



CURRENT Events & Multicultural Teaching: Infusing Global Themes **MeANingFULLY**

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MARIUSZ GAŁCZYŃSKI



Global
Learning

Global Issues and Digital Media:
Integrating Latin American and Caribbean Themes into the Curriculum
3 August 2017, North Miami, FL

Overview



- ✦ **Introduction:** *The Power of Teachers*
- ✦ **Part One:** *Current Events as Teachable Moments*
- ✦ **Part Two:** *Infusing Global Themes into Curriculum*
- ✦ **Part Three:** *Curriculum Resources for Teachers*

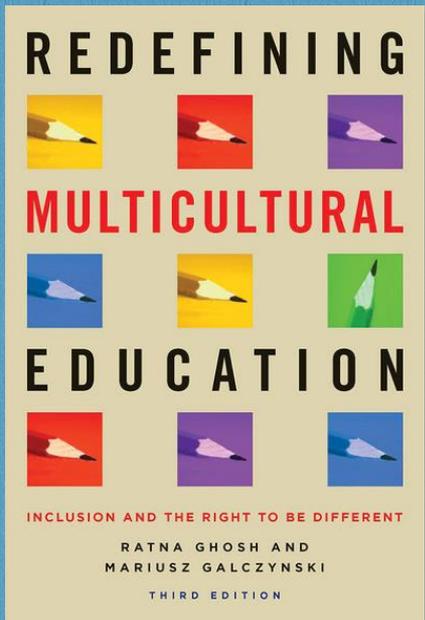


THE POWER of **TeA**chers



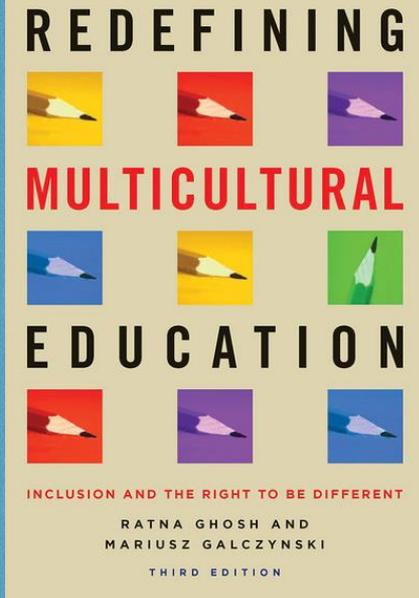
INTRODUCTION

“Besides being an act of knowing,
education is also a political act.
That is why no pedagogy is
neutral... Reality is socially
constructed and can be
reconstructed” (61-62).



Ratna Ghosh & Mariusz Galczynski. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).

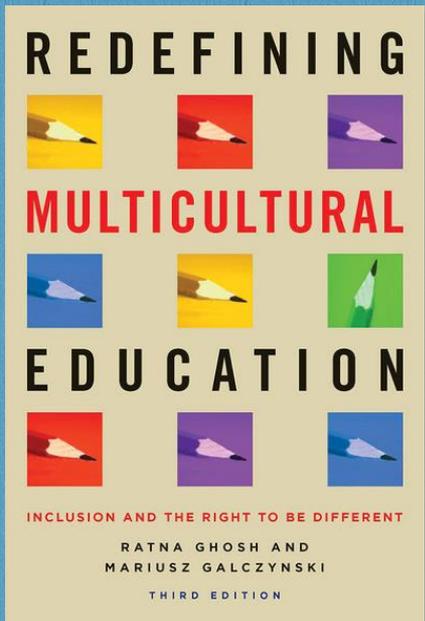
“At the heart of the educational endeavor is the **individual teacher**, whose sensitivity and skills as a professional enable children of various capabilities and cultures to achieve their maximum potential, or, alternatively, whose inability may (often inadvertently) lead to student failure” (124).



Ratna Ghosh & Mariusz Galczyński. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).

“Teaching is not an isolated act detached from social obligations.

Teachers must help students ‘connect’ their lives with the larger world, develop conceptual schemes, and not merely accumulate information” (133).



Ratna Ghosh & Mariusz Galczynski. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).

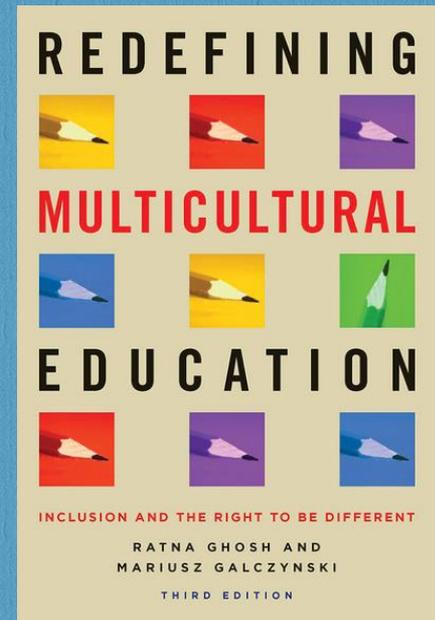


CURRENT EVENTS AS TEACHABLE MOMENTS



PART ONE

“Students need to be encouraged to engage in dialogue with one another in order to prepare themselves for democratic participation in society. Current events reported in news media offer the opportunity... to capitalize on **teachable moments**” (172).



Ratna Ghosh & Mariusz Galczynski. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).



The Economist

With a 30th-edition special section and contributions from
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The World in 2016



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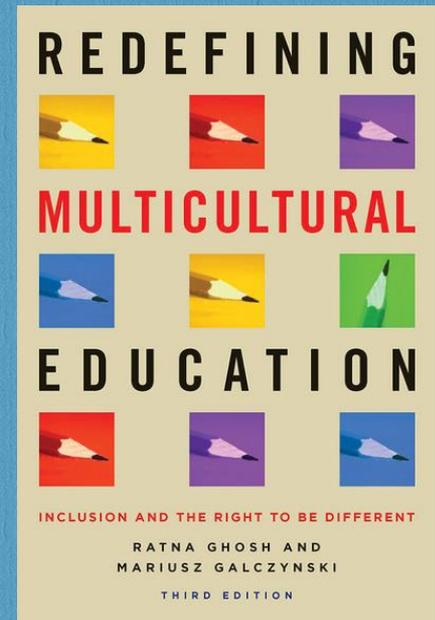
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THE ECONOMIST
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FRENCH ELECTIONS
So much rhetoric, so few solutions
The curious case of Bo Xilai
THE ECONOMIST
APRIL 23, 2017
Pope Francis
Riccardo Riccardi
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a-Nehisi C...
Jordan...
Louis-D...
by Len...
The Economist
Jordan Horowitz (owner)
revealed Monaghan co-
invested in the POC's

Quer...
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“The teacher needs to think about **issues of difference, power, and privilege** raised in the current events he or she decides to focus on, and then cultivate discussions with students in a manner appropriate for their level of maturity” (158).



Ratna Ghosh & Mariusz Galczynski. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).

Difference

- ✦ **“Different” how? From whom?
For whom?**
- ✦ Socially created and **comparative**—Why do some differences matter a lot and some not at all?
- ✦ Inherently **political** because it represents power imbalances
- ✦ Serves to form boundaries and **separate** groups of people



Politicized Differences



ethnicity

language

race

religion

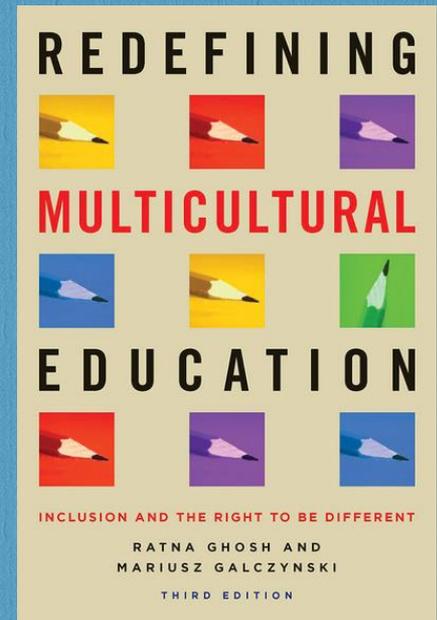
gender

(dis)ability

sexuality

class

“Human beings are different from each other in various ways, and this does not translate into deficiency or deviance when they differ from a traditional norm; it simply means that they are different, but also that **they have the right to be different...** Education should focus on the validation of their cultural, social, and gender differences, and the development of their individual identities... to empower all students [so] they can make a variety of contributions appropriate to their talents, needs, and aspirations” (xiv).



Ratna Ghosh & Mariusz Galczynski. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).

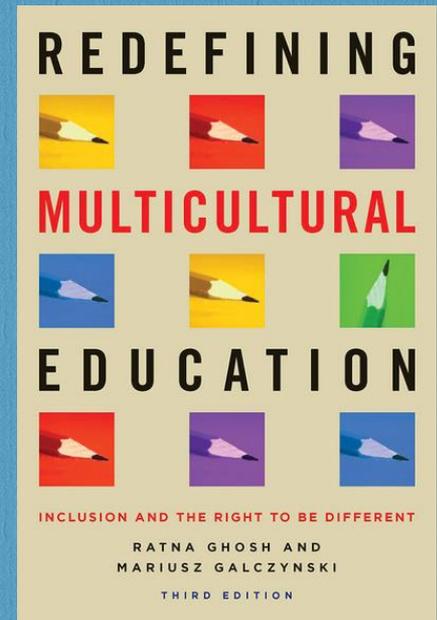
The background features a collage of various postage stamps and seals. On the left, there are stamps with Chinese characters '航空郵政' (Aerial Post) and 'PAR AVION'. In the center, there is a circular seal with a globe and the letters 'AIA'. On the right, there are stamps with 'POSTAGE' and 'AIR MAIL' visible, along with a circular seal containing the letters 'STA' and '916'.

Infusing **GLOBAL THEMES** into CURRICULUM



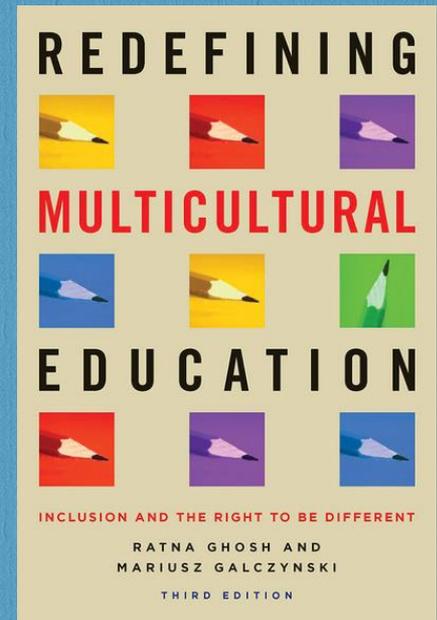
PART TWO

“In a multicultural framework, lessons that broach [issues of difference, power, and privilege] **cannot be taught as separate subjects**; rather, they must be skillfully worked into everyday lesson plans... Creativity may be required on the part of the teacher, but with practice this pedagogical approach will become second nature” (158).



Ratna Ghosh & Mariusz Galczynski. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).

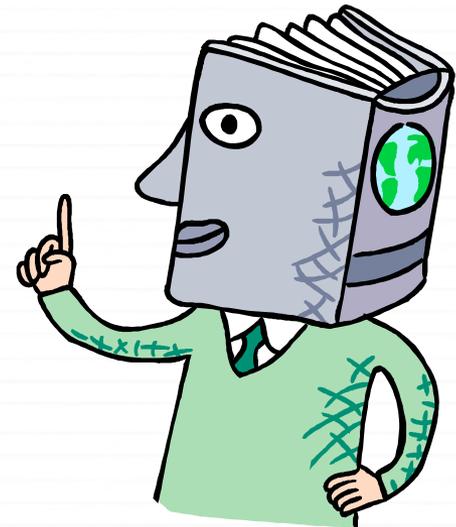
“It is easy to think of multiculturalism in terms of different ethnic cultures and to focus on a **“museum approach,”** which views culture as static and treats it as an artifact that can be brought into and out of contexts and interactions, rather than as a component of identity that is always present and ever evolving” (60).



Ratna Ghosh & Mariusz Galczynski. *Redefining Multicultural Education: Inclusion and the Right to Be Different*. Canadian Scholars' Press (2014).

Multicultural Teaching

- ✦ Extend concepts and social issues from **local to world** conditions
- ✦ Design activities that involve research to demonstrate **variation** within (as well as between) groups
- ✦ Recognize different cultural heritages and their **contributions**
- ✦ **Demystify** topics by relating to the lives of ordinary people
- ✦ Promote **interdisciplinarity** through thematic approaches
- ✦ Compel students to be **selective** when confronted with information (e.g., *media literacy*)



Activity

- ✦ Broken up into small groups, you will receive a recent news article to read together.
- ✦ Discuss how the *politics of difference* factor into the news story and how it is reported.
- ✦ Brainstorm how you could bring up this news story in your own classroom. Think about the curricular content you already cover and how it might relate to current events. How could you **modify an existing lesson** to promote dialogue on the right to be different?



Progress is Happening Too Despacito

"Pasito a pasito, suave suavecito"—Luis Fonsi & Daddy Yankee, Despacito

CRIMSON OPINION WRITER July 24, 2017

FOX NEWS World

Miguel Cabrera pleads for family's safety as violence grows in Venezuela

By Cody Derespina

Published July 12, 2017

FoxNews.com

Baseball superstar star Miguel Cabrera in a heart-wrenching Instagram video pleads with the country to spare his family while he stays in any way he could.

As news emerges that Venezuela is experiencing widespread food shortages and economic hardship, opposition to President Maduro has even reached him in the United States.

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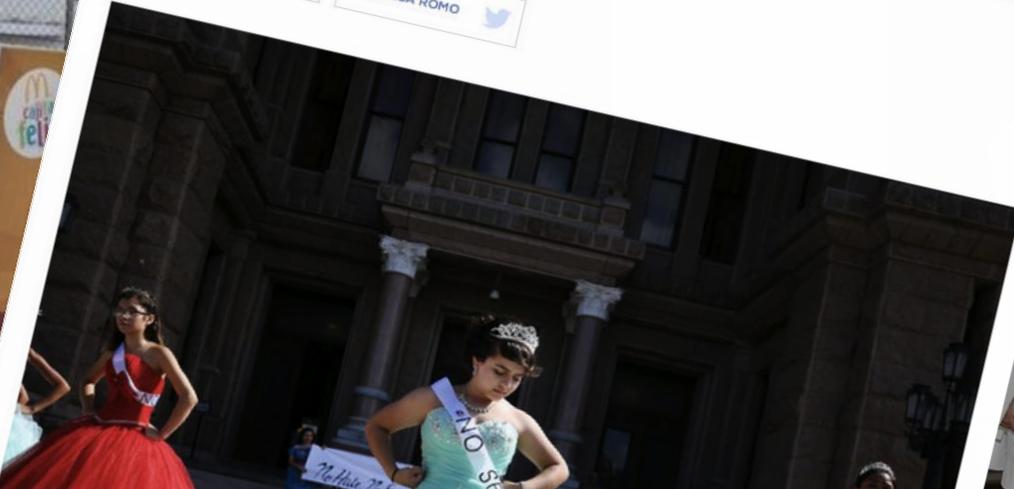
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July 19, 2017 · 4:38 PM ET

LAUREL WAMSLEY



VANESSA ROMO



Critical Questioning



- ✦ Is this **true**?
- ✦ **Who** says so?
- ✦ Who **benefits** most when people believe it's true?
- ✦ How are we **taught** to accept that it is true?
- ✦ What **alternative** ways of looking at the issue can we see?

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CURRICULUM **Resources** FOR TEACHERS



PART THREE

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1900

1910

1920

1945

1961

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18th Century

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21st Century

Latino

Resource Type:

Any

Reading Level:

Any



The History All Around Us: Roosevelt High School and the 1968 Eastside Blowouts

Teaching Activity. By Brian C. Gibbs. 6 pages.

A teacher uses the activist history of Theodore Roosevelt High School in East Los Angeles to pose students the question: "What would you be willing to do to create change?"

Resource Types: Teaching Activities (Free) | **Time Periods:** People's Movement: 1961 - 1974, 20th Century | **Themes:** Latino, Racism & Racial Identity | **Reading Levels:** Grades 6-8, High School



Plotting Inequalities, Building Resistance: High School Students Use Math to Reflect on Social Inequality

Teaching Activity. By Adam Renner, Bridget Brew, and Crystal Proctor. 5 pages.

An article describing how math teachers in a San Francisco high school shed light on the ways economics and racism affect education, housing, and job opportunities.

Resource Types: Teaching Activities (Free) | **Time Periods:** 2001 - Present, 21st Century | **Themes:** African American, Economics, Latino, Math, Social Class | **Reading Levels:** Grades

EXPLORE BY
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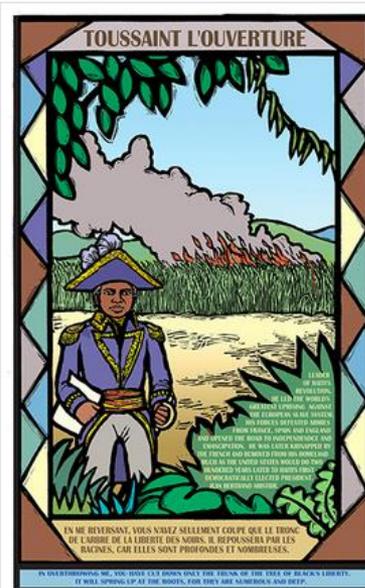
Teaching about Haiti

All too often in the midst of reporting on Haiti, we hear that the country is the poorest nation in the Western Hemisphere without the infrastructure to deal with disaster. But little explanation is provided as to why, leaving students to assume it must be the fault of the people there. Nor do we hear of the strong grassroots Haitian organizations.

It is important for students to gain a deeper understanding of the history and the roots of the poverty in Haiti. The U.S has been involved with Haiti for centuries, yet it has received little attention in textbooks or the curriculum. Part of our commitment to the people of Haiti can be to not only increase our support but also our awareness. As informed citizens, we can advocate for respectful and constructive relations with Haiti in the months and years ahead.

Haiti was the only nation in the western hemisphere to end slavery as part of its [declaration of independence](#) (1803) — therefore ensuring true independence for all people. Just as the study of Black History should be year round, so can our study of Haiti. For example, Professor Madison Smartt Bell suggests that “The Haitian Revolution, though seldom studied in proper detail outside Haiti, ought to be found near the center of any basic curriculum of American history.”

On this page, you will find links to help teach about Haiti, including:



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Posted by Ricardo Levens Morales

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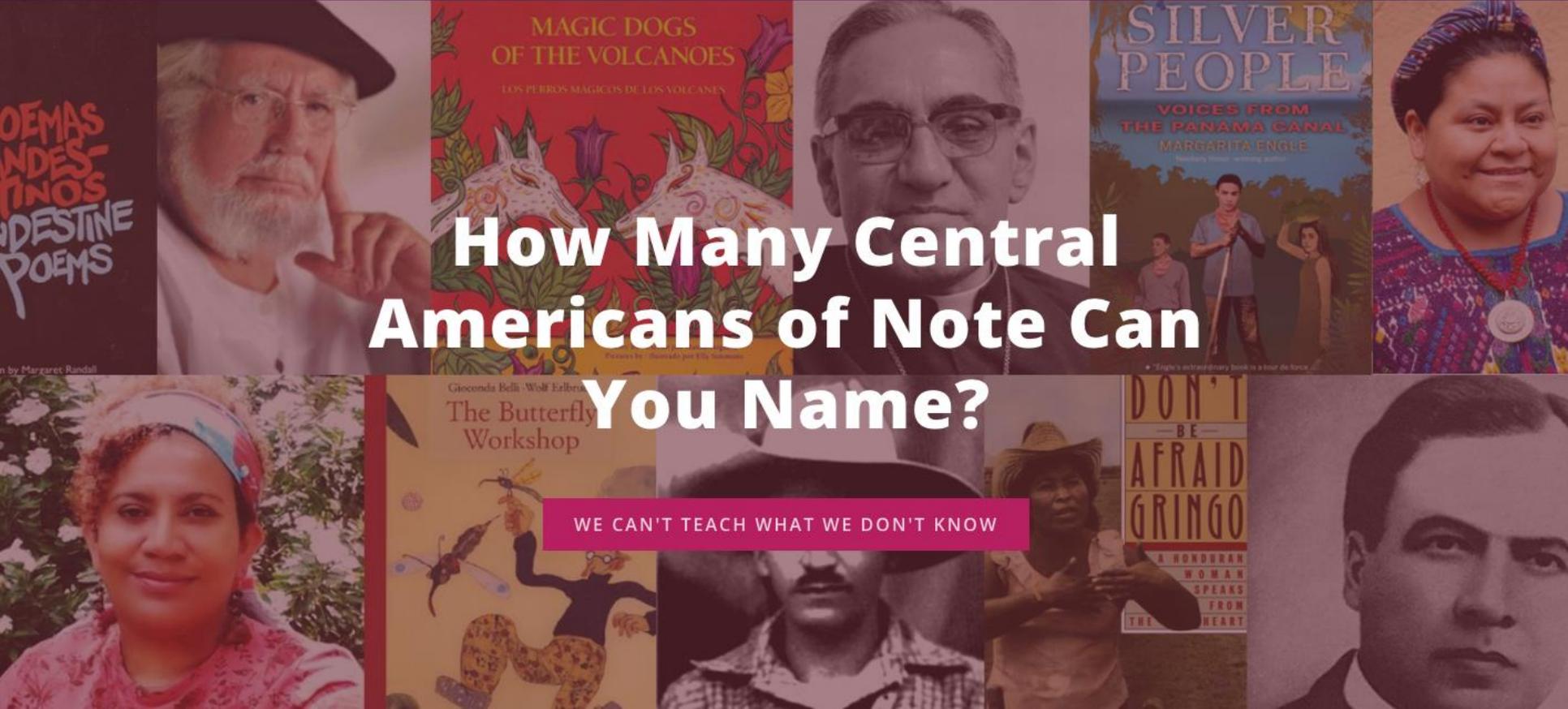
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WE CAN'T TEACH WHAT WE DON'T KNOW



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Soleá

by Pedro Kos and Emmanuel Vaughan-Lee



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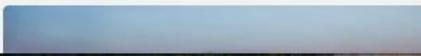
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Classroom Lessons

Loving v. Virginia: An anniversary for interracial marriage

Jul. 18, 2017

Students learn about the landmark 1967 Supreme Court decision that overturned laws banning interracial marriage, and consider the legacy of that decision today, 50 years on.

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New Curriculum



NEW CURRICULUM

Nigeria: History, Identity, and Change

Students explore Nigeria's history—from the precolonial to the present—and think about what the country's future might look like.



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Lesson Plan: How to use social media for social good

Lesson Plan

Social media is an important tool for learning about current events and practicing active and informed citizenship. However, fake Twitter accounts called 'bots' have been used to try to influence public opinion—and not always for the better. [Continue reading →](#)



Young conservatives: Climate change is an issue for all of us

Video

There is a growing movement among young conservatives, including evangelical Christians, who support environmental regulations. They say it's important to act as faithful stewards of the earth. One group, the Young Evangelicals for Climate Action, has grown to 10,000 members in the past five years. [Continue reading →](#)



On the 100th anniversary: How World War I changed the world forever

Video

April 6, 2017 marks the 100th anniversary of the day Congress declared war and the U.S. entered World War I. [Continue reading →](#)

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Exploring Community History and Cultural Influence

In this lesson, students will explore the role of culture in their lives and in their community. Students will learn that some of the differences among people are the result of culture, and that when we talk about the behaviors and beliefs that groups of people have in common, we are talking about culture.

Type: Lesson

Topic: [Family](#) | [Immigration](#) | [Race and Ethnicity](#) | [Religion](#) | [School Culture](#)

Anti-bias domain: [Diversity](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

United We Stand

In our schools and in our culture more broadly, we often teach young people how important it is to stand up for themselves. Too often, however, we focus such lessons on the power of an individual's voice. For example, a lesson may be about an individual child standing alone who somehow finds a way to stand up to a big, scary bully. But it's equally, if not more, important to communicate to children the power of standing up with others and speaking out against unfairness or injustice. In this lesson, students will read a short biography of César Chávez—one of our nation's greatest labor leaders. They will examine how much of the success attributed to Chávez was the result of the efforts of thousands of other people helping and supporting him. Students will learn about labor unions and reflect on how powerful it can be to speak up with others for change.

Type: Lesson

Topic: [Immigration](#)

Anti-bias domain: [Action](#) | [Diversity](#)

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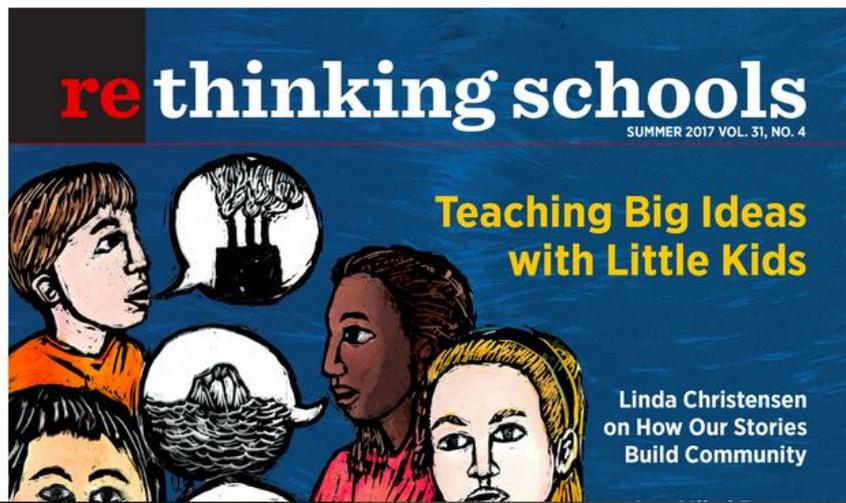
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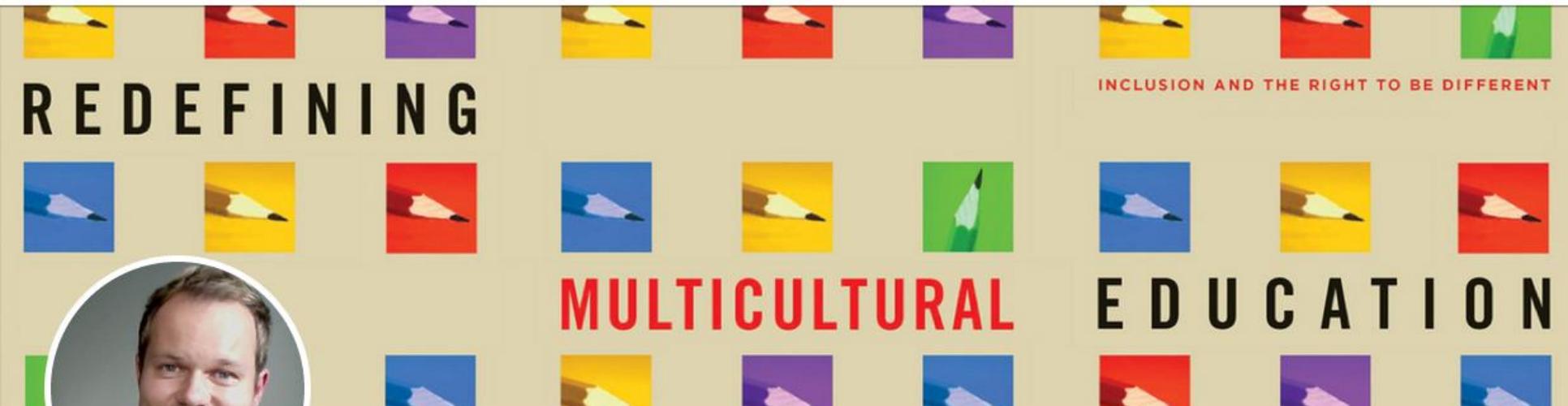
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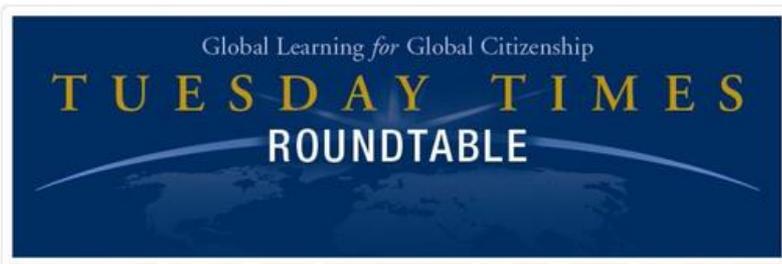
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Joined July 2012

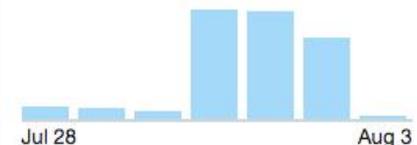
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NCSD @diverse_schools

We are a network of national civil rights orgs, research centers, and comm. groups working to expand support for gov't policies that promote school integration.

Following



EduColor Movement @EduColorMVMT

We are a collective of activists of color fighting for educational equity and social justice in school systems. [#EduColor](#) is our hashtag. Putting in the work.

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Habitat Pro @HabitatProAssn

Habitat Pro Association is a non-profit organization uniting indigenous and non-indigenous peoples in the Americas to preserve territories and traditions

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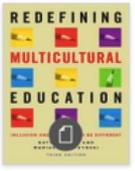
Mariusz Galczyński joins the Office of Global Learning Initiatives as a Post-doctoral Fellow. Serving as Managing Director of the Comparative and International Education Society (CIES), he builds on his active Society involvement as Student Representative on t... [more](#)

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Galczynski, M. (2014). Redefining Multicultural Education: Extension Activities for the Classroom

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ARTICLES & CHAPTERS



Galczynski, M., Tsagkaraki, V., & Ghosh, R. (2015). Further unpacking multiculturalism in the classroom: Continuing to explore the politics of difference through current events

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Chapter 6

TEACHING STRATEGIES AND EVALUATION

Charlotte and Peesee are Grade 3 students in a Montreal English school. Charlotte belongs to an anglophone family, while Peesee is an Inuit girl from Canada's northernmost territory, Nunavut. Both are bright students, except when it comes to skills testing. Yesterday, Nancy, the class teacher, gave Charlotte and Peesee a test in which they were to make models using Lego and other building blocks. While Charlotte did the exercise quickly and easily, Peesee had a difficult time figuring out the materials and exercise. This was not the case, however, when the arts and crafts teacher gave exercises that involved making things using traditional materials and techniques. The teachers are in a dilemma as to how to evaluate the two girls overall. Moreover, Charlotte's mother has recently expressed concern that her daughter may have a learning disability. The school principal, Ms. Cherif, communicated this to Nancy in hopes that she would begin filling out the appropriate paperwork. Ms. Cherif also suggested that Peesee might qualify for the special education program because of her linguistic difficulties. This way, both girls would be exempt from participating in the standardized assessment being piloted in the school at the end of the year.

- If you were the teacher in this situation, how would you respond?
- Do you think it is fair to evaluate certain students differently than their peers based on separate criteria or by using alternate methods?
- To what extent do children's mental and physical abilities affect their educational and life opportunities?

INTRODUCTION

Classroom teachers must be aware that there are many...
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REDEFINING



MULTICULTURAL



EDUCATION



INCLUSION AND THE RIGHT TO BE DIFFERENT

RATNA GHOSH AND
MARIUSZ GALCZYNSKI

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