

**THE PEOPLING OF AMERICA:  
A TEACHER'S MANUAL FOR  
THE AMERICANS ALL®  
PROGRAM**

**Gail C. Christopher**

**Americans All®**



# CONTENTS

	Page
<b>Preface</b> .....	vi
<b>Introduction</b> .....	viii
<b>What Is to Be Learned?</b> .....	1
<b>Why Is This Material Important? Why Should Students Learn It?</b> .....	3
The Americans All® Program: Historical Development .....	5
<b>The Conceptual Framework</b> .....	6
Diversity-Based Development .....	6
Motivation Theories .....	8
Self-Esteem .....	8
Stress .....	10
Learning Activities, Goals and Objectives .....	11
<b>How Can the Curriculum Be Enriched with the Americans All® Program?</b> .....	13
Kindergarten .....	13
Grade 1 .....	13
Grade 2 .....	13
Grades 3–4 .....	14
Grades 5–6 .....	14
Grades 7–9 .....	14
Grades 10–12 .....	14
Parent Involvement .....	15
Generic Learning Activities .....	15
Teachers as Facilitators .....	15
Keys to Student Success .....	16
Brainstorming .....	17
Small Groups .....	17
Role-Playing .....	17
Large-Group Guided Discussions .....	17
Small-Group Discussions .....	17
Pairs and Groups of Three .....	17
Visual and Aesthetic Aspects .....	18
The Classroom Set-Up .....	18
<b>The Program Philosophy</b> .....	20
<b>Excerpts from the Preliminary Evaluation</b> .....	21
<b>References</b> .....	23



# WHAT IS TO BE LEARNED?

Americans All® resources address a unique historical aspect of this nation's diverse cultures and ethnic groups. This set of diversity-based materials uses the American symbol of freedom, the Statue of Liberty, as well as the peak period of immigration through Ellis Island, as launching points for a chronicled history of the major groups that peopled the United States. Native Americans, African Americans, Asian Americans, European Americans, Mexican Americans and Puerto Rican Americans helped build and shape this nation. Although there is diversity within these large groups, the general headings are consistent with James Banks' recommended strategies for ethnic education (Banks, 1987) and with the Americans All® focus on historical group experiences of immigration and migration (forced and voluntary) and enslavement.

Essays, photographs, narratives and music for each group provide information about the nation's culturally diverse heritage. Nationally recognized scholars, each of whom represents a particular culture and ethnic group, have written related resource texts. The Americans All® Photograph Collection contains more than 300 period-specific photographs that represent each of the groups that peopled this nation. These rare photos were compiled from several national, regional and personal archives. A history written specifically for this program, *American Immigration: The Continuing Tradition*, covers complex immigration policy, including such topics as federal legislation, slavery, literacy testing, quotas, refugees, pluralism, labor and nativism. Figures and tables in this text depict voluntary immigration waves between 1820 and 1997.

More recent efforts to refurbish America's great symbol of freedom, the Statue of Liberty, and the centennial celebration of Ellis Island have focused the nation's attention on the history of this country as a land of immigrants. Americans All® program materials help teachers address this rich aspect of United States history in an inclusive manner. While Ellis Island was the major processing station for voluntary immigrants in the East, Angel Island was the major processing center in the West. Americans All® resources include texts, photographs and posters of both stations. The learning activities in each of the teacher's guides help teachers engage their students in critical and creative thinking, such as comparing and contrasting the experiences of voluntary immigrants with those who were enslaved or who were forced to move to other parts of the country. Students are also asked to consider the experiences of groups that entered the country by land routes, crossing borders under perilous conditions.

To much of the world, and to millions of people who entered this country through Ellis Island, the Statue of Liberty symbolized "Liberty Enlightening the World." Americans All® resources include essays on the historical development and care of the Statue of Liberty and Ellis Island.

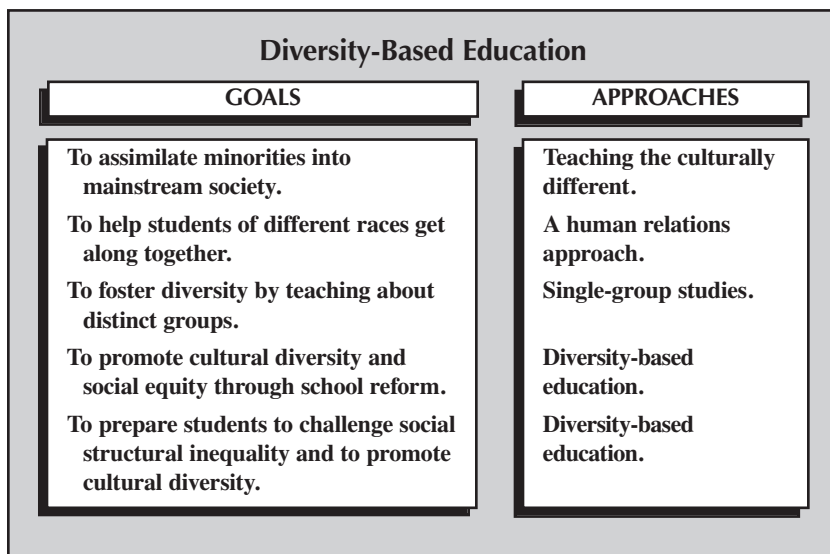


The Americans All® program brings new resources and training opportunities to educators. The National Council for the Social Studies recommends that a school's socialization practices be predicated on respect for ethnic diversity, an integral part of this nation's commitment to human dignity. At the same time, the school must help socialize youth so they will commit themselves to basic democratic ideals that serve as overarching goals for all American citizens.

The learning experiences, resources and activities in the Americans All® program provide information and opportunities to help generate multicultural development through increased awareness, knowledge and skills. By focusing on the immigration, migration, refugee, enslavement and displacement experiences of Native Americans, African Americans, Asian Americans, European Americans, Mexican Americans and Puerto Rican Americans, this program touches on issues that are important to people of all ethnic and cultural groups.

A comprehensive analysis of literature on multicultural education in the United States was published in the *Harvard Educational Review* in 1987. This review of 89 articles and 38 books delineates five basic goals and approaches to multicultural education. (Sleeter and Grant, 1987)

Although there is a growing consensus among educators on the need for diversity-based approaches to education, there is also a demand for approaches that infuse diversity-based philosophy and content into classrooms through standard curricular frameworks. Banks and Lynch advocate teaching history so that every major historical and social event is viewed from many perspectives. (Banks and Lynch, 1986) The challenge is to identify the kinds of knowledge and understanding that provide depth for individuals as individuals instead of solely in terms of their collective affiliations. (Apter, 1977)



A careful look at student failure rates further emphasizes the importance of this subject matter. Recent surveys show that while only 13 percent of European American students drop out, up to 24 percent of African American (40 percent to 50 percent in large urban schools), 40 percent of

# WHY IS THIS MATERIAL IMPORTANT?

# WHY SHOULD STUDENTS LEARN IT?



# THE CONCEPTUAL FRAMEWORK

Theories of multicultural development were integrated with components of the Appreciative Learning Training Program's approach to encouraging human motivation, building self-esteem and reducing the impact of stress on cognitive or problem-solving capacities to create the conceptual framework for the Americans All® program. (Christopher and Lytle, 1987)

## Diversity-Based Development

Americans All® is a diversity-based education program. As such it is a means to an end. The desired outcome is enhanced multicultural development among teachers, students, parents and community members. "Culture" is a group's shared pattern of learned behavior. Using this broad definition, it is clear that different cultures may exist within sub-groups of various ethnic groups, racial groups, gender groups and/or geographic communities. Persons with high levels of multicultural development can understand and be understood in various cultures. This leads to increased power, energy and freedom in a multicultural world. (Pedersen, 1988)

The demographics of today's public education system reveal some sharp disparities between the cultures of students and of educators.

A national survey of school officials showed that 95 percent of 86,772 school board members, superintendents and other elected officials in school districts nationwide were European American. Two percent were African American; 2 percent, Hispanic American; 1 percent, Native American; and .5 percent, Asian American. Data were not available for approximately 10 percent of the officials. (United States Bureau of the Census, 1992)

In 1990, 93 percent of beginning teachers were European American, and only 7 percent were from minority groups. Of these new teachers, 73 percent grew up in suburbs, rural areas and small towns. Seventy-five percent expressed a desire to teach in middle-class schools, while only 6 percent wanted to work in low-income schools and 14 percent in culturally diverse schools. Overall, public school teachers today average 16 years of classroom experience; one in six averages 25 years or more. These professionals were trained to teach a student population from a different era—one that does not have today's characteristics. (Hodgkinson, 1986)

- Minority enrollment levels range from 70 percent to 96 percent in the nation's 15 largest school systems.
- One in four children lives below the poverty level.
- Fourteen percent are children of teenage mothers.
- Fourteen percent are children of unmarried parents.
- Between one-quarter and one-third have no one at home after school.
- Forty percent will live in single-parent homes by the time they are 18 years old.
- Twenty-five percent or more will not finish school.

These facts generate an imperative. Diversity-based development is no longer a choice for effective educators; it is a requirement.



Americans All® program learning activities call for methodologies that are participatory and, to some degree, cooperative. Students are encouraged to work in small groups. These groups vary in number and purpose. Students are encouraged to work with their peers and to develop effective listening and interviewing skills. They are encouraged to question and to think critically. They are also asked to engage their parents in related discussions.

Each Americans All® experience is designed to help educators achieve the National Council for the Social Studies’ goals for multicultural education and to accomplish key objectives in the following areas:

- appreciation for self and others and the ability to communicate that appreciation;
- acquisition of basic information about the historical immigration and migration (forced and voluntary) and enslavement experiences of diverse cultural groups in the United States; and
- development of creative- and critical-thinking skills.

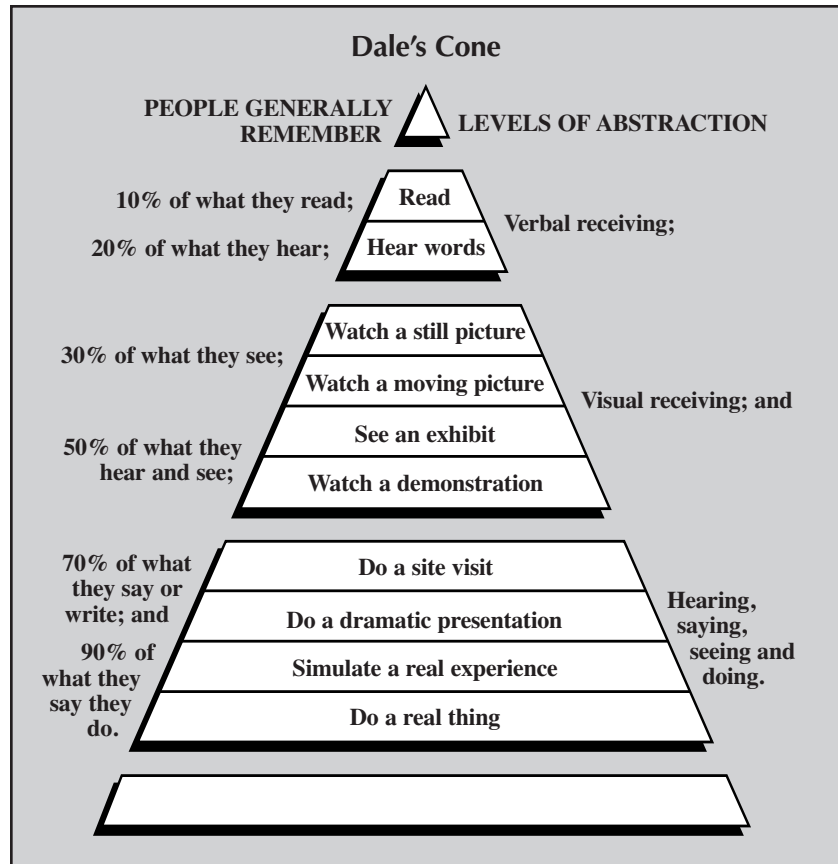
Diversity-Based Education			
PHASE	AREA OF APPLICATION	AMERICANS ALL®	
		Content	Methods
1. Awareness	Understanding self and other cultures.	■	■
2. Knowledge	Understanding self and other cultures.	■	■
3. Skills	Forming positive relationships.		■
	Understanding and being understood in various cultures.	■	■
	Reducing the impact of negative experiences.	■	■
	Coping with stress.	■	■

Appreciation for self and others is both the cornerstone and an indicator of a high level of self-esteem and good self-image. A child who is accepted unconditionally as a worthy individual will grow as a person. The child will begin to picture himself or herself as a wanted, loved and valued person because the important people in his or her life are painting such a picture. Teachers and peers are significant figures in the lives of students. Such societal changes as increased numbers of single-parent homes and dual-earner households have resulted in greater family stress levels, less time and fewer opportunities for quality interactions in the home. As a result, time spent in schools today may have an even greater impact than in years past on shaping the student’s self-image and self-esteem levels.

# Learning Activities, Goals and Objectives



# Keys to Student Success



There are two keys to effective use of the Americans All® resources. One is to use teaching tools and aids that optimize the students' potential for retaining and learning the material. Using Dale's learning theory, illustrated above, it can be estimated that students learn best by doing, writing and having ample opportunities to see and experience the information. (Wimon and Meierhenry, 1960)

By using the multimedia materials and activities suggested in the Americans All® program, teachers can increase the students' potential for retaining and learning this new information. Options include a CD-Rom, photographs, posters, simulations, role-play activities and ethnographic exercises in which students interview parents and community members. They also include writing and group-reading assignments.

The second key to effective use of the Americans All® resources is to foster classroom environments that encourage discussion, critical and creative thinking and peer group participation. Such environments may help promote students' success by reducing their stress levels and responding to their intrinsic motivational and affective needs. Students need to have a sense of security, opportunities for self-expression and a sense of empowerment. The following methods are suggested as techniques for creating classroom environments that respond to those needs.



# THE PROGRAM PHILOSOPHY

Multicultural education has been defined as “an idea—an educational reform movement and a process with the major goal of changing the structure of educational institutions so that all students—those who are members of diverse cultural and ethnic groups, male and female students and exceptional students—will have an equal chance to achieve academically in school.” (Banks and Lynch, 1986) The Americans All® program philosophy builds on this basic concept and these fundamental beliefs.

- Schools mirror society’s changing demographic profile and must implement effective strategies that prepare our citizens for living in an increasingly diverse society. School leadership must give priority to diversity-based education as a means of increasing the academic success probabilities for minority students and of ensuring societal success for all youth.
- The peopling of the United States provides an ideal lens for considering the complex and sensitive matters of ethnicity, family heritage and cultural diversity.
- The immigration and migration experience (forced and voluntary) of American families is also an ideal lens for teaching United States history and civics. The peopling of the nation provides an appropriate context for studying the basic tenets of democracy, American and global citizenship, and individual and governmental responsibility. This process can be used to stimulate critical and analytical thinking about the conflict between historical realities and ideals in United States government policies and practices directed toward diverse ethnic and cultural groups.
- The diverse ethnic and cultural background of the American people is one of the nation’s most valuable resources.
- Diversity-based education strategies help build student self-esteem, self-confidence and feelings of competence within school and communities and provide opportunities to improve higher-order thinking skills, such as problem-solving, decision-making and evaluating.
- Individual cultural sensitivity is enhanced through caring relationships. Students, teachers, parents and school administrators benefit from opportunities to form these relationships and to gain deeper understanding of the history of various ethnic and cultural groups.
- Although ethnocentric materials may be used in some areas of the school curriculum, these cannot be the overall context for educating youth or for addressing the issues of cultural diversity. One of the goals of diversity-based education is to increase human capacity for understanding, empathy and esteem. This requires that the interrelated and diverse experiences of all ethnic and cultural groups be considered.

