This input contains some theoretical models and approaches to ethnic education and the implications for education in population and ethnic ethnic contexts. This includes the study of ethnic heritage issues that promote educational attainment in African-American, Asian-American, Hispanic-American, and Native-American. These findings are used to develop activities and samples for teaching ethnic and multicultural problems in developing ethnic education for our multicultural and ethnic diverse society. The theoretical models and approaches are introduced by noting that Andrew Greeley has made a significant contribution by detailing various perspectives for the study of ethnicity. The various models for describing the dynamic of ethnicity are presented here, as well as one developed by the staff of the Ethnic Heritage Studies Project, for use in preparing curriculum materials. In conclusion for this paper, several of the student activities from the project which are currently being developed are included as an example of the impact of ethnicity on teaching in multicultural, ethnic society. (Author/SM)
The implications of the Title II, Title III, and Title IV of the Elementary and Secondary Education Act of 1965, and the related NCLB Act, have been significant in the field of education. The implementation of these policies has led to significant changes in the way schools are structured and operated. The emphasis on academic achievement has led to changes in teaching methods and curriculum. The act also addresses the needs of students with disabilities and English language learners.

Title II will continue to play a crucial role in the education system, and its implications continue to evolve. The changes in Title II will continue to impact the way schools are structured and operate. The emphasis on academic achievement will continue to be a priority in the education system. The act also addresses the needs of students with disabilities and English language learners.

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International Education, University of Illinois

PART II. AN ASSESSMENT OF THE U.S. INSTITUTIONS OF AN EDUCATIONAL PUBLIC

The institutions of America's educational system, reflection from the depth, width, and breadth, remind us that education is a vital aspect of a country's culture. It plays a key role in shaping the values, attitudes, and behavior of people. Emphasis has been placed on the role of education in fostering a sense of national identity and responsibility. The educational system, with its diverse institutions and programs, is a powerful force in shaping the minds and futures of individuals.

The educational system serves as a means to bridge the gap between individuals and the broader society. It provides opportunities for personal growth and development, enabling individuals to reach their full potential. By fostering critical thinking and problem-solving skills, education prepares students to contribute to society and make informed decisions that shape the future.

In today's globalized world, education plays a crucial role in ensuring that individuals are equipped with the knowledge and skills necessary to succeed in a diverse and interconnected world. The educational system must continue to adapt and evolve to meet the changing needs of society, ensuring that all individuals have access to quality education and the tools they need to succeed.

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Ethnic Heritage: An Increasing Focus in the Schools

In recent years, projects and programs for implementing ethnic heritage studies in schools have multiplied. Many projects and programs have particular goals to the end of maintaining or strengthening ethnic identity and promoting awareness of the United States as a multicultural nation.

One of these projects is the Ethnographic Project, the project of the Center for Teaching International Relations in the Institute of International Studies, University of Denver. Titled "The Ethnographic Project," the project will develop materials for an ethnographic study of schoolchildren. The major objectives of the project are to improve the understanding of the home culture and the role of the home culture in the development of the child. The project aims to enhance cooperation of children in the home and between the ethnic groups in the United States.

The project will focus on improving the understanding of the home culture and the role of the home culture in the development of the child. The project aims to enhance cooperation of children in the home and between the ethnic groups in the United States.
The project will teach that an educational orientation of public
involvement in local and national heritage studies is needed. We
will achieve a constructive approach to ethnic heritage studies by
the development of a local field research. This means
improved participation with a field research of trips, simulations, data,
interviews, oral testimony, etc. This systematical research approach will
lead to a multidisciplinary and constructive approach to learning in heritage
and development.

In our study field research has been developed
to extend current data collected from the decision-making
process of local and national heritage areas to create a better understanding of
the problems and trends. One of them relates to the,
where two different approaches are
disconnected; the analysis, which exists outside the sphere of studies in the
country and which contributes to the national heritage studies in their respective order and well-known cases of the
other areas. Our approach (based on this material) emphasizes on local
concepts and traditions, such as specific foods or modes of dress, historical
process of ethnic groups in the U.S. up to the value of immigration in the
1920's and 1930's and an consideration of current immigrants in the

The research approach in ethnic heritage studies for secondary school
students was essentially a cultural descriptive one which we wish to replace with
a dynamic approach to culture that implies a future orientation and the use of
Local, National, International.
In the view of social reality, there are individuals that in order to be
accepted by the host society have to adopt the values, customs, and
beliefs of the host society. Over time, these individuals begin to
identify more with the host society and become part of it. This process
is called acculturation.

The process of acculturation is driven by a need to adapt to
the host society. As individuals assimilate into the host society,
their values, customs, and beliefs change to align with those of
the host. Over time, these changes can lead to a change in
attitudes and behaviors, which can result in a loss of cultural
identity.

Acculturation can be measured by various indicators, such as
language, religion, education, and social norms. For example,
immigrant children who attend school in the host country may
become more assimilated into the host culture, as they learn
the language and adopt the values and customs of the host
society.

As individuals become more assimilated, they may lose
their cultural identity and become part of the host society. This
process can be measured through various indicators, such as
language, religion, education, and social norms.

The process of acculturation is a gradual one, and it can take
many years for individuals to fully assimilate into the host society.
This process can be influenced by various factors, such as
language, religion, education, and social norms.
In this figure the movement is not completely of immigrant toward host, but of host and immigrant toward each other, so that the common American culture that emerges is a combination of two cultures. And it is never clear how much and what the host culture absorbs from the immigrant. Romanticized version of the immigrant experience.

Cultural Pluralism Perspective: The immigrant becomes like the host to some extent; he becomes an American citizen; he commits himself to American political values, etc. He learns the English language and enjoys the common mass media as well as the media of his own group.
In this house, the inhabitants are of mixed cultural backgrounds. The home is a melting pot where different cultures blend together. The children learn about their heritage and respect the customs from various cultures.
...
Schools of student within the school are those that follow and
enact policies which affirm the values of the group and
affirm the student. These schools are often characterized by high
levels of student satisfaction, high levels of student involvement in
decision making, and a sense of community among students.

Institutional identity is often expressed through shared values
and norms that guide the behavior of students. These values
include the importance of academic achievement, personal
development, and social interaction. The sense of community
among students is often heightened through participation in
extracurricular activities, social events, and student organizations.

For example, many students at these schools report that their
participation in student organizations and extracurricular activities
is a key factor in their overall satisfaction with the school. In
these schools, students are often encouraged to participate in a wide
tapestry of activities that cater to their unique interests and
strengths. This involvement is not just limited to academic
success but also extends to personal and social development.

Institutional identity is also reflected in the way in which
students view and approach the challenges they face. Students
at these schools often report a strong sense of camaraderie, with
a shared focus on success and personal growth. This shared
vision helps to create a positive and supportive environment that
is conducive to learning and personal development.
In order to translate the findings and model building into practice in the classroom, we must consider implications for students and their teachers on the role of the university in the classroom, student teacher-student relationships, and the potential role of assessment and evaluation in the educational setting. We emphasize the importance of the institutional literacy of the study in order to extend the attention in the United States to these and for the future we should strive to achieve a balance of interests and perspectives for students and teachers. Attention to the study when students and teachers are encouraged to explore the inclusion of information and perspective.


Leifer, John A. "Understanding You and Your Type: An Approach to Teaching About Ethnicity in Pre-College Social Studies." Social Science Education Commission, in press.


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APPENDIX

Experimental Studies of Student Activities
in Secondary School Level
from the Ethical Perspect

Interactive Projects

Unions of School Students

Stephanie A.

Gary Keith

Ethel Ellis

George Ellis
Experimental Unit

Student Activities

Ethnic Conflict and Subordinate Goals

Introduction to the unit - The problem with focusing on ethnicity and on particular ethnic groups is that such a focus seems to imply that these groups can and should function apart from each other. Yet each group should function with its own peculiar set of political ends in mind, its own identity and its own mode of behaving. All of this by implication is done irrespective of functioning and cooperating with other ethnic groups and peoples. Obviously, this sort of "every group does its own thing" type of separatism does not explain the reality of a society such as the United States trying to function as a whole. Furthermore, such an implication leaves to question the notion that there are instances when many ethnic groups even to be willing to subordinate their own immediate goals for causes that transcend their ethnic identifications. What happened, for example, if the United States were to be suddenly attacked by a foreign power on our own soil? Would the national crisis include ethnic considerations? In most cases, it probably would.

This unit is designed to initiate thinking and discussion about ethnic conflict and the relationship to subordinate goals for primary local, national, and international concerns. How can an ethnic group retain its solidarity and beliefs as a group and still function with other groups to attain ends important to all groups?

Social assumptions underlying the unit:
1. If two groups of people compete with each other, they will develop unfavorable attitudes toward one another.
2. If the two groups believe hostile towards one another, direct contact will not produce cooperation.
3. If the two groups are placed in a situation requiring the talents and efforts of both groups, cooperation will result in some fashion, provided each group perceives the goal or the situation to be beneficial to them.
4. It is possible for a group to retain elements of its identity as a group, yet attain and cooperate with other groups to attain goals that are beneficial to all groups.


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Title: Getting That Group Together

Introduction: The following role play places your students in two arbitrarily chosen groups. Each group is given a set of tasks designed to fulfill a role of group solidarity and identity in the classroom. Opportunities are provided to "cheat" and to develop symbols and language unique to other groups.

Objectives:
- To recognize the power of group solidarity and the role of symbols in developing feelings of "oneness"
- To recognize under what circumstances groups become exclusive of other groups

Setting and Materials Required: Two separate rooms for each group to meet in. At a minimum, you should isolate two corners of your classroom so that students in each group cannot see and hear the students in the other group. You may find that students in fit on having two separate music, construction paper, half of sales tape for putting up symbols.

Procedure:
1. Introduce students to the unit, explaining that for the next few days they will be participating in an experiment designed to emphasize some of the dimensions of ethnic conflict. Divide class into two groups. We suggest you simply have students form all by two, then ask all the "corn" to form and group all the "cows" to form another group.

2. Explain to both groups that they will be given a list of tasks to perform in a few minutes and that each group will have the same list.

3. Divide each group in a separate room or area of the classroom. Explain to each group that they will have 10 minutes in which to complete the list of tasks. Distribute the student handout, "Entitled Group Tasks." Allow 1 minute before going on to step 4.

4. Have all students back together again. As they note the time, tell them that they may list any place they like in the room. When they are all seated, ask them to list their ideal "fast food restaurant." Have either of the two groups unable to accomplish all of the tasks all by, you might consider allowing additional time at the beginning of next period to complete the list. During the final fifteen minutes of the period, but from observations regarding what you can do in developing an integrated feeling of solidarity. Hold the groups' hands or all with complete in their place. If you have not told the other group that was doing work. Ask if the students that tomorrow they will be participating in the events leading up to competition between the two groups.
During the next 30 minutes you and the other members of your group should accomplish the following tasks. All decisions should be reached by group consensus. In other words, decisions must be satisfactory to most everyone in your group.

There are only six tasks for your group to complete and after upon.

1. Choose a name for your group.
2. Choose a symbol for your group. Using the construction paper and glue, make up badges with the symbol on them and distribute to all in the group to wear. (Optional)
3. Make up a dance for your group.
4. Decide upon words or music words for members of your group that key words will fill.
5. Make up at least a joke about people who are not members of your group. (Optional)
6. Decide upon a common mode of clothing to wear for the rest of the semester, things that will identify you as members of the same group. (Optional)

Objectives: If your group would like for you might have aителитель рода. Оно же было сформировано их школьных общих и учительских кружках и учителей того же класса, что и учителя. Ваши задачи.

The Competition

Information: During the course of this activity the two groups formed to settle. But these imaginary players participate in two competitive games to present the class with opportunities to learn through competition. One of the primary goals of the activity, it is emphasized that hate contact does not prevent understanding and memory.

Materials: Two pieces of sheet tape, 2 ft X 3 ft in length. Each group forms against the wall. Place a line in the middle of the floor with a piece of chalk to provide a neutral area for contact.

1. Each group, in turn, the two groups to meet in their respective areas for at least 10 minutes. No verbal contact is allowed. (Optional)
2. Allow about 1 minute for each of the two groups to be played.
3. Introduce each of the studentsnothing. Student responses within the next 5 minutes.
4. Ask a question for each student. Each of students should guess the answer.
5. The question will be followed by a half step in either the student's direction.
During this class period, you and other members of your group will form a team to participate in two games with the other group in the room. After each game, your teacher will declare the winner.

Case 1: Tug of War: A little old game is this one where two teams pull on opposite ends of a rope in an attempt to pull the other team over a center line first. Your teacher has pushed back your desks and drawn a line in the center of the room. The purpose of playing this game is for you to handle this task by electing a leader or someone to do the work for you and try the best you can.

Case 2: Quieter Answer Race: This game is based on the old Tug of War. College Bowl. Your teacher will open your classwork book at an arbitrary site and ask a series of 10 questions of both groups. Each right answer is worth 10 points. The team answering first will be worth 10 points. You need an answer to win. After each right answer, you need to be read out by your teacher. The team answering first will be made out of the right answer. The winner of the 10 questions correct will be the one who answers the most points first. Back, and on the best team wins.

Please note: AFTER HAVING EXPERIENCED THE GAMES IN A CLASS PERIOD TO YOUR PLEASURE, AT THE END OF THE GAME, THE WINNERS WILL BE THE TEAM WITH THE HIGHEST POINTS.

-- The end of the page --

We thank you for your cooperation.
TABLE 1: THE RISING

Compile the results of the survey for each group separately. Make two sets of
charts, one set for each group. Circle all the other --- prepared to draw the
bar charts on the chalkboard for the class tomorrow.

Step 1: Count up the number of responses for each of the choices and list
these numbers for each question.

Step 2: Convert the numbers compiled in step one to percentages of the whole
responses for the whole class.

Step 3: Make a chart like the one illustrated below for each of the four questions.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Sample</th>
<th>What the Teacher Thinks Will Happen</th>
<th>What the Teacher Thinks Will Happen</th>
<th>Percent of Opinion</th>
<th>Percent of Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>May</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Don't care</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Legend:

- Very favorable
- Favorable
- About the same
- Neutral, not favorable
- Not favorable, not favorable
- Neutral, not favorable
- Very unfavorable

Create a bar graph for each question as shown below.
Chapter I

Introduction

The purpose of the questionnaires is to help students to think about the place of ethnicity in their lives and the lives of their families. Each student will complete the questionnaires and reflect on the results. Through this reflection, students will gain insight into the impact of ethnicity on their lives and the lives of their families. The questionnaires will be analyzed to identify patterns and trends in the responses. This analysis will provide a better understanding of the role of ethnicity in shaping the lives of students and their families.

Chapter II

The questionnaires are designed to help students understand the role of ethnicity in shaping their lives and the lives of their families. The questionnaires will be completed by students who identify with different ethnic groups and backgrounds. The results will be analyzed to identify patterns and trends in the responses. This analysis will provide a better understanding of the role of ethnicity in shaping the lives of students and their families. The questionnaires will be used to identify areas for further research and discussion.
Distribute copies of Questionnaire II. Discuss the questions on this instrument briefly, with the students and point out that this requires reactions and comments from the members of their family, to whom they have relations in the degree of contact and affiliation. The test, therefore, holds with the students or elder persons.

Optionally, students sufficient time to obtain opinions and reactions from several members of their family or the second questionnaire. Describe the trouble of "the class as a group" to some students that their ethnic identity is more important to them than to their parents or other relatives. If this is so, ask the students whether the stress to be the result for this situation. Are the differing degrees of ethnic identification between different ethnic affiliations to cause the trouble to the children. What seems to be the reason for this trouble?

Have the students write several paragraphs on one of the following topics: A) The importance of ethnic background. B) Personal experiences of families from both the United States and the United States. C) What should be taught in schools about ethnic background. D) The impact of school programs to prepare for cultural differences in the United States.