

# Workshop 3

## Exploring Unity and Diversity

### Session Summary

Because themes of unity and diversity surface within academic content, classroom climate, and learning differences, this session addresses the question Who do we teach? It focuses on strategies for teaching themes of unity and diversity in social studies as well as methods of addressing learning diversity. To help you extend your thinking, you will:

- Define elements of unity and diversity.
- Examine models designed to help all students learn.
- Analyze lessons for examples of unity and diversity.

### Learning Goals

At the end of this session, you will be able to:

- Identify themes of unity and diversity in social studies content.
- Address learning diversity in your classroom.
- Use multiple intelligences and differentiated instructional strategies in your practice.

**FACILITATOR'S NOTE:** You will need to make copies of the following materials for all participants (pages 52–60):

Venn Diagram • Unity and Diversity • Analyzing a Lesson  
Developing a Lesson • Summary

# Explore

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## Key Concepts

- Unity
- Differentiated instruction
- Diversity
- Multicultural education
- Civic education
- Multiple intelligences

## Readings

Before arriving for this session, read each of the articles listed below to gain knowledge about key concepts related to unity and diversity in social studies. As you read, look for these concepts, their definitions, and examples of each.

After you read the articles, write answers to the following questions. Copy the Reading Questions form on page 51.

1. Describe the five dimensions of multicultural education.
2. Choose three elements from the NCSS list of democratic beliefs and values. Explain how each element promotes individual freedom as a form of diversity and/or the common good as a form of unity.
3. What are the multiple intelligences? How does each one address learning diversity?
4. What is differentiated instruction and how does it address learning diversity?

**Assignment:** Bring your written work to the session, and save it to submit as an assignment.

**Visit the Web Site:** These articles are available online at the workshop Web site at:

**[www.learner.org/channel/workshops/socialstudies](http://www.learner.org/channel/workshops/socialstudies)**

Go to session 3 and select Printouts.

## Articles

### "Multiculturalism's Five Dimensions"

*NEA Today* writer Michelle Tucker interviews multicultural education expert Dr. James A. Banks. Banks, James A., and Michelle Tucker. "Multiculturalism's Five Dimensions." *NEA Today Online*.

### "Democratic Beliefs and Values"

Provides a listing of democratic beliefs and values from national documents. National Council for the Social Studies. "Democratic Beliefs and Values." *Expectations of Excellence: Curriculum Standards for Social Studies*.

### "Multiple Intelligences"

Defines Howard Gardner's theory of multiple intelligences. Vennema, Shirley, Lois Hetland, and Karen Chalfen (eds.). "Multiple Intelligences: The Research Perspective, A Brief Overview of the Theory." *The Project Zero Classroom: Approaches to Thinking and Understanding*. Harvard Graduate School of Education and Project Zero.

### "Mapping a Route Toward Differentiated Instruction"

Describes differentiated instruction and what it takes to make it work. Tomlinson, Carol Ann. "Mapping a Route Toward Differentiated Instruction." *Educational Leadership*. Association for Supervision and Curriculum Development.

**FACILITATOR'S NOTE:** Be sure that everyone has access to these readings. You may want to have a few copies available for those without Internet access.

# Engage

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**FACILITATOR'S NOTE:** When the workshop session begins, you may want to spend a few minutes reviewing the Reading Questions and key concepts.

## Activity 1: Getting Started

Watch the video introduction to familiarize yourself with the session, instructor, and participants.



**View Video Segment: Introduction:** Go to this segment in the video by matching the image (to the left) on your TV screen. You'll find this segment at the beginning of the video. Watch for about 10 minutes.

In this video segment, participants explore elements of unity and diversity within national documents, poetry, and songs taught in social studies.

## Activity 2: What Do You Know?

**FACILITATOR'S NOTE:** Distribute the Venn Diagram form.

This activity is designed to help you think about themes of unity and diversity in social studies content. Read the following excerpt from the inaugural address delivered by President John F. Kennedy on January 20, 1961.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Use the Venn Diagram to identify themes of unity and diversity, and where they overlap.

## Activity 3: Reflect on Your Work

After you've completed the Venn diagram, consider these questions:

- What social studies topics lend themselves to teaching themes of unity or diversity?
- How would you address the diversity of learners in your class?
- What other elements of unity and diversity would you address?

# Explain

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**View Video Segment: Identifying Themes in Classroom Examples:** Go to this segment in the video by matching the image (to the left) on your TV screen. You'll find this segment approximately 11 minutes into the video. Watch for about 20 minutes.

This segment illustrates teaching strategies in several classroom examples, followed by the workshop participants' discussion.

As you watch, take notes on the strategies teachers use to address elements of unity and diversity in terms of content, learners, and instructional strategies. This will help prepare you for the upcoming activity.

## Activity 1: Unity and Diversity

**FACILITATOR'S NOTE:** Distribute the Unity and Diversity form.

This activity takes a closer look at themes of unity and diversity in the classroom video segments. Elements of unity and diversity can include content, culture, classroom climate, and how students learn.

Follow the instructions on the Unity and Diversity form.

**Visit the Web Site:** This activity is also available online as an Interactive Activity at:

**[www.learner.org/channel/workshops/socialstudies](http://www.learner.org/channel/workshops/socialstudies)**

Go to session 3 and select Explain.

# Apply

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## Activity 1: Analyzing a Lesson

**FACILITATOR'S NOTE:** Distribute the Analyzing a Lesson form.

Workshop instructor Mary McFarland led a lesson on citizenship and immigration that was designed to incorporate themes of unity and diversity, as well as teaching strategies that focus on the multiple intelligences. Watch the video segment of the mini-lesson and identify the strategies she used.



**View Video Segment: Citizenship Mini-Lesson:** Go to this segment in the video by matching the image (to the left) on your TV screen. You'll find this segment approximately 32 minutes into the video. Watch for about 25 minutes.

This segment provides a review of multiple intelligences. Next, workshop participants complete a lesson on immigration and citizenship, illustrating how one lesson can include themes of unity and diversity in its content while incorporating some of the multiple intelligences as the lesson is taught.

**Assignment:** Save your written work to submit as an assignment.

## Activity 2: Developing a Lesson

**FACILITATOR'S NOTE:** Distribute the Developing a Lesson form.

Now it's your turn. Develop a social studies lesson that lends itself to teaching themes of unity and diversity. It can include:

- assigning group work that requires consensus about different values;
- examining artifacts to explore other cultures; or
- drawing on personal experiences that reveal the prevalence of stereotypes.

Use the Developing a Lesson form to create a draft of your lesson. Be sure to explain how you would address themes of unity and diversity in content, and include teaching strategies you plan to use to address learning diversity.

**Assignment:** Save your written work to submit as an assignment. Note: If you are taking all eight sessions for credit, you may continue to work on this lesson in subsequent sessions. Save a copy of your work.

# Evaluate

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## What Did You Learn?

**FACILITATOR'S NOTE:** Distribute the Summary form.

In this session, you identified a range of teaching strategies that address elements of unity and diversity in content, classroom climate, and learning differences.

Now write a summary of what you've learned and how you plan to apply it in your practice. Be sure to include:

- what it means to teach about unity and diversity;
- strategies you learned for teaching unity and diversity in social studies content;
- strategies you learned for addressing unity and diversity in terms of classroom climate and community demographics;
- strategies you learned for helping all students learn social studies content; and
- how you plan to apply these strategies in your practice.

**Assignment:** Save your written work to submit as an assignment.

Check the Assignments list that follows to be sure you've completed all assignments for this session.

# Assignments

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## Submit Your Work

If you are taking this workshop for credit or professional development, submit the following assignments for session 3: Exploring Unity and Diversity.

1. **Explore:** Read the articles and respond to the questions that follow using the Reading Questions form.
2. **Apply:** Watch the mini-lesson on citizenship and complete the Analyzing a Lesson activity.
3. **Apply:** Apply what you've learned and complete the Developing a Lesson activity.
4. **Evaluate:** Summarize what you've learned and how you will apply new strategies in your teaching.

## For Next Week

See Explore: Readings for session 4 for next week's reading assignment.

# Resources

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## Print

Banks, James A. *Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society*. Seattle: University of Washington Center for Multicultural Education, College of Education, 2001.

National Council for the Social Studies. *Expectations of Excellence: Curriculum Standards for Social Studies*. Washington, D.C.: National Council for the Social Studies, 1994.

Parker, Walter C. *Teaching Democracy: Unity and Diversity in Public Life*. New York: Teachers College Press, 2002.

Perkins, David. *Smart Schools*. New York: The Free Press, 1992.

## Web

Multicultural Education

<http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0gay.htm>

Provides a synthesis of scholarship in multicultural education.

Teaching Unity and Diversity

<http://www.learner.org/channel/libraries/socialstudies/issues/unity/>

Explores issues in teaching unity and diversity.

Making a Difference: A Decade of Research

<http://depts.washington.edu/centerme/>

Provides a downloadable report, "Making a Difference: A Decade of Research, Teaching, and Service, 1992-2002."

Electronic Magazine of Multicultural Education

<http://www.eastern.edu/publications/emme/>

Includes papers, practitioner essays, and instructional ideas on multicultural education.

After you read the articles, write answers to the following questions:

1. Describe the five dimensions of multicultural education.
2. Choose three elements from the NCSS list of democratic beliefs and values. Explain how each element promotes individual freedom as a form of diversity and/or the common good as a form of unity.
3. What are the multiple intelligences? How does each one address learning diversity?
4. What is differentiated instruction and how does it address learning diversity?

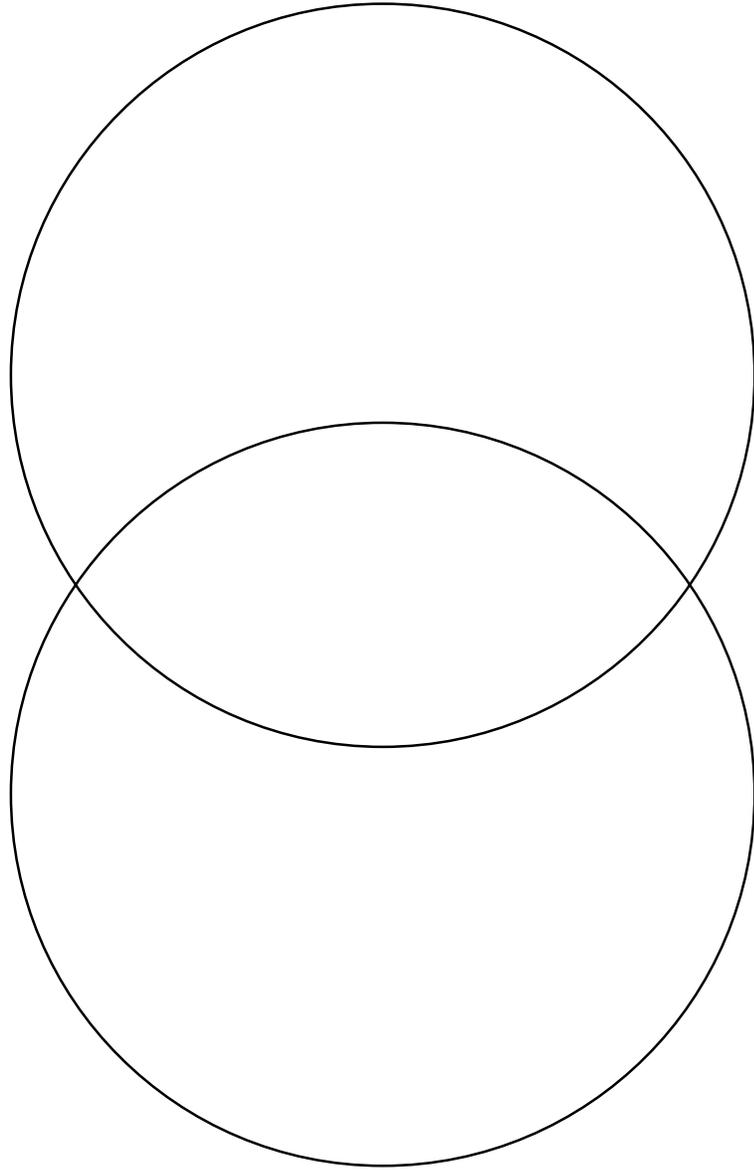
**3: Exploring Unity and Diversity Venn Diagram**

Read the following excerpt from the inaugural address delivered by the newly elected president, John F. Kennedy, on January 20, 1961. Then complete the Venn diagram to identify themes of unity and diversity, and where they overlap.

“We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans--born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage--and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.”

Unity

Diversity



This activity takes a closer look at themes of unity and diversity in the classroom video segments. Elements of unity and diversity can include content, classroom climate, and how students learn. Read the description of each segment, then explain how the teacher incorporated themes of unity and diversity into his or her lesson. When you're finished, compare your answer to the sample answer.



**Segment 1**

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**Description:**

Meylin Gonzalez's class simulated a bread-making assembly line to underscore the importance of individual jobs and working together to create something everyone needs.



**Segment 2**

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**Description:**

David Kitts uses a Native American teacher's aide to clarify concepts in a lesson about how farming has changed over time. His students live on a reservation where farming is practiced.



### Segment 3

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**Description:**

Cynthia Vaughn's lesson focuses on citizens, communities, and leaders. As students identify types of community, they discuss who can be a mayor, governor, or president and some attributes of a good leader.

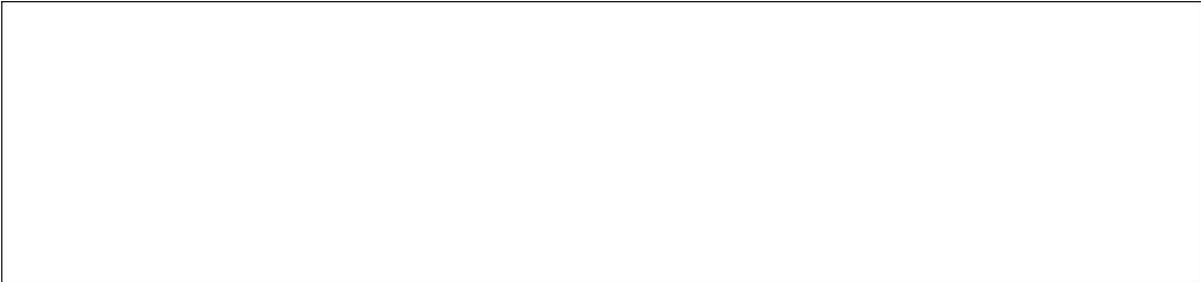


### Segment 4

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**Description:**

Debbie Lerner uses a school remodeling project to teach her multi-age class about individual jobs, community resources, and how students can help prepare for the remodeling project.



## Sample Answers

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**Segment 1:**

Ms. Gonzalez addressed both unity and diversity by teaching her students that individuals have different jobs and responsibilities that contribute to the common good.

**Segment 2:**

Mr. Kitts's lesson highlights unity and diversity by incorporating his students' culture, by teaching students that different cultures share some traditions, like farming, and by using a teacher's aide to help break down language barriers.

**Segment 3:**

Ms. Vaughn illustrates unity and diversity by getting students to consider how ethnic, racial, and gender diversity make up a community and its leaders.

**Segment 4:**

Ms. Lerner addresses themes of unity and diversity by teaching multi-age students about the importance of each person's role, and how different jobs and community resources come together to improve their school.

Using the list of multiple intelligences below, identify and explain the teaching strategies used in this lesson. Then answer the questions on the next page.

Intelligence	✓	Teaching Strategies Used
Linguistic		
Musical		
Logical/Mathematical		
Spatial		
Bodily/Kinesthetic		
Interpersonal		
Intrapersonal		
Naturalist		



Use this form to create a draft of your lesson. Then answer the questions on the next page.

Lesson:	
Objectives	
Activities	
Unity/Diversity	
Teaching Strategies	

1. Is the unit about unity, diversity, or both? Explain your answer.

2. How did the theory of multiple intelligences help you plan or revise your lesson?

3. How will your teaching strategies help all students learn?

Write a summary of what you've learned and how you plan to apply it in your practice. Be sure to include:

- what it means to teach about unity and diversity;
- strategies you learned for teaching unity and diversity in social studies content;
- strategies you learned for addressing unity and diversity in terms of classroom climate and community demographics;
- strategies you learned for helping all students learn social studies content; and
- how you plan to apply these strategies in your practice.