

Ford-Harris Matrix: Hodgepodge of Sample Activities

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contributions	Name three songs that were popular among slaves.	Make an outline of events leading to the Civil War.	Create a model of the underground railroad.	Examine how stereotypes about minority groups contribute to slavery.	Write a story about the contribution of Hispanic Americans to the music industry.	Critique the work of a famous American Indian artist.
Additive	List three factors that contribute to prejudiced beliefs.	After reading a biography about a famous person of color, summarize the racial barriers that the person faced.	Find a book or song that discusses the problems of racial prejudice in society.	Compare and contrast the writings of W.E.B. DuBois and Booker T. Washington on issues of racial discrimination.	Write a play about the Spanish Inquisition.	Write a paper explaining why you think it is important (or not important) to learn about prejudice.
Transformation	Describe how slaves might have felt being held in captivity.	Explain why American Indians use folk tales and storytelling as a means of coping with oppression.	Read the essay "What America Means to Me". Write a paper showing how members of a minority group might respond to this essay.	Predict how our nation would have prospered without slave labor. What other forms of labor could have been used?	Develop a survey regarding students' experiences with prejudice in their school or their community.	Assume the identity of a plantation owner or a slave. From that perspective, write a story outlining the differences between your life and the ideal of liberty and justice for all.
Social Action	What would you have done during the 17 th century to end slavery?	List some ways that the media contribute to our perceptions of minority groups. What can be done to improve how the media portray minorities?	Review 3 to 5 sources on affirmative action; then write and submit an editorial to a newspaper describing your views on this topic.	Spend a day (week, etc.) observing and analyzing how minority groups are treated at the mall. Share the results with the store owners.	Form a school club whose goal is to create a sense of community and respect in the school building.	Examine school policies to see if democratic ideals are present. Write a new school policy, and share the findings and recommendations with administration.

SOURCE:
Ford & Harris (1999); Ford (2011).
[Multicultural Gifted Education](#)