I would like to address the Naiditch article, which focused on “Learning about and respecting each student's family, history, and literacy skills to improve educators' opportunity to reach those students.” I think this is important when drafting a multicultural curriculum. An educator must learn how their students culturally identify to avoid the mistake of categorizing students into cultural schemas. Because culture is much more complex than outwardly visible characteristics, an individual can describe their cultural makeup to an educator, but an educator cannot prescribe a cultural identification to a student. The flow of information needs to be:

Teacher interpretation of student input

Student Self identification

Teacher’s interpretation of student’s cultural makeup

I liked Naiditch’s article overall, but I felt like it undervalued the importance of *self*-identification by the student and overvalued the teachers’ interpretation of a students culture.