/243427/Great-Leap-Forward>
- The Cultural Revolution. *Encyclopedia Britanica Online*.  
<http://www.britannica.com/EBchecked/topic/146249/Cultural-Revolution>
- People's Republic of China. Ministry of Education  
<http://www.moe.edu.cn/english/index.htm>