Fifth Edition

Teaching Young Children in Multicultural Classrooms

ISSUES, CONCEPTS, AND STRATEGIES

Wilma Robles de Meléndez

Vesna Beck

TEACHING STANDARDS ALIGNMENT CHART

NAEYC Standards

The National Association for the Education of Young Children (NAEYC) *Standards for Early Childhood Professional Preparation* describe the expectations for what teachers should know and do for appropriate and developmentally based teaching of young children. They provide a framework for early childhood professionals in a variety of roles and settings. The 2010 standards include seven key areas as indicated below. The following table shows the alignment between content in this text and NAEYC standards.

NAEYC Standards	Chapter
Standard 1: Promoting Child Development and Learning	1, 2, 4, 7, 8
Standard 2: Building Family and Community Relationships	3, 8, 10
Standard 3: Observing, Assessing, and Documenting	6, 7, 8
Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	2, 4, 6, 8, 9
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	7, 9
Standard 6: Becoming a Professional	1, 5, 6, 9
Standard 7: Early Childhood Field Experiences	2, 3, 4, 5, 6, 7, 8, 9, 10

InTASC Standards

The Interstate Teacher Assessment and Support Consortium (InTASC) is part of the Council of Chief State School Officers (CCSSO). In April 2011, the CCSSO published the InTASC Model Core Teaching Standards that define effective teaching. They cut across age levels (K–12) and content areas. They were developed in collaboration with most major teaching-related national organizations and are aligned with other national standards such as the Common Core State Standards, the NBPTS, and the Council for Accreditation for Educator Preparation (CAEP). They are the most widely used national standards of teaching, and many state teaching standards are based on these national standards. There are 10 standards, with several aspects of essential knowledge (EK) within each standard. The following table shows the alignment between content in this text and InTASC standards.

InTASC Standards	Chapter
Standard 1: Learner Development	1, 4
Standard 2: Learner Differences	2, 4, 8
Standard 3: Learning Environments	9
Standard 4: Content Knowledge	2, 4, 6, 8, 9, 10
Standard 5: Application of Content	6, 7, 8, 9, 10
Standard 6: Assessment	7
Standard 7: Planning for Instruction	6, 7, 8
Standard 8: Instructional Strategies	4, 6, 7, 8, 9, 10
Standard 9: Professional Learning and Ethical Practice	1, 3, 5, 6, 9
Standard 10: Leadership and Collaboration	3, 10

ACEI Global Guidelines for Early Care and Education

The Global Guidelines for Education and Care is a global framework defining expectations for establishing responsive and developmentally-based care and education programs for young children around the world. Developed in 1999, the framework was the outcome of a forum sponsored by ACEI and OMEP that convened a group of more than 80 international early childhood care and education experts from 27 countries.

ACEI Global Guidelines	Chapter
Area 1: Environment and Physical Space	8, 9
Area 2: Curriculum Content and Pedagogy	2, 6, 7, 8, 9
Area 3: Early Childhood Educators and Caregivers	1, 5, 7, 10
Area 4: Partnerships with Families and Communities	4, 3, 10
Area 5: Young Children with Special Needs	3, 4, 5, 6, 7

TEACHING YOUNG CHILDREN in MULTICULTURAL CLASSROOMS

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CENGAGE

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Teaching Young Children in Multicultural Classrooms: Issues, Concepts, and Strategies,
Fifth Edition
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To my family, from whom I learned that we are all equal. To my husband, Sal, who supports and shares my dreams of a peaceful world. With special dedication to my mother, Carmen Martinez, who inspired me to follow her example to become a teacher and who continues today to be my inspiration.

—W. R. M.

To my parents, Borisava and John D. Savich, with eternal love and gratitude for making it possible for me to become an American.

—V. B.

Brief Contents

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Preface

As we complete the fifth edition, we reaffirm our commitment to multicultural education and to our belief in diversity as a strength of the United States society. We are also proud that many here and around the world still consider our country the bastion of freedom and hope. However, whenever we witness prejudice, discrimination, and unfairness against some members of our society, that pride, along with our societal values, is diminished. Instead of engaging in philosophical and theoretical discussions about such injustices, we, as educators, need to look for practical solutions that can effectively address the challenges of living in a pluralistic society. That solution is found in education. Our belief that people can learn to see the similarities in all has led us to write this book. Envisioning empowering classrooms where young children will find themselves valued and their cultures validated is the dream that sustains our work. Because we believe that early childhood educators are the cornerstones of educational success, we dedicate this work as a source of knowledge and ideas that will allow both teacher candidates and practitioners to create responsive and successful classrooms for all children.

For us, writing this book is a personal and professional journey—personal because both of us came to the United States as immigrants and had the opportunity to witness firsthand the inadequacies of our educational system to provide for the needs of students from diverse characteristics and backgrounds. Our personal and professional experiences in the classroom and as early childhood teacher educators at Nova Southeastern University inspired and guided us in selecting the content and creating the conceptual framework of this book.

Purpose of the Book

The primary purpose of the book is to serve as a text for teacher candidates who already have some theoretical background in child development and curriculum development. This includes undergraduate students of early childhood education as well as practicing teachers who want to gain new ideas about diversity. The book can be used as a primary text for courses in early childhood undergraduate and graduate programs addressing diversity and multicultural education.

The secondary purpose of the book is as a resource for practicing early childhood professionals and anyone interested in learning about diversity and multiculturalism. Many components of the book, such as chapter activities and recommended children's books, are intended to assist practitioners in creating more developmentally and culturally appropriate curricula and classroom environments conducive to young children's learning.

As we know, this book is not the only one of its kind. Many fine publications exist that address this topic very eloquently. Some works in the current market are very specialized and more narrowly focused than our book. Although we recognize the value of the specialized approach, we wanted to create a book that is comprehensive in scope and presents diversity issues in a more complete context of our society. Diversity exists in sociological, historical, political, developmental, and instructional contexts. This book presents the multifaceted approach to diversity as it relates to the education of young children.

The selection of content and the conceptual scheme for the book came from our personal experiences as well as from teaching our very diverse undergraduate and graduate student populations. Many of our early childhood teacher candidates are bilingual and come from the United States as well as a multitude of countries ranging from Latin America, the Caribbean, Europe, Asia, and the Middle East. As future teachers, they have a special desire to facilitate tolerance and acceptance of cultural and ethnic differences among young children. The comprehensive approach of our book is also the result of our realization that, many times, early childhood professionals and teacher candidates who work in multicultural and diverse communities need ways to assist them in learning more how to meet the needs of children with culturally diverse backgrounds.

Organization of the Book

The book is organized in three parts. Part I deals with social foundations and theory of multicultural instruction. It contains the historical perspectives of multiculturalism, future trends, and the social and psychological developmental influences that affect young children. Part II explores the past and current issues and directions of multicultural education, covering the historical background and different approaches to teaching diversity. Part III includes new content about English language learners and provides resources in the form of guidelines and ideas for classroom implementation. Several actual multicultural instruments, curriculum plans, and classroom techniques are presented.

Conceptual Development and Learning Features of This Text

The book balances theory and practice, which makes it suitable for the several purposes mentioned earlier. The theoretical component is necessary for several reasons. First, we believe it is good practice to base the recommendations and conclusions on a sound scholarly knowledge base and proven practices. Second, teachers need to understand the principles and theories that underlie practices related to multicultural education in order to implement them properly. Third, the theoretical background provides a framework for multiculturalism that makes it fit into the larger context of teaching and learning. The practical aspect of the book is a consequence of our strong commitment to practitioners in the field of early childhood education and to the commitment of bonding theory and practice.

This text also offers several unique chapter features that are designed to organize and summarize content, provide exercises, promote discussions, and present practical ideas. The activities in these special chapter features are intended for use with both preservice and practicing teachers, and we believe that most activities can be adapted to both individual assignments and group work. These unique chapter features are described here.

- **Learning Objectives** are listed at the beginning of each chapter and are aligned directly to the main heading within the chapter.
- **Professional Teaching Standards** from the National Association for the Education of Young Children (NAEYC) and the Interstate New Teacher Assessment and Support Consortium (InTASC) that correlate to the chapter content are listed at the beginning of each chapter. The Global Guidelines for Early Childhood and Care in the 21st Century from the Association of Childhood Education International (ACEI) are also included.
- **Key Terms** are listed at the beginning of each chapter and defined in the text and in the Glossary at the back of the book.

- **Teachers Share** are chapter-opening vignettes that are based on real-life stories and experiences from students and from observations in the classroom. These classroom snapshots provide additional venues for reflection and discussion.
- **In Action** boxes offer hands-on class activities and assignments. Each activity is accompanied by questions and other information related to the material discussed in the body of the chapter.
- **Think and Reflect** boxes provide opportunities for self-reflection and ask students to relate the ideas and concepts presented in the chapter to personal experiences, ideas, and values, and to examine their own biases.
- **Focus on Classroom Practices** boxes feature examples of activities and suggestions for classroom application of the theoretical concepts discussed in each chapter.
- **Literacy Connection** boxes are interspersed throughout each chapter and provide lists of valuable children's literature resources that can be used by students to start a library of children's books to use in the future. Some books are mentioned in more than one place in the book because they are appropriate for diverse topics and discussions. These lists are also available as Professional Resource Downloads.
- **Around the World** boxes show different global perspectives on the various issues and concepts dealing with diversity, and can be used to prompt discussion or as additional resources for activities and also ways to prompt discussions.
- **What We Have Learned—Chapter Summary** at the end of each chapter provides an overview of the key concepts discussed in the chapter.
- **Making Connections** at the end of the chapter provide additional practice for individuals and groups.
- **Your Standards Portfolio**, a feature that is highly praised by both students and teachers, is introduced in Chapter 1 and then revisited at the end of each chapter with activities that are correlated to specific NAEYC and InTASC standards as well as the Association of Childhood Education International (ACEI) and World Organization for Early Childhood Education (OMEP) Global Guidelines for Early Childhood and Care in the 21st Century. These chapter-ending activities allow students to demonstrate their knowledge by creating various artifacts for their portfolio. The portfolio provides a special opportunity for teacher candidates and early childhood practitioners to gain valuable knowledge and professional experiences through the standards portfolio process.

Official Terminology

Throughout this book, we use the official terminology of the United States Bureau of Census when referring to various ethnic and cultural groups. The terms *white* and *black* are used despite their social and political connotations. In some instances, race needs to be the predominant descriptor for both. This is particularly true of the term *black*, which cannot be interchangeable with *African American* in every instance.

Hispanic is the most widely used term to describe the various populations of Central and South America. We have decided to continue using it in this edition, but we also added the term *Latino*. Using both allows for more flexibility and respects the preferences of the members of this vastly diverse group.

The US Bureau of Census does not have a classification for *non-European Americans*. The term *other* is still used for groups that classify themselves as neither white nor black. We do not agree with that terminology and continue to use the term *non-European Americans* to refer to all those born or descending from non-Europeans. This group consists of Asian Americans, Hispanics, African Americans, Pacific

Islanders, Native Hawaiians, Caribbean Islanders, Arabs, and Middle Easterners, as well as people of all native Indian nations and Alaskan natives.

New to this Edition

Some changes to the fifth edition were implemented as a result of the reviewers' suggestions, and other material was added and updated to make this edition more current to the national and global societal realities. Key changes include the following:

- New full-color design featuring many new color photographs and improved color illustrations makes reading easier and helps to highlight what's important for the student. Many figures from the fourth edition have been turned into tables in order to improve the readers' understanding.
- New numbered Learning Objectives, listed at the beginning of each chapter and correlated with main headings throughout the chapter, provide a framework for students as they read, helping them to locate key content and understand expected outcomes.
- The Global Guidelines for Early Childhood and Care in the 21st Century from the Association of Childhood Education International (ACEI) were added to the beginning of each chapter and to the Your Standards Portfolio at the end of each chapter. Created by educators from 27 countries, including the United States, the five guidelines and 76 individual categories of assessment have been used globally with great success in defining developmentally based best practices with a global focus. They are another important strategy for improving the education of children from diverse cultures at the international level.
- Many figures, tables, and text elements are also available as Professional Resource Downloads. These summaries of strategies and practices, checklists, sample questionnaires, activities, assessments, and other useful documents are downloadable and often customizable. The Professional Resource Download label identifies these items throughout the text.
- Revised Think and Reflect boxes provide more opportunities for student self-reflection and can be expanded into class assignments.
- Revised In Action boxes are more focused on "doing" and offer hands-on class activities and assignments.
- Data on demographics and other information related to the multicultural issues have been updated.
- New or expanded coverage on brain research, social justice issues, reality of children in poverty, homelessness, dual language learners, and family engagement was added (see the Chapter by Chapter Changes section for specifics).
- Lists of children's books (most found in the Literacy Connections boxes) have been updated in every chapter and in Appendix A with more recent publications. Some of the classic and important older publications remain because of their timeless value.
- MindTap for Education is a fully customizable online learning platform with interactive content designed to help students learn effectively and prepare them for success in the classroom. Through activities based on real-life teaching situations, MindTap elevates students' thinking by giving them experiences in applying concepts, practicing skills, and evaluating decisions, guiding them to become reflective educators.

Chapter-by-Chapter Changes

All chapters have been revised to reflect the suggestions of the reviewers and as we thought appropriate.

- **Chapter 1:** Added new text about current immigration debate.
- **Chapter 2:** Updated information about ethnicities.
- **Chapter 3:** Added new text about extended families and families in poverty.
- **Chapter 4:** Added new text about brain research.
- **Chapter 5:** Added text about UNICEF, UNESCO, and United Nations 2030 Sustainable Development Goals and "A World Fit for Children." Added new text about children in the global community, global equality for children, and global migration.
- **Chapter 6:** Added new text about social justice curriculum approach. Added new Literacy Connections box on using children's literature to integrate social justice experiences.
- **Chapter 7:** Added new text about effective teaching.
- **Chapter 8:** Updated data about language diversity. Added new text about language learning, and dual language learners (DLLs).
- **Chapter 9:** Revised all activities.
- **Chapter 10:** Added new strategies and updated discussions about family involvement and family engagement practices.
- **Appendices:** Updated Appendix A with new children's books. Appendix B has been expanded to include more organizations supporting diversity efforts. All listings were updated with phone numbers and Internet addresses. Appendix C has been updated and designated as a Professional Resource Download (PRD).
- **References:** All in-text and end-of-chapter references have been updated, and URLs were included for all Internet resources. At the time of publication, we made sure that all Internet resources were available and accessible for the reader. However, as we all know, availability of Internet resources may be subject to change over time, which is something that escapes our control.

Accompanying Teaching and Learning Resources

The fifth edition of *Teaching Young Children in Multicultural Classrooms* is accompanied by an extensive package of instructor and student resources.

MindTap™: The Personal Learning Experience

MindTap for *Teaching Young Children in Multicultural Classrooms* represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated e-portfolio, MindTap helps students to elevate thinking by guiding them to:

- know, remember, and understand concepts critical to becoming a great teacher;
- apply concepts, create curriculum and tools, and demonstrate performance and competency in key areas in the course, including national and state education standards;
- prepare artifacts for the portfolio and eventual state licensure, to launch a successful teaching career; and
- develop the habits to become a reflective practitioner.

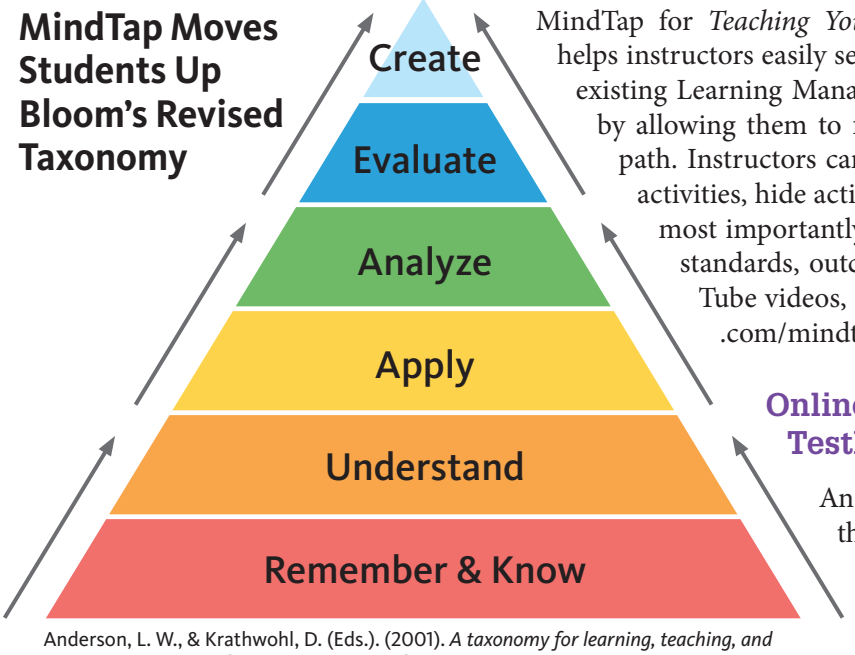
As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence by:

- engaging them with chapter topics and activating their prior knowledge by watching and answering questions about authentic videos of teachers teaching and children learning in real classrooms;
- checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are autograded for instant feedback;
- applying concepts through mini-case scenarios—students analyze typical teaching and learning situations, and then create a reasoned response to the issue(s) presented in the scenario; and
- reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. MindTap enables instructors to facilitate better outcomes by:

- making grades visible in real time through the Student Progress App so students and instructors always have access to current standings in the class;
- using the Outcome Library to embed national education standards and align them to student learning activities, and also allowing instructors to add their state's standards or any other desired outcome;
- allowing instructors to generate reports on students' performance with the click of a mouse against any standards or outcomes that are in their MindTap course; and
- giving instructors the ability to assess students on state standards or other local outcomes by editing existing or creating their own MindTap activities, and then by aligning those activities to any state or other outcomes that the instructor has added to the MindTap Outcome Library.

MindTap Moves Students Up Bloom's Revised Taxonomy



Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.

MindTap for *Teaching Young Children in Multicultural Classrooms* helps instructors easily set their course because it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—create custom assessments and add any standards, outcomes, or content they do want (e.g., YouTube videos, Google docs). Learn more at www.cengage.com/mindtap.

Online Instructor's Manual and TestBank

An online instructor's manual accompanies this book. It contains information to assist the instructor in planning instruction for the course, including chapter outlines, learning objectives, discussion questions, teaching and learning activities, field

experiences, and additional online resources. For assessment support, the updated and expanded test bank includes multiple-choice, short answer, and essay questions for each chapter.

PowerPoint Lecture Slides

A set of PowerPoint slides are available for each chapter and assist you with your lecture by providing coverage of the key concepts, using images, figures, and tables directly from the textbook.

Cognero

Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test-bank content from multiple Cengage Learning solutions; create multiple test versions in an instant, and deliver tests from your LMS, your classroom, or wherever you want

Acknowledgments

No work is ever accomplished without the support of family members, colleagues, and friends. We thank our families for their loving understanding, patience, and support of this work. Thank you for staying at our side through many long hours, lost holidays, and working weekends. Sincere thanks to our students, who generously continue to share their experiences and inspire us to continue our work in the field of multiculturalism and diversity. Their ideas and concerns have helped shape this work.

We wish to acknowledge the guidance of Katie Seibel (¡Gracias, Katie!), Content Developer at Cengage, and Steve Scoble, Product Manager, for their support and patience.

We extend our most sincere appreciation to the reviewers enlisted through Cengage Learning for their constructive suggestions and encouragement: Johnny Castro, Brookhaven College; Miranda Lin, Illinois State University; Grace A McDaniel, Otterbein University; Eugenie Pratt, West Hills College; Barbara Thomas, Delgado Community College, City Park Campus; and Loraine Woods, Mississippi Valley State University.

A Final Word from the Authors

The fifth edition of this book serves as a reaffirmation of our commitment to making this a better and fairer place for every young child. We chose to write about education for diversity not only because we believe in its importance to education and to the future of our country, but also for very personal reasons. Like many others, we were both "newcomers" to the United States. We both have experienced, together and with our families, the tribulations and sometimes-painful adjustments of starting a new life in a strange new land. Many of the experiences we wrote about in the book have personal significance. We know firsthand what it is to be different. We have also experienced diversity as US residents of other countries and places such as the US Virgin Islands, Puerto Rico, Spain, Germany, India, and the former country of Yugoslavia. Our travels continue to take us to many other interesting places as well. These experiences have enriched us and given us multicultural and global perspectives that we want to share through this book with our fellow educators and other readers. Now, join us in our journey!

Wilma Robles de Meléndez and Vesna Beck

About the Authors

WILMA ROBLES DE MELENDEZ, *PhD, is an associate professor of early childhood education at Nova Southeastern University in Fort Lauderdale, Florida. She has over two decades of experience in the field of early childhood and is a specialist in multicultural education issues and practices for dual language learners. An active member of state, national, and international early childhood associations, she has written and published several articles in education journals as well as another text with Vesna Beck for Cengage Learning:* Teaching Social Studies in Early Education.

VESNA BECK, *EdD, is a retired university administrator, professor of graduate studies, and community college administrator. During her 24-year tenure at Nova Southeastern University, she was the administrator of the doctoral program in organizational leadership and professor in the Master of Science in early childhood education, where she taught research and assessment courses. Vesna's partnership with Wilma began more than two decades ago and has resulted in two books, many workshops, conference presentations, teacher training and journal publications. Vesna is the co-author (with Wilma Robles de Meléndez) of* Teaching Social Studies in Early Education.

CHAPTER 1

Living in Diversity: The Intricate Nature of Our Society

He met many people along the way. He shook hands with black men, with yellow men and red men.

—Allen Say (1994)

Standards Addressed in this Chapter

Standard 1: Promoting Child Development and Learning

Standard 6: Becoming a Professional

Standard 1: Learner Development

Standard 9: Professional Learning and Ethical Practice

Global Guidelines, Area 3: Early Childhood Educators and Caregivers

Teachers Share: The World in My Classroom

For Sally, a prekindergarten teacher, today was a special day. She had just started at the local preschool, where she met her new group of 4-year-olds. Getting ready to leave, she told one of her colleagues:

"Well, today I finally met my class. They are so bubbly! When I read their names, I never imagined I would find a mini–United Nations."

"Oh, I'm sure," responded Angela, a veteran toddler teacher. "This year, my new toddler class is also a mix of so many cultures. You see, this neighborhood has been changing. Since last year, we have seen more families from other countries moving here."

"That explains it," Sally said. "I have several children who are from Central America and the Caribbean, three who are Jamaican, one who is Haitian, two who just arrived from Puerto Rico, and one who is Bahamian. There are two from India. The rest are African American,

Learning Objectives

After reading this chapter, you will be able to:

- 1-1 Comprehend that diversity is a major cultural trait of the United States.
- 1-2 Recognize that schools reflect the societal makeup of our country.
- 1-3 Describe the main highlights in the history of immigration in the United States.
- 1-4 Explain the historical roots of diversity in our country.
- 1-5 Analyze the characteristics of major cultural groups.
- 1-6 Identify the main differences and similarities among various cultural groups and those of the mainstream culture.
- 1-7 Describe the current issues related to immigration.
- 1-8 Discuss the commitments of professional organizations to early childhood education.
- 1-9 Analyze guidelines for creating a professional standards-based portfolio.

Key Terms

multicultural society
cultural diversity
immigration
ethnic groups
non-European Americans

like me. You see, I want to be their best teacher, but I don't think it will be easy. I still grapple with many issues related to diversity."

"I'm sure that this will be an interesting year for all of us. So much to learn!" The toddler teacher smiled as she left the office.

1-1 The United States—A Nation of Contrasts

Learning Objective 1-1
Comprehend that diversity is a major cultural trait of the United States.

Like the teachers in the vignette, every day in classrooms across the country early childhood educators are greeted by the faces of children with diverse cultural and linguistic backgrounds. They are a reflection of the increased demographic diversity that reflects our multicultural nation. Today, preparing ourselves to meet the needs of young children with diverse roots and their families is a priority. The journey begins by getting a sense of history of the culturally diverse nature of the United States from its early beginnings to the present. In the sections that follow, we explore the elements and factors contributing to our increasing social diversity today, found in our communities and classrooms.

PHOTO 1.1 Like this Eastern European family in Chicago (1925), many migrated to the United States during the early part of the twentieth century in search of a better life.

The landscape of the United States, a quilt woven of dramatically different terrains, is populated by people equally unique and diverse. Glancing over the entire country from the Pacific to the Atlantic, we see many different environments coexisting: warm deserts, snowcapped mountains, golden plains, green valleys, lush marshlands, sandy beaches, and bustling cities. All are different yet of one country: The United States. Just like its eclectic landscape, its people mirror the global community. In small country towns and large cities alike, you will find numerous examples of world cultures. Whether they wear a sari, attend a mosque, speak Tagalog, or French Creole, they have changed the composition of our social landscape.

Throughout history, the presence of culturally diverse groups has brought people of the United States in contact with ways different from those established by the white European groups that founded this country (Baruth & Manning, 2008). Nowhere else is this more apparent than at the community level. This is where most people recognize to what extent pluralism permeates their world. Diversity makes itself known through the fascinating contrasts that bring a new vitality to our surroundings. For example, American comfort food restaurants are found alongside ethnic establishments that serve flavorful sushi and spicy curry dishes; the Latin beat is heard on radio stations just as often as American rock and roll; sari-clad women shop next to women in jeans; and a Vietnamese-language newspaper can be found next to the English language paper at the neighborhood newsstand. School grounds echo with the different languages spoken by children and adults. Community centers all over the country are filled with newly arrived immigrants trying to learn the language of their adopted homeland.

1-2 School—The Place of Diversity and Action

Learning Objective 1-2
Recognize that schools reflect the societal makeup of our country.

Equality! Where is it, if not in education? Equal rights! They cannot exist without equality of instruction.

Frances Wright (1795–1852)

Today, educators at all levels are aware of diversity in schools. We recognize its effects on our way of thinking, and we know its impact through the new laws and regulations that mandate changes in the schools and society at large. On a more

IN ACTION

What Is Diversity?

You may not be fully aware of the diversity around you. To find out whether diversity is a part of your community and your life, make a list of details about other cultural groups that you have observed in your community. Find out how much you know about individuals from other cultures, their backgrounds, their ways of life, traditions, and other distinctive characteristics. Then, consider the following questions:

- What roles do these individuals play in your life?
- How has their presence changed your community?
- What are some important things you learned from them?
- What do you think they know about you?

personal level, early childhood professionals know diversity through the joyous shouting of exotic words heard on the school playground and by witnessing the frustrations that accompany conquests of new knowledge.

It is well known that the ethnographic composition of schools has changed dramatically in the last two decades. Increasingly, schools are filled with students of non-European cultural backgrounds. The presence of non-European cultural groups varies from one geographical area to another. Although Hispanics are found in greater numbers in Texas, Florida, and California, cities such as Chicago and Seattle include large populations of Asian Indians and Vietnamese, and Alaska, Arizona, and New Mexico are home to large communities of Native Americans. Even states such as North Dakota, Montana, Vermont, and Maine, traditionally known for being populated predominantly by European Americans, are inhabited by immigrants from other continents (US Census Bureau, 2015b).

PHOTO 1.2 Throughout the history of our country, children of immigrants have learned about their new home culture and language through school.

1-3 How Did We Become a Diverse Society?

Learning Objective 1-3
Describe the main highlights in the history of immigration in the United States.

Culture and diversity are terms that are part of today's educational jargon. Although this is further explained in Chapter 2, here we will briefly explore what the terms signify. *Culture* is a very hard term to define because social scientists have not yet agreed on a single definition. Some define culture as a collection of beliefs, attitudes, habits, values, and practices that a human group uses to form a view of reality. This means that every cultural group, such as Filipinos, Koreans, and Jamaicans, for example, interprets life events (marriage, death, child rearing, and others) according to the established cultural frameworks it has formed over time. They represent the recognized and accepted frames of reference of a cultural group. Such frameworks are owned by every cultural group and are transmitted through generations. At the classroom level, this means that young children from different cultures view our world in very heterogeneous ways. This is especially true of children of newly arrived immigrants. This also implies that teachers may have different ways of interpreting life than the children they teach. This divergence of ideas is how you encounter diversity in the classroom. This is also what makes teaching today's young children exciting and challenging.

Wadsworth/Cengage Learning

PHOTO 1.3 More than half of the students in this 1950s classroom were recent newcomers or children of first-generation immigrants.

Young children in today's classrooms are a natural extension of the United States, where groups of many different ethnicities and extractions have come together to form a culturally diverse, pluralistic, or **multicultural society** (Baruth & Manning, 2008).

Cultural diversity denotes contrasts, variations, or differences from the ways of the mainstream or majority culture. When diversity is used in reference to human beings, a multitude of elements are involved in the concept. These meanings are explored in Chapter 2 when we focus on the connotation of the term cultural origin or descent.

Cultural diversity has not only transformed the composition of the US population, but it has also enriched the character of life in the United States. The various groups have brought much knowledge about other parts of the world in forms of languages, traditions, customs, and folklore. This diversity is displayed in the classroom in countless ways: the various snacks children bring to school, the words and phrases they use, the ideas about families and social relationships they express, the special holidays they celebrate, and even the fashions they prefer (Dresser, 2005). The classroom is a very polychromatic place that can be considered a microcosm of society (Nieto & Bode, 2012). This polychromatic quality makes the United States exciting and special. This is also why US society is described as culturally diverse. A culturally diverse society is one where different cultures exist, socially interact, and yet remain visible in their own context (Anderson & Hill Collins, 2016).

1-4 A Nation of Immigrants

Learning Objective 1-4
Explain the historical roots of diversity in our country.

Immigration is the engine that makes and remakes America. It is also a riveting personal and societal drama, one that unfolds in a complex interplay of social, economic, religious, political and cultural transformations—among the immigrants and their descendants, and within the nation as a whole.
Pew Research Center (2013)

The United States has traditionally been defined as a nation of immigrants. Looking at some of the historical events of the United States helps in answering how, why, and when the country acquired this multicultural personality. Nieto and Bode (2012) point out that **immigration** is an ongoing process of change and not a phenomenon of the past.

THINK AND REFLECT

Thinking about Diversity

Although we live among people of other cultures and ethnic origins, we seldom think in-depth about our relationship with them. As an early childhood professional, it is important to reflect and ask yourself questions in order to become cognizant of your own views regarding diversity. Working with young children includes learning and developing relationships with children and families from many different parts of the world. Reflecting on your own views and experiences will help you build relationships with families with diverse roots. Ask yourself:

- How do you feel about people from other cultures as members of our society?
- What do you understand about *ethnocentrism*?

FOCUS ON CLASSROOM PRACTICES

Learning That We Are Alike and Different

Our present US society has sometimes been described as a wonderful tossed salad. This same metaphor probably describes the children in most classrooms. As children begin to notice human diversity, it is just as important to guide them to discover how alike they are. You can begin with an activity such as paper plate self-portraits. You need a paper plate for each child, a set of cutouts of the different parts of the face, glue, and yarn for the hair and for hanging the portraits. To reflect differences among facial traits, cutouts should include a variety of facial features, such as different eye colors and different shapes of noses, mouths, and ears that resemble the traits of your students. Including face parts different from those of the children in the group can be a starter for later discussions. Distribute the materials, making sure that you have provided enough cutouts. Have children work on their portraits in pairs or in groups of four. This could be an introductory activity for a thematic unit "Who We Are." After finishing their portraits, the children can follow up with a rhyme like the following:

Hello!

We are so alike!

(Have children face each other to point at face parts as they are named.)

Eyes I have and so do you.

Both of us have noses too.

Ears we both also have.

And mouths that say,

"Come be my friend!"

Wow! WOW! Wow!

We're alike and how! *(Showing surprise)*

You can also have them play Simon Says. Here they would stand up as Simon asks: "Stand up if you have green eyes," ". . . if you have a long nose," and so on. You may want to include other body parts to further stress similarities. Teachers may want to share stories such as *All the Colors We Are* by Katie Kissinger (Redleaf Press, 1994), *Who We Are, All about Being the Same and Being Different* (Harris, 2016), and *Black Is Brown Is Tan* by Arnold Adoff (Amistad, 2004).

It is an everyday experience as immigrants from all parts of the world make their way to our country in search of a better life for themselves and for future generations.

The United States has also been described as a land where dreams for a better and more equitable life become a reality. Since the days of the first settlements, this part of North America has represented the pathways to liberty, justice, equality, and opportunity. The journey that began with the seventeenth-century Mayflower Pilgrims helped establish the distinctive trait of this country: cultural plurality.

1-4a The Early Days: Immigrants of the Seventeenth and Eighteenth Centuries

European immigrants settled in this country in the seventeenth and eighteenth centuries. Native Americans as well as Africans and people of the Caribbean brought over as slave laborers were the other significant population groups during that time. Historically, the beginning of today's US multiculturalism is found in the social interaction patterns that emerged among these groups. Because these interactions were largely based on discriminatory distinctions among people based on their race and the color of their skin, the seeds of unfairness and inequality were planted in the early days of this nation. Long years of persecution of the African Americans, the systematic eradication of the Native Americans, and later the disenfranchisement of large numbers of Mexican Americans hampered the efforts of unification among peoples destined to share this land.

The first settlers shaped the culture of this land in the early seventeenth century in unprecedented ways. In addition to many positive cultural trends, their values and social ethics defined a system of discrimination and persecution that still remains today. It first began with the early settlers' discrimination and systematic eradication of the East Coast Native American groups. This was the beginning of one of the longest, most tragic, and shameful chapters in US history.

IN ACTION

Diversity in Your Life

Perhaps you have not yet discerned how diversity touches your life. To find out, you can do a personal inventory. You need a pad of self-stick notes, a pencil, and a piece of paper. Make five columns on the paper. Label the first four columns as *Things I Use, Things I Wear, Things I Eat,* and *Things I Read.* Label the fifth column *Cultures.* Now, using the sticky notes, write names of things you consider a part of your world that come from cultures other than your own. After you have finished your cultural search, place the sticky notes in the appropriate columns. Fill in the names of the cultures from which the items originate. Ask yourself:

- *What have I learned about diversity in my life?*
- *What are the implications of my findings?*
- *Can I draw some conclusions about diversity?*

The beginning of slavery in the seventeenth century marked the start of violent persecution and segregation of African Americans that formally ended with the Emancipation Proclamation in 1864. The Civil War that ravaged the country ended slavery and preserved the union.

1-4b The Immigration Wave of the Nineteenth Century

Economic, social, and political reforms following the post–Civil War years initiated a new era in America. This age also marked the beginning of a new kind of diversity that intensified the kaleidoscopic nature of this country and presented new challenges.

The great waves of immigration in the nineteenth century began with the Irish as early as the 1850s. Most settled in the large cities, where they later made great strides in business and politics. On the West Coast, the Chinese were arriving at the same time. Some came as economic immigrants looking for a better life, whereas many more came to join the 49ers in their quest for California's gold. By 1870, over 60,000 Chinese were living mostly in California, the West, and the Southwest (Campbell, 2009). The construction of the Central Pacific Railroad, completed in 1869, was largely a Chinese achievement.

Presence of people of Hispanic descent traces back to the early sixteenth-century explorers who first settled in Florida and then explored throughout the Southwest. During the nineteenth century, Mexicans came to build the Texas Mexican Railway. Earlier, many Mexicans worked in the gold mines in California and in the copper mines in Arizona. They were employed as general laborers and were always paid less than their white counterparts. Many of these laborers were migrants who never settled permanently in the states where they worked. Others found themselves strangers in their own land after the United States annexed Texas and California.

By the end of the nineteenth century, the United States had entered into an unprecedented age of industrialization and progress. This attracted new immigrants from European countries and the Balkans. Unfortunately, the newcomers inspired a new backlash that led to many discriminatory practices, some of which still exist today.

1-4c Search for Prosperity and Freedom: Immigrants of the Twentieth Century

The first great wave of immigrants during the twentieth century occurred between 1905 and 1915, when various economic and political events in Europe caused 10 million people to seek refuge in the United States (Campbell, 2009). These were mostly economic immigrants, people who came to the United States primarily in search of a better life. These large **ethnic groups** were segments of larger societies whose members had a common origin, were of a specific race, and shared a common culture and often

FOCUS ON CLASSROOM PRACTICES

Discovering Diversity

At the core of diversity is the issue of human differences. Learning to live with diversity means helping children recognize its presence in their lives. To help children discover that we all hold distinctive traits, teachers can help them create a *Me Bag*. This could be a part of the activities conducted at the beginning of the school year. This activity is based on the belief that each person has unique characteristics. The *Me Bag* is intended to help children see differences as a typically descriptive element defining each individual. This activity starts by the teacher's preparation of his or her own *Me Bag* to be shared with the children. This activity helps in identifying your own diverse characteristics.

You will need one large brown bag for each child. Write the children's names on the bags, and ask them to draw or paste their picture on the outside. Then, ask children to put inside the bag items, drawings, or words that are special to them. Invite children to share their bags, and have them talk about the things they selected. Lead children to identify the items that are common to everyone and those that are different. Use the following questions to engage children in a discussion of their findings.

- *What did we learn about our class? Tell me something you discovered about two of your friends.*
- *What things did we discover we have in common with our classmates? What things do we not have in common?*
- *In what ways are we all alike? Why?*
- *Tell me something that makes you special.*

Bags can be displayed and kept as an ongoing activity. Other details can be added throughout the year. Follow up by adding books to the literacy center to reinforce the characteristics of diversity found among the children in the group.

a common religion. Approximately 2 million Italians and 1.5 million Russians, many of them Jews avoiding persecution, came to the large cities on the East Coast. The new immigrants comprised 3 percent of the labor force. The majority of European immigrants came to the United States as common people. Settling in cities where there were jobs and where they could live with their own kind in places like little Italies, Bohemias, and Germantowns, they worked hard and struggled to make a living. Many women worked in sweatshops and earned even less than men. Most immigrants lived in slums in rundown tenements without heat and running water. Working conditions were just as deplorable. Hazardous working conditions caused numerous accidents in which many workers were maimed for life or even killed. Part of the new US labor force consisted of children. They were largely children of the poor and of immigrant families who were not able to partake in the national prosperity experienced at the turn of the twentieth century.

1-4d Laws Limiting Immigration in the Twentieth Century

The first national limits on immigration, in the form of a quota system imposed in 1924, were known as the National Origins Act. The quotas limited the total number of immigrants per year to 150,000. Quotas for each nationality group were 2 percent of the total members of that nationality residing in the United States according to the 1890 Census. Western Europeans were exempt from the quota system because they were perceived as more desirable in terms of their education and

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PHOTO 1.4 Ellis Island was the first glimpse of the "land of the free" for many immigrants in the beginning of the twentieth century.

IN ACTION

An Increasingly Multiracial Country

The Census Bureau (2014) provides a unique cultural and demographic portrait of the United States. Not only did the Census results confirm the growing multicultural character of the nation, they also exposed, for the first time, the existence of a new multiracial and multiethnic group classified as "multicultural." The responses revealed the following:

- Eight million people identified their heritage as multiracial.
- The "two or more races" population is projected to reach 19 percent by 2060.
- Racial or ethnic minority babies comprised 50.2 percent of all babies born in 2015.
- In 2015, enrollment of ethnic minority students in public schools surpassed that of white students.

Projections also tell us that between 2010 and 2020, the foreign-born population is projected to increase nearly 20 percent compared to 6. 4 percent for native born. Given this trend, the number of young children with multiracial heritage is expected to rise dramatically. For early childhood educators, learning about the needs of children and families with multiracial heritage is essential.

- What strategies would you recommend to better prepare educators to deal with the changing demographics in our society and in its schools?
- Do you know of anyone identifying themselves as multiracial? What are his or her main reasons for this designation?
- Do further research on the Internet about the emerging societal trends, and share your findings with your classmates.

Source: US Census Bureau (2015).

the skills they possessed (Parillo, 2015). The main purpose of the quota system was to preserve the original racial and ethnic composition of the United States by preventing the poor and illiterate from Eastern, middle, and southern European countries; Russia; and Asia from coming in and becoming a social and economic burden to US society. The system gave an enormous advantage to the British, the Germans, and other Western Europeans whose ancestors were among the pioneers who settled this country.

Immigration law was changed in 1952 with the passing of the McCarran–Walter Act that repealed the quota system and instead gave preference to skilled workers in fields experiencing shortages in the United States, reunification of families, and protection of the domestic labor force. This system was also biased in favor of the Western Europeans, whose immigration numbers continued to be unrestricted.

In 1965, as a result of many political changes in the world, the increasing intensity of the Cold War, Castro's rise to power, and the Vietnam War, Congress passed an immigration law that was based on a humanitarian notion of "reunification of families." The law abolished the national origins system and the major restrictions against the Asiatic countries. The Western Hemisphere was also subject for the first time to an overall annual quota of 120,000. A seven-category system was created, with preference given to reunification of families and to individuals with needed talents or skills.

Many immigrants who arrived in the 1960s and the early 1970s were political dissidents, artists, intellectuals, and entrepreneurs from the Eastern European communist countries, Asia, and Cuba. (It should be noted that this law was applied very selectively in the 1980s, granting immigrants from the communist countries legal entry, whereas opponents to the right-wing dictatorships of countries such as Guatemala and El Salvador were forced to enter illegally.) Under the kinship system, newly arrived refugees did not need to have any job skills, education, or means of support. The "reunification" law brought 10 million newcomers to this country who were closely and distantly related to earlier immigrants. The second and third generations of those originally allowed into the United States are the ones changing the makeup of US society.

LITERACY CONNECTIONS

Recommended Books about Immigrants

Multicultural children's literature offers a rich and lively way to explore diversity concepts. Stories addressing topics related to cultural diversity are powerful learning sources for young children. The following titles will help you explore the very important topic of immigration.

- Curtis, J. L., & Cornell, L. (2016). *This is me: A story of who I am and where I came from.* New York: Workman.
  The story is about packing a suitcase and things you would put in it if you were never coming back. It's about leaving the old behind and embracing the "new." The suitcase provides an excellent venue for discussion of what the children and families value and consider important.
- Danticat, E. (author), & Staub, L. (illustrator). (2015). *Mama's nightingale: A story of immigration and separation.* New York: Dial Books for Young Readers.
  The author's true story of her Haitian mother detained and separated from her family. The theme of separation, action, and change may resonate with many children in the classroom.
- Anzaldua, G. (1993). *Friends from the other side*. San Francisco: Children's Press.
  Based on facts, the story tells about the experiences of Prietita, a girl who helps Joaquin and his mother when they come to live in the United States.
- Hoffman, M. (2002). *The color of home*. New York: Fogelman Press.
  The story tells the experiences of first-grader Hassan, an immigrant boy from Somalia, as he goes to school in the United States for the first time. This is a powerful tale that conveys the feelings and emotions of a child who misses life in his country.
- Maestro, B. (1996). *Coming to America. The story of immigration.* New York: Scholastic.
  In a child-appropriate way, the story presents immigration as a shared reality that describes people in the United States.
- O'Brian, S. A. (2015). *I'm new here.* Watertown, MA: Charlesbridge.
  True story of diversity in the classroom and the struggles immigrant children and children with special needs experience. Excellent source of discussion with children and educators.
- Pak, S. (2002). *A place to grow.* New York: Levine Books.
  In this story, an inquisitive child asks her father about the reasons he left his birthplace to come to a new country. This is a good starting point for families in sharing their own stories and the reasons why they came to the United States.
- Recorvits, H. (2003). *My name is Yoon*, 1st ed. New York: Ferrar, Straus and Giroux.
  This is a story of a Korean girl who must learn to write in English. She is not sure that she likes the idea of writing her name in strange letters that look "unhappy." This book provides a good discussion about the need to learn a new language in a new country.
- Sanna, F. (2016). *The journey.* London, United Kingdom: Flying Eye Books.
  Beautifully illustrated, the story is about making decisions to leave home because of the turmoil and danger of war. This book is about war refugees and the challenges they must overcome for a better future.
- Yaccarino, D. (2016). *All the way to America.* Decorah, IA: Dragonfly Books.
  The author presents five generations of Italians who proudly work to preserve their culture, while embracing the American life. It is multigenerational book well suited for family discussions.
- Young R. (author), & Ottley, M. (illustrator). (2016) *Teacup.* New York: Simon and Schuster.
  A young boy carries a book, a bottle, and a blanket as he leaves his home by boat. In his teacup, he carries some earth from where he played. This book is about parting with what you know and finding new ground to begin a future.
- Sandin, J. (1986). *The long way to a new land*. New York: Scholastic.
  The story shares the struggles of nineteenth-century Swedish immigrants as they come to the United States in search of a new life.
- Surat, M. (1989). *Angel child, dragon child*. New York: Scholastic.
  This story is about the experiences of an immigrant child from Vietnam as he begins to learn how to live in the United States.

Professional Resource Download

THINK AND REFLECT

Young Immigrants

Etienne is a 5-year-old from Haiti. When the hurricane hit his island, he and his family came to Miami to live with relatives because their home was destroyed, and his parents were not able to work. Since then, Etienne's family has been living with their uncle and aunt. His father and mother work in the nearby hotel, and Etienne is going to school along with his brother and two sisters. He likes being in the United States, or *Amerique*, like his Mom says. There is a lot of food to eat and a school with a roof over it that is not so hot. Yesterday, his mother was crying, and his father was arguing with a tall American man that came to the door. Etienne's' sister told him that they have to go back to Haiti because they were in Miami only "temporarily." "What does that mean?" asked the young boy.

Etienne is not the only child experiencing such challenges in his young life. Think about your own reactions to these types of experiences happening in communities around the country. Share your reflections on these events. Ask yourself:

- *What are my feelings about illegal immigrants?*
- *Is illegal immigration a "right" or "wrong" issue?*

According to the Migration Policy Institute (Hipsman & Meissner, 2013), the second-highest wave of people immigrated in the 1980s, when the Asians, Latin Americans, people from the Caribbean nations, and people from the countries of the Middle East arrived in the United States. Another amendment to the immigration law, which broadened the definition of *refugee*, further increased the numbers of those admitted. Between 1985 and 1994, almost 10 million people came to the United States: 2.7 million came from Mexico, 1 million from the countries in the Caribbean, 1 million from Europe, and approximately 5 million came from other parts of the world. The current origins of the foreign-born population of the United Stated are reflected in Table 1.1.

Immigration is a continuous reality in the United States. The Center for Immigration Studies reports that legal and illegal immigrants surged to 3,100,000 in 2014–2015 (Camarota, 2016). Their countries of origin are shown in Table 1.2. It is not known how long, or if, they will stay or when they will return to their countries.

The top four states with immigrant populations are still California, Texas, New York, and Florida. In the past, new arrivals tended to settle in large cities where the job markets were believed to be better. In recent years, however, new immigrants have tended to gravitate to smaller communities all over the nation (Munz, 2013). The impact and educational implications of these demographics for services and programs for young children are very evident.

The US Census Bureau (Passel & Cohn, 2009) projects that by the year 2050, there will be 439 million people in the United States. Of this, 82% of the increase

TABLE 1.1
Origins of the Foreign-Born Population in the United States (2014)

Region of birth	Population	Percent
US born	276,621,307	86.8
Foreign born	42,235,749	13.2
Mexico	11,710,013	27.7
South and East Asia	11,144,850	26.4
Central and South America/Caribbean	10,113,629	23.9
Europe/Canada	5,762,207	13.6
Middle East/Sub-Saharan Africa/Other	3,505,050	8.4

Source: Brown and Stepler (2016).

TABLE 1.2
Largest Immigrant Groups in the United States (2014)

Group	Population
Indians	147,500
Chinese	131,800
Mexicans	130,000
Canadians	41,200

Source: Zong and Batalova (April 14, 2016b).

is projected to be the result of immigrants and their US-born families (Passel & Cohn, 2009). Projections indicate that Hispanics or Latinos will be the fastest growing population, rising from 13 percent to 23 percent. Census data estimate also indicate Asian Americans are the second-fastest growing ethnic group in the United States. Overall, the population will also be characterized by larger numbers of people under age 18 (US Census Bureau, 2015a). This fact has direct implications in the planning of services for young children and their families. In particular, it calls for attention to programs that will best reflect the diverse cultural characteristics of the young.

IN ACTION

Have You Ever Wondered Why People Immigrate?

If you know individuals who were born in another country, ask them what brought them to the United States. If you have parents or relatives who were born in another country, interview them to find out what brought them here. Write down their answers and reflect on their responses. What did you learn? Use the following questions to promote discussion among classmates:

- What attracts people to this country?
- What is the history of immigrants in your family?
- How are the stories of different immigrants you interviewed the same or different?
- Would you ever consider immigrating to another country? Why or why not?

THINK AND REFLECT

A View of the World

> When I came to catch my flight, I never thought that I would have such a remarkable experience. The hour and a half that I had to spend because of a flight delay showed me the real face of America. Everything started when I decided to have a second cup of coffee. I went to the coffee bar in one of the concourses where they serve the best *cortadito* (espresso with milk) and *pastelitos* (guava and cheese pastries). A smiling Cuban lady served me the aromatic coffee. While sipping it, I saw an airport employee greeting a friend just returning from his hometown in Nicaragua. At the same time, several Haitians chatted while also sipping coffee. Two Colombians joined the group in front of the coffee stand. I noticed two Indian ladies, who wore the prettiest saris, chatting about their children. I finally made the line to board my flight, where I heard a father call his child in very distinct Arabic. As we flew out, a thought came to my mind: my country is not just a country; it's a world in itself, a world that I see in my classroom (Rosales, 1992).

After reading this vignette, ask yourself:

- *Do I have close friends who are from various cultures?*
- *What do I think these individuals contribute to my life?*
- *What additional things would I like to learn about people from other cultures?*
- *What are the ways in which I could learn more about my friends and their family members with diverse cultural roots?*

1-5 Growing Cultural Diversity

Learning Objective 1-5
Analyze the characteristics of major cultural groups.

The features of contemporary US society have dramatically changed in recent years. A look at people in towns and cities across the country attests to that. No longer does one set of specific physical or ethnic characteristics make up a profile of a typical US citizen. In fact, we have become a showcase of all possible human traits as shown in Table 1.1.

Recent surveys by the US Census (2015e) show a quickly evolving demographic picture. The population of European descent is losing its predominance due to the rapid growth of groups of non-European origin. In essence, non–European Americans account for the growing cultural diversity now found in the United States (Figure 1.1). The term **non–European Americans** defines people with ethnic roots in continents other than Europe. Table 1.3 more accurately demonstrates the population numbers of major cultural groups. In the sections that follow, some of the relevant characteristics of each of these groups are discussed. It is important to remember that these cultural groups are not heterogeneous. Within each, there are very distinct groups that must also be recognized for their uniqueness and contributions to US society.

1-5a Asian Americans

According to the classifications of the US Census Bureau, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Cambodian, Hmong, Thai, and Laotian are the major groups that comprise Asian Americans (US Census, 2013; US Census, 2015e). There is also a category of "others" that includes much smaller numbers of people of Bangladeshi, Burmese, Indonesian, Pakistani, Malaysian, Nepalese, Singaporean, and Sri Lankan origin. Together, Asian Americans number approximately 19.2 million (Pew Research, 2014). Demographical data show that Asian Americans have a fastest growth rate surpassing Hispanic immigrants (US Census, 2013; Pew Research Center, 2014). This extraordinary growth is fueled by immigration rather than by birthrate. Half of the Asian American population mainly resides in three states: California, New York, and Hawaii; New York City, Los Angeles, and Chicago have the largest concentrations of Asian Americans. Los Angeles County is the only county that has more than 1 million Asian Americans living in it. One of the most significant facts regarding

FIGURE 1.1 Main Cultural Groups

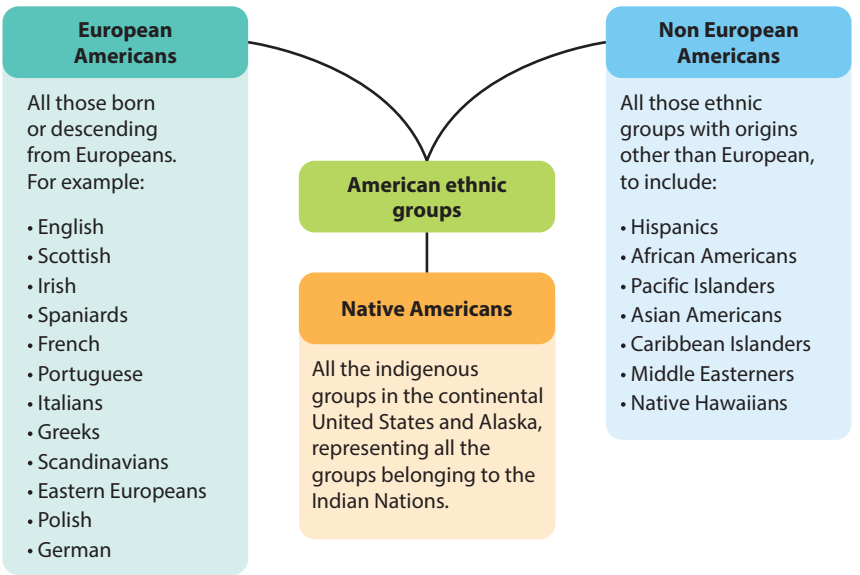

TABLE 1.3
Largest Minority Groups in the United States Based on Race Alone with One or More Races

Minority group	Population
African American	42,020,743
American Indian and Alaska Natives	5,220,579
Asian	17,320,856
Hispanic or Latino	50,477,564
Arabs	3,700,000*
Native Hawaiian and Other Pacific Islanders	1,225,195

*Arabic population is not itemized by the US Census. Estimates provided by the Arabic Association of USA.
Source: US Census Bureau (2010); Arabic Association of USA (2016).

Asian Americans is that 86 percent of them have earned a high school diploma, and among adults, 62 percent hold a college degree (Pew Research Center, 2013).

The Chinese, and later other Asians, had different reasons for immigrating to the United States, which resulted in very distinct immigration experiences (Campbell, 2009). Chinese Americans began coming to California mostly for economic reasons in the first part of the nineteenth century. By the time California was annexed to the United States in 1848, the Chinese population provided basic labor on the railroads and services in laundry and cooking establishments. In the second half of the nineteenth century, the Chinese became targets of hate and oppression, which resulted in the first antiracial law, the 1882 Chinese Exclusion Act. The law encouraged white immigration from Europe and made Chinese immigration illegal.

The Chinese who came to the United States in the nineteenth century and until World War II were largely poor and illiterate people from the vast rural areas of China. In contrast, the more recent immigrants from China, Hong Kong, and Taiwan are well-educated professionals and skilled blue-collar workers. Many came with their families in tow and their possessions intact. Some even had jobs waiting for them in the United States. This new group of Chinese Americans has changed the nature of the Chinese communities across the country. During the past two decades, Chinese Americans have entered professions and moved to the suburbs. Yet, they maintain their roots and traditions.

The Japanese and Filipino immigrants first came to Hawaii to work in the sugarcane industry. Many of them eventually migrated to the West Coast of the United States and settled in states from Alaska to California. The Japanese worked hard, saved their money, and bought farms. The success of the Japanese Americans was met with suspicion and prejudice. The worst offenses against them were committed during World War II, when Japanese Americans were incarcerated and their property confiscated by the US government (Lee, 2015).

In the decades following World War II, both the Japanese and Japanese Americans experienced unprecedented growth and prosperity. In the 1980s and 1990s, the formidable Japanese economy surpassed the growth rate of the US economy. Efforts to compete had severe repercussions in the US labor force, not the least of which were reduced salaries, loss of jobs, smaller profits, and cuts in benefits. Japan's economic prosperity contributed to

PHOTO 1.5 Multiracial children are increasingly found in classrooms and communities throughout the United States.

FOCUS ON CLASSROOM PRACTICES

Teaching Children about Immigration

For most young children, immigration is a difficult concept to understand. Even for some who are immigrants themselves, the term will not be familiar. Others, either because of firsthand experiences or based on comments by adults, might have a negative perception of immigration. However, as we move into culturally and developmentally responsive teaching, the concept of immigration becomes a part of what we want children to learn. The option here is to transform the topic into concepts familiar to children. Brainstorming what immigration means would probably yield the following words: movement of people, moving from one country to another, coming from another part of the world, and so on. We find that *moving* is a term that young children of immigrants recognize readily. Teachers can build a thematic unit based on the idea of moving. There are many possibilities in terms of how to develop it with your class.

For example, one kindergarten teacher developed her thematic unit after her group was moved into another part of the school building. Through the story of Su Lin, a character created by the teacher, who had left behind everything she had when her family came to the United States, the class began talking about what it means to move. Asking who knew what moving was like led to an interesting conversation. The children shared how they felt and why they felt sad or happy after moving. A list titled "We can move to . . ." included items like: "a bigger house," "another bedroom," "an apartment," "our grandparents' house," "another development," "a new city," and, of course, "a different classroom." The activity led the class to prepare a big book they titled "Places We Move To."

As a culminating activity, the class decided to prepare a welcome plan for children and adults. Needless to say, with new students arriving frequently, the plan was used almost immediately.

the latest wave of resentment of the Japanese in this country at the close of the twentieth century (Lee, 2015).

Filipinos were not subject to the immigration restrictions in the first half of the twentieth century because the Philippines became US territories in 1898. Although they were not classified as aliens, Filipinos did not have citizenship. This was changed in 1946 when they became an independent nation. The economic and political events in the Philippines during the last two decades of the twentieth century facilitated steady streams of Filipino immigrants to the United States. Statistics show that in the past decade, unlike in earlier times, many of the recent immigrants are white-collar professionals in the medical and health care professions.

Asian Indian Americans began coming in significant numbers from the subcontinent of India in the first decade of the twentieth century. In spite of persecution and exploitation during most of the twentieth century, Asian Indians managed to prosper in agriculture and related services. It was not until 1965 that significant numbers of highly educated and well-trained professionals began to enter the United States (Parillo, 2015). This phenomenon is known as the "brain drain" from India. Asian Indians continue to be the highest educated group among Asian Americans. They have put their entrepreneurial skills to work in a variety of business enterprises as well as in the professional fields (Campbell, 2009).

Korean Americans were subject to the same hardships as their fellow Asian immigrants. Like the Filipinos and the Chinese, many came first to the Hawaiian Islands at the turn of the twentieth century to work in the sugarcane fields. Before long, the desire for a better life lured them to the West Coast of the United States. Like other Asians, they suffered discrimination and struggled doing menial labor for minimum wages. During World War II, even though Korea was occupied by Japan, Koreans were considered Japanese citizens and were treated as enemies of the United States. In spite of that, Korean Americans fought in World War II alongside American GIs, bought war bonds, and joined the National Guard. After the Korean War, an immigration wave, mainly made up of war brides, took place. Adoptions of Korean children in the years following the Korean War also increased the numbers of this ethnic group.

The majority of Vietnamese Americans came to this country in four waves in the aftermath of the Vietnam War. The first large wave was transported by the US military in 1975 for resettlement in the United States. They were well educated and skilled technicians from the middle and upper-middle classes of South Vietnamese society. The second wave consisted of South Vietnamese who, after they could not be transported by US warships and planes, started a boat evacuation themselves within the first few weeks of the communist victory. Many "boat people" never made it to the United States, having either perished or landed in other safe havens in Southeast Asia. The third wave of Vietnamese immigrants consisted of "boat people" who continued to leave the Socialist Republic of Vietnam from 1979 into the early 1980s (Lee, 2015). Their journeys on the South Seas were also perilous and deadly. The fourth wave was comprised of Amerasian children. *Amerasian* is a term used to describe individuals born of Vietnamese mothers and US service members stationed in Vietnam during the Vietnam War. In 1987, Congress passed the Amerasian Homecoming Act to facilitate the transfer of Amerasian children born between 1962 and 1977 to the United States (Parillo, 2015). This allowed nearly 75,000 Amerasians and their family members to come to the United States.

PHOTO 1.6 Asian Americans are the second-fastest growing ethnic group in the United States.

1-5b Hispanic Americans

The terms *Hispanic* and *Latino* encompass an enormous range of people and cultures of Spanish and Portuguese origin. During 1980 to 2000, the Hispanic (Latino) population in the United States doubled (Campbell, 2009). From the 1990s to the present, the Hispanic population increased to 54 million, making it the largest minority group, surpassing African Americans by approximately 7 million people. Latinos represent

AROUND THE WORLD

Rules of Our Global Community

Teaching young children with diverse backgrounds provides opportunities to interact with parents and community members. For this reason, it is useful to become familiar with some cultural do's and don'ts. Each group has its own etiquette that is just as important as your own ways. Here are some examples, with more to come.

- Never touch the head of a Thai child or adult. That is where the "guarding angel" dwells.
- Always ask an adult from another culture what he or she wishes to be called instead of using first names. In many cultures, addressing someone you just met by their first name is considered disrespectful.
- Parents and family members from other cultures expect the classroom to be a formal environment and are often surprised by the informal dress code of the teacher and the noisy classrooms.
- Remember that every culture has its own special celebrations and holidays. Many families will expect you to recognize these special celebrations. Learn and acknowledge the ones that pertain to the children you teach and to their families.
- Avoid using American slang expressions with those who are not proficient in English. They may not be able to understand the meaning.
- Remember that in many cultures teachers are respected, even revered, and often never challenged. This sometimes makes for difficult two-way conversations.
- Do not expect every child from another culture to "look you straight in the eye." In many cultures, this is considered disrespectful.

Source: Lynch and Hanson (2011); Dresser (2005).

LITERACY CONNECTIONS

Recommended Books about Asian Americans

Asian Americans are a very diverse and culturally distinct group. Sharing their stories engages children in exploring and becoming familiar with their rich heritage of customs, legends, and traditions.

- Cheung, H. (2008). *K is for Korea*. London: Francis Lincoln Children's Books.
- Conger, D., & Toth Davis, M. (2006). *Asian Children's favorite stories: A treasury of folktales from China, Japan, India, the Philippines, Thailand, Indonesia and Malaysia.* North Clarendon, VT: Tuttle Publishing.
- Khrisnawami, U. (2001). *Chajaji's cup*. Thousand Oaks, CA: Children's Book Press.
- Lin, G. (2009). *Where the Mountain meets the moon*. New York: Little Brown Books for Readers.
- Lee-Tai, A. (2006). *A place where sunflowers grow*. New York: Children's Book Press.
- Mochizuki, K. (1995). *Baseball saved us*. New York: Lee and Low.
- Noguchi, R. (2002). *Flowers from Mariko*. New York: Lee and Low.
- Park, L. (author), and Downing, J. (2009). *The firekeeper's son*. New York: Clarion Books.
- Say, A. (2008). *Grandfather's journey*. New York: Houghton Mifflin.
- Say, A. (1999). *Tea with milk*. New York: Houghton Mifflin.
- Tsai, I. (2008). *The frog in the well*. New York: CE Bilingual Books.
- Yip, M. (2005). *Chinese Children's favorite stories*. New York: Tuttle Publisher.

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about 16.5 percent of the population (US Census Bureau, 2015d; Schaefer, 2016). Considering that they have the highest birth rate of any ethnic or racial group in the country, they are projected to grow in the future at a much faster rate than any other group. Hispanics are the largest ethnic group in states such as California, Texas, New Mexico, and Florida (US Census Bureau, 2015d).

Mexicans comprise two-thirds, or 33 million, of the total Hispanic population in the United States. The largest concentration, of approximately 14.9 million, is found in California, where the Mexicans outnumber the all other groups, including whites. Texas, Illinois, New Mexico, Arizona, and Colorado are among the states with large numbers of Mexicans (Pew Reseach Center, 2013). Many of these people are agricultural seasonal workers or employees of service industries. Mexicans are often exploited by business owners and farmers who pay them subsistence wages and offer no employment benefits. Lack of physical borders between United States and Mexico has made it possible for this group to have a higher number of illegal aliens than all other groups combined. The seriousness of this situation has caused the question of illegal aliens to be moved to the forefront of the political agenda in the United States, as shown in the most recent presidential campaign of 2016. Ongoing discussions about the need for new immigration laws are a priority in the nation's agenda. Issues such as unaccompanied immigrant children and separation of families as a result of current laws continue to dominate the daily media.

Monkey Business Images/Shutterstock.com

PHOTO 1.7 Hispanics are currently the largest cultural group in the United States.

LITERACY CONNECTIONS

Recommended Books about Hispanics

Children's literature is one way to learn about Hispanic cultural traditions. It also provides an excellent source for young children to learn about the unique characteristics of the various Hispanic ethnic groups.

- Ada, A. (2001). *Gathering the sun. An alphabet in Spanish and English*. New York: Rayo.
- Blanco, A. (1998). *Angel's kite/La estrella de Angel*. Thousand Oaks, CA: Children's Book Press.
- Castañeda, E.(1995). *Abuela's weave*. New York: Lee and Low.
- Delacre, L. (1993). *Vejigante*. New York: Scholastic.
- Delacre, L. (2012). *Salsa stories*. New York: Scholastic.
- Dole, M. (2003). *Drum, Chavi, drum!/¡Toca, Chavi, toca!* Thousand Oaks, CA: Children's Book Press.
- Gonzalez, R. (2002). *My first book of proverbs*. Thousand Oaks, CA: Children's Book Press.
- Lazaro, G. (2004). *el flamboyán amarillo*. New York: Lectorum.

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The latest surveys indicate that about 3 percent of the total Hispanic population are Cuban Americans (Pew Research Center, 2013). The majority live in south Florida's tri-county area of Miami-Dade, Broward, and Palm Beach. The population of Miami-Dade County is 66% Hispanic, the largest concentration of Cubans in the country (Pew Research Center, 2013). There are, however, great social and economic differences even within this group. The early immigrants who fled Castro's regime and arrived in Florida in the 1960s represented Cuba's social, economic, and intellectual elite. They are largely responsible for making Miami an important commercial center and a "Gateway to South America." A second group of Cuban Americans arrived in the 1980 Mariel boatlift. More recently, the Cuban rafters who continue to arrive on the Florida coasts constitute the newest group of immigrants from this Caribbean island. With the death of Fidel Castro and improved political relations between Cuba and the United States, this group may increase in the future.

The case of Puerto Ricans is different. The Caribbean island of Puerto Rico became part of the United States in 1898. Puerto Ricans are US citizens by birth and are free to live anywhere in the United States and its territories. As a result of their citizenship, more than one-third of Puerto Ricans live in the mainland United States. New York and New Jersey have the highest numbers of Puerto Ricans. They account for 9 percent of the total Latino population of this country (US Census Bureau, 2015d).

The third-fastest growing Latino group consists of those coming from the Caribbean and Central and South American countries. Migration Policy Institute reports (Zong & Batalova, 2016a) indicate that most Latinos from the Caribbean come from Cuba, Dominican Republic, Jamaica, Haiti, and Trinidad-Tobago. The highest numbers of immigrants for South America come from Colombia, Peru, and Ecuador. The highest numbers of immigrants from Central America come from El Salvador, Guatemala, Honduras, and Nicaragua (Zong & Batalova, 2016c). Many Hispanics are still struggling

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PHOTO 1.8 Puerto Ricans are American citizens of Hispano-Caribbean roots.

for success. For many, language presents a major challenge: less than 30 percent are fluent in English. Of the estimated 50 million, 70 percent live in just five states: California, Texas, Florida, New York, and Illinois (Zong & Batalova, 2016c). Separation from their families is also a hardship for many living in the United States. Unfamiliarity with the education and health care systems also poses serious challenges, making it very difficult to access services. For families of young children, finding out about the available educational and family services is one the most difficult challenges to overcome.

Latino populations are projected to continue to rise in numbers as a result of the second generation. The second generation predominantly consists of young people—two-thirds of whom are under the age of 18—who already are or will be citizens of the United States and products of its schools (Fry & Passel, 2009). Their potential contributions to US society make support to the Latino community a national priority.

1-5c Native Americans

> *Treat all men alike. Give them all the same law. Give them all an even chance to live and grow.*
>
> Chief Joseph (1840–1904)

Native Americans represent the indigenous inhabitants of the United States. Long before any immigrants came, many Native American nations and tribes already called this territory their homeland. Native Americans are a pluralistic society that should not be viewed as a homogeneous group. The rich history and customs of different nations and tribes are unique and should be studied and presented as individual cultures. Thus, it is difficult to collectively describe the specific family practices, ways, and traditions of Native Americans. Diversity is one of the traits that depicts the Native American people on 314 reservations and trust land areas throughout the country. Yet, we could say that strong family values, respect for their elders, and a high sense of spirituality characterize Native Americans.

The end of the nineteenth century brought about the confinement of Native Americans to designated reservations, many of which were useless patches of wasteland. In addition to having to create a living in these new places, Native Americans were subjected to concerted government efforts to assimilate them into the mainstream culture. These efforts met with great resistance and caused additional clashes between European Americans and Native Americans. Today, the violent resistance to assimilation has eased somewhat and has been replaced with a cultural revival and an adoption of some political and entrepreneurial models from the mainstream culture.

The US Census Bureau (2010) showed that Native Americans and Native Alaskans represent less than 1.6 percent of the population, or 5.4 million people, a rise from 1.4 million in 1990. The increase in the population is partly due to the increased birth rate and more accurate reporting (US Census Bureau, 2015c). The four states with the largest Native American populations are Oklahoma, California, Arizona, and New Mexico (US Census Bureau, 2015c).

Native Americans have suffered irreparable harm by the government and by white settlers. The damage that was done to their culture and heritage has caused many problems for the current generations. Having survived centuries of persecution and genocide, the Native Americans are working hard to reclaim their place in US society.

1-5d Middle Eastern Americans

People from the Middle East and North Africa came to the United States in the late nineteenth century. Christian traders from the Ottoman Empire were probably the first to arrive in the United States in 1875 (Lynch & Hanson, 2011; Zong & Batalova, 2016b).

LITERACY CONNECTIONS

Recommended Books about Native Americans

Native American culture abounds in stories and myths focusing on all aspects of life that families pass on to their young from infancy. Here is a selection of books that will familiarize you with some of their rich traditions.

- De Paola, T. (2011). *My first legends: The story of Bluebonnet*. New York: Penguin Young Readers Group.
- Goble, P. (2001). *The girl who loved horses*. New York: Atheneum.
- Harjo, J. (2000). *The good luck cat*. New York: Harcourt.
- McCain, B. (1997). *Grandmother's dreamcatcher*. New York: Albert Whitman.
- Oughton, J. (1996). *How the stars fell into the sky. A Navajo legend*. New York: Houghton Mifflin.
- Smith, C. (2000). *Jingle dancer*. New York: HarperCollins.
- Sockabasin, A. (2005). *Thanks to the animals*. Thomaston, ME: Tilbury Press.
- Van Camp, R. (1997). *A man called Raven*. Thousand Oaks, CA: Children's Book Press.
- Van Camp, R. (2013). *Little you*. Victoria, British Columbia: Orca Book Publishers.

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Other political events led to additional migrations of Iranians, Iraqis, and Afghans. The Iranian revolution in 1978 and the Iran–Iraq war between 1980 and 1988 brought a continuous flow of Iranian immigrants to the United States. During the 1990s and following the Persian Gulf War, many Kuwaiti refugees came to the United States.

To a large extent, the immigrants from the Middle Eastern countries are concentrated in large cities. Those who arrived prior to 1980 are generally educated members of the professional class who possessed a good command of English prior to coming to this country. Those arriving after 1980 seemed to have lower education levels, although most had at least a high school diploma and some knowledge of English (Lynch & Hanson, 2011). Differences exist among the various Middle Eastern groups and even more so between the urban and rural contingents of each group.

Demographically, the Arab American population in the United States is close to 3.7 million, or 1.2 percent of the total population (Arab American Institute, 2016). The three largest Middle Eastern groups represented in the United States are the Lebanese, the Egyptians, and the Syrians, who account for approximately three-fifths of the Middle Eastern US population. Most of them live in large cities, with New York City having the highest number. Over 86% of them are US citizens either by birth or naturalization (Arab American Institute, 2016).

Since the tragedy of September 11, 2001, and the wars in Iraq, Afghanistan, and Syria, Middle Eastern Americans have come under close scrutiny. Before these events, little was known about this ethnic group. Images from the media have focused negative attention on Middle Eastern Americans as a result of the war, terrorist activities, and security measures. Concerted efforts of educators and responsive individuals are needed to help change these attitudes. In a diverse and democratic society

ximagination/123RF

PHOTO 1.9 Many Middle Eastern families have been here for generations.

LITERACY CONNECTIONS

Recommended Books about Middle Easterners

Stories provide windows into the lives and cultures of people. The titles included in this section address topics ranging from traditions to folk tales of people from the Middle East. They provide young children opportunities to discuss, clarify, and learn more about this ethnic group.

- Bunting, E. (2006). *One green apple*. New York: Clarion.
- Ghazi, S. (1996). *Ramadan*. New York: Holiday House.
- Hauff, W., & Shepard, A. (1995). *The enchanted storks: A tale of the Middle East*. Boston: Houghton Mifflin.
- Hickox, R., & Hillenbrand, W. (1999). *The golden sandal: A Middle Eastern Cinderella story*. New York: Holiday House.
- Ichikawa, S. (2006). *My father's shop*. New York: Kane/Miller.
- Kimmel, E. A. (2013). *Joha makes a wish*. New York: Two Lions.
- Kyuchukov, H. (2004). *My name was Hussein*. Honesdale, PA: Boyd Mills Press.
- Matz, Sidhom, C., & Farnsworth, B. (2002). *The stars in my Geddoh's sky*. Morton Grove, IL: Albert Whitman & Co.
- Musch, R. (1999). *From far away*. Minneapolis, MN: Sagebrush.
- Nye, N. (1997). *Sitti's secrets*. New York: Aladdin.
- Winter, J. (2009). *Nasreen's secret school: A true story from Afghanistan*. San Diego, CA: Beach Lane Books.
- Winter, J. (2005). *The librarian from Basra: A true story from Iraq*. Boston: HMH Books for Young Readers.

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like ours, avoiding any generalizations about an ethnic group is essential (Anderson & Hill Collins, 2016). Responding effectively to comments and remarks about Middle Easterners is necessary to prevent prejudice and stereotyping of this or any group. This education process begins at home and in the early school years. Paving a path of understanding and tolerance for young children is an important mandate for educators (Nieto & Bode, 2012).

1-5e African Americans

Historically, African Americans were the only group who did not originally come to the United States as immigrants. Removed against their will from their homeland by the unscrupulous human traffickers of colonial times, they were brought to the New World as slaves. This led to the institutionalized inhumane treatment rooted in violence and injustice, which they endured for centuries. In the post–Civil War era, this system was replaced by discrimination and racism sanctioned by legislation (Anderson & Hill Collins, 2016).

During the years following the Civil War, racial hatred produced many contradictory social initiatives that altered the fabric of US society for the next hundred years. The founding of the Ku Klux Klan in 1866 signaled the beginning of an era of extreme persecution of African Americans. Additionally, the Black Codes enacted in 1865–1866 to disenfranchise them, and the Supreme Court decision *Plessy v. Ferguson* in 1896 that established "the separate but equal" doctrine were all designed to deny African Americans their rightful place in society.

Throughout the twentieth century, racism and discrimination kept African Americans segregated from whites in schools, factories, businesses, housing, public facilities, and services. "Jim Crow" laws, which took the form of literacy tests, "white primaries," poll taxes, and "grandfather" clauses, were all enacted to prevent African

PHOTO 1.10 African Americans are the second largest cultural group in the United States.

Americans from exercising their right to vote (Anderson & Hill Collins, 2016). Not being able to exercise this right prevented African Americans from participating in the greatest era of progress in US history. Things did not begin to change until World War II, when the military desegregated and the landmark case *Brown v. the Board of Education* in 1954 abolished school segregation (Schaefer, 2016). The late 1950s and 1960s marked the greatest years of social change in recent US history. The Civil Rights Movement became the focus of US society largely as a result of the leadership of African American organizations such as the National Association for the Advancement of Colored People (NAACP), the Urban League, and the Southern Christian Leadership Conference, as well as individuals such as Dr. Martin Luther King Jr., Rosa Parks, Thurgood Marshall, and others. The sit-ins, freedom rides, peace demonstrations, and violence associated with African Americans attempting to gain admission to formerly all-white institutions provided the nation with a renewed look at the depth of hatred and racism. Many battles were won during those years, including the Civil Rights Act and Equal Opportunity Act of 1964 and the Voting Rights Act of 1965. The federal government poured much money into social programs intended to assist the poor and the disadvantaged during the 1960s and 1970s. These initiatives and services gave the government the right to interfere in cases of discrimination within the individual states, without which many cases involving African Americans could not be settled.

Recent surveys indicate that there are 46 million African Americans, representing 14 percent of the total population (US Census, 2015a). They are the second largest minority after Hispanics. As a group, African Americans have achieved much in the twentieth century; however, many challenges such as unemployment, crime, teenage pregnancies, and discrimination in the workplace still remain to be conquered in the twenty-first century. The incredible resiliency, sense of pride, and desire to improve that characterize African Americans will continue to facilitate their progress. Most recently, the two-term presidency of Barack Obama marked a historical milestone. His election brought about a new dimension in the social and cultural fabric of the nation and set new expectations for the future of racial relationships in a nation defined by diversity.

1-5f Pacific Islanders

Pacific Islanders have roots in Hawaii and the islands and archipelagos of the vast Central and South Pacific Ocean, also known as Oceania. Many are sovereign nations, and others are affiliated with the United States. Oceania is divided into three major regions: Polynesia, Micronesia, and Melanesia. Polynesia, which includes the Hawaiian Islands, is the largest. Census 2000 was the first census that designated Native Hawaiians and other Pacific Islanders (287 islands) as a racial group distinct from Asians. Pacific Islander Americans differ from most immigrants. They did not come to the mainland United States looking for a better life. In their case, the United States came to them through extended borders propelled by the political, economic, and social winds of change.

The two Pacific Islander groups with the highest population in the United States are the Hawaiians and the Samoans. They, like many other colonized people, experienced many changes as a result of Western cultures. Samoa was occupied by the Dutch in 1722 and Christianized by the missionaries by the 1830s. Throughout the

LITERACY CONNECTIONS

Recommended Books about African Americans

Stories have the power to bring life issues into the world of the child in ways that adults sometimes cannot. The following titles address various cultural aspects about African American traditions and family lifestyles.

- Adoff, A. (2004). *Black is brown is tan*. New York: Harper & Row.
- Anastasia, N. (2001). *I love my hair!* New York: Little Brown.
- Collier, B. (2004). *Uptown*. New York: Henry Holt.
- Cook, T. (author), & Howard, P. (illustrator). (2008). *Full, Full, Full of Love*. Somerville, MA: Candlewick.
- Dillon, L. (2002). *Rap a tap, tap*. New York: Blue Sky Press.
- Hudson, W. (1993). *Pass it on: African-American poetry for children*. New York: Scholastic.
- Levine, E. (2007). *Henry's freedom box*. New York: Scholastic.
- Manjo, N. (1970). *The drinking gourd*. Englewood Cliffs, NJ: Harper & Row.
- Pena, M., & Robinson, C. (2015). *Last stop on Market Street*. (Newbery Medal Winner, 2016). New York: G.P. Putnam and Sons.
- Rappaport, L. (2007). *Martin's big words. The life of Dr. Martin Luther King*. New York: Hyperion.
- Steptoe, J. (2001). *In daddy's arms I am tall: African Americas celebrating fathers*. New York: Lee & Low.
- Woodson, J. (2001). *The other side*. New York: Putnam.

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twentieth century, the United States, England, and Germany asserted power over this small nation. In 1900, Samoa was partitioned into two parts, one of which, American Samoa, still remains a US territory. The majority of American Samoans came to this country for economic reasons and settled in ethnic enclaves in California. The relocation of this group was also facilitated through the transfer of navy base personnel. Samoans in the United States have been acculturated to a lesser extent than the Hawaiians, whose association with the United States has closer ties.

Hawaiians first came in touch with the Europeans through the explorer Captain James Cook in 1778. Throughout the nineteenth century, visitors from the United States,

LITERACY CONNECTIONS

Recommended Books about Pacific Islanders

Stories about the people of the Pacific convey these peoples' life experiences and cultures and are part of the rich, diverse mosaic of US society. The following selections are a sample of the many tales, myths, and legends that Pacific Islander families have shared for generations.

- Beamer, N. (2008). *Naupaka*. Honolulu, HI: Kamahoi Press.
- Beamer, N. (2005). *Pua Polu, the pretty blue Hawaiian flower*. Honolulu, HI: Kamahoi Press.
- Greenway, B. (author), & Petosa-Siegel, K. (2013). *The twelve days of Hula*. Kaneohe, HI: BeachHouse Publishing.
- Manzionne, L. (author), & Lucco, K. (2014). *Let's visit Maui: Adventures of Bella & Harry*. Delray Beach, FL: Bella and Harry Publishing.
- Nelisi, L. (1992). *Sione's talo*. New York: Scholastic.
- Phillips, L. (2004). *Samoan alphabet*. Honolulu, HI: Bess Press.
- Riley, J. (2016). *When I am quiet on Maui*. North Charleston, SC: CreateSpace Independent Publishing Platform.

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England, Germany, Spain, Portugal, and other countries influenced massive changes, not only in religious views but also in the political and socioeconomic practices of native Hawaiian people. The Westerners had a devastating effect on the native population, largely attributed to diseases for which the natives had no immunity. Hawaiians are very proactively engaged in preserving their culture, especially in their native islands, where they are in the minority.

Before 1950, few Pacific Islanders ventured into the continental United States. Today, however, demographic data indicate that over 52 percent reside in California and Hawaii (US Census Bureau, 2012). In recent years, there has been a large influx in New York, and Florida. The total population of Hawaiians and Pacific Islanders has grown by 350,000, to 1.2 million, since 2002 (Colby & Ortman, 2015).

1-6 The United States: A Kaleidoscope of People

Learning Objective 1-6
Identify the main differences and similarities among various cultural groups and those of the mainstream culture.

Today's communities, schools, and workplaces reflect the changing social and cultural landscape of the United States. Everything we know about the demographic patterns indicates that diversity is here to stay. Even though the non-European cultural groups are playing an increasingly more dominant role, the groups of European origin will continue to be an important influence on the development of the country in the twenty-first century. Aside from both being part of the US demography, the groups share another common characteristic: heterogeneity (see **Figures 1.2** and **1.3**).

Terms are useful in identifying a specific quality or shared characteristics. Sometimes, however, a term can oversimplify the meaning or hide its magnitude. Using geographical terminology, like *Hawaiian*, in connection with individual non–European American and European American cultural groups does not provide an accurate description of each group.

When a group of early childhood graduate students were informally asked to web their ideas about the terms *non–European Americans* and *European Americans,* their responses showed a wide range of ideas (Robles de Meléndez, 2006). In most cases, some cultural groups, such as the Pacific Islanders and the Middle Easterners, were not included, whereas all failed to identify the European Americans as being a diverse group in itself. What are the implications of these responses? Mainly, there is a need for early childhood educators to build and have accurate knowledge about the various cultural groups if they are to deliver developmentally appropriate programs that are sensitive and responsive to the world of today's children.

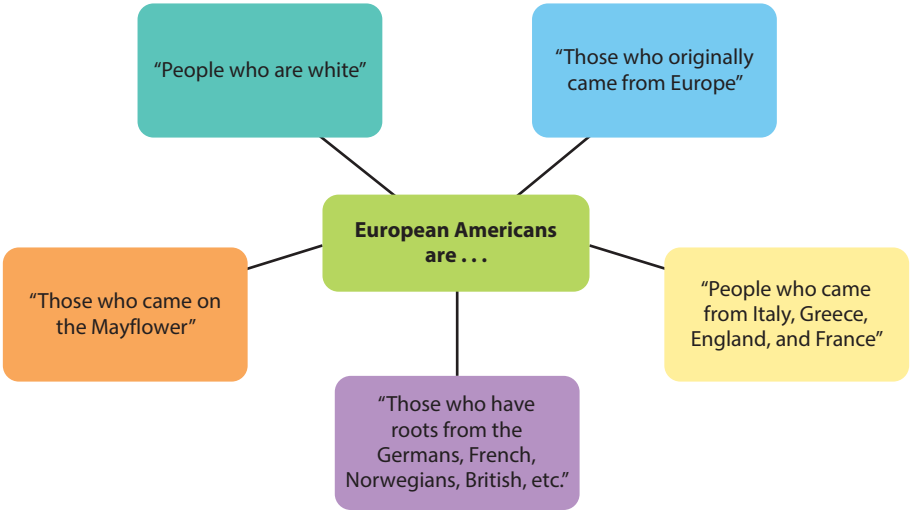
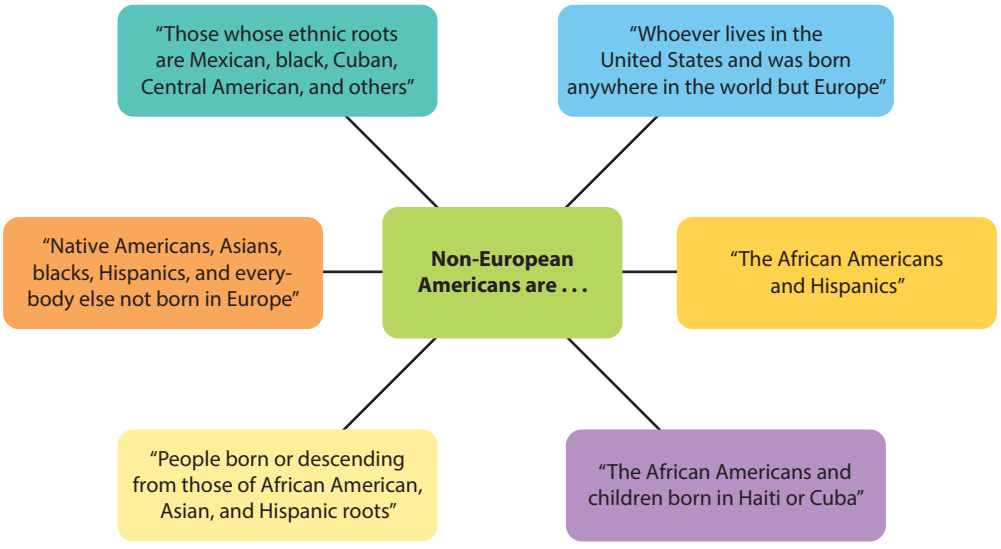


FIGURE 1.2 Who Are the European Americans? What Else Would You Add?

FIGURE 1.3 Who Are the Non–European Americans?



1-7 Current Immigration Debate

Learning Objective 1-7
Describe the current issues related to immigration.

In the last few years, the issue of immigration has advanced to the top of the political agenda in the United States. The recent recession of 2007, lagging economic recovery, globalism, and unemployment continue to fuel the debate. The issue of illegal immigration in particular is polarizing our society. It is estimated that 11 million immigrants live in this country illegally. More than half of them are Mexicans. Some favor amnesty and social programs that will assist those who are law abiding and employed to achieve legal status. To that end, President Obama passed an executive order in 2012 allowing certain undocumented children to be protected from legal action or deportation for two years, subject to renewal. Known as DACA, Deferred Action for Childhood Arrivals, the decision became politically controversial. Many others believe in more extreme measures and tougher laws for immigrants. Restricting immigrants entering from neighboring countries, stopping all immigration from war-torn countries in the Middle East, and instituting new quotas are part of the present and future immigration debate.

THINK AND REFLECT

Illegal Immigration

Immigrants are part of the core of population in the United States. For decades, many immigrants have been entering illegally into the country. Many of them have lived among us for years, raised families, and established communities where they live, work, and contribute to this country. After the attacks on September 11, the recession of 2007, and the threat of terrorism, people in the United States have become much more aware of the presence of immigrants in our society. Sadly, anti-immigrant feelings and acts of hate arose, driven by distorted views and misinterpretations, as many searched for answers to new social and economic realities. The continued attention on the status of immigrants living illegally in the United States has led to intense arguments that question current policies and call for specific definitions of immigration practices. According to some, this stand ushers in a new era of possible conflict over the basic principles of acceptance and tolerance on which this country was founded. Ask yourself:

- *Is the Statue of Liberty's motto, "Give me your tired, your poor, your huddled masses yearning to be free," acquiring a different meaning?*
- *What is the impact of this reality on young children and their families?*

The American public has become very emotionally invested in immigration issues. Prejudice and intolerance are on the rise across the country, threatening the basic societal values of freedom of expression, speech, and religion. At the present time, there seems to be no viable solution to the immigration issues that threaten society. We can only hope that reason and tolerance prevail and allow the country to honor its fundamental principles and values that constitute the core of this nation. Currently there are no permanent solutions to the illegal immigrant problem. It is likely that the topic will remain at the forefront of public discussion for a long time to come.

1-8 Call for Action

Learning Objective 1-8
Discuss the commitments of professional organizations to early childhood education.

Today, addressing cultural diversity remains a challenge for the United States that civic and professional organizations, such as the National Association for the Education of Young Children (NAEYC), Association for Supervision and Curriculum Development (ASCD), Southern Early Childhood Association (SECA), and National Council for the Social Studies (NCSS), work to overcome. There is a pressing need for early childhood educators to be aware of these past and present efforts in order to assist children in acquiring ways to face the challenges of our continuously growing, pluralistic world.

Now more than ever, educators of young children recognize that the new complex diversity mandates programs that positively affect the learning processes and social adjustments of all school children. As an early childhood educator, providing children with developmentally and culturally appropriate practices (DAP) is at the core of your profession (Copple & Bredekamp, 2009). Today, culture and diversity are acknowledged as elements defining program quality in all dimensions of early education. From classroom instruction to interactions with families and communities, sensitivity to and respect for the child and family's culture is intrinsic to professional practice. The NAEYC's Code of Ethical Conduct and Statement of Commitment (2011) further emphasize the responsibilities of early educators working with culturally diverse children and families:

> **Section II**
> *Ideals*
>
> I-2.5. To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.
>
> I-2.6. To acknowledge families' childrearing values and their right to make decisions for their children.

Experiences in early childhood settings show that developmental practices are effectively guided when there is an understanding of the child in the "context of family, community, culture, linguistic norms, social group, past experience and current circumstances" (National Association for the Education of Young Children [NAEYC], 2009, p. 10). To create responsive environments, early childhood educators cannot isolate activities from the social and cultural framework of the child. Educational designs that are based on the principles of child development recognize the undeniable influence culture has on the child (Berger, 2011; Edelman, 2013).

With the increasingly changing nature of the country and world, early childhood professionals must be cognizant of the ongoing social and cultural transformations. This constant state of sociocultural flux affects the physical and social environments of all children. More precisely, the increased growth of the non–European American population, as demographers have predicted, is producing and will continue to produce a distinctively different social climate for children living in the twenty-first century United States.

Research has shown that the way a young child learns to view and respond to the social world depends on the cultural values held in the immediate surroundings (Edelman, 2013). Culture thus plays a crucial role in the development of the child. If the society of the twenty-first century is to be characterized by a higher degree of diversity, this unquestionably describes an environment where children will find a multiplicity of cultural values. As an early childhood educator, you must consider the following questions:

- Am I preparing children to live in the twenty-first century?
- Am I aware that today's preschoolers, kindergartners, and primary grade students will live their adult lives in a new era very different from mine?
- What am I doing about it *now*?

Issues raised by these questions constitute a call for action for early childhood professionals. We need to prepare to serve children in consonance with reality. This is not only a need but a mandate if we are to teach children in genuinely developmentally appropriate ways. It is no longer acceptable to just display pictures of groups different from the mainstream culture or to assign a week to celebrate multiculturalism, which are practices still found in many classrooms. Nor is it acceptable to decide what students should learn without regard for the new sociocultural realities.

Education is a process of guiding and preparing a child to succeed in life. Given the social reality of the future, education of the young will have to encompass the skills and knowledge children need to navigate this pluralistic world. This includes learning to live effectively and productively in a society where diversity is a major factor. The success formula for future generations will include a solid foundation in cultural knowledge of many non–European American groups. The social skills and tools to interact effectively with these groups will be an essential part of everyday life and ultimately the key to survival in the twenty-first century.

One out of three children in 2050 in the United States will be a non–European American (Munz, 2013). The difference between successful and unsuccessful individuals, at that time, may be the ability to interact effectively with people of various cultures. Early childhood professionals must lay the foundation by offering all children appropriate educational programs that will enable them to become successful individuals in this multicultural environment. This is the position that describes the aspiration for early childhood practices aimed at acknowledging, respecting, and incorporating the children's cultures and diverse characteristics into daily experiences in classrooms everywhere.

Leading scholars in the field of multiculturalism describe the goal of education for diversity as a way of keeping and maintaining the spirit and the essence of the American Unum (Banks, 2016; National Council for the Social Studies, 1992). This idea of the American Unum—literally, "where all are one," and where everyone is equally important—is a reminder of the goals and purposes that define our country: the champion of democracy and equality for all individuals. The authors of this book also believe that the achievement and preservation of the idea of *e pluribus unum* begins with the child. Because early childhood educators play such a vital role in the development of children, the future of our society may well rest in their hands.

1-9 Your Standards Portfolio

Learning Objective 1-9
Analyze guidelines for creating a professional standards-based portfolio.

1-9a Documenting Your Knowledge about Multiculturalism and Diversity

As you embark on the journey of learning about multicultural education, you will have opportunities to learn about new concepts, strategies, and resources. To document your progress, we invite you to create your own portfolio. A portfolio is a way of