

Test Bank

Chapter 1 Test: Multicultural Schools: What, Why, and How

Instructions: For the multiple-choice questions write the one best answer in the blank.

1. Multicultural education in the United States is
 - A. An approach to teaching and learning based on democratic values and affirmation of a culturally pluralistic society.
 - B. A movement to insure that each student is treated absolutely equally.
 - C. Focused on the basic differences that exist between people in the United States and the world.
 - D. Mainly for African American and Latino children and youth.
2. _____ Multicultural competence includes all of the following EXCEPT
 - A. Insight into one's own cultural assumptions.
 - B. The ability to interact effectively with people from another culture.
 - C. Empathy for different "world views."
 - D. Acceptance of all cultural differences.
3. _____ Multicultural education does NOT emphasize
 - A. Equal educational opportunities and equity for all ethnic groups.
 - B. Efforts to help all students reach their fullest potential.
 - C. Commitment to combat racism, as well as all forms of prejudice and discrimination.
 - D. Inclusion of multiple perspectives related to race, class, culture, and gender in the curriculum.
 - E. Total assimilation of ethnic minorities into mainstream culture.
4. _____ A primary assumption of multicultural education is that
 - A. Elimination of cultural differences will ultimately end conflicts between individuals and nations.
 - B. Individuals who identify with different ethnic groups can retain and preserve some of their original culture and still function in mainstream society.
 - C. The socio-political interests of different ethnic groups should take priority over a common national identity.
 - D. Individuals benefit in competitive environments that bring out their best.
5. _____ The critics of multicultural education in the United States argue that it
 - A. Is a threat to national unity.
 - B. Ignores inaccuracies and omissions in the curriculum.
 - C. Neglects our nation's role in an interdependent world.
 - D. Focuses on educational equity and excellence.
 - E. Favors Christianity and democratic values.
6. _____ Advocates of multicultural education argue that
 - A. It is easy to correct inaccuracies and omissions in the curriculum.
 - B. Mono-cultural schools can be effective in a multicultural society.
 - C. It is fundamental to the democratic ideas of the United States.
 - D. It emphasizes academic success for the best students.

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7. _____ The “business-as-usual” approach to school desegregation description emphasizes
- A. An active one-way absorption of ethnic minorities into the school culture.
 - B. School policies and practices that promote positive intergroup contacts among students from different groups.
 - C. Passive school responses that maintain the school’s traditions and expect all students to fit in.
 - D. School policies and practices that create racially identifiable student activities and classroom tracking.
8. _____ The “integrated pluralism” approach to school desegregation emphasizes
- A. An active one-way absorption of ethnic minorities into the school culture.
 - B. School policies and practices that promote positive intergroup contacts among students from different groups.
 - C. Passive school responses that maintain the school’s traditions and expect all students to fit in.
 - D. School policies and practices that create racially identifiable student activities and classroom tracking.
9. _____ Previously desegregated schools become re-segregated when
- A. Ethnic minorities are totally assimilated into the school culture.
 - B. School policies and practices create racially identifiable student activities and classroom tracking.
 - C. The curriculum becomes less Eurocentric.
 - D. Anglo-European families return to the inner cities.
10. _____ School *integration*, in contrast to school *desegregation*, is evident in
- A. The "separate, but equal" Supreme Court ruling.
 - B. An active process that affirms diversity and promotes positive intergroup contact.
 - C. Any school policy intended to raise academic standards.
 - D. Schools that track students into classes that match their abilities.
 - E. Business as usual, the passive response that maintains schools practices and expects students to change.
11. _____ Multicultural schools require active attention to all of the following EXCEPT
- A. Curricular content and extracurricular activities.
 - B. Faculty and staffing patterns.
 - C. Rules and standards for discipline and academic achievement.
 - D. Positive teacher expectations.
 - E. Total equality in classroom instruction.
12. _____ The core values of a multicultural curriculum do NOT include
- A. Respect for universal human rights.
 - B. Rejection of violence in any form.
 - C. Acceptance and appreciation for cultural diversity.
 - D. A sense of responsibility to the world community.

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13. Mark the following statements as true (T) or false (F). The “achievement gap” in American education
- A. ____It is caused primarily by parents who do not encourage their children to do well in school.
 - B. ____It shows disproportionately high dropout rates of African American, American Indian, Latino, and low-income high school students.
 - C. ____A major cause is the “opportunity gap” many low-income and ethnic minority students experience in society and in high poverty schools.
 - D. ____Although overall scores on national tests have recently improved for all groups, the average scores for White students continue to be higher than the average scores of Black and Latino students.
14. ____When and why did multicultural education originate?
- A. After the Civil Rights movement when public schools began to desegregate and disproportionately high numbers of students of color were placed in special education and lower tracks.
 - B. After the Civil Rights movement when educators decided to help culturally disadvantaged students.
 - C. After the Civil Rights movement when the rapid assimilation of minority groups into mainstream school and society became an important goal.
 - D. It has always been an important educational goal in our society’s efforts to equalize educational opportunities
15. ____Equity pedagogy envisions teachers that
- A. Emphasize equality and treat students from all ethnic groups the same.
 - B. Emphasize fairness and sometimes treat students differently according to relevant differences.
 - C. Emphasize academic excellence and treat all student the same.
 - D. Emphasize student success on standardized tests.
 - E. Respect students even though they are less capable of learning.
16. ____Multicultural curriculum reform does NOT require teachers to
- A. Rethink the on-going curriculum.
 - B. Detect bias in the educational materials they use.
 - C. Focus on both minority and non-minority students.
 - D. Create different lesson plans for all ethnic groups present.
17. ____Teachers' multicultural competence is evident all of the following EXCEPT
- A. Insight into their cultural assumptions, ethnocentrism, and prejudices.
 - B. Interact comfortably with students, parents, and fellow educators who are racially and culturally and racially different from them.
 - C. Are informed about and affirm the cultural identity of both minority and non-minority students present in their classroom.
 - D. Have absolutely no discipline problems.

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18. _____ The social justice dimension in multicultural education does NOT envision teachers who
- A. Facilitate student inquiry into societal inequities.
 - B. Develop students' social action skills.
 - C. Make their students aware of racism, classism, and sexism in popular culture.
 - D. Help students accept the realities of racism, classism, and sexism in others.
 - E. Clear up myths and stereotypes associated with race, culture, gender, and other identity groups.
19. _____ The necessary conditions for schools that affirm cultural diversity do NOT include
- A. Positive teacher expectations for *all* students' learning.
 - B. Avoidance of resegregation.
 - C. A multicultural curriculum.
 - D. Culturally competent teaching.
 - E. The same teaching strategies for all students in class.
20. _____ Based on the work of Gordon Allport in *The Nature of Prejudice*, teachers, coaches and other education leaders can set up learning situations that will improve race relations among students. Which of the following conditions is NOT required for students' race relations in schools and classrooms to become more positive?
- A. Equal status conditions must be created.
 - B. Student's work to achieve a common goal that is valued by all groups involved.
 - C. Students become well acquainted with each other.
 - D. School administrators, teachers, and other leaders affirm and model institutional support for positive interracial relations.
 - E. Students are grouped with friends as often as possible.