CULTURAL CAPITAL AND ENGLISH LANGUAGE LEARNER EDUCATIONAL OUTCOMES

by

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Cultural Capital: An Activity Resource

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Welcome! This section will primarily serve as an introduction to the most commonly used terms surrounding cultural capital and will answer some important questions including: What is cultural capital? How does cultural capital influence students’ educational outcomes? And lastly, what can you do to increase levels of cultural capital in your students? The purpose of this section is to also provide some excerpts from my literature review, so that you can get the gist of the concept and utilize this resource without having to read my paper in its entirety (though, feel free to if you’d like).

What is cultural capital?

Cultural capital is a critical component of student success for without it, students who are capable but yet still struggling to be successful academically are not fully supported. Cultural capital theory, developed by Bourdieu (1986), made it possible to explain the unequal academic achievement between students of different socioeconomic classes.

Cultural capital encompasses “societally valued knowledge of ‘high brow’ culture and cultural cues, [and] is more likely to be manifested in families of high socioeconomic status…[which] translates into a greater likelihood of educational success” (Roscigno & Ainsworth-Darnell, 1999, p. 159).

Cultural capital is composed of linguistic and cultural competence. Linguistic competence is a system of knowledge that is possessed by native speakers regardless of their language. It ultimately refers to what a learner knows about a language (Dumais, 2002). Therefore, linguistic competence is frequently much greater in native speakers of a language than their ELL counterparts. Cultural competence also plays a large role in a student’s repertoire of cultural capital. The term cultural competence encompasses an individual’s knowledge about a set of values, principles, and beliefs, in this case, that are prominent in the mainstream school community (Dumais, 2002).

By defining cultural capital, it allows us to examine how social inequality appears within the confines of educational settings. Cultural capital is more than a hypothesis that allows for an explanation of the unequal academic achievement of children from different social classes. By attempting to better understand cultural capital, it allows us to see the gaps and acknowledge areas of needed improvement.

How does cultural capital influence students’ educational outcomes?

According to Minnesota Report Card, a database that analyzes student demographic information for the entire state on an annual basis, which is available on the Minnesota Department of Education public facing website, students of color, working-class families, and diverse cultural and language backgrounds largely represent Saint Paul and Minneapolis school districts. In Saint Paul, 26.9% of students are reported as Black or African American and 31.7% as Asian. These two ethnic populations account for nearly 60% of Saint Paul schools student population. Additionally, 30% of the district’s students are English Language Learners and nearly 68% of
students qualify for free/reduced lunch. Minneapolis sees similar statistics, where the two largest ethnic backgrounds are Black or African American (36.2%) and White (34.2%). Strikingly, even with a large percentage of White students, which too often leads to an assumption of higher-class, the Minneapolis school district still enrolls 21.6% of their students as ELLs and nearly 60% of students qualify for free/reduced lunch. These statistics alone provided enough support to develop a guide to increase levels of cultural capital for this student population (statistics retrieved from http://rc.education.state.mn.us/#demographics/, 2018).

“Dominant status groups hold economic, political, and symbolic power, and their success depends on the use of their social and cultural capital in strategic ways” (Tramonte & Willms, 2010, p. 200). Possession of less cultural capital hinders the amount of economic, political, and symbolic power that students can hold. If students of the working-class do not have the opportunity to possess the same level of capital, their likelihood of success lessens. In this instance, inequality influences students’ cultural capital, which alters their educational outcomes.

Additionally, Bourdieu explains that “cultural capital consists of familiarity with the dominant culture in a society...especially the ability to understand and use “educated” language...The possession of cultural capital varies with social class, yet the education system assumes the possession of cultural capital” (as cited in Sullivan, 2001, p. 3). Educational success, as measured by schools, requires that ELLs possess levels of cultural capital similar to their native English-speaking peers. Unfortunately, this makes the assumption that student success is equally attainable by all students regardless of their cultural or linguistic backgrounds.

Weininger and Lareau (2007) have also explored inequality as it relates to cultural capital and student success. They state, “because the school system transforms ‘inherited’ cultural capital into ‘scholastic’ cultural capital, the latter is predisposed to appear as an individual ‘achievement’” (p. 2). Furthermore, Weininger and Lareau (2007) believe, “the educational systems of modern societies tend to channel individuals towards class destinations that largely...mirror their class origins...They tend to...accept this outcome, both from those who are most privileged by it and those who [it disfavors]” (p. 2). If as educators, we intentionally or unintentionally channel our students towards educational outcomes based on their class origins, we are continuing to follow the status quo and are limiting the future educational opportunities that our students may have.

What can you do to increase levels of cultural capital in your students?

The main purpose for creating this activity resource was as a means to support student success through increasing a learner’s possession of cultural capital. I truly believe that as teachers we are able to promote student growth by providing valuable opportunities to learn. In my past teaching experiences, I have felt the pressure to use every moment in the classroom as efficiently as possible to teach content. And although I acknowledge the importance of time-management and teaching quality content, I think in the midst of it all, the gravity of the hidden curriculum can slip away. The hidden curriculum, as defined by The Glossary of Education Reform, refers to the unwritten and seemingly unofficial lessons, expectations, values, and perspectives that students learn in school. These implicit academic, social, and cultural messages are communicated to students and show preference for a set of values, principles, and beliefs. I
believe by addressing cultural capital, and implementing activities that strengthen a learner’s capital, we are scaffolding and supporting bigger and better things for our students.

These activities are sorted by age. However, depending on the language level of your students, some activities may be more appropriately selected from another age group. For each activity, directions, an estimated time, and how to group students are included. Additionally, all material handouts required are included at the end of this document in the appendix for ease of preparedness and readiness to utilize these resources in your classroom.

I want to express my gratitude to each and every one of you who has dedicated your career to teaching. I hope that this resource is advantageous on your journey to increase each of your learner’s possession of cultural capital, and, ultimately, educational success.

Disclaimer: Where definitions, guided questions, or scripted excerpts are included, the language used is tailored to the approximate age of the learners. At the teacher’s discretion, this may be altered to meet the needs of a particular group of students. Additionally, all of these activities should be voluntary. The intent is never to cause extreme discomfort for any student.
Activities by Grade
Anything Special Happen This Weekend?

The purpose of this activity is for students to have the opportunity to recognize that their weekend (time spent away from school) will look similar to some and different from others. As a teacher, you are able to respond positively to each student, so that no weekend is highlighted more than the next. Each student’s home life may vary by culture, age, family dynamic, etc. and this provides an opportunity to celebrate each student regardless of his or her background. It embraces both our similarities and our differences, which is an important skill to learn at a young age.

**Amount of Time:** 15 minutes

**Grouping of Students:** Part 1 – small group, Part 2 – large group

*If small group not possible, this can be done large group

**Directions:**

1. If seated in small groups, ask the students to talk to their small group about this question: “Did anything special happen this weekend?” (Yesterday if the previous day was not a weekend – although using this on a Monday may allow for more room for discussion)
2. If students are in small groups, walk around and engage with each group. Appreciate and celebrate each student’s experiences during this time.
3. If in a large group setting, take time to acknowledge each student and what they share even in this setting.

**Materials Needed:** None
**My Name Is…**

The purpose of this activity is for students to understand that it is okay to be different. It is important to remind young kids that it is okay to be who they are, better yet it is good. At such a young age, students get wrapped up in being just like everyone else. This activity allows students to draw images to represent how they see themselves and highlight that that image is perfectly unique.

**Amount of Time:** 15 minutes

**Grouping of Students:** Part 1 – individual, Part 2 – large group

**Directions:**

1. Give one handout to each student.
2. Students should draw a picture of themselves in the middle square labeled *This Is Me*.
3. In the remaining squares labeled *I am…*, students can draw images to represent however they see themselves.
4. Then in a large group, discuss the importance of being who you are and doing what makes you happy even if that is different than someone else.
5. When finished, hang pictures around the classroom, so students can see other student’s images.

**Materials Needed:** Handout, markers
Race and Ethnicity: Think-Pair

This activity is similar to the commonly used Think-Pair-Share and this method is appropriate if time allows. However, for the sake of quick, yet effective activities, this one will focus on Think-Pair. The purpose of this activity is to identify how race and ethnicity impact their education and experiences at school.

Amount of Time: 15 minutes

Grouping of Students: Part 1 – individual, Part 2 – pairs

Directions:

1. Define race and ethnicity in a way that is appropriate for your particular group of students. Broad definitions are provided below.
   - **Race:** major groups of different types of people, all with different characteristics.
   - **Ethnicity:** belonging to a social group that has common cultural components or traditions.
2. Ask students the first 5 guiding questions below. Students should write down their thoughts/responses. (7-8 mins)
3. Ask students to turn to a person sitting next to them and talk about what they wrote down. Then, ask the last 2 guiding questions and allow a few more minutes for them to discuss. (7-8 mins)

Materials Needed: Paper, writing utensil

Guiding Questions:

1. How often do you have the opportunity to interact with someone of a different race/ethnicity or someone from a different culture?
2. Who is the last person you spent time with at school? Does this person identify as the same race as you?
3. Are a majority of the other students in your class(es) the same race as you?
4. Do you celebrate any of the same holidays as your peers?
5. Do you have any of the same cultural traditions as your peers?
6. Do you notice any similarities between your answers and your peers? What about any differences?
7. How does race or ethnicity impact your education and experiences at school? These can be positive or negative.
My Traditions

My Traditions aims to allow students a space to share their own traditions with others. It teaches students that a holiday or birthday can be celebrated in many different ways. The purpose is to demonstrate that there is no “right” way to celebrate.

**Amount of Time:** 15 minutes

**Grouping of Students:** Part 1 – individual, Part 2 – pairs

**Directions:**

1. Ask students to draw a picture(s) to answer one or more of the questions below.
   - What is your favorite holiday? What foods do you eat? What traditions do you have? Do you go anywhere or do anything special?
   - When is your birthday? Do you have any birthday traditions? Do you go anywhere or do anything special?
   - Do you celebrate the New Year? When do you celebrate? What do you do to celebrate? Do you have any special traditions?
2. Ask students to turn to a neighbor and talk about their picture(s).
3. When finished, hang pictures around the classroom, so students can see other student’s images.

**Materials Needed:** Paper or poster board, markers
We Are One

The purpose of this activity is to showcase to students that they share many similarities with their classmates. We often notice our differences. Instead, this activity shines light on student similarities.

**Amount of Time:** 15 minutes

**Grouping of Students:** Large group

**Directions:**

1. Sitting in a large circle on the ground, toss ball to a student at random, ask a question from the list below, then have the student toss back to you.
2. Continue tossing the ball to a new student until each student has had a chance to answer.
3. Questions may be duplicated if group is large enough.

**Materials Needed:** Small ball or item that can be tossed gently.

**Questions:**

- What is your favorite holiday? How do you celebrate it?
- What is your favorite special food? When do you get to eat it?
- When is your birthday? How do you celebrate?
- Do you have siblings? How many?
- Do you go to church? When do you go?
- Do both your parents work? Or just one?
- Do you live with just your parents and siblings? Do you have grandparents that live with you too?
- Do you take the bus to school? Or does someone drive you?
- Do you eat hot lunch or cold lunch?
- What is your favorite home-cooked meal?
- Do you celebrate any special cultural holidays?
- Does your family watch sports? If yes, which one?
- Do you have a tradition before eating meals?
**Mural, Mural**

Mural, Mural allows students to create a visual representation of how they see America. This activity is limitless in its potential results. Students may see America in a variety of ways. The students can then recognize how their perceptions shape their view.

**Amount of Time:** 30 minutes

**Grouping of Students:** Individual

**Directions:**

1. Provide magazines, poster board or paper, glue, and scissors to each student or table (as able).
2. Students will create a collage using cutouts from the magazine that represent the diversity they see in America. Each student’s work may appear slightly different.
3. Ask students to write at least 5 sentences in response to the questions below about the collage they have created. (Questions provided below)

**Materials Needed:** Magazines, poster board or paper, glue, scissors, writing utensil

**Guiding Questions:**

1. Who did you put on your poster? Why?
2. Do any of these people look like you? Do any of these people look different than you?
3. Why is it important to be okay with people’s differences?
Grades 6-8
Cultural Capital Overview

The purpose of this activity is to provide an overview on cultural capital. In some ways, awareness of a topic can be powerful knowledge. Students will better understand the important role that their linguistic and cultural competence have on their educational success.

**Amount of Time:** 15 minutes

**Grouping of Students:** Small group

**Directions:**

1. Watch the YouTube video on cultural capital (3 mins)
   Link: https://www.youtube.com/watch?v=1W_lkfGg2nU
2. Ask students to discuss the guiding questions below. (12 mins)

**Materials Needed:** YouTube video (linked above)

**Guiding Questions:**

1. Based on this video, how would you define *capital*?
2. What are some examples of cultural capital? Social capital? Economic capital?
3. How do cultural, social, and economic capital impact your educational success?
All Are Welcome

All Are Welcome is a great way to engage students in acknowledging that their current situation and their ideal situation may be different and that it is okay. This activity gives students a chance to visualize and write about their ideal world and what it entails.

**Amount of Time:** 15 minutes

**Grouping of Students:** Part 1 – individual, Part 2 – small group

**Directions:**

1. Provide each student with a handout.
2. Ask students to fill out each line, answering the questions as they go. (10 mins)
3. Provide time to share in small groups. (5 mins)

**Materials Needed:** Handout, writing utensil
Find Someone Who...

This activity allows students to see and value similarities and differences between themselves and their peers.

Amount of Time: 15 minutes

Grouping of Students: Part 1 – individual, Part 2 – small group

Directions:

1. Provide each student with a handout.
2. Instruct students to walk around and ask their classmates questions in order to Find Someone Who matches one of the blank spaces on their handout. Each line is only to be completed one time.
3. In small groups, ask students to discuss the guiding questions below.

Additional: The first person to complete the handout could receive a small prize. You could also encourage students to ask a follow up question as a way to increase student language use and allow students to get to know more about one another.

Materials Needed: Handout

Guiding Questions:

1. What did it feel like to interact with new people?
2. Did you learn something new about someone?
3. What is the value or purpose of this activity?
Different Kinds of People

This activity creates a space for students to think about how different kinds of people learn to live and operate in the same world. It can lead to a discussion around people’s differences and how to express thoughts and opinions in a respectful way.

**Amount of Time:** 15 minutes

**Grouping of Students:** Individual

**Directions:**

1. Read the question to your students.
2. Ask students to free-write for 15 minutes.
3. Make yourself available to students by moving around the classroom. Be open to answering additional questions that may arise. Use your judgment when deciding if it would be beneficial to share a student’s question with the whole class.

*How do individuals live together in a world with lots of different kinds of people?*

**Materials Needed:** Paper, writing utensil
Equity and Diversity

The purpose of this activity is for students to be able to test and challenge what they know about equity and diversity. It aims to raise awareness surrounding equity.

**Amount of Time:** 15 minutes

**Grouping of Students:** Small group

**Directions:**

1. Provide each student with a handout or project questions on board.
2. Have students work together to answer the 10 equity awareness questions.
3. Provide students with correct answers using answer key.

**Materials Needed:** Handout, writing utensil

**Adapted From:** Ed Change, Equity and Diversity Awareness, 2017
B-I-N-G-O

B-I-N-G-O was created as a way to open up the room to a discussion about culture, religion, language, family, and other related topics. This activity offers a safe space for students to talk about their language and cultural norms amongst their peers.

**Amount of Time:** 30 minutes

**Grouping of Students:** Individual or small groups (dependent upon language level)

**Directions:**

1. Distribute BINGO cards to each student or small group (Appendix).
2. Call out a question. Keep track of what you have called out.
3. Students will find the appropriate square and mark their cards if their answer to the question is ‘yes’. This can be played as traditional, four corners, or blackout.
4. When a student thinks they have BINGO, they must call out “BINGO.”
5. Verify that they have a legitimate BINGO. If they do, have students clear their cards, and begin again.
6. Follow the activity by having students discuss the BINGO questions below in more detail. If their answer to the question is ‘yes’, ask them to discuss the who, what, where, when, and why to their answer (if applicable).

**Materials Needed:** BINGO card(s), BINGO card markers (coins, beads) or writing utensil

**BINGO Questions:**

<table>
<thead>
<tr>
<th>1. Do you celebrate Christmas?</th>
<th>2. Do you wear a hijab?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Are you religious?</td>
<td>4. Do you participate in Ramadan?</td>
</tr>
<tr>
<td>5. Have you ever lived in another country?</td>
<td>6. Do you speak a language other than English?</td>
</tr>
<tr>
<td>7. Do you speak more than 3 languages?</td>
<td>8. Do you play sports?</td>
</tr>
<tr>
<td>9. Do you celebrate an Independence Day?</td>
<td>10. Do you help your parents watch your siblings?</td>
</tr>
<tr>
<td>11. Do you have any siblings?</td>
<td>12. Have you moved more than 4 times in your life?</td>
</tr>
<tr>
<td>15. Do both your parents work?</td>
<td>16. Do either of your parents work more than 1 job?</td>
</tr>
<tr>
<td>17. Do you have a cellphone?</td>
<td>18. Do you celebrate Hanukkah?</td>
</tr>
<tr>
<td>19. Can you read in more than 1 language?</td>
<td>20. Do you help with household chores?</td>
</tr>
<tr>
<td>21. Do you have your own bedroom?</td>
<td>22. Have you ever been sledding or ice-skating?</td>
</tr>
<tr>
<td>23. Do you have wireless internet in your home?</td>
<td>24. Do your parents own a car?</td>
</tr>
</tbody>
</table>
Grades 9-12
Neighbors

The purpose of this activity is for students to challenge their initial perceptions of another classmate and for them to recognize how misconceptions inhibit our ability to truly get to know someone for who they are.

**Amount of Time:** 15 minutes

**Grouping of Students:** Part 1 – pairs, Part 2 – large group

**Directions:**

1. Ask students to find someone in the room they do not know very well.
2. Ask students to discuss the guiding questions below with their partner.
3. Then in a large group, discuss what they learned about their partner and how the things they learned may have challenged their initial perceptions of them.

**Materials Needed:** None

**Guiding Questions:**

1. Tell me about your family history and heritage.
2. Tell me about the neighborhood you grew up in.
3. What is the neighborhood that you live in now like?
4. What are your past education experiences like?
5. Tell me about your culture and any special traditions you have.
School and Teachers

School and Teachers is an activity that allows students to highlight their positive educational experiences but also express personal opinions about how school could be a better experience for them. This feedback is valuable for teachers to improve student perspectives towards school.

**Amount of Time:** 15 minutes

**Grouping of Students:** Small group

**Directions:**

1. Ask students the guiding questions below.
2. Have students discuss in small groups for ~15 minutes or as time permits.

**Materials Needed:** None

**Guiding Questions:**

1. What are your favorite things about school? Least favorite? Why?
2. In what ways could school be better?
4. How do your teachers influence how you feel about school? How you succeed in school?
5. What do your teachers do well? What can your teachers do better? How?
6. Why do we require students to go to school?
Who Am I…?

The purpose of this activity is for students to recognize and acknowledge their prejudices and prejudices surrounding certain careers as it relates to physical characteristics, personality traits, age, place of residence, income, etc. Oftentimes, society stereotypes what types of people work in a particular field. This activity asks students to reflect on their prejudices but also the importance of their education.

**Amount of Time:** 15 minutes

**Grouping of Students:** Pairs

**Directions:**

1. In pairs, ask students to write down a few describing words that come to mind when you read a career (provided below). This can include physical characteristics, personality traits, age, place of residence, income, etc. (5 mins)
2. Read the list of career types provided below again. This time provide some time between each career for students to discuss areas where they agree or disagree with their partner. (5 mins)
3. Ask students to consider the following questions: (5 mins)
   - What type of education did each of these people have?
   - Did they all have a fair chance at each career type?
   - In what ways were their educations likely different?
   - Do you think that educational experiences influence what job opportunities you will have as an adult?
   - In what ways can we attempt to appreciate what each student brings to the classroom?

**Materials Needed:** List of careers, paper, writing utensil

**Career Types:** Lawyer, police officer, basketball player, Target employee, Gas station employee, and doctor.
My Illness, Your Cure

Discussing our cultural approaches to healing allows students to reflect not only on their own approach to health and wellness, but those of others too. This short activity is thought provoking, leading to many additional questions and quality conversation surrounding illness.

**Amount of Time:** 15 minutes

**Grouping of Students:** Pairs or small groups

**Directions:**

1. Ask students to discuss the guiding questions below. These are simply available to guide the conversation. If students have additional questions, these should be acknowledged too.

**Materials Needed:** None

**Guiding Questions:**

1. How would you define illness? A cure? Good health? Poor health?
2. For what reason would you visit your doctor? Do you visit annually?
3. What do you do if you experience pain or an ache? i.e. earache, headache, backache, or toothache.
4. What do you do if you have a stomachache?
5. What do you do if you have a cough?
6. What do you do if you have a cold or the flu?
7. For what reason would you take a medication or an antibiotic prescribed by a doctor?
8. Do you use any natural remedies to heal an illness?
Perceptions

Perceptions is an activity that allows students to question the role of our perspectives on how we view and treat others. The purpose is to draw awareness and discuss the impact that our perceptions have on others and ourselves.

**Amount of Time:** 15 minutes

**Grouping of Students:** Small group

**Directions:**

1. Ask students to identify and discuss the guiding questions below.

**Materials Needed:** None

**Guiding Questions:**

1. Where did you grow up or spend a majority of your life?
2. What other cultural groups/identities and practices did you encounter – ethnic, race, class, sexual orientation, religious, etc.?
3. What messages were you sent about people’s differences? These messages could be from family, friends, colleagues, teachers, the media, etc.
4. How have these experiences shaped how you view others? Treat others?
5. Do you think most people are influenced by others regarding opinions about other cultural groups and their practices or beliefs?
6. What impact does this have on you? Your whole class? Your school? Your community? The world?

**Adapted From:** Cultural and linguistic competence community of practice, p. 6
My Story

Students will be writing and sharing a personal story based on a series of prompts offered to assist in generating semi-focused discussion, spark ideas, and provide variety. These prompts are optional and may be adapted as necessary. Be sure to mention that students do not need to share experiences that make them uncomfortable. The purpose of this activity is to identify similarities and differences in life experiences and perspectives from those of their peers. The intent is never to cause any distress.

Amount of Time: 30 minutes

Grouping of Students: Part 1 – individual, Part 2 – pairs or small groups

Directions:

1. Part 1 – students will spend the first ten minutes writing as much as they can on one of the prompts they chose.
2. Part 2 – group students in pairs or small groups and allow the last 20 minutes for storytelling. This activity allows students to feel more comfortable in their own story by recognizing that we all have different stories. Additionally, students sharing their story can shed light on how other’s perspectives may be shaped based on their own experiences.

Additional: A few deeper level discussion questions are provided underneath the writing prompts should student discussion benefit from more structure and supportive guiding questions.

Materials Needed: Handout, paper, writing utensil

Optional Materials: Series of prompts and discussion questions may be projected on the board and may be used to support and deepen student discussion.
Adult Basic Education
That’s Not Me!

The purpose of That’s Not Me! is for students to be able to voice their truths in opposition to the assumptions or judgments placed upon them by others. Not only does this allow students to feel they have a voice, but it also sheds light on the damage that assumptions or pre-judgments can have on all of us.

**Amount of Time:** 15 minutes

**Grouping of Students:** Part 1 – individual, Part 2 – pairs

**Directions:**

Part 1 (5 mins)
1. Ask students: “Write down 5-10 things that people may think about you that are NOT true. This can include things about your race, ethnicity, how you identify, where you are from, religious beliefs, lifestyle choices, food choices, place of residence, mode of transportation, place of employment, etc.

Part 2 (10 mins)
1. In pairs, have students share their 5-10 items.
2. Ask students to refute what they wrote down by sharing their truth.
   - Example: A white male has written “Christian” because this assumption/judgment has been placed on him, but he practices Buddhism. He would share his true religious beliefs.

**Materials Needed:** Paper, writing utensil
Spider Web

This activity demonstrates sameness, connectedness, teamwork, collaboration and partnership. The purpose is to start a large group discussion around language, culture, traditions, beliefs, values, and education.

Amount of Time: 15 minutes

Grouping of Students: Large group

Directions:

1. Start with students standing in a large group circle.
2. Have one student start with the ball of yarn.
3. Ask the student to share their name and something about them as it relates to language, culture, traditions, beliefs, values, or education.
4. Then the student will pass the ball of yarn to another student (not someone to their immediate left or right).
5. The second student will then share something about them as it relates to the list above.
6. Students will continue steps 3 and 4 until the ball of yarn runs out (or as time permits).
7. Ask students to discuss how this activity demonstrates sameness, connectedness, teamwork, collaboration, and partnership.

Materials Needed: Ball of yarn/string
Schools and Social Inequality

The purpose of this activity is to examine how schools and social inequality are intertwined in today’s society and to raise awareness surrounding ways to improve educational opportunities for all students.

Amount of Time: 15 minutes

Grouping of Students: Individual

Directions:

1. Watch the YouTube video on education in society. (10 mins)
   Link: https://www.youtube.com/watch?v=hYMk3Bk08NA&t=9s
2. Ask students to write down 1-2 areas/ideas they agree with from the video and 1-2 areas/ideas where they disagree. (5 mins)
3. Collect and discuss at the beginning of the next class session (if time permits)

Materials Needed: YouTube video (linked above), paper, writing utensil
Diversity Wheel

This activity asks students to discuss how ethnicity, gender, race, and age play a role in their personality, as well as consider how these characteristics influence the external, organizational, and era circles on the diversity wheel.

**Amount of Time:** 15 minutes

**Grouping of Students:** Small group

**Directions:**

1. Provide each student with a handout.
2. Ask students to discuss in small groups how ethnicity, gender, race, and age play a role in their personality.
3. Then, ask students to discuss how ethnicity, gender, race, and age influence the external, organizational, and era circles on the diversity wheel.
4. Lastly, have students write down 5 of their main discussion points/findings.

**Materials Needed:** Handout, writing utensil
What Is Valued?

The purpose of this activity is to draw attention to and appreciate societal values, principles, and beliefs from each student’s home culture and background. These are values that contribute to higher levels of cultural capital for each student, which are not typically valued in the mainstream community.

**Amount of Time:** 15 minutes

**Grouping of Students:** Individual

**Directions:**

1. Watch the YouTube video on cultural capital (3 mins)
   Link: https://www.youtube.com/watch?v=gH1N8ItUUzY
2. Ask students to brainstorm and write about the societal values, principles, and/or beliefs from their home culture for which they possess high levels of culture capital. (10 mins)
3. Additionally, ask students to make note of which of these are valued by the mainstream community they are currently in. (2 mins)

**Materials Needed:** YouTube video (linked above), paper, writing utensil
**My Journey**

My Journey is an activity that allows each learner to share past experiences in a safe environment. It allows for connection between shared experiences and a level of openness to the feelings and emotions that surround the past. The purpose is to allow students to build a sense of trust and connection through each learner’s journey.

**Amount of Time:** 30 minutes

**Grouping of Students:** Individual

**Directions:**

1. Brainstorm (5 mins) – ask students some/all of the questions provided below.
2. Ask students to draw a visual image on the map to show what their life journey has looked like. This can include a dotted line across multiple countries, a car to symbolize a long drive or some other form of transportation. They can include any/all of the following on the image: number of years in each country, flags representing the countries, modes of transportation, images that symbolize feelings/emotions, drawings of family, memories, etc. The map is simply a kinesthetic way for learners to connect with their story post-brainstorm. (10 mins)
3. Ask students to write 5 sentences to describe their images above that best describe their life journey. The sentences may vary based on the language level of each student. (10 mins)
4. Ask students to lay their work on the table in front of them.
5. Gallery Walk – supplemental questions provided below. (~5-10 mins)

**Materials Needed:** Handout, markers/colored pencils, writing utensil

**Brainstorm Questions (Scripted):**

“Take a minute to think about the word ‘journey’. What does it mean to you? What do you see? What do you feel? Where are you? Is it hot? Is it cold? Maybe windy? What do you smell? The smell of food or nature. What can you hear? The running river water or the bustling noise of the city. Our responses are likely different. But these are the things that make our journey our own. It’s what shapes our perspective and influences our everyday lives. I want you to draw some images on this map that symbolize your journey. This might include places you’ve been, things you’ve seen, smelled, heard, etc.”

**Gallery Walk Questions:**

1. What do you notice? Why do you think you noticed this?
2. Does their story resemble your story? If yes, how so? If no, what is different?
3. Does anything about your classmate’s journey surprise you? Why or why not?
4. What are three new things you learned about your classmates?
5. In what ways can sharing our journeys help us connect with others?
# My Name is ____________

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<thead>
<tr>
<th>I am ____________</th>
<th>I am ____________</th>
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<tr>
<td>I am ____________</td>
<td>I am ____________</td>
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</tbody>
</table>
All Are Welcome

1. What does your CURRENT world look like? Smell like? Feel like? Sound like?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. What does your IDEAL world look like? Smell like? Feel like? Sound like?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Are your CURRENT world and IDEAL world the same? Different? Why?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Find Someone Who...

1. ______________________________ speaks 3 or more languages.

2. ______________________________ you have not met before.

3. ______________________________ is left-handed.

4. ______________________________ has a birthday in July.

5. ______________________________ has 4 or more siblings.

6. ______________________________ is an only child.

7. ______________________________ is wearing red.

8. ______________________________ is new to the United States.

9. ______________________________ has a dog or cat.

10. ______________________________ celebrates a holiday that you do not.
1. 57% of people in state prisons for drug offenses in the US are African American. What percentage of illicit drug users in the US are African American?
   a. 14%
   b. 28%
   c. 42%
   d. 56%

2. According to the Southern Poverty Law Center, 34 anti-Muslim organizations were operating in the US in 2015. How many were operating in the US in 2016?
   a. 21
   b. 34
   c. 101
   d. 146

3. According to GLSEN, what percentage of students who report an incident of homophobia at school say the school did nothing in response or told them to ignore it?
   a. 18%
   b. 31%
   c. 48%
   d. 64%

4. US Census data show that African American and Latina women earn how much for every dollar a White man earns?
   a. one dollar and one dollar, respectively
   b. 81 cents and 79 cents respectively
   c. 64 and 56 cents, respectively
   d. 54 cents and 49 cents, respectively

5. The Service Women’s Action Network has reported that women serving in Iraq and Afghanistan are less likely to have been killed by an enemy than they are to have been:
   a. raped by a colleague
   b. dishonorably discharged
   c. promoted in rank
6. According to the Center for American Progress, compared with schools attended by at least 90% white students, those attended by at least 90% students of color spend how much less per pupil annually?
   a. $312
   b. $733
   c. $1,028

7. About 5% of the world’s people live in the United States. About what percentage of people currently in prison live in the United States?
   a. 5%
   b. 25%
   c. 45%
   d. 65%

8. In a study conducted by the National Bureau of Economic Research, researchers replied to help-wanted ads by sending résumés from fictitious applicants. Each applicant had the same qualifications, but some had stereotypically African American sounding names while others had stereotypically White sounding names. How much more likely were applicants with stereotypically White names to get a callback regarding their applications than applicants with stereotypically Black names?
   a. 15% more likely
   b. 26% more likely
   c. 39% more likely
   d. 50% more likely

9. Identify the source of this quote: “We have deluded ourselves into believing the myth that capitalism grew and prospered out of the Protestant ethic of hard work and sacrifices. Capitalism was built on the exploitation of black slaves and continues to thrive on the exploitation of the poor, both black and white, both here and abroad.”
   a. bell hooks
   b. Michael Moore
   c. Martin Luther King, Jr.

10. The median household income in the US has increased 16% since 1980. During the same period, corporate profits after taxes increased 182%, the average income for the wealthiest 1% of families increased 190%, and the average income for the wealthiest 0.01% of families grew 322%. What happened to the average income of the poorest 90% during that time?
    a. increased 16%
    b. increased 0.03%
    c. decreased 16%

For a list of references as well as other quizzes and answer keys, please visit the Multicultural Pavilion Web site at http://www.edchange.org/multicultural/quizzes.html.

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<thead>
<tr>
<th></th>
<th>Help with household chores</th>
<th>Religious</th>
<th>Parents work more than 1 job</th>
<th>Parents own a car</th>
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<tbody>
<tr>
<td><strong>BINGO</strong></td>
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<tr>
<td><strong>Celebrate an Independence Day</strong></td>
<td>Speak a language other than English</td>
<td>Wear a hijab</td>
<td>Have a cellphone</td>
<td>Read in more than 1 language</td>
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<td><strong>Christmas</strong></td>
<td>Have WiFi in your home</td>
<td><strong>Free Space</strong></td>
<td>Have your own bedroom</td>
<td>Been sledding or ice-skating</td>
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<tr>
<td><strong>Grandparents live with you at home</strong></td>
<td>Play sports</td>
<td>Go to church</td>
<td>Participate in Ramadan</td>
<td>Speak more than 3 languages</td>
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<td><strong>Have siblings</strong></td>
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<td>Help your parents watch your siblings</td>
<td>Celebrate Hanukkah</td>
<td>Moved more than 4 times in your life</td>
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My Story

Writing Prompts

1. Share a time when you were proud of yourself. This can be accomplishing a goal, meeting a hard deadline, learning a new skill, etc.

2. Share a time of hardship. This can be a personal or family struggle, school-related hardship.

3. Share a time when you disagreed with someone. Why did you disagree? How did you handle the situation?

4. Share a time when you felt happiest – whatever happy means to you.

Further discussion questions:

1. How did writing your story make you feel? Name a feeling or emotion. Why do you think you felt this way?

2. How did sharing your story make you feel? Name a feeling or emotion. Why do you think you felt this way?

3. Why did you choose to share this particular story? Did the audience you’d be sharing with influence your decision? Do you think your classmates felt this way too? Why is that?

4. Did you find any striking similarities or vast differences in the stories shared?

5. In what ways can sharing our stories help us connect with others?
Diversity Wheel

Adapted from: Loden, Marily & Rosener, Judy, "Workforce America!
My Journey


