

## Chapter 1 Quiz

*Your Introduction to Education, 4e*

Name \_\_\_\_\_

- |  |   |
|--|---|
| _____ 1. bachelor's degree                               | A. academic disparity among students  |
| _____ 2. Teach for America                               | B. lowest state teacher salary  |
| _____ 3. higher than average financial rewards           | C. percentage of female elementary teachers                                     |
| _____ 4. collective bargaining                           | D. should be considered when comparing salaries                                 |
| _____ 5. \$58,353  | E. traditional path to teaching   |
| _____ 6. developmental appropriateness                   | F. U.S. average teacher salary  |
| _____ 7. dispositions                                    | G. characteristic of a profession often not exemplified by teaching             |
| _____ 8. reflective practitioner                         | H. largest professional education organization                                  |
| _____ 9. Partnership for 21 <sup>st</sup> Century Skills | I. percentage of female high school teachers                                    |
| _____ 10. achievement gap                                | J. address what teachers should know and be able to do                          |
| _____ 11. Every Student Succeeds Act                     | K. meaningful content and high expectations                                     |
| _____ 12. 89%  | L. addressing physical, cognitive, social, emotional, and character of students |
| _____ 13. cost of living                                 | M. percentage of non-white teachers   |
| _____ 14. \$42,025                                       | N. deliberately thinking about what we do as teachers                           |
| _____ 15. academic rigor                                 | O. influential source of teacher and learner characteristics                    |
| _____ 16. 58%  | P. 2016 reauthorization of Elementary and Secondary Education Act               |
| _____ 17. National Education Association                 | Q. alternative path to teaching   |
| _____ 18. Praxis Series                                  | R. negotiating with employers   |
| _____ 19. InTASC   | S. most used exams for beginning teachers                                       |
| _____ 20. 17%  | T. attitudes, values, beliefs   |

### **Ch.1 Quiz Key**

1. E
2. Q
3. G
4. R
5. F
6. L
7. T
8. N
9. O
10. A
11. P
12. C
13. D
14. B
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16. I
17. H
18. S
19. J
20. M

## **Chapter 2**

### **Student Similarities and Differences**

#### **Overview**

This chapter is all about students—their similarities and their differences. The chapter begins with an overview of how we are alike, from Maslow’s hierarchy of needs to developmental stages that most often reflect typical growth patterns of most individuals. Then the emphasis shifts to the many ways diversity may be manifested in students in the U.S., including gender, culture, language, family structure, religion, socioeconomic factors, and intellectual abilities. The last section on diversity deals with students with exceptionalities.

#### **Learning Objective-based Chapter Focus Questions**

- How are we similar?
- How are gender differences manifested in schools?
- How are cultural and language diversity manifested in schools?
- What is the impact on students of diversity in family structure, religion, and socioeconomic status?
- How are learning differences manifested in schools?
- Who are students with exceptionalities and how do we serve them?

#### **Chapter Outline**

##### ***Dear Reader***

##### **I. How Are Students Similar?**

- A. Nature and Nurture
- B. Maslow’s Hierarchy of Needs
- C. Student Development (introduction of 8 focus students)
  - 1. Physical development
  - 2. Cognitive development
  - 3. Emotional development
  - 4. Social development
  - 5. Character development

##### ***Check Your Understanding 2.1***

##### **II. How Are Gender Differences Manifested in Schools?**

- A. Social Aspects of Gender
- B. Achievement and Gender

- C. Sexual Diversity
  - 1. Health and safety concerns
  - 2. Discrimination
- D. Gender Diversity: Implications for Teachers

***The Opinion Page: New SHS student alliance a great idea***

***Point of Reflection 2.1***

***Check Your Understanding 2.2***

III. How are Cultural and Language Diversity Manifested in Schools?

- A. Cultural Diversity
  - 1. Cultural identity
  - 2. Racial component of culture
  - 3. Ethnic component of culture
  - 4. Cultural pluralism
  - 5. Cultural Diversity: Implications for teachers
    - a. Global awareness and 21<sup>st</sup> century skills
    - b. Multicultural education
    - c. Cultural responsiveness
- B. Language Diversity
  - 1. English learners
  - 2. Services addressing ELL
    - a. Bilingual education
    - b. English as a second language
    - c. Structured English immersion
  - 3. Language Diversity: Implications for teachers

***Check Your Understanding 2.3***

IV. What Is the Impact on Students of Family Structure, Religion, and Socioeconomic Status?

- A. Family Diversity and Implications for Teachers
- B. Religious Diversity and Implications for Teachers
- C. Socioeconomic Diversity
  - 1. Challenges of low SES
  - 2. SES Diversity: Implications for teachers

***Point of Reflection 2.2***

***Check Your Understanding 2.4***

V. How Are Learning Differences Manifested in Schools?

- A. Multiple Intelligences Theory
- B. Learning Preferences
- C. Differences in How We Learn: Implications for Teachers

***Point of Reflection 2.3***

***Check Your Understanding 2.5***

VI. Who Are Students with Exceptionalities and How Do We Serve Them?

- A. Students with Disabilities
- B. Legal Support for Students with Disabilities
- C. Assistive Technology
- D. Individualized Educational Programs
- E. Inclusion

***Getting to Know Trista***

- F. Students Designated as Gifted and Talented
- G. Students with exceptionalities: Implications for teachers

***SocialMedia: Cybercitizenship***

***Check Your Understanding 2.6***

***Concluding Thoughts***

***Chapter in Review***

***Developing Professional Competence***

***Application Exercise 2.1***

***Application Exercise 2.2***

***Flashcards 2.1***

***Shared Writing 2.1***

**Suggested Teaching Strategies**

1. Begin class with **PPT2.1** *Chapter 2: Student Similarities and Differences* on the screen. Then have students look at the *Learning Objectives* in **PPT2.2**. Ask who recognizes something unusual about the list. It may take a minute or two for them to realize that all the questions deal with diversity except for the first one. Take a minute to talk about the fact that kids are kids- all colors, ethnicities, levels of achievement, motivation, SES status, and so on. As teachers we know this and need to look at differences to help us meet the unique needs of each student.

**How are we similar?**

2. Students need to understand that we are more similar than we are different. That's what the first section of the chapter is all about. Ask students if they are familiar with the nature/nurture debate and which side they think has the most to do with who we are. Place a "Nature" sign on one side of the room and a "Nurture" sign on the other. Ask students to "vote with their feet" and walk to the side they think contributes most to who we are. Ask each side to appoint 3 people to express their views alternately. Tell them they have to take a side until the representatives have spoken. Then ask them to move to where they are after hearing from others. Most will catch on that the middle is where they should be. The actual, physical movement from one side to the middle will help them remember the exercise and be affected by it. Use **PPT2.3** to talk about balance and the fact that both nature and nurture contribute to who we are.

3. Use **Figure 2.1** (p.32) and **PPT2.4** to talk through Maslow's hierarchy. Most students will have heard about Maslow in other courses. Be sure that students understand what each level of the pyramid means. They are generally shaky on the meaning of "aesthetic." Talk about students who come to us without their basic needs met and how they long for these needs to be met. Once we are satisfied with the bottom 4 needs and move beyond them, our desire for the bottom 4 decreases because we are assured our needs are met while our desire for the top 3 increases.
4. Use **PPT2.5** to introduce the focus students. The entire text will be more meaningful if students get to know these 8 very important people. Showing student pictures from the etext is helpful.
5. When we talk about development, we usually talk about the 5 areas in **PPT2.6** *Student Development*.
6. **PPTs 2.7 and 2.8** provide a few facts about physical and cognitive development.
7. When addressing cognitive development, use **Figure 2.2** (p. 36) and **PPT2.9** to talk about Piaget's models. Assure students that they will hear much more about Piaget in future courses.
8. Use **PPT2.10** to talk briefly about Vygotsky's contribution to our understanding about learning.
9. Watch **Video Example 2.1** with the class to see kindergartener Dylan Todd with teacher Brandi Wade.
10. Emotional, social, and character development are addressed in **PPTs2.11, 2.12, and 2.13**.
11. Because Sherlonda Francis is perhaps too social according to teacher Renee Ayers, have students complete **Application Exercise 2.1**.
12. When addressing character development, use **Figure 2.3** (p. 39) and **PPT2.14** to talk about Kohlberg's stages of moral development. Students generally find this interesting when asked at which level they believe they are on a daily basis.
13. Lead a discussion of each area of development referring Table 2.1 (p.39). As an alternative to whole group discussion, you can use the jigsaw model of cooperative learning by dividing the students into groups of 5. These will be the base groups in which students will teach and learn from each other. Then have the students in their base groups number off 1, 2, 3, 4, and 5. There will be 5 expert groups, each focusing on a different developmental area. Ask the expert groups to gather (all the 1s in one area, all the 2s in another, etc.), carefully read

their assigned sections (1-physical development, 2-cognitive development, 3-emotional development, 4-social development, 5-character development), and become experts on the topic. They will prepare to teach this section to their base groups. Allow about 10 minutes for expert groups to meet and then have the base groups reconvene. Allow each member of the base groups, now experts in a particular developmental area, about 5 minutes to report what he/she learned about the level from reading and from expert group discussions. The organization, moving around, and time in groups will require about 45 minutes of class time. Students will learn from each other and will experience the jigsaw model first-hand.

### **How are gender differences manifested?**

14. It may be appropriate to also use the jigsaw model to discuss the next 5 sections. The same procedure as in #13 could be followed. The expert groups would be 1-gender, 2-culture, 3-language, 4-family structure, 5-religion. It may be preferable to discuss socioeconomic, intellectual, and exceptionalities as a whole group.
15. Use **PPT2.15** *How Are Gender Differences Manifested?* to begin a discussion of gender and gender differences. This is a topic that will lead to enthusiastic student participation.
16. It is very important to discuss **PPT2.16** *Achievement and Gender* (based on **Table 2.2**, p.41). We are only beginning to understand how girls and boys respond to challenges and how their self-perceptions may vary. Of course, the information on the table is generalized and cannot be attributed to all girls and all boys. But the message is research-based and worthy of discussion. Most students see themselves in the table's information.
17. **PPT2.17** Sexual orientation discussions have a tendency to elicit emotional responses and will get students talking who may have not enthusiastically participated concerning other topics. You are very likely to have students who are gay and lesbian in your classes. You will at least have students who have good friends who are homosexual. Use your best judgment as to whether a lengthy discussion is appropriate with your class. The more open students are willing to be, the more will be learned. It is inevitable that our classrooms will be touched by sexual orientation issues. The clear message must be that regardless of differences, all students must be valued, respected, and held to high expectations.
18. When an issue is presented in this chapter, it is concluded with thoughts about what teachers can do about dilemmas related to the issue. In **PPT2.18** *Gender Diversity: Implications for Teachers* there are questions that lead students to consider what they can do to be positive influences in their classrooms. Talk through the questions and ask students to contribute what the answer to the question might "look like."

19. *The Opinion Page* will likely elicit lots of discussion. Emphasize that this was actually published in a newspaper and is worthy of discussion.

### **How are cultural and language diversity manifested in schools?**

20. Use **PPT2.19** to begin the discussion of this Learning Objective, emphasizing the differences between generalizing and stereotyping.
21. **Figure 2.4** (p.44) is an important visual that indicates the changing demographics of U.S. public schools. Use the etext to project the figure while discussing the statistics. It's interesting to note that while the black and Asian population percentages remain about the same, the white population percentage decreases as the Hispanic population increases. What are the implications of this shift, given that the vast majority of teachers are white?
22. Cultural identity is a very important topic. Students must understand that their cultural identity is more than race. Tell students that they will develop their own cultural identities following the chapter discussion. Spend time discussing the racial and ethnic components of culture. Consider using **Form 2A** to have students think about their own cultural identities.
23. Have the class look through **Table 2.3** (p.45) together. Discuss how very different the student composition by race is by region. For instance, talk about how schooling in New England may look different than schooling in Texas or South Carolina. After a discussion of differences, bring the conversation back to student similarities.
24. Use **PPT2.20** to introduce *Cultural Diversity: Implications for Teachers*.
25. Use **PPT2.21** to emphasize the elements of multicultural education. Remind students that displaying a photo of Dr. Martin Luther King in February doesn't count.
26. Khammany's interview with Craig Cleveland is interesting (*Application Exercise 2.2*).
27. The questions related to cultural responsiveness are important. Use **PPT2.22** for the discussion.

### **How is language diversity manifested in America?**

28. Language diversity is a very real issue in many parts of the U.S. While it may not be a big concern in some of the states, it is certainly a growing concern in much of the country. Until recently, Summit Primary School in Ohio was mostly white, mostly English speaking. Now the school hosts students with 17 languages



(**Figure 2.5**, p.50). Craig Cleveland's class at Roosevelt High School presents an incredible challenge. Talk with students about Standard English, dialects, ELL, bilingual education, ESL, and SEI. Use **PPT2.23**.

29. If you don't watch *Video Examples 2.2, 2.3, and 2.4* in class, encourage students to watch them as examples of language diversity, particularly if your students live in areas without language diversity.
30. *Application Example 2.3* is valuable to watch together as an example of bilingual education. Encourage students to respond to the application exercises.
31. Use **PPT2.24** *Language Diversity: Implications for Teachers* to talk about how teachers can deal positively with language diversity.

### **What is the impact on students of diversity in family structure, religion, and socioeconomic status?**

32. An interesting way to approach family diversity is to ask students to volunteer their particular family structure while in PreK–12 school. Quickly record their responses on the board so the diversity becomes evident. Then use **PPT2.25** *Family Diversity: Implications for Teachers* to talk about teacher approaches to family diversity.
33. Many students are surprised to learn that about 92% of people in the U.S. who practice a religion align with Christianity. Religious diversity, while perhaps not affecting most students or classrooms, is an important area of diversity to consider. **PPT2.26** poses questions to prompt discussion.
34. Socioeconomic differences have perhaps more ramifications concerning student opportunities and success than any other area of diversity. Some staggering data are presented in the bulleted list on p.55. Many students have no idea how the government classifies families as living in poverty. **Table 2.4** shows the income levels that indicate poverty. Families qualify for free or reduced-price meals who earn more than a poverty-level income, with the specifics on p.54.
35. Use **PPT2.27** *SES Diversity: Implications for Teachers* to talk about how teachers can support students and families in poverty by attending to their resource needs. A more detailed discussion of SES is in Chapter 9.

### **How are learning differences manifested in schools?**

36. Use **PPT2.28** and **2.29** *Views of Intelligence*, (**Figure2.7**, p. 56) to discuss how our views of intelligence have changed.
37. There are multiple intelligences surveys online. While not particularly hard science, the results of the surveys are interesting to students. If time allows,

asking students to complete one or more provides a way to personalize the information in *Multiple Intelligences* (**PPT2.30**). This may be the first-time students have been exposed to discussions of Multiple Intelligences Theory and learning preferences, but it certainly won't be the last. The purpose of this brief discussion is awareness. Ask students to think back to their own experiences and consider which of their peers seemed to "get it" and which didn't. Ask them to think about why this may have been the case. Did teachers overtly attempt to meet the needs of those who seemed to usually be a step or two behind? Use **PPT2.30** and **PPT2.31**, along with **Figures 2.8** (p.57) and **2.9** (p.58), to discuss learning preferences/modalities.

38. Use **PPT2.32** *Intellectual Ability Diversity: Implications for Teachers* to talk about how teachers can positively approach classrooms with a wide spectrum of intelligences and aptitudes.

### **Who are students with exceptionalities and how do we serve them?**

39. Use **PPT2.33** to talk about identification and intervention and why these two words are so important.
40. Students will probably take an entire course dealing with student exceptionalities. This brief section is merely an introduction to the topic. Use **PPT2.34** to illustrate the variety of categories of disabilities (**Table2.5**, p.59). Point out that learning disabilities account for most of the exceptionalities they will encounter in their classrooms. A very broad spectrum of difficulties fall within the phrase *learning disabilities*. We can't possibly be experts on many, let alone all.
41. Use **PPT2.35** *Learning Disabilities* to illustrate some of the difficulties students with learning disabilities may face.
42. Use **PPT2.36** *Attention Deficit Hyperactivity Disorder* to discuss a disability our future teachers will inevitably see in their classrooms. No doubt students will have their own stories about ADHD. Let them share! They will provide insights a text will not.
43. Use **PPT2.37** *Autism Spectrum Disorder* to discuss this rapidly increasing student disability.
44. Make sure students understand that there are specific legal considerations for students with exceptionalities that carry with them teacher responsibilities. Use **PPT2.38**.
45. The definitions in **Figure 2.10** (p.61) are important. Use **PPT2.39**.
46. Use **PPT2.40** to talk about what an IEP involves.

47. Because inclusion is the prevalent model for students with exceptionalities, all teachers are affected to some degree. Use **PPT2.41** to talk about what inclusion implies and the challenges inherent in the model.
48. It would be effective for you to read “**We Danced**” on pages 64-65 aloud. It would also be a good idea to watch Trista’s video segment together and talk about what it might take to help students with Down syndrome, or with other mental/physical difficulties, to be successful in school and in life. Students will likely be surprised to see how high functioning Trista is in *Video Example 2.5*.
49. Use **PPT 2.42** *Gifted and Talented Students* to discuss students who are designated as gifted and talented. Point out that those designated as gifted learners are also considered students with exceptionalities. I always emphasize that many students in my classes are “smarter” than I am cognitively and in all other aspects. As teachers we must never be intimidated by these students. Rather we should acknowledge student gifts/talents and help guide them in ways that lead them to be the best they can be.
50. Talk through **PPT2.43** *Students with Exceptionalities: Implications for Teachers*.
51. Call attention to this chapter’s **SocialMedia** addressing cybercitizenship, a very relevant topic to talk about with students of any age. Use **PPT2.44**.
52. **PPT2.45** *Concluding Thoughts* contains the most basic questions asked in this chapter. They should be front and center in any discussion of education. Use this slide to conclude the chapter.

## Form 2A

### Thinking About My Cultural Identity

Name \_\_\_\_\_

The interactions of many factors, including language, religion, gender, income level, age, values, beliefs, race, and ethnicity, form a person's **cultural identity**. Think about these factors and others as you consider your own cultural identity.

Were you born in the U.S.? If not, where were you born?

Where were your parents and grandparents born and raised? (These questions refer to your ethnicity.)

What is your native language?

Do you consider yourself primarily part of one race or do you consider yourself part of two or more races? Explain.

What is your religious affiliation, if any? Describe the role your faith or spirituality plays in your life.

What do you consider your socioeconomic status? While this concept is more complex than just income level, living in a high-income setting, a low-income setting, or somewhere in between impacts some opportunities.

Write a brief narrative stating how you would answer the question, "What is your cultural identity?"

## Chapter 2 Quiz

*Your Introduction to Education, 4e*

Name \_\_\_\_\_

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>_____ 1. Maslow</li><li>_____ 2. Piaget</li><li>_____ 3. cognitive development</li><li>_____ 4. Vygotsky</li><li>_____ 5. Kohlberg</li><li>_____ 6. gender stereotyping</li><li>_____ 7. gender bias</li><li>_____ 8. culture</li><li>_____ 9. cultural identity</li><li>_____ 10. multicultural education</li><li>_____ 11. Title I</li><li>_____ 12. Title IX</li><li>_____ 13. multiple intelligences theory</li><li>_____ 14. learning modalities</li><li>_____ 15. learning disabled</li><li>_____ 16. 504 plan</li><li>_____ 17. autism spectrum disorder</li><li>_____ 18. Education for All Handicapped Children</li><li>_____ 19. IEP</li><li>_____ 20. inclusion</li></ul> | <ul style="list-style-type: none"><li>A. education became a right rather than a privilege</li><li>B. learned, shared, adaptive</li><li>C. favoring one gender over another</li><li>D. federal funding for schools where most students qualify for free lunch</li><li>E. a detailed plan for specific goals</li><li>F. safeguard for students that do not qualify them for special education services</li><li>G. all humans have the same needs</li><li>H. an approach celebrating diversity</li><li>I. different ways of being smart</li><li>J. intellectual development</li><li>K. learning preferences</li><li>L. disorder affecting how a person behaves, interacts with others, communicates, and learns</li><li>M. cognitive development 4 stages</li><li>N. students with disabilities participate in academic, extracurricular, and other school activities alongside their nondisabled peers</li><li>O. gender differences assumed for all people</li><li>P. helped correct inequitable treatment of males and females in schools</li><li>Q. zone of proximal development</li><li>R. stages of moral development</li><li>S. a general category of varied student disorders</li><li>T. interaction of many factors</li></ul> |
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## **Ch.2 Quiz Key**

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