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Creating a Multiracial Lesson Plan

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Abstract

The purpose of this project is to teach students about multiracial identity issues. Multiracial populations in the U.S. continue to grow and it's important for educators to address the needs of these students. A 5-E multiracial literature lesson plan was created for second grade that incorporates KWL and Text-to-World teaching strategies. A second grade class were read two children's picture books, each featuring a biracial protagonist, and were asked to discuss and evaluate the content and commonalities of these stories. Students recorded what they learned in this lesson in their KWL's. The results reveal that some students understood the problems multiracial students face, while others learned about individual aspects of the cultures represented in the stories.

Keywords: race, identity, multiracialism

Creating a Multiracial Lesson Plan

During this researcher's time at California State University, Monterey Bay (CSUMB), He had the opportunity to learn about the importance of integrating multiculturalism into the curriculum of various grade level classrooms. Integration of multiculturalism is important because students can learn more and care more about their education when their own cultural background is incorporated into their lessons. Students are more likely to pay attention to lessons they may find boring or disinteresting if they feel that the lesson is relatable to their lives. Multiculturalism extends beyond just having lessons built around the culture or cultures that exist in any one classroom. It is important to also introduce students to cultures other than their own so that we can promote and foster attitudes of understanding and respect amongst students. A goal of teaching students about other cultures is to help eliminate the ignorance that can lead to the various isms.

It is important to note that the goal of integrating multiculturalism into classrooms is not to simply highlight a culture and then quickly move on to the next one or to highlight a bunch all at once during a specific time of the year, and then never talk about them again. Lesson plans should aim to explore cultures with some depth and use Bloom's Taxonomy to analyze and bridge connections to aspects of other cultures. The researcher was taught how to analyze and evaluate literature for multicultural content in LS394: Multicultural Literature for Children and Young Adults, and the accompanying service learning section. Throughout the course, he was required to read and evaluate five children's books meant for varying age groups and to try to determine the cultural background of the book, the authenticity of the source for the culture being represented, and how it could be integrated into a culturally-relevant lesson plan. The book needed to be written by either an author that was of the culture being represented in said book, or

that they were recognizable as an expert in the study of that culture. For example, if an African-American author were to write a book that represents a Latino culture, and this author is not recognized or known to be an expert of the culture being written about, then the book could potentially present wrong information or even enforce certain stereotypes about this culture, whether the author had intended to do this or not. The goal of the course was to learn how to introduce multicultural literature into our classrooms and curriculums properly and appropriately.

Another important aspect to consider when integrating multiculturalism into a classroom, is to make sure that the cultural backgrounds of the students in the class are represented as well. This researcher was required to do an assignment called "The Life of a Student" in LS398S: Social Foundations of Multicultural Education. This researcher was required to observe and gather as much information as he could about a student in his service learning classroom without this student, or anyone else knowing that the researcher was observing them. The only requirement for which student the researcher chose was that they could not be of the same cultural background. This researcher initially thought of the entire assignment as being weird, but later realized the importance of the assignment which was to teach him how to gradually get to know more about his students, without putting them on the spot or interrogating them. It is important for teachers to know and understand their students' backgrounds so that they can better teach to their specific needs. With the information, a teacher gathers this way, they can augment their lesson plans to include more of their student's culture without their students feeling like their lives are being showcased for everyone else. This also helps make students want to engage more in the lessons because they can better relate to the subjects.

This researcher has constantly learned about the importance of maintaining a respectful atmosphere in the classroom. This researcher was put into a group with other students in LS391: Diversity in Education Settings, and each group was given different, rotating tasks to complete for the readings each week. Every week, one group had to do a live, in-class interview in which students were encouraged to share as much, or as little, about themselves in relation to the prompts. This activity quickly brought all the students together and created an atmosphere of mutual understanding and respect as we all learned a lot of in depth knowledge about one another. Even though these interviews were only done at the beginning of the semester, that mutual respect persisted throughout the semester and this researcher felt like true learning occurred in that classroom. Respecting others and their cultural backgrounds is key to educating students.

The task of synthesizing and integrating all that a person has learned over a four-year period into a single response can be a challenging task. This researcher found that the hardest part of this task was narrowing down and recalling what exactly he did in each course he had previously taken. This researcher determined that he had learned much about the importance of incorporating and embracing multiculturalism, as well as the arts, into the curriculum. He also learned that it is important to create and maintain an atmosphere of mutual respect in a classroom, for true learning to occur. And finally, this researcher has learned that the true measure of what a student has learned cannot always be measured through testing alone, and that some of the most important lessons are learned outside the classroom.

Literature Review

Academic success and failure for multiracial youth is dependent on how their identities develop. For multiracial students, identity development is different from that of their peers because of their unique position in our society. Identity issues can begin very early in the lives of multiracial individuals, and continue to burden them well into adulthood. Parents, psychologists, and educators are in a difficult position to try to help shape these individuals properly without causing more harm, which can happen unintentionally. Multiracial people are a growing population and with needs that should be explored and met if they are to be helped in developing socially and academically. This literature review will cover some of the issues that face multiracial children, the sources of said issues, and provide some theories and recommendations various sources have given to help resolve them.

Before we can continue to properly address the issues facing multiracial youth, it is important that we first address the proper nomenclature that is used to describe such individuals. There are many different terms used to describe people of multiple racial and ethnic backgrounds. Aspinall (2009) provides information on what is the correct terminology for multiracial people and claims that while there is no official term, 'mixed race' is the most commonly used. Mixed race, like multiracial, describes anyone who identifies as being of at least two different races. Other terms include 'biracial', 'mixed parentage', 'dual heritage', and 'mixed origins'. There is a difference however between the terms 'multiracial' and 'mixed race', that is dependent on who is using them. Thus, they are not interchangeable. Aspinall (2009) notes that the term 'mixed race' has received criticism from the scholarly community because it is thought to be putting too much emphasis on the concept of race which carries with it historical baggage. Due to its lack of favor in the scholarly world, this researcher will use the term

‘multiracial’ instead of ‘mixed race’ to refer to all people of multiple racial and ethnic backgrounds.

Race is a social construct that has been used to classify people from different geographical locations by similarities in their physical features to divide them into distinguishable groups (Hud-Aleem & Countryman, 2008; Hirschfeld, 2008). Such features include: skin color, eye color, hair color, hair type, skeletal structure, height, and weight. Race is a concept that children begin to become aware of as early as 9 months old (Hirschfeld, 2008). The exact number of defined races amongst humans can vary since there is no scientific basis for race. In the United States, there are officially five races: (1) White, (2) Black or African-American, (3) American Indian and Alaska Native, (4) Asian, and (5) Native Hawaiian and Other Pacific Islander (U.S. Census Bureau, Population Estimates Program, 2010). Yosso (2005) claims that Latino is a race in her article about cultural capital and the Critical Race Theory (CRT), even though it was not officially considered to be a race by the U.S. Census Bureau. This researcher will also only consider race in terms of its social and historical context in the United States of America, and not in the rest of the world.

Multiracial children are a growing demographic in the United States and attention needs to be paid to these individuals with respect to the formation of their identities because they live in a society which places a lot of emphasis on racial identity (Gibbs, 1998; Hud-Aleem & Countryman, 2008). The three largest multiracial groups are White-Black, White-Asian, and White-American Indian (Harris & Sim, 2002). Gibbs (1998), Hud-Aleem and Countryman (2008), and Williams (2011) focus their attention on Black-White biracial children because more data has been collected about this group. Much of the data about other biracial couples and children is unreliable due to the ways in which it has been collected over the years (Gibbs, 1998).

One reason there is more data on Black-White couples is because the U.S. Government had specifically collected data about these couples and their children for decades (Gibbs, 1998). Another reason for why greater attention has been paid to Black-White biracial children is rooted in the history of these two groups. Per Williams (2011) and Gibbs (1998), African-Americans are a unique group of people in the United States because their ancestors generally did not migrate to the United States by choice. Being brought over to various parts of North and South America through slavery, much of their origin cultures were lost. They were forced to learn new languages and a new religion, as well as adapt to new environments and societies. Because of these major changes in their history, current Black culture in the United States is unique to this country as it developed entirely here. White people, on the other hand came to the U.S. by choice, typically out of a desire for various freedoms the New World had to offer, and/or for economic prosperity. Because they came willingly, they could bring their own cultures with them and could choose to accept or reject aspects of other cultures. The manner of which these two groups of people came into American society has greatly affected their current statuses and views of each other (Gibbs, 1998; Williams, 2011; Herman, 2008). Black people are oppressed in the U.S. and have developed a culture that reflects their attitudes toward authorities, other racial and ethnic groups, and the way they are treated (Gibbs, 1998). White people make up the dominant racial group in America and are the most privileged (Gibbs, 1998). While the two groups are not necessarily on opposite ends of a sociocultural spectrum, the differences, and the historical tensions between them makes the mixture of these two races more unique and of interest for identity development research.

How Black-White biracial students perform in school can be attributed to which race they align with the most. Biracial students who are half White that see themselves as being ‘more

White' will tend to be overachievers in school because they want to show that they are just as good, if not better, than their White peers (Gibbs, 1998). Those that identify more with their Black side may choose to engage in behaviors they perceive as being Black, which can come from personal experiences with family and friends, experiences in school, or from what they perceive as Black behavior from the media (Gibbs, 1998; Williams, 2011).

There are a wide variety of identity issues for biracial adolescents to contend with when living in a society that places great emphasis on race and ethnicity. Biracial youth will often have mixed feelings about which race or ethnic group they should identify with and feel guilty about selecting one parent's race over the other's (Gibbs, 1998; Hud-Aleem & Countryman, 2008). Per Hud-Aleem and Countryman (2008), Identity Development Models have been created since the 1970s that attempt to explain the steps people of different races go through in developing their own racial identity. These models could not be applied to biracial individuals and thus new models were created to try and help explain the process biracial individuals must go through to ascertain their own biracial identity. Two of these biracial identity development models were Poston's Biracial Identity Development Model and the Continuum of Biracial Identity Model. The importance of these models is that they are based on observations made about biracial adolescents' identity development and can potentially help guide them towards full psychosocial development (Hud-Aleem & Countryman, 2008).

Harris and Sim (2002) and Harper (2011) present evidence that suggests that Census Bureau data and college admission demographics are unreliable sources on providing true quantitative data on the actual percentages of the population which are multiracial. They suggest that people may initially claim false information on forms for different reasons including fear and confusion. Harris and Sim (2002) suggest that new forms be made with clearer information

on them so that everyone understands what is being asked of them. This researcher thinks it's important to note that multiple sources have stated that in the 1990s, it was proposed that a new form of identification be created for multiracial individuals with regards to the United States Census Bureau and in 1997 a revision was made that allowed people on the 2000 census to select more than one race (Aspinall, 2009; Gibbs, 1998; Herman, 2008; U.S. Census Bureau, Population Estimates Program, 2010; Williams, 2011). Since this change was made in 2000 which is relatively close to the 2002 publication of Harris and Sim's article, this researcher believes that it is possible that these forms have since been revised so that they are less confusing.

Hud-Aleem and Countryman (2008), and Gibbs (1998) make suggestions on how clinicians and educators can help deal with the issues of biracial adolescents. Most of these suggestions are for different forms of therapy. The general goal of these different therapeutic approaches is to provide an atmosphere of trust and understanding where biracial youth feel free to express themselves and talk about their experiences. As the population of multiracial individuals increase, the importance for addressing the issues that face this emerging group of people becomes more important.

Harper (2011) suggests that mixed-methods approaches toward better discovering the intersectionality of identification need to be implemented so that better data can be collected on different forms of identity. This in turn will help future studies on multiracial identity development. Hirschfeld (2008) and Herman (2008) discuss the necessity to implement new theories on how we think about race and multiracialism.

Hirschfeld (2008) wants more attention to be paid to the ways in which children already think about race. Herman (2008) suggests that a new theory on multiracial identity development

is needed for us to better understand and quantify the experiences of such people. Yosso (2005) argues that schools need to acknowledge the strengths of minority group cultures to better serve social justice. Schools often teach students from the perspective of White middle class values and fail to capitalize on the experiences of minority groups. Yosso (2005), Taylor, Kumi-Yeboah, and Ringlaben (2016), and Williams (2011) all argue for the need of multicultural education in school curriculums. Williams (2011) contributes to multicultural education by providing data on the complexities of race and challenges biracial students face in schools.

This researcher will use the information provided in this literature review to develop a multiracial lesson plan. The goal of this lesson plan will be to help teach children about challenges multiracial youth deal with in the United States. This lesson plan will not follow all suggestions made by the various authors in this review, but they will be considered during the design stages. Per Hirschfeld (2008), Taylor, Kumi-Yeboah, and Ringlaben (2016), and Williams (2011), this researcher will develop a lesson plan that brings awareness to multiracial identity issues and addresses what knowledge and ideas students already have about race and racial identity.

This literature review covers multiple aspects of multiracial identity. These include: proper nomenclature, the nature of race, racial classifications in the U.S., Black-White biracialism, and suggestions made by various authors for how to make improvements in multiracialism. Aspinall (2009) states that while there isn't technically an official name for multiracial individuals, they suggest that mixed race is a less desirable term in the academic community. Hud-Aleem and Countryman (2008) and Hirschfeld (2008) define race as being a social construct designed to categorize people into different groups based on similar physical features. There are officially five different races in the U.S. based on data provided by the U.S.

Census Bureau, Population Estimates Program in 2010. These five races include: (1) White, (2) Black or African-American, (3) American Indian and Alaska Native, (4) Asian, and (5) Native Hawaiian and Other Pacific Islander. Based on the data provided by the Census Bureau, Latino/Hispanic is categorized under White. However, Yosso (2005) claims that Latino is a separate racial category. Much of the research that has been done with regards to multiracialism pertains to Black-White biracial people because of the history between Black and White people in the U.S.

Various suggestions for how to best help multiracial students have been made in this literature review. These suggestions include proposed changes to school and government forms that collect demographic data, proposals to create new identity models, new approaches to therapy, and the need to include multiracialism in multicultural education. Of these suggestions, this researcher will focus his research on integrating multiracialism into a lesson plan that focuses on identity issues.

Research Question

How can educators help students understand the identity issues multiracial students' face growing up in a society where racial identity plays a big role?

Significance of Study

The significance of this study is to try to help the growing population of multiracial people in the United States deal with the racial identity issues they face living in a society in which race plays a significant role. The goal of this study was not just to teach multiracial students, but to also bring awareness of multiracialism to all students. This researcher created a

multiracial literature lesson plan to help students understand how aspects of growing up in a monoracial environment can impact and shape the experiences of multiracial children.

Context

This study was conducted in a second grade classroom at an elementary school in central California. Demographic data provided by the School's Accountability Report Card (SARC) in 2017 shows that the majority of the school's student population is Hispanic or Latino. However, the report also shows some representation of other racial and ethnic groups, including a population of students who identify as being of two or more races, multiracial. The school is located in a socioeconomically disadvantaged neighborhood and most of the student population represents this status. The amount of foster youth at the school is very low and the majority of the student population are English learners. The majority of their students, grades 3-5, have scored below school, district, and state standards on state assessments the past two school years.

Research Design

For this study, a comprehensive lesson plan that incorporated multiple teaching strategies was created for implementation in a second grade classroom. The researcher chose to design a lesson plan for a primary school grade because he did not find any articles that dealt with this age group. The lesson was "designed to teach students about multiracial and mixed heritage identities" (Appendix A). The teaching strategies incorporated into this lesson include: 5-E instructional model, the Know, Want to know, Learned (KWL), and Text-to-World. The 5-E consists of the following five phases: engage, explore, explain, elaborate, and evaluate (Biological Sciences Curriculum Study, 2006). The exact breakdown of how each of these phases were to be implemented in the lesson plan can be found in Appendix A. Per the

Biological Sciences Curriculum Study (2006) each phase of the 5-E instructional model are described in the following table:

Table 1. Summary of the BSCS 5E Instructional Model

Phase	Summary
Engagement	The teacher or a curriculum task accesses the learners' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students' thinking toward the learning outcomes of current activities.
Exploration	Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners may complete lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation.
Explanation	The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them toward a deeper understanding, which is a critical part of this phase.
Elaboration	Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.
Evaluation	The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.

(Biological Sciences Curriculum Study, 2006)

The learning objective of the lesson plan was to have students “create a KWL about the ways in which students of mixed heritage backgrounds work to resolve problems of cultural contacts” (Appendix A). It was designed to reflect elements of the California History Social Science Standard 2.3.2: “Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force” (California Department of Education, 2017). This lesson plan used two

children's literature picture books: *Less Than Half, More Than Whole*, and *Romina's Rangoli*. These books were selected because they both deal with biracial children experiencing identity issues. They were also selected because one book has a Native-American and White protagonist and the other has an Indian and Mexican protagonist. This creates an opportunity to explain the difference in the nomenclature associated with Native American Indians and Indians from India.

Sample

The lesson plan for this study was implemented in a second grade classroom, of 17 students, who were predominately Hispanic or Latino makeup, according to volunteered information provided by the students themselves. The researcher never asked students to divulge any personal information about themselves other than their first names. During the course of the lesson, three students claimed to be of two or more racial or ethnic backgrounds. Two of these students stated that they were half-Mexican and half-American, and one student claimed to be African-American, Indian, Native American, and Mexican. Because it was not a goal of this lesson to interview students or obtain personal information about their identities, the researcher felt that it wasn't necessary to make any further inquiry into what exactly the two students whom claimed to be half-Mexican and half-American meant when stating that one of their parents is Mexican and the other is American.

Instrumentation

There were multiple independent and dependent variables involved in the implementation of this lesson plan. The independent variables were: the learning objective, grade level, state standard, teaching models and strategies, the children's literature picture books, school site, classroom, and students. The dependent variables were: student interactions and responses, time required to complete student input steps, and student knowledge before and after lesson.

The lesson plan was implemented over the course of two days and took a total of approximately five hours to complete. The researcher and the instructor of the lesson are the same person. The first thing the students were instructed how to do was to create their KWL worksheets. For this, each step was modeled for them by the instructor on an overhead projector. They were instructed to take the single piece of letter size paper provided to them and to make a small pinch fold along one side half way down the paper. They were then instructed to make a similar small pinch fold half way in between the mid pinch and each side, leaving three pinch folds a quarter of the way down the long edge of the paper. The next step after this was to take the short edge on one side of the paper, and bring it over to the quarter pinch furthest from it, then make a crease at this point that ran across the entire width of the paper. This step was then repeated with the opposite side of the paper, leaving them with a paper that was split into three equal sections if done correctly. The final step in creating the KWL was for them to turn the paper so that the length was horizontal (not the actual words used, but what was demonstrated) and to write the letters K, W, and L at the top of each newly created column.

Now that the student's had finished creating the KWL, a brief explanation was given for what they had made and were going to do with it. They were told that the K section is for information about a topic they already knew, the W section is for information they want to know more about, and that the L section will be for what they have learned.

Students were next asked open ended questions about what they knew about the topics of race, multiracialism, and identity in order to get them thinking about what prior knowledge they might already have, per the instructions provided in the Engage section of the lesson plan. The instructor tried not to explain anything about the topics in question so that they could provide only their own thoughts about them.

The students were asked to leave their seats and gather around in the part of their class designated for story time. “Romina’s Rangoli” by Malathi Michelle Iyengar. This story follows a biracial girl named Romina who is Mexican and Indian. She is assigned a school project that requires her to bring to class an aspect of her culture, but she is conflicted because she doesn’t know how she represent both her parent’s cultures. She ultimately comes up with the idea to mix two different art forms, one from each of her parent’s cultures, into one piece of art for her project.

The students returned to their desks after hearing the story and were then asked to share their thoughts about the story and, if they could, one thing they learned from the story. After a few students had shared their thoughts on the story, the class was instructed to write what they had learned in the Learned section of their KWL. The instructor collected the KWL’s in a specific order so that they could remember which one belonged to which student because they were asked not to write their names on these sheets so that they could be included in Appendix C. As previously stated, no personal data was to be collected about the students in order to preserve the integrity of this study.

The next part of the lesson plan was carried out the following day. The instructor passed out the students KWL’s in the same order they were collected to ensure that every student got back their own paper. Next, the instructor asked the students to discuss and share what they did and learned the previous day. The students were next asked to create a new KWL on the backside of the original. The instructor asked the students to take a moment and write something they want to learn more about in the Want to Learn section that relates to the topics of multiracialism, race, and identity.

The students were then asked to gather in the aforementioned designated story time area of the classroom to hear the next book, “Less Than Half, More Than Whole” by Kathleen and Michael Lacapa. This story is about a biracial boy named Tony who is Native American and Anglo (White). He is conflicted about his identity after another boy comments that Tony is not an Indian (Native-American) and is only half, or perhaps less than half Indian. Tony is consoled by grandparents on both sides of his family who try to help him see that he is essentially more than the sum of his parts.

The students returned to their seats to discuss what they had learned from the story. The instructor asked the students if they noticed any similarities between the two stories and if they understood the difference between Indians and Native American Indians. The instructor gave the class a brief historical explanation about Christopher Columbus mistaking the people he first encountered in the Caribbean as being Indians because he thought he had landed in India. This was the only full explanation the class was given because none of the students were sure what the difference was between these two groups.

The instructor concluded the lesson by having the students write at least three things they had learned from the lesson. They were encouraged to work with their peers to accomplish this goal. Once the students had turned in and had their KWL approved by the instructor, they were given the opportunity to engage in various in-class free time activities and the children’s books were made available to them as well. Once all students had turned in their KWL, the lesson ended.

Results

The researcher attempted to create and implement a lesson plan that could help students understand the identity issues multiracial students' deal with growing up in a society where racial identity plays a big role. Many of the students involved in the study stated in their KWL's that they had learned about specific aspects of the stories and cultures represented in the children's books: Romina's Rangoli, and Less than Half, More Than Whole. While this was not the primary objective of the lesson, this researcher believes that this lesson at least taught these students learned about other cultures which promotes multiculturalism. Some of the students' responses indicate that they understood the objective of the lesson which was to provide them ways in which students of mixed heritage backgrounds work to resolve problems of cultural contacts (Appendix A). Only a few students wrote responses that are difficult for the researcher to interpret or read.

Most of the students, 16 out of 17, indicated that they had some prior knowledge with regards to the topics of the lesson and shared primarily personal information that they thought related to said topics. Most of these responses were about where their parents originated.

More than half the students wrote that they were interested in learning more about various subjects from the two stories. Five of these students indicated wanting to learn more about the word "identity" as indicated in the following example:

K

w

I want to learn what identity means.

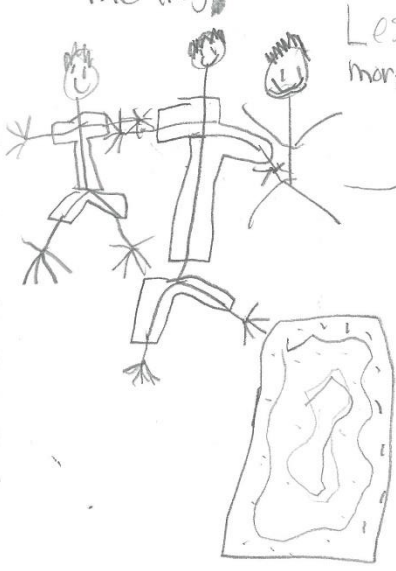
L

I learned that tony got seed because will seed that tony did not look like him because will see that tony is had of less than ha

Less than half more than whole

rangoli

I learned that roming's went to school and roming put



The researcher found that 10 of the 17 students indicated that they had learned about specific details or cultural artifacts in the stories read to them. In following student worksheet, he student has indicated that (1) “they learned that Mexico and India’s ingredients are the same and that the two countries are similar,” and (2) “the girl in the story was making Rangoli.”

K

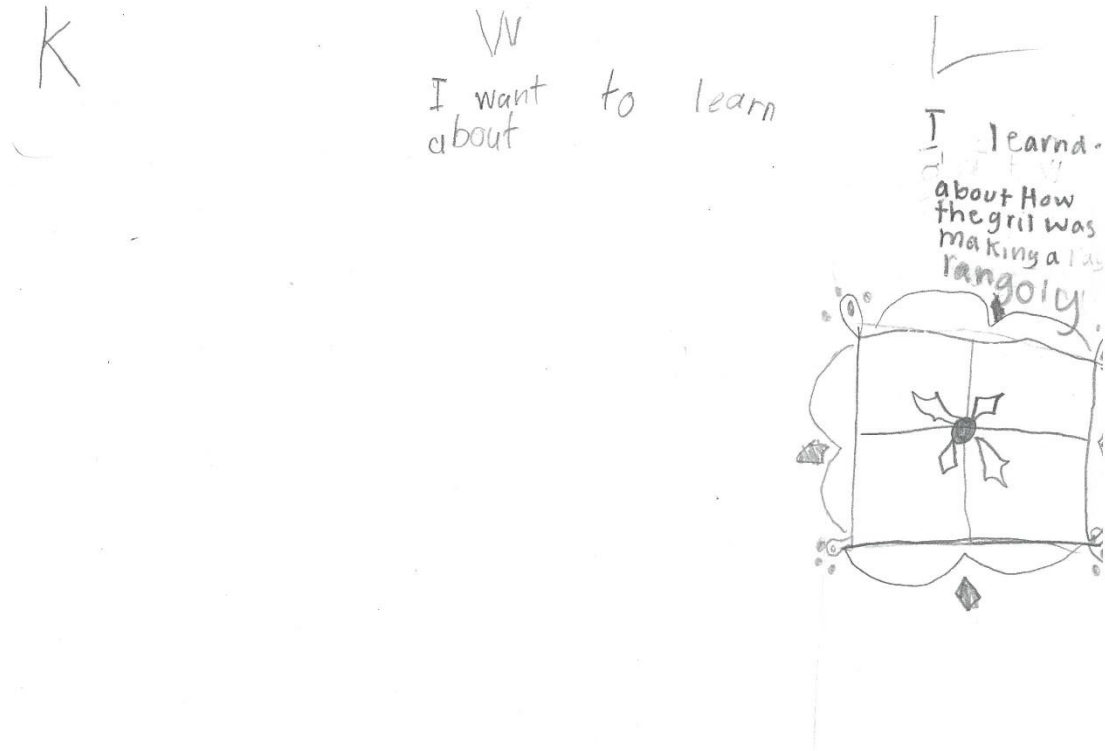
I know
my family
was born at
Viecnams.

W

L

I Learned that
.Mexico and india
ingredreants are the
same. I Learned that
Indian and Mexico are the
simulure.





5 out of 17 of the students demonstrated an understanding of the themes of multiracial identity issues presented in the stories. The following worksheet indicates that this student learned: (1) “that you don’t have to choose one of them [the parents] you could always pick both of your parents,” and (2) “that tony is not half or less than half, he is a beautiful whole kid.”

K

W W

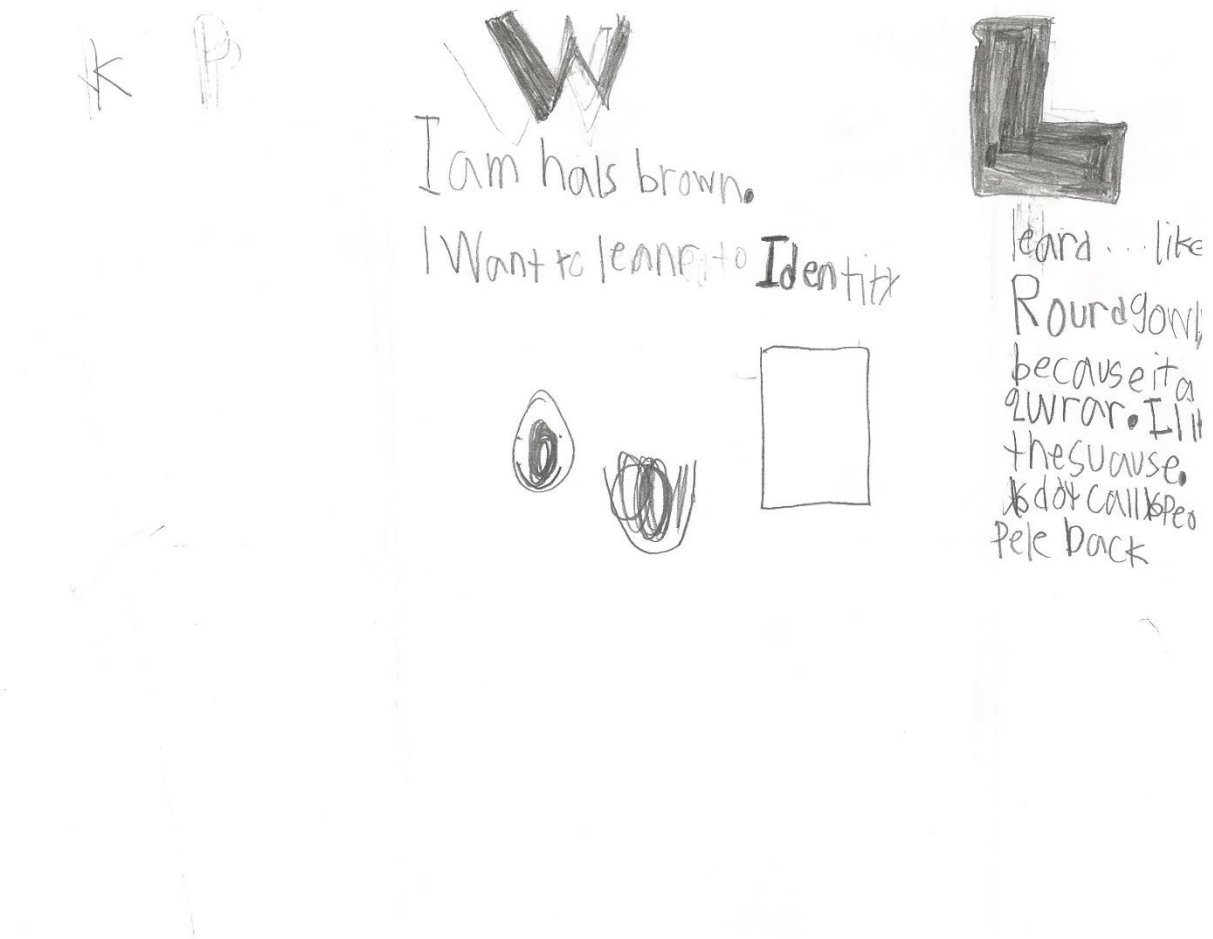
I want to learn
about the states
of rengo.

LL

I learned that
you don't have to choose
1 of them you could always
pick both of your parents.

I learned that tony
is not half or less than
half he is a beautiful
hole kid.

Two of the student's learned sections of their KWL's were too difficult for the researcher to interpret what these students had learned. The following is an example of a worksheet that was difficult for the researcher to read and understand:



Verbal responses given by students during class discussions were not recorded, but were similar to the written responses recorded in the KWL's.

Summary, Limitations, Discussion, and Implications

The researcher has summarized the context and result sections in the following sections. He has also discussed the limitations, implications for practice, and findings.

Summary of Study

The researcher created and implemented a multiracial lesson plan with the objective of teaching students about multiracial identity issues. The lesson plan was designed for second grade and utilized three different teaching strategies. These strategies were: KWL, Text-to-

World, and the 5-E instructional model. The learning objective of the lesson was to have students create a KWL about the ways in which students of mixed heritage backgrounds work to resolve problems of cultural contacts. The researcher created the learning objective to reflect the California History Social Science Standard 2.3.2 as well as address the research question.

The researcher implemented the multiracial lesson plan in a second grade classroom at a socioeconomically disadvantaged school in Central California. The majority of the schools population was Hispanic/Latino, according to the SARC, and many of the students in the second grade class self-identified as being Hispanic/Latino. Three students in the class identified as being multiracial. The researcher did not make inquiries into the personal information of students as it did not pertain to the study.

The researcher carried out the lesson plan over a two day period and more or less followed the steps of lesson plan in the correct order successfully. As the instructor, the researcher instructed the students on how to make a KWL and the intended purpose of such a worksheet. The instructor then read the story Romina's Rangoli to the class and followed the story with a discussion about what the students had learned from the story. The instructor continued the lesson on the following day. The students were instructed to create another KWL on the back side of the original. The instructor then had a brief discussion with the class recapping the lesson from the previous day, after which the students were read the story Less Than Half, More Than Whole. Following the second story, students were asked if they could draw any similarities from both stories and were instructed to record three things they learned from the two stories. This concluded the study.

Summary of Findings

This researcher found that what the students in this study indicated in their KWL's they had learned from the lesson varied. Students wrote in the Know section about their family backgrounds. The responses given in the Want to know section varied. A few of them all indicated wanting to learn more about the word identity. Most of the student's responses in the Learned sections demonstrate that they had learned specific details from the stories or about specific cultural aspects of the stories. A small group of students demonstrated that they had learned about the identity issues in the stories and thus indicated that they had met the intended learning objective.

Limitations

This researcher encountered a variety of limitations in their attempt to perform and complete this study. The two main limitations of this study were in the research stage of the literature review, and the implementation stage of the lesson plan activity.

This researcher initially found it difficult to find relevant peer reviewed and scholarly articles about multiracial identity issues that were published in the last ten years. A lot of the articles are published before 2008, with the majority being from the 1990s and early 2000s. This limited the number of resources the researcher had to build upon.

The second set of limitations this researcher encountered pertained to finding a school site to conduct the lesson plan activity. Starting in March to find a school site before the end of April proved problematic because schools in different districts have different holiday and State testing schedules. Many schools have different requirements volunteers have to meet in order to work at their sites. These requirements can include, but are not limited to the following items: Tuberculosis testing, background checks, and orientations. Because of the time constraints and limitations this researcher encountered, they had to rework their lesson plan for second grade.

The original plan was to work with a third grade class, so the original lesson plan was made for third grade. This researcher recommends that future researchers start searching for a school site as soon as possible.

Discussion of Findings

The researcher determined that the lesson was not completely successful in its implementation. Some students indicated in their responses that they were aware of the identity issues the multiracial protagonists of the stories dealt with, and stated resolutions to these issues. The majority of the class, however, did not show in their responses and understanding of the multiracial issues of the stories. Their responses instead showed that they had learned about various elements of the stories, such as cultural artifacts.

This researcher stated in their Synthesis/Integration paper that “It is important to also introduce students to cultures other than their own so that we can promote and foster attitudes of understanding and respect amongst students (Davis, 2017)” The researcher had also previously stated in the literature review that “Yosso (2005), Taylor, Kumi-Yeboah, and Ringlaben (2016), and Williams (2011) all argue for the need of multicultural education in school curriculums.” Therefore, this researcher believes that while the lesson may not have taught the whole class about multiracial identity issues, it was still successful in promoting multiculturalism because it introduced many of these students to aspects of other cultures they were previously unaware of.

Implications for Practice

This researcher set out to create a multiracial lesson plan that would address identity issues that multiracial children face growing up. The researcher created this lesson plan for second grade partially out of necessity due to not being able to work in a third grade class because of conflicts with state testing. The other reason this researcher chose second grade was

because there wasn't a lot of research available that dealt with multiracial identity issues prior to high school. This researcher discovered that second grade was potentially not the best grade level for the implementation of such a comprehensive lesson plan because of the difficulty students had understanding the concepts of multiracialism and identity.

The researcher had to continuously prompt and encourage dialogue during each step of the 5-E model. One goal of the 5-E instructional model is for the instructor to facilitate a lesson without lecturing or dictating what students should learn, and to foster an environment of open discussion and sharing of knowledge. This researcher didn't get to spend much time working with the second grade class where the lesson was implemented, so he didn't have much of a report with the students, which could be part of the problem.

The researcher had to explain many of the key concepts that the students were supposed to come up with on their own because these concepts were all new to these students. The lesson was also possibly too long for the attention span of the students because many of them had a hard time concentrating and staying on task as the lesson progressed.

Overall, this researcher recommends that this type of lesson be adapted to and used in higher grade levels, where students might have a better comprehension of the materials and topics discussed in the lesson.

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Appendices

Appendix A**Multiracial Literature Lesson Plan**

This lesson plan is designed to teach students about multiracial and mixed heritage identities. The multiracial population in the U.S. has continued to grow as more people migrate here from other countries. It is important that all students recognize the issues that multiracial students face growing up in a society where racial identity still plays a powerful role.

Learning Objective

Students will create a KWL about the ways in which students of mixed heritage backgrounds work to resolve problems of cultural contacts.

Grade Level

2nd

State Standard

CA HSS 2.3.2 “Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.”

5-E**Engage:**

Teacher will ask students a series of open-ended questions that are related to the topics of multiracialism and identity in order to get them thinking about what they already know about these topics.

Explore:

Teacher will read the books Less Than Half, More Than Whole and Romina's Rangoli to

students.

Students will be encouraged to discuss, with a partner, what they think about the books.

Explain:

Students will be asked to explain multiracialism and the role/purpose of race in society.

Elaborate:

Students will further elaborate in discussions with a group of peers their thoughts on multiracialism and how it pertains to the books and to the world.

Evaluate:

Students will write what they have learned from the lesson in the Learned section of their KWL.

Afterwards, the students will be encouraged to share what they have learned with the class and write at least one new thing they learned from what their peers have shared during this process.

Students will write at least three things they have learned about mixed national identities from the lesson.

Appendix B

The example KWL the instructor used as a model for the students to reference.

K

W

Identity

L

I learned...

I learned...

I know

J
K

W

I learned...

L

Student KWL's.

L

I learned... that
it just not about one
parents it could always
be about to parents.

W

K

I know that
my parents are
American and Mexico.

K

I want to learn
about the states
of rengo.

W W

LL

I learned that at
you don't have to choose
1 of them you could always
pick both of your parents
I learned that any
is not half or less than
half he is a beautiful
hole kid.

K

W

I want to

learn about

he ~~that~~

have

black

near

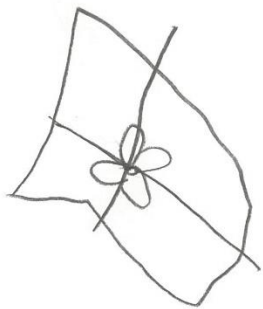
and the

bedroom

was filled

with

things.



L

I learned

about the

bedroom

was filled

with

things

I learned

about ~~that~~

~~that~~ that

he wasn't

a Indian

K

W

L

I learned
about the
Ramings
Rahooli

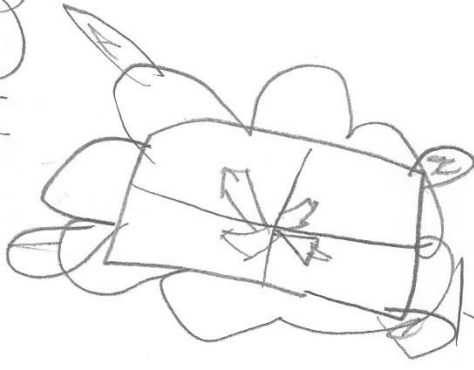
K

I know
 my mom
 is from
 America
 and
 my
 dad
 is
 from
 Mexico

W

L

I love her



Love
 her
 is
 from
 Mexico

I KNOW

R

M

L

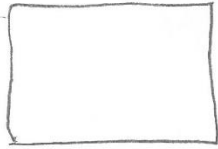
I remember
 Rungolf
 is some
 for
~~you~~
 DRUM
 and the
 on the

K
P

W

I am half brown.

I want to learn to identify



L

learn... like
Roundy
because it a
swar. I'll
the source.
daddy called
Pete Back

K
I know that
my gram is
from Mexico

M

L
I learned that
Mexico and India
are slim

L

I learned that Mexico and India ingredients are the same. I learned that Indian and Mexico are the same.



W

K

I know my family was born at Vietnam.

K

W
I want to learn
about



L
I learned
about how
the grill was
making a big
bang.

K

W

Identity

L

I Learned
about how
each of the
save their problems

I Learned about
How the Girl
was making
a rangoli.



K

I know my

bab is All
MAYED

and my
mom

W

I learned
about the
margin.

W

I know my
Dad's brother
is from
Iowa.

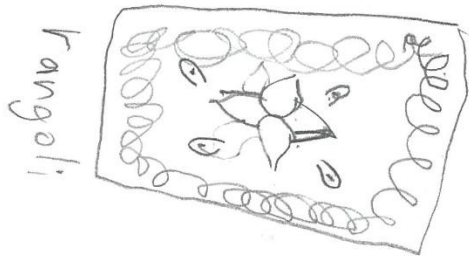
L

I learned
Rodrigas
Family
is from
India

I learned



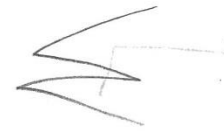
corn



rangoli



I heard



K

I know that my
mom is mexican
and my dad is
indian.

W

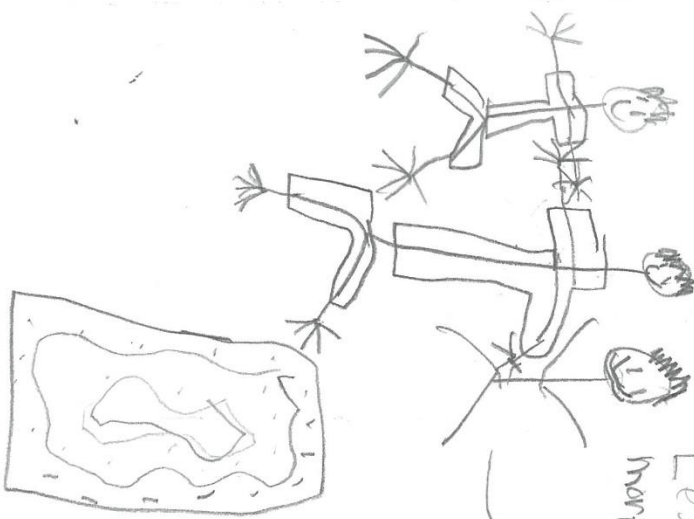
L

I learned
that, ~~home~~
mom is from
a different
country
her dad
is from
a different
country.

K

W

I want to learn what identity means.



Less than half more than whole

Wangji!

L

I learned that Tony got sad because we'll

because we'll

because we'll see Tony did not look like him

because we'll see that Tony is not of less than a ha

I learned that Tony got sad because we'll because we'll see that Tony is not of less than a ha I learned that Tony got sad because we'll because we'll see that Tony is not of less than a ha



K

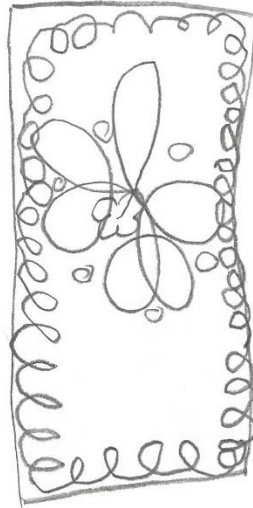


I want to learn more about

L
I learned that corn comes in different colors.

I learned that people should not be judged by their skin color.

I learned about a rangoli.





K

I know that a part
of my family is from
mexico.

W

L

I learned
that india and
mexico eat
similar foods

K

I know that my family talks in different language my mom speaks Mexican and my dad speaks American

W

I want to learn Combanasain

L

I Learned Mexican can do different kind of food

K

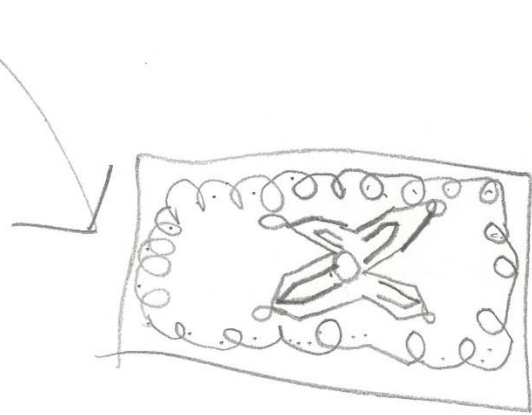
W
I want to
learn different
languages like Japan

L

I learned...
that Romina's
mom is a
Mexican and
her dad is
a American
and I learned
that there's
aragot!

L

I heard about



W

K

I know that
my grandpa
is Mexican

K

W
I want to learn about
Rangelos and
MEXICO



I learned about you
not about you
I learned about you
Rangelos

10/21

L
I Learned
that
YOU do not have to be the same colors to be like your friends.

W
Identity means that you do not have to be the same color

K

K

I know
How's
part
Mexican
Food
part
Chinese

W

L
I learned

that
Indian
and
Mexico
can
eat
the
same
food
to
get
her

L

I learned that
Mexico and
India eat almost
the same things

M

K

I know my brother
is MEXICAN

K

M

L

I Learned about
the rangoli

I Learned about
the papel picá
do,

K

I know

that

my family

is spanish

W

L

I learned

that you don't have

Bethesame

K

W

I want to know
Identity

L

I Learned...
That Ranggo
Is drawing.

I Learned...
that people are
Alike

K
I know her parents
are from Mexico and India

W

L
Romina
Romina
was during
a protest
in Mexico
and India



K

How Mexicans
eat and Indians

L

I learned
about How
the girl was
making a Rangoli



How the three
boys
SKIPPING rocks
Sajya Alwa
had good



K
I know my mom
and dad was born
From Fige

W

L
I Learnd
about Indins
eat Dal

K
 I know
 People use a
 variety of materials
 to create rangoli.
 One traditional practice
 is to make the
 designs using
 dry rice powder.
 Rice powder can
 also be mixed with
 water to form a paste.
 Colored powder pastes and
 paints can also be
 produced

W
 I want to

L

K
I know
my mom and
Dad
speak
spanish.

W
Witabi

L
I Larned...
the Hopi am
design as seen
on coiled br-
basketry.

L

I learned... that
it just not about one
parents it could always
be about to parents.

W

K

I know that
my parents are
American and Mexico.

K

I want to learn
about the states
of rengo.

W W

LL

I learned that at
you don't have to choose
1 of them you could always
pick both of your parents
I learned that any
is not half or less than
half he is a beautiful
hole kid.

L

I lear^{ned}
aboy + the
bed room
was filled
with
things

I lear^{ned}
aboy + ~~boy~~
~~that~~
he wasent
a indin

W

I want to
learn about
he ~~that~~
have
black
hear
and the
bedroom
was filled
with
things.



K

K

W

L

I learned
about the
Ramings
Rahooli

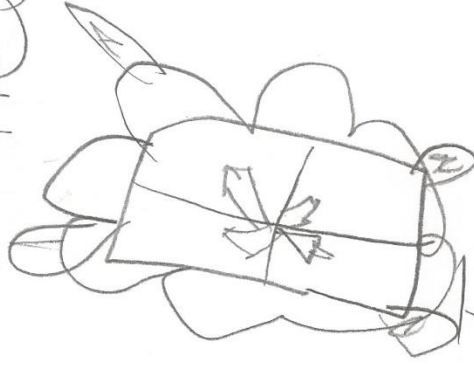
K

I know
 my mom
 is from
 America
 and
 my
 dad
 is
 from
 Mexico

W

L

I love her



Love
 her
 is
 from
 Mexico

I KNOW

R

M

L

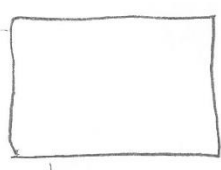
I remember
 Rungolf
 is some
 for
~~you~~
 DRUM
 and the

K
P



I am half brown.

I want to learn to identify



learn... like
Roundabout
because it a
swear. I'll
the source.
daddy called me
Pete Back

K
I know that
my gram is
from Mexico

M

L
I learned that
Mexico and India
are slim

K

I know
my family
was born at
vecnams.

W

L

I learned that
Mexico and india
ingredients are the
same. I learned that
indian and Mexico are the
similar.



K

W
I want to learn
about



L
I learned
about how
the grill was
making a big
bang.

K

W

Identity



L

I Learned
about how
each of the
save their problems

I Learned about
How the Girl
was making
a rangoli.



K

I know my

bab is

MALIBU

and my

mom

W

I learned

about the
margin.

W

I know my
Dad's brother
is from
Iowa.

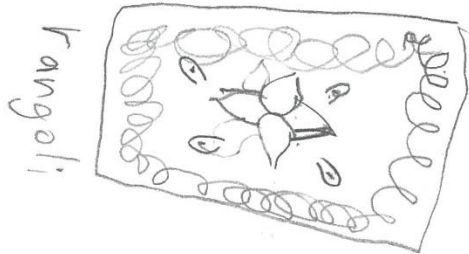
L

I learned
Rodrigas
Family
is from
India

I learned



corn



rangoli



I heard



W

L

K

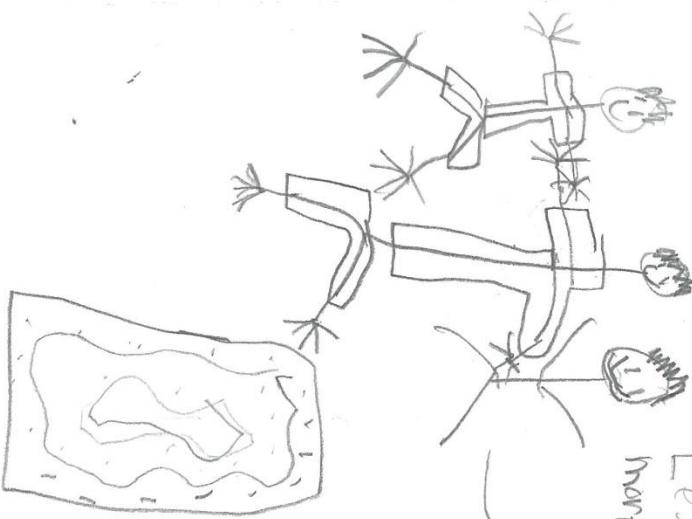
I know that my
mom is mexican
and my dad is
indian.

I learned
that, ~~how~~
mom is from
a diffrnt
country
her dad
is from
a diffrnt
country.

K

W

I want to learn what identity means.



Less than half more than whole

Wangji!

L

I learned that Tony got sad because we'll

because we'll

because we'll see Tony did not look like him

because we'll see that Tony is not of less than a ha

I learned that Tony's went to school and Tony put

lazly

K

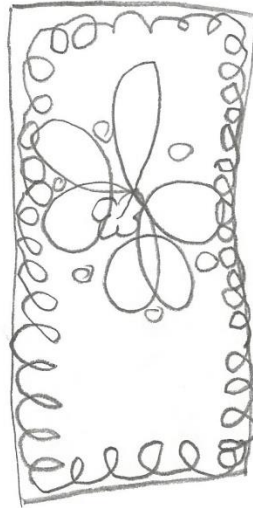
W

I want to learn more about

L I learned that corn comes in different colors.

I learned that people should not be judged by their skin color.

I learned about a rangoli.



Jazly

K

I know that a part
of my family is from
mexico.

W

L

I learned
that india and
mexico eat
simelr food.

K

I know that my family talks in different language my mom speaks Mexican and my dad speaks American

W

I want to learn Combanasain

L

I Learned Mexican can do different kind of food

K

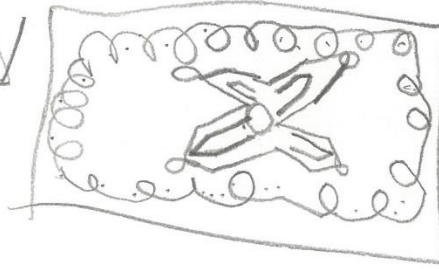
W
I want to
learn different
languages like Japan

L

I learned...
that Romina's
mom is a
Mexican and
her dad is
a American
and I learned
that there's
aragot!

L

I heard about



W

K

I know that
my grandpa
is Mexican

K

W
I want to learn about
~~Rangel's~~
MEXICO



and

I learned about you
not about you
I learned about
Rangel's

10/21

L
I Learned
that
YOU do not have to be the same colors to be like your friends.

W
Identity that
means
that
you do not have to be the same color

K

K
I know
How it's
Mexican
Food
Part
Chinese

W

L
I learned
that
Indian
and
Mexico
can
eat
the
same
food
to
get
her

L

I learned that
Mexico and
India eat almost
the same things

M

K

I know my brother
is MEXICAN

K

M

L

I Learned about
the rangoli

I Learned about
the papel picá
do,

K

I know

that

my family

is spanish

W

L

I learned

that you don't have

Bethesame

K

W

I want to know
Identity

L

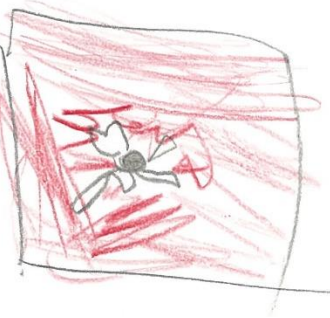
I Learned...
That Rangel
Is drawing.

I Learned...
that Rangel
Alike

K
I know her parents
are from Mexico and India

W

L
Romina
Romina
was during
a protest
in Mexico
and India



K

W

I went
to 10th
grade with
a different
identity

L

His math recalled
from the hallway
get was he'd up
Tommy's regoing
to Saiya and
T'at's how he got
Saiya and what I'd
he be born with
and you don't have
to be born

K



How Mexicans
eat and Indians

L

I learned
about How
the girl was
making a Rangoli



How the three
boys
SKIPPING rocks
Sajya Alwa
had good



K
I know my mom
and dad was born
From Fige

W

L
I Learnd
about Indins
eat Dal

K
 I know
 People use a
 variety of materials
 to create rangoli.
 One traditional practice
 is to make the
 designs using
 dry rice powder.
 Rice powder can
 also be mixed with
 water to form a paste.
 Colored powder pastes and
 paints can also be
 produced.

W
 I want to

L

W
Witabi

K
I know
my mom and
speak
spend,

L
I Larned...
the Hopi am
design as seen
on coiled br-
basketry.