

UNIT 1

Multicultural Opportunities



► **Step One: Getting Started**

Circle the response that most closely indicates the way you feel about each item:

SA = Strongly Agree

AS = Agree Somewhat

DS = Disagree Somewhat

SD = Strongly Disagree

<i>Response</i>	<i>Item</i>
SA AS DS SD	1. Japanese children would have more open minds if they had classmates from many parts of the world.
SA AS DS SD	2. There should be non-Japanese teachers working full time in public schools, from elementary through high school levels.
SA AS DS SD	3. It is quite natural that children fear people who look different from themselves, and that they prefer to be with people who look like them.
SA AS DS SD	4. School should be a safe and welcoming haven for everybody. It's the responsibility of teachers never to allow students or parents to put down ethnic minorities.
SA AS DS SD	5. There are too many children of recent immigrants in U.S. schools. That's why the standard of education is falling.

Notes _____

(タイトル) **multicultural** 「多文化の」 4. **haven** 「安心してられる所」 **put down** 「あしらう」 **ethnic minorities** 「少数エスニック集団」 5. **immigrants** 「(永住を目的とした外国からの) 移民」

► Step Two: Picture Story



1 This is a true story about a teacher, Mr. Escalante, who immigrated to the U.S. from Bolivia. He taught mathematics to Hispanic students at a high school in Los Angeles. He struggled to drive poor students to success with his unconventional style of teaching. First, look at the four pictures below and circle the most suitable word in the parentheses. Then, listen to the tape and check your answers.

1.



2.



3.



4.



1. Most of the students were either very noisy or quite (apathetic / enthusiastic / academic), and were not (fair / fond / serious) about studying.
2. Mr. Escalante's way of teaching was far from conventional. One day, he (dressing / dressed / dressy) like a (cook / waiter / missionary) and cut an apple into pieces to teach fractions.
3. He taught his students higher mathematics even during summer (rest / off / break) to prepare them (for / with / into) an advanced placement test. It was unbearably hot and there was no air conditioning.
4. Accused of (cunning / cheating / imitating) by school board officials who could not believe their success, the students took another, harder test and (scored / totaled / pointed) even better.

Notes _____

immigrated 「移住した」 **Hispanic** = Latino 「(米国にいる) スペイン語を話す人, ラテンアメリカ系の人」 **struggled** 「奮闘した」 **drive ... to ~** 「...を~に至らせる」 **unconventional** 「型破りの」 2. **conventional** 「型にはまった」 **fractions** 「分数」

2 First, listen to the statements and fill in the parentheses with one word. Then, indicate your opinion toward each statement: AGREE, DISAGREE, or UNDECIDED.

AGREE DISAGREE UNDECIDED

1. Teachers should never give up () students who may have given up on themselves.
2. Some people are () with talent, others are not.
3. Mr. Escalante should train Japanese teachers of mathematics so that they can () students, make it easier, and eliminate its negative image.
4. Mr. Escalante is Hispanic himself, and that's why he is () to Hispanic students.
5. It seems that the school board officials who () the Hispanic students of cheating were racially prejudiced.

Note _____

5. were racially prejudiced 「人種的偏見があった」

► Step Three: Reading



1 First, read the following essay and fill in the missing letters or words. Then, listen to the tape and check your answers.

1. I am principal of an elementary school in Northern California about 12 miles from San Francisco. Of the 400 students at my school, 86% are called “English Language Learners,” ①(wh_ _ _) means they speak another language at home. In the past five years, my school has welcomed newcomers from 16 countries—Mexico, Guatemala, El Salvador, Nicaragua, Honduras, Peru, Colombia, Brazil, Haiti, Russia, Indonesia, India, Vietnam, Nigeria, France, and Germany. Almost ②(_ _ _) my students are poor; they are children of recent immigrants.

1
筆者が校長として勤務している小学校の、生徒の特徴は何ですか？

2. I believe it is essential for the students and their families to find a welcoming environment when they arrive at a new school in a new country. I want them to have a positive first ③(impress_ _ _) of the school and of the United States. To promote my school as a safe and welcoming haven, I greet families with a parent handbook that is ④(_ _ _ _lated) into Spanish, because 91% of the families are Latino. I speak Spanish myself, and I always walk new students and their

2
筆者は生徒や父兄に対して、どんなことを心がけていますか？

parents to class to show them around the school and to introduce the teacher.

3. When newcomers arrive at my school it can be a shock for them to find everyone speaking and learning in English. We have created a transitional program for newcomers to teach essential English communication and to ease students into the curriculum. I actively recruit Latino teachers and teachers who are ⑤(_ _lingual), speaking both English and Spanish. When I interview prospective teachers, one of the questions I ask is what they would do if a newcomer arrived from another country. I want to be sure they would welcome the child, be sensitive to the child's needs, and assign the child a "buddy" who speaks the same language, if possible. I want to be sure the teacher is trained in methods to enhance a rapid acquisition of English. For example, teachers can modify their speech and use gestures, facial expressions, and ⑥(bo_ _) language when they talk to newcomers.

4. Our school's mission statement proudly declares that we value diversity. Sometimes people fear others who don't look like they do, or they have learned racial putdowns in their family or community. We do not ⑦(all_ _) any racial insults at our school. We have established a Human Relations Council of teachers that investigates any racial putdowns used by students, and teaches students to be tolerant and appreciative of differences among us. The teachers have been trained in a multicultural curriculum. We have purchased books by Latino, Asian and African American authors for the core literature read by all our students and for the school library. We also celebrate diversity throughout the year, for example with an International Banquet for families at the beginning of the year and with lessons about ⑧(fam_ _ _) Americans such as Dr. Martin Luther King, Jr.

5. In March 2000, the prestigious American educational journal, *Education Week*, reported that the lagging achievement of minority students in American schools may be due to three factors: lower ⑨(expect_ _ _ _ s) by teachers, the need for parents to be stronger advocates for their children, and the need to cut down on television viewing by

3
英語を母語としない生徒に、どのような配慮がされていますか？

4
文化的・民族的多様性を重視するために取られている具体的な方法は何ですか？

5
生徒の学力を向上させるために、どんな努力がされていますか？

children. At my school, we are focusing on increasing our students' achievement. The teachers have developed a curriculum based on high standards and they maintain high expectations for success. We have a comprehensive parent
5 education program that encourages parent involvement in the school. We encourage families to build home libraries and to regularly check books out of the public library. We seek funds from grants and donations from local businesses to purchase books we give our students to add to their home library
10 collections. This year we joined the "National No TV Week" movement and rewarded all the students who kept their televisions turned off for the entire week. I believe it is vitally important for ⑩(princi_ _s) to be crusaders for equity and promoters of diversity so all children can be successful in our
15 schools.

(Written by Wendy Feltham)

Notes

1. **mile** = 1760 yards (約1609m) **newcomers** 「新しく来た人」 2. **walk** 「付き添って歩く」
3. **transitional program** 「過渡期の学習計画」 **ease ... curriculum** 「生徒が授業を理解できるようにしてあげる (ease 楽にする)」 **prospective** 「見込みのある」本文で prospective teachers とは、面接をして、採用するかもしれない先生のこと。 **sensitive** 「敏感な」 **assign** 「つけてあげる」
buddy 「相棒」 **enhance** 「高める、増す」 **acquisition** 「習得」 **modify** 「変更する」 4. **mission statement** 「使命を謳った声明文」 **diversity** 「相違」 **putdowns** 「こきおろし、(辛らつな)言葉」 **tolerant** 「寛容な」 **appreciative** 「認める」 **core literature** 「中心となる文学」
banquet 「集い」スピーチ、乾杯、ご馳走がある儀式ばった会。 5. **prestigious** 「一流の」 **lag** 「遅れる」 **advocates** 「主張者」 **comprehensive** 「広範囲な」 **funds** 「基金」 **grants** 「奨学(補助)金」 **donations** 「寄付金」 **crusaders** 「運動家」 **equity** 「公平」

2 Listen to the following statements and fill in the parentheses with one word. Decide whether each statement is TRUE or FALSE according to the essay above.

TRUE FALSE

1. There are more () students than Asian students at Ms. Feltham's school.
2. The students at Ms. Feltham's school often feel left alone; their teachers don't take () of them.
3. A teacher who applies to the school is likely to fail if he or she is () and has no training in teaching English as a second language.
4. The teachers are careful so that everybody at the school is () of different ethnic groups.
5. Generally speaking, teachers in the U.S. expect () students to study harder than others.