

Collaborative Learning Guide: Cultural Diversity, Community and Identity K–12

This Collaborative Learning Guide, specifically designed for the Cultural Diversity, Community and Identity K–12 module, is intended for instructional coaches, district and school leaders and administrators to support communities of practice with educators. It provides a snapshot of the Canvas module content, discussion questions to help educators consider key instructional practices and prompts to connect these practices to the standards. The prompts can help deepen engagement while educators navigate the course or after they have completed it. Use this guide to facilitate discussions among communities of practice or other groups of educators who engage in the professional learning modules together.

Module Summary

This module supports educators in exploring cultural diversity, community and identity across K–12 settings as they apply Oregon’s 2024 Social Science Standards. It is designed to help educators deepen their understanding of diversity, community and identity, as reflected in the updated social science standards such as 2.G.HI.6 and 8.H.CP.10 and acquire research-based instructional practices for teaching these topics in their own contexts.

What’s in this module?

Section	Activities At-a-glance
0	<p>Module Overview</p> <p>Introduces the module’s purpose of exploring cultural diversity, community and identity across K–12 settings through application of Oregon’s 2024 Social Science Standards and sets up learning goals and success criteria for the module.</p>
1	<p>Introducing Cultural Diversity, Community and Identity</p> <p>Provides a foundation for understanding and incorporating the concepts of cultural diversity, community and identity into social science and introduces key concepts from the updated standards that learners will interact with throughout the module.</p>
2	<p>Instructional Elements for Teaching Oregon 2024 Social Science Standards</p> <p>Provides a guideline for fostering critical thinking, cultural awareness and student engagement in a diverse and interconnected world as related to the 2024 Social Science Standards.</p>

Section	Activities At-a-glance
3	<p>Understanding Community Cultural Wealth</p> <p>Introduces the concept of community cultural wealth, an asset-based, culturally responsive and inclusive framework for examining cultural diversity, community and identity.</p>
4	<p>Incorporating Community Cultural Wealth into the Classroom</p> <p>Models a community mapping activity as a way to incorporate the community cultural wealth framework into the classroom.</p>
5	<p>Cultural Diversity, Community and Identity in the Social Science Context</p> <p>Explores the experiences of traditionally underrepresented groups in Oregon, using data visualization and mapping tools to analyze how immigration policies, exclusionary laws and the creation and displacement of racial and ethnic enclaves have impacted some groups.</p>
6	<p>Check Your Understanding</p> <p>Checks learning and understanding of module content with an ungraded quiz.</p>
7	<p>Cumulative Activity</p> <p>Offers an opportunity to consider how to teach about cultural diversity, community and identity using another 2024 Oregon Social Science Standard.</p>
8	<p>Extension Activity</p> <p>Invites engagement in optional extension activities.</p>
9	<p>Module Wrap-up</p> <p>Concludes and invites participants to explore additional resources to deepen content and pedagogical knowledge.</p> <ul style="list-style-type: none"> • Teacher Competencies That Promote Culturally Responsive Teaching • Education Week: 18 Ways to Make Social Studies Class More Culturally Responsive provides exemplary resources to support teaching these concepts. • Elementary lesson plan: The Day I Woke Up Different • Middle school lesson plan: The Importance of Treaties • High school lesson: Teaching and Learning Unit from the National Museum of African American History and Culture

Bring the Practices to Life

This section selects a few key module activities that afford meaningful learning and discussion in a collaborative group setting. Each activity includes suggested facilitation moves and guiding discussion questions, although you are encouraged to adapt the structure to meet your group’s needs and strengths.

Activity 4: Incorporating Community Cultural Wealth into the Classroom

Suggested Facilitation

Begin by asking participants to recall their major takeaways about community cultural wealth and prompt their thinking about why this concept helps teach about cultural diversity, community and identity. Give participants 10 minutes to complete their community cultural wealth map or ask them to complete it beforehand and bring it with them. Then, select a few guiding questions to discuss and reflect on together. Depending on the size and dynamics of your group, you might ask participants to reflect in pairs before sharing with the whole group.

Reflection Questions

- What strengths, experiences and cultural elements do your students bring to the classroom, and how do their strengths, experiences and cultural elements enrich your classroom community?
- How can you learn more about the strengths, experiences and cultural elements that encompass your students' community cultural wealth?
- What are a few ways you can incorporate your students' community cultural wealth into your classroom?
- What additional knowledge might you need about cultural diversity and identity or community cultural wealth to support your own teaching practice?

Activity 5: Cultural Diversity, Community and Identity in the Social Science Context

Suggested Facilitation

Before meeting as a group, prepare participants to choose and engage with the mapping materials and read background articles relevant to the grade level they teach. Provide them with the reflection questions to support their focused exploration. When meeting together as a group, consider projecting either the K–5 or 6–12 map and asking participants to share their noticings with the whole group. Consider documenting these observations so participants can see them. Then, provide participants with time to recall their major takeaways from the related background articles and invite them to share their responses to the guiding questions with a partner before sharing with the whole group.

Discussion Questions

- How might you use the data and maps in the K–5 resource to better understand Oregon demographics during different periods of its history?
- Why might the census count of Indigenous people be misrepresented in the data and maps?
- What do you notice about the immigration patterns of different identified racial groups? What were some of the push and pull factors that explain Oregon's growing diversity?
- How might you use the map and data in the 6–12 resource?
- Why do you think the Home Owners Loan Corporation (HOLC) and Federal Housing Administration (FHA) determined it was necessary to create these maps?
- How might these maps help to explain wealth disparities between racially identified groups?
- What specific language was used to describe different neighborhoods in these redlining documents, and what does this reveal about how racial and ethnic groups were viewed? How might we critically examine this language today?

Apply the Content

This section contains prompts to help educators deepen their content knowledge of the 2024 Social Science Standards and apply their pedagogical learning from the relevant module, aligned with the grade levels they teach.

Suggested Facilitation

Ask participants to review the standards that align with their grade level and the module content and reflect on the questions below.

Content Questions for Consideration

For K–5 educators:

- How does understanding our self-identity help us connect with the identities of our family, school and local community?
- What are the different group identities found within our community, and how does the diversity of cultural elements enrich our community?
- How has the inclusion or exclusion of different individuals and social or ethnic groups shaped the development and events within our local community and region?

For 6–8 educators:

- How can primary and secondary sources be used to evaluate how intersecting identities, such as gender identity, sexual orientation, age, race and other factors, influence the living histories and experiences of individuals and groups?

- What are the contributions and experiences of individuals from traditionally underrepresented identities in both Oregon and the United States, and how have these individuals helped shape our society?

For 9–12 educators:

- How do political and economic decisions influence settlement patterns, including the removal and segregation of communities within the United States?
- In what ways can an analysis of political and economic decisions provide insight into historical and current settlement trends and their impacts on communities?