

 BEFORE YOU READ . . .

In the previous two chapters, developmental similarities were discussed. The purpose of this chapter is to point out individual differences. Below are some of the ways that student differences affect educational progress.

**Diversity** in culture can impact student learning.

**Diversity** in socioeconomic status can affect student learning.

**Diversity** in ethnicity and race can affect students' school experiences.

**Diversity** in language can affect student learning.

**Diversity** in gender and sexual orientation can affect students' school experiences

**Diversity** in intelligence and learning styles can impact student achievement.

## CHAPTER OUTLINE

## WHAT IS THE IMPACT OF CULTURE ON TEACHING AND LEARNING?

## HOW DOES SOCIOECONOMIC STATUS AFFECT STUDENT ACHIEVEMENT?

- A. The Role of Child-Rearing Practices
- B. The Link between Income and Summer Learning
- C. The Role of Schools as Middle-Class Institutions
- D. School and Community Factors
- E. Is the Low Achievement of Children from Low-Income Groups Inevitable?
- F. Implications for Teachers

## HOW DO ETHNICITY AND RACE AFFECT STUDENTS' SCHOOL EXPERIENCES?

- A. Racial and Ethnic Composition of the United States
- B. Academic Achievement of Students from Under-Represented Groups
- C. Why Have Students from Under-Represented Groups Lagged in Achievement?
- D. Effects of School Desegregation

## HOW DO LANGUAGE DIFFERENCES AND BILINGUAL PROGRAMS AFFECT STUDENT ACHIEVEMENT?

- A. Bilingual Education
- B. Effectiveness of Bilingual Programs

## WHAT IS MULTICULTURAL EDUCATION?

- A. Dimensions of Multicultural Education

## HOW DO GENDER AND GENDER BIAS AFFECT STUDENTS' SCHOOL EXPERIENCES?

- A. Do Males and Females Think and Learn Differently?
- B. Sex-Role Stereotyping and Gender Bias

## HOW DO STUDENTS DIFFER IN INTELLIGENCE AND LEARNING STYLES?

- A. Definitions of Intelligence
- B. Origins of Intelligence
- C. Theories of Learning Styles
- D. Aptitude-Treatment Interactions

 AS YOU READ . . .

WHAT IS THE IMPACT OF CULTURE ON TEACHING AND LEARNING?

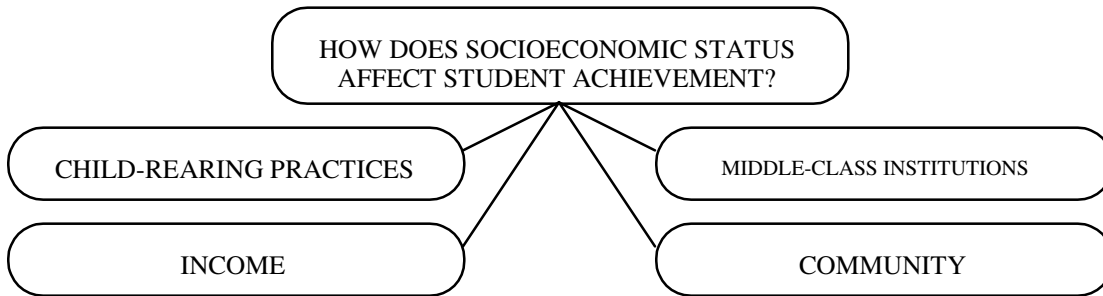


1. The diagram above provides some insight into the makeup of the macroculture shared by Americans. Note that the diagram illustrates only the larger cultural groups but does not separate into the many subcultures found within and among the groups. Culture can be defined as the languages, attitudes, ways of behaving, and other aspects of life (dress, values, interests, religions, sexual orientations, food preferences, dances, hobbies, hair styles, etc.) that characterize a group of people. All of these aspects can influence student learning. While relatively homogeneous classrooms might be easier to teach (e.g., examples can be culturally relevant to all), the richness of diversity might be missed. In the space below, list as many components of culture as you can think of, and then hypothesize about the impact of each one on teaching and learning.

2. Items on your list might be categorized into four larger groupings: languages, attitudes, beliefs, and ways of behaving. What other categories can you identify?

HOW DOES SOCIOECONOMIC STATUS AFFECT STUDENT ACHIEVEMENT?

3. Using the diagram below as a guide, summarize the U.S. socioeconomic status structure. Start with the four factors illustrated in the diagram below and give an example for each factor.



HOW DO ETHNICITY AND RACE AFFECT STUDENTS' SCHOOL EXPERIENCES?

4. Define the terms **race**, **ethnic group**, and **under-represented group**. List cultural, social, economic, and historical factors that account for achievement differences among students.

Race: \_\_\_\_\_

Ethnic Group: \_\_\_\_\_

Under-Represented Group: \_\_\_\_\_

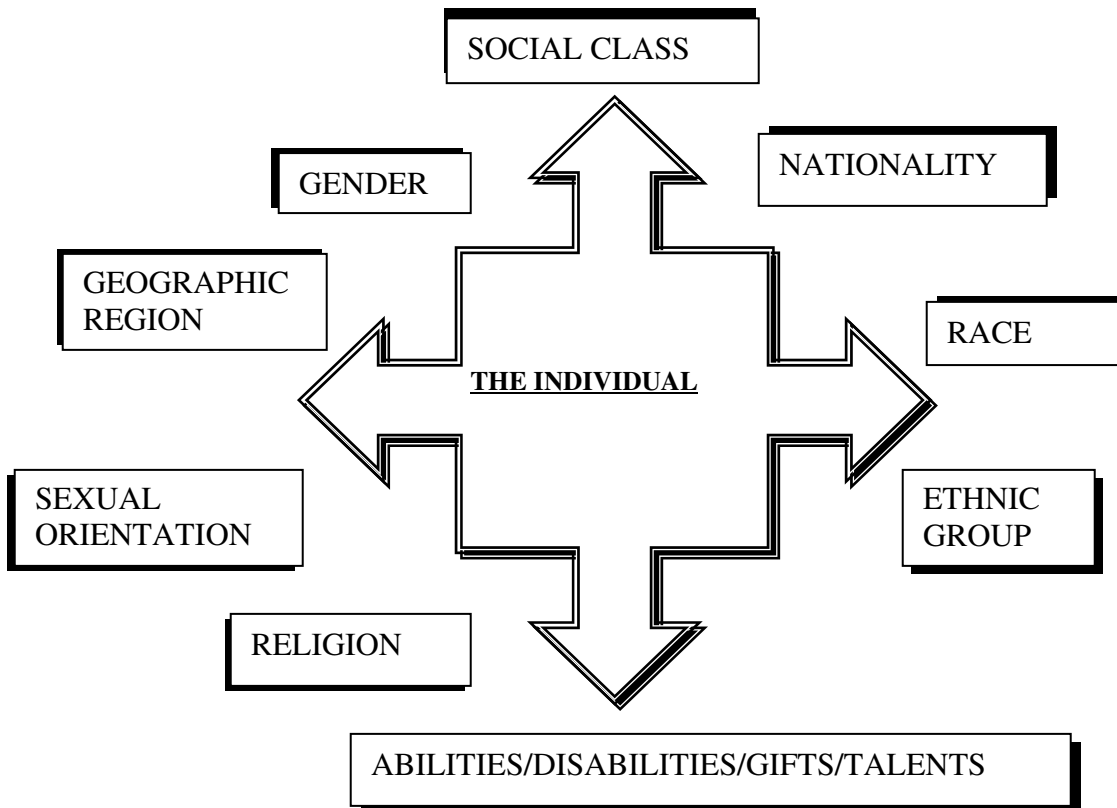
cultural	social	Economic	historical

**HOW DO LANGUAGE DIFFERENCES AND BILINGUAL PROGRAMS AFFECT STUDENT ACHIEVEMENT?**

5. Define **language minority** and **bilingual education**. Write a brief paragraph comparing the many forms bilingual programs can take. According to research, which approaches to bilingual education are most effective? Which are least effective?

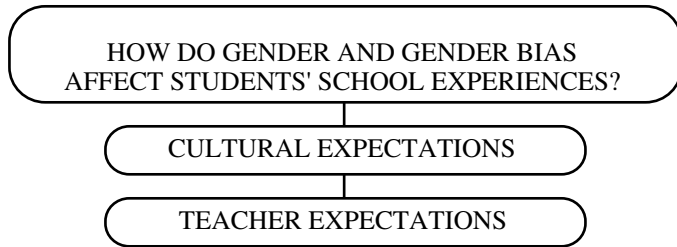
**WHAT IS MULTICULTURAL EDUCATION?**

6. Define **multicultural education**. Reread the scenario at the beginning of this chapter in your textbook. How should Marva and John proceed? How might multicultural education help the two teachers resolve their concerns about the Thanksgiving pageant? Consider the illustration below as you write your answer.



**HOW DO GENDER AND GENDER BIAS AFFECT STUDENTS' SCHOOL EXPERIENCES?**

7. Use research findings to support the view that cultural expectations concerning gender outweigh any actual differences as determinants of student achievement. Give specific examples of gender bias commonly found in the classroom. What can teachers do to avoid gender bias?



Examples of bias	What can a teacher do?

**HOW DO STUDENTS DIFFER IN INTELLIGENCE AND LEARNING STYLES?**

8. Create your own learning style profile using the following questions.

- What type of atmosphere is best for you when learning?
- 1) quiet or some background noise (e.g., music)
  - 2) warm or cool room temperature
  - 3) bright or dark room

What type of perceptual information do you prefer?

- 1) visual
- 2) auditory
- 3) tactile, kinesthetic

Why?

## SELF-CHECK

DIRECTIONS: Below are questions related to the main ideas presented in the chapter. Correct answers or typical responses can be found at the end of this study guide chapter.

1. All of the following are defined as indicators of socioeconomic status except
  - A. occupation.
  - B. race.
  - C. income.
  - D. education.
  
2. Which of the following terms refers to families whose wage earners are in occupations that are relatively stable but do not require significant higher education?
  - A. upper class
  - B. working class
  - C. lower class
  - D. middle class
  
3. The socioeconomic status of various racial and ethnic groups and the groups' scores on standardized tests appear to be
  - A. positively correlated.
  - B. negatively correlated.
  - C. unrelated.
  
4. What are some specific ways in which cultural differences influence the ways students approach learning tasks?
  
5. By 2026, what percentage of U.S. students will come from homes in which the primary language is not English?
  - A. 60
  - B. 45
  - C. 25
  - D. 10
  
6. Recent referendums about bilingual education in states such as California show that there has been a movement to
  - A. increase the amount of tax dollars spent on bilingual education.
  - B. abandon bilingual education in favor of English-only instruction.
  - C. require all teachers to be proficient in at least two languages.
  - D. require all students to be bilingual.

7. In a short essay, explain how multicultural education might have been implemented to address the goals of educational and social equality in your own school experience.
8. Studies report all of the following findings except
- A. males score higher than females on tests of general knowledge.
  - B. females score higher than males on language measures.
  - C. females show more variability in overall academic performance than males.
  - D. SAT math scores for females are improving.
9. Which of the following statements about gender bias is accurate?
- A. Children begin to make gender distinctions after they enter first grade.
  - B. Males receive more disapproval and blame from teachers than do females.
  - C. Creativity is rewarded by teachers for females but not for males.
  - D. Females receive more attention from teachers than do males.
10. Write several definitions of intelligence in the space below.

 AFTER YOU READ . . .

## PRACTICE TEST

DIRECTIONS: Each chapter heading from the text is listed below and followed by a series of related questions worth a total of ten points. Respond to each question, check your answers with those found at the end of the study guide chapter, then determine your score. Consider nine points per heading to be mastery.

## WHAT IS THE IMPACT OF CULTURE ON TEACHING AND LEARNING?

*True or False*

1. (1 point) \_\_\_\_\_ There is probably as much cultural diversity within the United States as between the United States and other industrialized nations.
2. (1 point) \_\_\_\_\_ As a nation we tend to be tolerant of cultural differences within our borders.

*Short Answer/Essay*

3. (3 points) \_\_\_\_\_ List three aspects of culture absorbed by children by the time they enter school.

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4. (5 points) \_\_\_\_\_ List five ways in which students can differ.

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## HOW DOES SOCIOECONOMIC STATUS AFFECT STUDENT ACHIEVEMENT?

*True or False*

5. (1 point) \_\_\_\_\_ Socioeconomic status (SES) refers to an individual's income, occupation, education, and prestige in society as well as race and ethnicity.
6. (1 point) \_\_\_\_\_ The home environment influences not only academic readiness but also the level of achievement throughout students' careers in school.
7. (1 point) \_\_\_\_\_ Schools overwhelmingly represent the values and expectations of the middle class.



*Multiple Choice*

8. (1 point) \_\_\_\_\_ All of the following child-rearing practices for lower or middle socioeconomic status (SES) parents, on average, are true, except
- A. lower SES parents want success for their children to a greater degree than do middle SES parents.
  - B. middle SES parents use high quality language when teaching their children.
  - C. middle SES parents reward their children to a greater degree for intellectual development than do lower SES parents.
  - D. middle SES parents encourage their children to read or participate in other learning activities.

9. (1 point) \_\_\_\_\_ Which of the following statements explains why students from backgrounds other than the mainstream middle class might have difficulties in school?
- A. Schools tend to place importance on individual rather than on group academic achievement.
  - B. Schools focus on instant gratification.
  - C. Most classrooms operate on the assumption that cooperation should be valued over competition.
  - D. Mainstream middle class students have learned to rely on families or on friends for academic support, while other groups have not.

*Short Answer/Essay*

10. (5 points) Explain how community factors impact schools.

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## HOW DO ETHNICITY AND RACE AFFECT STUDENTS' SCHOOL ACHIEVEMENT?

*Matching*

11. (3 points) \_\_\_\_\_ primary groups of humans distinguished by their hair, color of skin or eyes, and stature
- \_\_\_\_\_ groups of humans distinguished by customs, characteristics, language, and common history
- \_\_\_\_\_ group of people who is less in number and different from the dominant group in a nation, region, or community
- A. ethnic group  
B. under-represented group  
C. racial group

*Multiple Choice*

12. (1 point) \_\_\_\_\_ According to the U.S. Census Bureau, which of the following statements about population trends is true?
- A. The proportion of non-Latinos is expected to decline in the next 20 years.  
B. The proportion of Latinos is expected to decline in the next 20 years.  
C. The proportion of Asians is expected to decline by 14 percent by the year 2010.  
D. The proportion of African Americans under 25 is expected to grow by 14 percent by the year 2010.
13. (1 point) \_\_\_\_\_ Prior to 1954, the policy of the U.S. educational system in many states was
- A. to desegregate schools.  
B. "separate but equal" education for African Americans.  
C. to bus students in order to provide multicultural experiences for all students.  
D. to create magnet schools in order to overcome segregation laws.
14. (1 point) \_\_\_\_\_ Which of the following Supreme Court decisions did away with legal school segregation?
- A. Engle v. Vitale  
B. Mills v. Board of Education of the District of Columbia  
C. Nau v. Nichols  
D. Brown v. Board of Education of Topeka

*Short Answer/Essay*

15. (4 points) List four strategies that promote healthy diversity in schools.

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HOW DO LANGUAGE DIFFERENCES AND BILINGUAL PROGRAMS AFFECT STUDENT ACHIEVEMENT?

*True or False*

16. (1 point) \_\_\_\_\_ In the early 1980s, 13.3 percent of all U.S. children age 5 to 14 were from families in which the primary language spoken was not English.
17. (1 point) \_\_\_\_\_ Students whose dominant language is not English are more than twice as likely to be performing below grade level than students from similar cultural backgrounds whose dominant language is English.
18. (1 point) \_\_\_\_\_ “English as a second language” programs are similar in nature and quality to “bilingual education” programs.

*Sentence Completion*

19. (1 point) \_\_\_\_\_ is the term used to refer to those students who have not attained an adequate level of English proficiency to succeed in an English-only program.
20. (1 point) \_\_\_\_\_ is the term used to describe programs for students with limited proficiency in English. It teaches the students in their own language part time, and English is also used.

*Short Answer/Essay*

21. (2 points) List two arguments in favor of bilingual education.

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*Short Answer/Essay*

22. (3 points) List three arguments against bilingual education.

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WHAT IS MULTICULTURAL EDUCATION?

*True or False*

23. (1 point) \_\_\_\_\_ Multicultural education encompasses all policies and practices schools use to improve educational outcomes—not only for students of different ethnic, social class, and religious backgrounds—but also for students of different genders and exceptionalities.
24. (1 point) \_\_\_\_\_ The first step in multicultural education is for teachers and other school staff to learn about the cultures that make up their student body and to identify possible curriculum bias.

*Short Answer/Essay*

25. (4 points) \_\_\_\_\_ List four ways in which a multicultural curriculum can be implemented in classrooms.

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26. (4 points) \_\_\_\_\_ List four questions teachers can ask themselves about how they have made their classrooms culturally sensitive and gender fair.

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HOW DO GENDER AND GENDER BIAS AFFECT STUDENTS' SCHOOL EXPERIENCES?

*True or False*

27. (1 point) \_\_\_\_\_ All societies treat males differently than females; however, the roles occupied by each across cultures are broad.
28. (1 point) \_\_\_\_\_ Many of the observed differences between females and males can be linked to early socialization experiences.

*Multiple Choice*

29. (1 point) \_\_\_\_\_ All of the following statements regarding gender differences in learning are true, except
- A. studies generally find that males score higher than females on tests of general knowledge.
  - B. females tend to score higher on tests of language.
  - C. there is no gender difference on tests of verbal ability.
  - D. females tend to score higher on measures of abstract reasoning and memory.

*Short Answer/Essay*

30. (3 points) \_\_\_\_\_ List three ways in which parents or adults reinforce sex-role stereotyping and gender bias.

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31. (4 points) \_\_\_\_\_ List four ways in which teachers reinforce sex-role stereotyping and gender bias.

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#### HOW DO STUDENTS DIFFER IN INTELLIGENCE AND LEARNING STYLES?

##### *Sentence Completion*

32. (1 point) \_\_\_\_\_ is the term used to describe a general aptitude for learning, including the ability to deal with abstractions and to solve problems.
33. (1 point) \_\_\_\_\_ is the term used to represent a single score produced by Alfred Binet's test to represent the broad range of skills assessed by his test.
34. (1 point) \_\_\_\_\_ Charles Spearman believed that there are variations in an individual's ability across tasks; however, he also believed in a general intelligence factor, which he called \_\_\_\_\_.

##### *Multiple Choice*

35. (1 point) \_\_\_\_\_ Which of the following statements is true regarding intelligence and schooling?
- A. Schooling has little or no effect on intelligence.  
 B. Intelligence is the primary factor that influences how well a student will perform in school.  
 C. IQ is not a fixed, unchangeable attribute, but is fluid and influenced by environmental factors.  
 D. What a student knows about a course beforehand (prior knowledge) is probably less important than intelligence.
36. (1 point) \_\_\_\_\_ Which of the following learning styles reflects the degree to which people perceive stimuli as whole patterns?
- A. field dependence  
 B. field independence  
 C. impulsivity  
 D. reflectivity
37. (1 point) \_\_\_\_\_ Studies that have attempted to match teaching styles to learning styles have

- A. only inconsistently found any benefits for learning.
- B. demonstrated that learning increases when styles match.
- C. shown that learning actually decreases when styles match.
- D. found that students like their teachers more when styles are similar.

*Short Answer/Essay*

38. (4 points)

Explain how teachers can accommodate learning styles.

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Now check your answers and total your points. Answers are found at the end of the study guide chapter.

SCORING	POINTS NEEDED FOR MASTERY	POINTS RECEIVED
WHAT IS THE IMPACT OF CULTURE ON TEACHING AND LEARNING?	<u>9</u>	<u>          </u>
HOW DOES SOCIOECONOMIC STATUS AFFECT STUDENT ACHIEVEMENT?	<u>9</u>	<u>          </u>
HOW DO ETHNICITY AND RACE AFFECT STUDENTS' SCHOOL EXPERIENCES?	<u>9</u>	<u>          </u>
HOW DO LANGUAGE DIFFERENCES AND BILINGUAL PROGRAMS AFFECT STUDENT ACHIEVEMENT?	<u>9</u>	<u>          </u>
WHAT IS MULTICULTURAL EDUCATION?	<u>9</u>	<u>          </u>
HOW DO GENDER AND GENDER BIAS AFFECT STUDENTS' SCHOOL EXPERIENCES?	<u>9</u>	<u>          </u>
HOW DO STUDENTS DIFFER IN INTELLIGENCE AND LEARNING STYLES?	<u>9</u>	<u>          </u>

## SELF-CHECK ANSWERS Chapter 4

1. B. Sociologists define social class, or socioeconomic status (SES), in terms of an individual's income, occupation, education, and prestige in society, not by race.
2. B. The term “working class” is used to refer to families whose wage-earners have relatively stable occupations not requiring higher education.
3. A. As socioeconomic status increases, so do standardized test scores.
4. While behavior differences may be greater within groups than between them, research shows that gesturing and touching patterns as well as the use of humor and joking influence the ways in which students approach learning tasks.
5. C. Projections forecast that by 2026, 25 percent of all students will come from homes in which the primary language is not English.
6. B. Referendums, such as California's Proposition 227, limit the amount of time that students may receive assistance in learning English.
7. Multicultural education is not a single program, but a philosophy. Modifications in the curriculum, adaptations of instruction, and changes in the communication of attitudes and expectations in the area of socioeconomic status, race, ethnicity, religion, culture, language, gender, intelligence, and learning styles all contribute to the celebration of diversity.
8. C. Feingold has argued that males are more variable than females in quantitative reasoning, which means that there are more very high-achieving males and more very low-achieving males than there are females in either category.
9. B. Males receive more disapproval and blame from their teachers than females do but also engage in more interactions with their teachers in areas such as approval, instruction giving, and being listened to.
10. Intelligence can be defined as a general aptitude for learning or an ability to acquire and use knowledge or skills. Binet saw intelligence as a single score, or intelligence quotient, set at 100 for average (50th percentile). Spearman claimed that while there are variations in ability from task to task, there is a general intelligence factor (g) that exists across all learning situations. Sternberg described three types of intellectual ability: intelligence, wisdom, and creativity. Guilford proposed 180 types of intelligences—six of mental operations times five of contents times six of products. Gardner lists eight intelligences: linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, knowledge of self, understanding of others, and naturalistic.

## PRACTICE TEST ANSWERS Chapter 4

1. True; As much cultural diversity is likely to exist among groups as between groups.
2. False; As a nation, we tend to value characteristics of mainstream, high-status groups and devalue those of other groups.
3. By the time children enter school, they have absorbed many aspects of the culture in which they were raised: language, beliefs, attitudes, ways of behaving, food preferences, and so on.
4. Socioeconomic status, Ethnicity, Race, Language, Gender, Intelligence, Learning style
5. False; Socioeconomic status refers to an individual's income, occupation, education, and prestige, but not his or her race or ethnicity.
6. True; The home environment can influence academic readiness and level of achievement.
7. True; Schools often represent mainstream middle class values.
8. A; The degree to which lower SES parents want success for their children is not higher than middle SES parents.
9. A; Students from lower SES families are less willing to compete and are more interested in cooperation, sometimes viewed as cheating in middle class schools.
10. School funding in most areas of the U.S. is correlated to social class; middle class children are likely to attend schools with greater resources, better paid and better qualified teachers, and other advantages. On top of these differences, schools serving low income neighborhoods may have to spend much more on security, services for children having difficulties, and many other needs, leaving even less for regular education.
11. C, A, B; A racial group can be defined as one of the primary groups of humans, distinguished by hair form, skin and eye color, and stature. An ethnic group is distinguished by common customs, language, and history. An under-represented group is a group of people who are less in number than the dominant group.
12. D; African Americans under 25 will grow by 14 percent by the year 2010.
13. B; separate but equal
14. D; Brown v. the Board of Education of Topeka
15. Strategies for promoting healthy diversity include: be fair, provide equal opportunities for all, eliminate bias, encourage human interaction, use culture/gender-fair texts and other curricular materials, assist students in valuing their heritage, avoid resegregation, provide support for language minority students, and use cooperative learning.
16. True; In the early 1980s, 13.3 percent of U.S. school-aged children did not speak English as a primary language.
17. True; When compared to students whose first language is English, students whose primary language is not English are twice as likely to perform below grade level.
18. False; English as a second language programs are not as effective as bilingual programs, which teach students in their own language until they become proficient in English.
19. Limited English Proficient (LEP); refers to language minority students.



20. Bilingual Education; Bilingual programs provide non-English instruction while English is being learned.
21. One argument is that lack of English proficiency is a major reason for academic failure for students. A second argument is that learning a second language facilitates learning in one's own language.
22. One argument against bilingual education is the lack of teachers who are themselves bilingual. Another argument is that students have difficulty with the transition from the bilingual program to the all-English one. A final argument is that the goals of bilingual education sometimes conflict with those of desegregation because they remove students from classes containing English-speaking (often white) students.
23. True; The definition of multicultural education goes beyond culture to encompass ethnic, class, religious, and gender differences.
24. True; Teachers and other school staff must understand diversity by learning about the cultures represented in their schools.
25. The curriculum should represent diverse perspectives, free of race, gender, and handicap stereotypes. It should provide information on contemporary and historical culture that includes more than the dominant view. It should draw on the experiences of the cultures represented by the students. It should allow equal access to all students.
26. Have I made efforts to respect the cultures of my students? Have I allowed students to speak freely? Has the curriculum reflected diversity? Have I avoided segregating students along cultural, gender, or other lines? Have I attempted to understand differences in values, beliefs, and perspectives of all my learners? Have I treated each student with respect?
27. True; Most societies treat females and males differently.
28. True; Many differences between males and females are learned.
29. D; Gender differences do not impact measures of abstract reasoning and memory.
30. From the moment they are born, males and females are viewed differently. After birth, males wear blue while females wear pink. Newborn babies are given sex-appropriate reinforcement and are handled differently. By school age, females are expected to be passive, nurturing, and dependent, while males are expected to be more aggressive and independent.
31. Males receive more encouragement for creativity and engage in more interactions involving approval, instruction giving, and attention by teachers than do females. Females receive punishment more promptly and explicitly by teachers than males.
32. Intelligence; While there are several definitions, most theorists agree that intelligence involves an aptitude for learning.
33. IQ; Intelligence Quotient
34. g; exists across all learning situations
35. C; Intelligence is not fixed but is influenced by factors such as schooling.
36. A; Field dependent learners tend to see patterns as a whole.
37. A. Studies have been inconclusive.

38. Field dependent learners tend to be oriented more toward people and social relationships, to be better at recalling conversations and relationships, to work best in groups, and to prefer history and literature. Field independent learners do well with numbers, science, and problem-solving tasks.