
Topic: Parents Messages to Children about Ethnicity & Race

- Parents become a teacher to their children when they talk to them about racial/ethnic groups. For example, “Toms and Boykin (1985) three conflicting socialization agendas that ethnic minority parents negotiate: (a) ensuring children’s success in mainstream settings, (b) preparing children for experiences based on their minority status, and (c) teaching children about their cultural history and heritage.” (Hughes, 16)

- Parents try to teach their children right from wrong and it’s their job to prepare them for anything they might struggle in or be confused about so it’s good that they educate their children about their ethnicity and historical background. This is very important because then in future reference children are more racially and ethnically educated.

Assessment:
The strengths of the book “American Journal of Community Psychology” are how very well detailed it is with the specific messages parents use towards their children. It’s significant because children have to be informed with their cultural history because anywhere they go they are likely to confront a situation where they might not even know what their heritage is and wouldn’t know what to do. This book is a good source to go to when it comes to children’s benefit of learning about their historical background.

There are a couple weaknesses in the article “The Consequences of Tracking and ‘Ability Grouping’ in Racially and Ethically Diverse Schools” some would be that it’s not as detailed as it should be and it should provide more examples and get in depth about them but other than that it provided good information about a couple major topics: “tracking, instructional, grouping, pullout programs for students with special needs, and differential teaching practices that minimize cognitive demand on low achieving students.”