Fill in your answers based on the consensus of your LC

LC	Which approach to multicultural education do you think Ms. Wilson is using? Explain.	How would you change Ms. Wilson's teaching?
1	Human Relations approach, because she is trying to bring everyone together regardless of their differences. When she sees that the issues certain students are having are relegated to groups like race, class, and gender, Julie strives to bring their perspectives to the class to let students approach these conflicts with new perspectives.	I would change the fact that she calls out the students in front of everyone. I would also change her teaching method on certain topics.
2	Human Relationship Approach, because she was able to build a classroom community and get to know all of her students. She wanted to make sure that her classroom was welcoming and positive to each and every student.	In the beginning of the passage, she was trying to get to know her new students, so she asked them to introduce themself to the class. We think that she should have approached this differently by having all students introduce themself or maybe share with a partner about themselves, etc.
3	Human Relationship Approach, she is focusing on building relationships between herself and the students and between the students. She did this by partnering the students together who needed extra help and having the students introduce themselves on the first day. I liked how she changed the rules to a more positive way. This will help the kids want to follow the rules more because they are being told to in a positive way.	We would change Ms. Wilson's approach by ensuring that she addressed discipline at the very very beginning of the school year. As she shared when she was reading to the class, two students were not paying attention and she let them be. Later, when she attempts to address them, she will have less authority to do so as it is not consistent.
4	Human Relationship Approach because she promoted positive feelings about diversity by implementing different examples and lessons to show representation. She tried to understand each student and reduce stereotypes with her students such as George and Hank and their feelings about other students in the class.	Ms. Wilson should pay more attention to her students' identities. While she tried to treat everyone the same, she should have taken into account the individual needs of each of her students. She also should have acknowledged the backgrounds of each of her students more in depth.
5	Human Relations Approach. She wanted to individually get to know each students background.	She does a great job at forming relationships with the students, but she should disciple them equally.
6	Human Relations. She approached the students with empathy and sought to understand them, and in effect worked to reduce students' prejudice.	Ms. Wilson should be more authoritative in addressing students. She needs to show students more equal treatment, ensuring consistency in her classroom.

Approaches to Multicultural Education

(from, Grant, C.A. & Sleeter, C. E., Making Choices for Multicultural Education 2006))

- Teaching of the Exceptional and the Culturally Different
  - Build bridges to help students gain skills and knowledge of average White middle-class student in the traditional curriculum

- Human Relations Approach
  - Promote unity, tolerance and acceptance by promoting positive feelings about diverse identities, reducing stereotypes, trying to reduce prejudice

- Single-Group Studies Approach
  - Alternative to the Eurocentric, male-dominant curriculum that focuses on specific groups and their current status as well as history of oppression and resistance

- Multicultural Education Approach
  - Contains aspects of previous three discussed but advocates for complete school reform and addressing contributions and perspectives of diverse groups as active and dynamic

- Multicultural Social Justice Education
  - Rooted in social reconstructionism and questions power relations by teaching students how to recognize, analyze and work against social inequities