

THE PEOPLING OF AMERICA: A TEACHER'S MANUAL FOR THE AMERICANS ALL® PROGRAM

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Americans All®

A National Nonprofit Education Program

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INTRODUCTION

The Americans All® program is about the peopling of America. The Americans All® Resource Materials tell a story of the human side of this nation's history. It begins with the hopes and dreams of individuals and families within their communities. It ends with cities, states, governments and public policies. A diverse group of scholars tell the stories, giving their Native American, African American, Asian American, European American, Mexican American and Puerto Rican American perspectives on the peopling of the United States.

As a country we have forgotten to remember millions of people who gave us this legacy—America. Americans All® is about remembering. Through it, we remember anonymous grandfathers and war brides. We remember children with their mothers and fathers. The images are from this nation's family album, showing us forgotten faces of grandmothers, uncles, aunts and cousins. It is the story of chiefs, of railroad workers and of people who planted and harvested cotton and sugarcane. We remember the one-room school teachers, the settlement house workers and the gold miners. We learn of medicine men and healers, and of brave little girls and boys who labored in fields and factories instead of playing. It is the story of strong women who worked in the fields and in the home—jobs that were considered to be the work of both men and women. It is also the story of caring men who worked extremely long hours for little wages but saved their earnings to pay for the passage of other family members to this new land.

The early peopling of America is, in many ways, a story of how people conquered and, at times, destroyed others. It is also the story of how people resisted being conquered and supported one another as they struggled and ultimately survived. Inherent are the mistakes, the wrongdoings and the aberrations that illustrate the human capacity for turning against humankind. Inherent also are the triumphs, the accomplishments and the right choices that spawned our society and many unmet challenges.

The peopling of America is the story of people who experienced famine and starvation and of people who escaped political persecution and economic devastation to make a better life in a new land. We are reminded that some people who were incarcerated for crimes or debt in their own countries were offered freedom if they left and made their new homes in this land. It is also the story of the many who died during the voyages or who grieved for their children and loved ones who stayed behind.

This is a story of people who were uprooted from their civilizations and nations to be subjected to inhumane circumstances. These people were captured and enslaved. Their subsequent generations have inherited a legacy of years of captivity in a society whose laws relegated them to the status of chattel rather than human beings. It is also the story of those who enslaved and discriminated against them.

It is the story of people who welcomed strangers, but soon had their lands and property taken from them and were forcibly displaced and moved to distant areas. We are reminded that some populations declined from millions to thousands as cultures clashed. We see how people were annihilated. The story reminds us that some were barred from coming to this land because of their race and culture. We learn how their arrival often meant confinement for months on an island.



This is the story of immigration and migration (forced and voluntary) and of the survival as well as the destruction of many people. Without labels, dates or geographic locations, it might be the story of any number of nations or civilizations. But when it is embellished with the tones and shades of ethnicity and cultural groups, it becomes the very sensitive story of the peopling of these United States.

The Americans All® program is given as a resource to our nation's schools so today's youth can have an opportunity to experience the saga of American history with a sense of connection to the faces and lives that are shown. With the help of classroom teachers, parents and community volunteers, students can be guided through a critical analysis to a multicultural awareness and a higher level of personal appreciation for the contributions and experiences of diverse groups.

This teacher's manual provides background information and an overview of the program's materials and components that are explored during the intensive training workshops for teachers and volunteers. The five Americans All® grade-specific teacher's guides accompany this manual, each containing core learning activities that utilize various Americans All® multicultural resources.

The Americans All® program has two primary purposes. First, it offers a unique set of historical resource materials that are of critical importance because they provide information that, until now, was unavailable to students and teachers. Second, it uses the saga of the peopling of America to address some of the challenges that face educators in today's world in which the only constant is change. The challenges include the need to be effective in diverse cultural groups and settings; to stimulate critical- and creative-thinking capacities required for filtering today's avalanche of information; and, finally, to foster and nurture strong self-concepts in an environment that frequently devalues the life experiences of individuals and groups.

This Americans All® program builds on our nation's greatest strengths, our diversity as a people, our capacity for caring and our commitment to the inalienable human rights that only effective education and multicultural development can ensure.

Gail C. Christopher
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Motivation Theories

The program's teaching methodology, based on the *Appreciative Learning Training Program* model, is drawn, in part, from theories of motivation proposed by Abraham Maslow and others. Maslow proposed a hierarchy of human needs that dictate behaviors and motivations. According to Maslow, the most fundamental human needs are physiological (hunger, thirst, breath, etc.). Once physiological needs are met, then safety needs begin to motivate behavior. These safety needs include freedom from anxiety caused by threats. Once safety is assured, then needs for love, acceptance, affection and a sense of belonging motivate human behavior. Maslow suggests that people are then motivated in terms of their need for self-esteem. (Christopher and Lytle, 1987; Maslow, 1954)

Other perspectives on motivation include the work of Ken Keyes. He revisits the hierarchy of needs in terms of security, sensation and power and suggests that unmet needs trigger certain emotional responses. (Keyes, 1975) Schmuck and Schmuck (1988) applied these motivational concepts to social situations and suggested that people strive for goals in three primary areas: achievement or competence, power and influence, and affiliation and affection. Americans All® learning activities have been designed to respond to students' basic human needs and to motivate their participation. Their physiological needs are presumed to have been met. Students' needs for a sense of belonging, acceptance, success, competence and influence are addressed through the participatory activities and personally relevant subject matter.

Self-Esteem

Stanley Coopersmith's antecedents of self-esteem offer the most salient considerations for the Americans All® program. (Coopersmith, 1967) After defining self-esteem as the personal judgment of worthiness that is expressed in the attitudes that the individual holds toward himself or herself, Coopersmith delineates four key antecedents for positive self-esteem:

- the respectful, accepting and concerned treatment that an individual receives from significant others;
- the individual's history of successes;
- the individual's ability to interpret those experiences of success in terms of his or her own values and aspirations; and
- the ability to minimize the impact of experiences that devalue the individual.

Coopersmith's self-esteem antecedents parallel the hierarchy of basic human needs that Maslow and others describe. The *Appreciative Learning Training Program* model and subsequently the Americans All® program espouse the philosophy that student self-esteem can be improved by creating classroom learning environments that deliberately respond to basic human motivational needs for a sense of security or belonging, for experiences of success and self-expression, and for influence, freedom or choice (power). The philosophy further recognizes that classrooms failing to meet these requirements risk generating chronic student stress responses that can interfere with effective problem-solving and cognitive processes.



Conceptual Framework for Americans All®

MULTICULTURAL DEVELOPMENT THEORIES

Mendenhall & Oddou
Pedersen

Good coping skills are required for high self-esteem and for effective cross-cultural communications.

Knowledge of self and others increases confidence and multicultural skills.

MOTIVATION THEORIES

Keyes
Maslow

Schmuck & Schmuck
Basic human needs for a sense of belonging, self-expression and empowerment must be met.
Caring relationships that demonstrate value for the individual are required.

AMERICANS ALL® PROGRAM GOALS

- Increased knowledge about self and the history and cultures of others.
- Increased personal relevance of content and opportunities for self-expression.
- Improved interpersonal and motivational skills.
- Increased feelings of belonging and affiliation.
- Increased opportunities for positive peer relationships and cross-cultural relationships.
- Increased opportunities for success and validating feedback.
- Improved stress management and coping skills.
- Increased knowledge about self, family, community and adaptation.
- Improved student performance.
- Decreased environmental stress.
- Decreased student alienation and boredom.

SELF-ESTEEM THEORIES

Branden
Coopersmith
Rogers

Opportunities for success build self-confidence, motivation and esteem.

Low self-esteem increases the risk of failure.

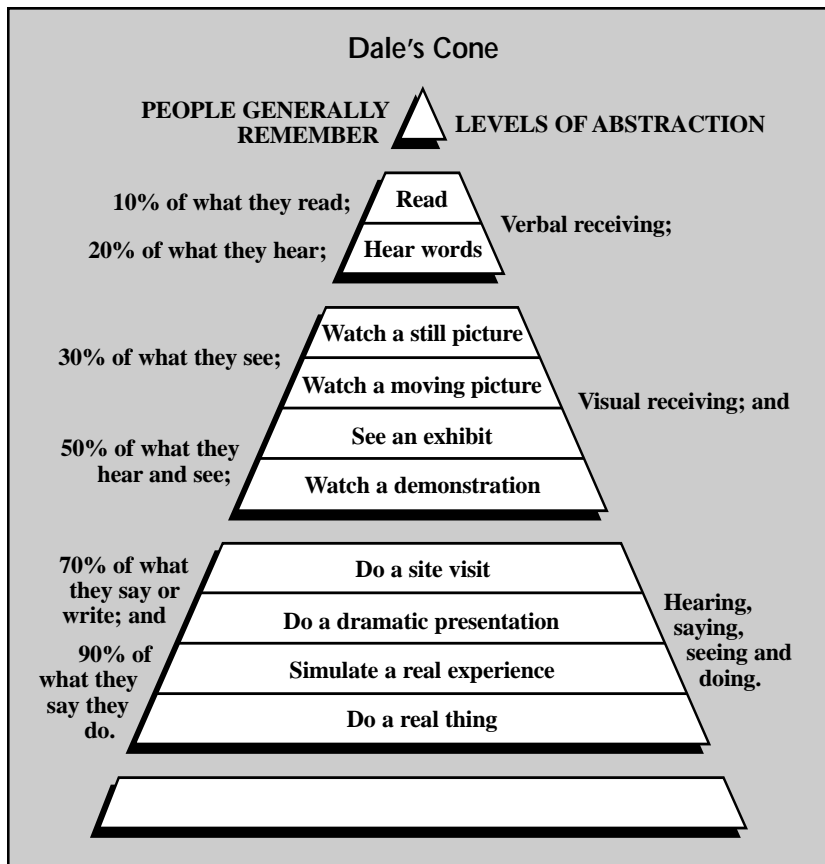
STRESS AND LEARNING THEORIES

Christopher & Lytle
Mandler
Selye

Unmet human needs produce stress.
Excessive stress reduces perceptions of options or alternatives (i.e., problem-solving capacities).

The relationship between student self-esteem and achievement is a popular subject, but teachers need to move beyond the “I feel good about myself” approach into a motivational psychology for the classroom. Such an approach will provide resources (tools and training) for educators that enable them to stimulate self-motivation in students (from minority and majority ethnic groups) and to generate opportunities that provide the antecedents of true self-esteem. These opportunities will include more positive interactions with their peers, their parents and other caring adults; more successes and fewer failures; and more skill in recognizing and minimizing the impact of situations that might

Keys to Student Success



There are two keys to effective use of the Americans All® Resource Materials. One is to use teaching tools and aids that optimize the students' potential for retaining and learning the material. Using Dale's learning theory, illustrated above, it can be estimated that students learn best by doing, writing and having ample opportunities to see and experience the information. (Wimon and Meierhenry, 1960)

By using the multimedia materials and activities suggested in the Americans All® program, teachers can increase the students' potential for retaining and learning this new information. Options include photographs, audiotapes and videotapes, posters, simulations, role-play activities and ethnographic exercises in which students interview parents and community members, as well as writing and group-reading assignments.

The second key to effective use of the Americans All® Resource Materials is to foster classroom environments that encourage discussion, critical and creative thinking and peer group participation. Such environments may help promote students' success by reducing their stress levels and responding to their intrinsic motivational and affective needs. Students need to have a sense of security, opportunities for self-expression and a sense of empowerment. The following methods are suggested as techniques for creating classroom environments that respond to those needs.



Brainstorming

Students freely express their ideas in response to a question or problem. The facilitator does not judge or evaluate any answer. The goal is to solicit as many ideas as possible. Every idea is written down. Brainstorming is usually limited to a short time.

Small Groups

Students work in small groups of three to seven to discuss a topic or solve a problem. A person is appointed to take notes. Everyone who wants to has an opportunity to share in the group. Topics should be stated as simply and clearly as possible.

Role-Playing

Students divide into small groups of two to five to create scenarios based on information or ideas. It is important that instructions are very clear and students know what parts they are to play. A few students may role-play while the rest of the class watches or all may role-play in small groups. This technique allows students to practice new skills.

Large-Group Guided Discussions

This method enables the entire class to focus on a topic for a brief time. The facilitator must work to keep the discussion lively and to involve as many students as possible. Creative introductions and questions help keep the discussion moving yet focused. “Why” questions may slow down the discussion. Visual aids should be used to record key points and to summarize the discussion.

Small-Group Discussions

Like large-group discussions, this method enables students to focus on one topic and to express their ideas freely. A small group needs a leader to ask key questions and a recorder to take notes that will be shared with the rest of the class.

Pairs and Groups of Three

Partners, teams and small groups of three work well at the beginning of a class or when new materials are being introduced. Such small groups or teams are also useful in activities in which the goal is to influence attitudes and feelings.

