

A CASE STUDY OF FIFTH GRADE SOCIAL STUDIES CURRICULUM FOR
INCLUSION OF MULTICULTURAL EDUCATION

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by
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A CASE STUDY OF FIFTH GRADE SOCIAL STUDIES CURRICULUM FOR
INCLUSION OF MULTICULTURAL EDUCATION

Presented by Eryca Neville

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And hereby certify that in their opinion it is worthy of acceptance.

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This work is dedicated to:

Charles Neville

“Thanks so much for all of your love and support.”

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ABSTRACT

The purpose of this study was to use a multi-case study design to describe the inclusion of multicultural theory in both the elementary social studies curricula and supporting student texts of six school districts in the Midwest. This study focused on fifth grade social studies curriculum because according to the expanding horizons social studies curriculum philosophy, which is the most commonly implemented in public schools, American history is the emphasis (Sunal & Haas, 2005). Fifth grade was also the suggested grade level that American History is taught according to the department of education of the state in which this study was conducted (DESE, 2006).

The questions outlined in Dr. James Banks' Checklist for Evaluating Instructional Materials provided the constructs identified in the district curricula and student textbooks. Results from this study suggest that the category most represented in district curricula and student textbooks would fall under the category, *acknowledging the range of diversity*. The construct that was most emphasized was **includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society**.

CHAPTER 1

Introduction

Overview

Minority and low-income students' achievement has been magnified greatly in light of the passage of the No Child Left Behind Act in 2001. While the merit of this Act is hotly debated, one indisputable fact is that the data have highlighted the inequitable achievement of various ethnic groups in America. Data from the National Assessment of Educational Progress (NAEP, 2006) demonstrated that while the gaps are narrowing, there still exists a significant difference in the scores of minorities and whites in the areas of reading and math. Examination of disaggregated SAT scores further support that a gap exists between blacks and whites within similar income levels; as whites from families earning less than \$10,000 had a mean SAT score that was sixty one points higher than blacks from families with incomes between \$80,000 and \$100,000 (The Widening Racial Scoring Gap on the SAT College Admissions Test, 2005). Examining achievement data from the state in which this study was conducted also supports the existence of gaps in the achievement of various ethnic and economic groups as demonstrated by test scores. For the achievement data from the 2004-5 school year reported that 13.7% of blacks, 21.0% of Hispanics, and 34.3% of whites scored advanced and proficient on the communication arts assessment (DESE, 2006).

The stirring shifts in population demographics projected by the United States Census Bureau makes these gaps in academic achievement of great

importance to the future success of the United States. In 2000, approximately 69.4% of the population was white, non-Hispanic. By 2030, whites will represent 57.5% of the population and only 50.1% by 2050. In 2000, 12.7% of the population was black, non-Hispanic. By 2030, black, non-Hispanic will represent 13.9% of the population and 14.6% by 2050. In 2000 12.7% was of Hispanic origin. By 2030, those of Hispanic origin will make up 20.1 % of the population and more than 24.4% by 2050. (U.S. Census Bureau, 2005)

According to the National Center for Education Statistics (2005) in the fall of 2000, 61.3% of students enrolled in public schools K -12 grades were white, 16.6% were black and 16.6% were Hispanic. In 2003, 58.3% of K-12 students were white, 16.1% were black and 18.6% were Hispanic. After viewing demographic projections, Diller and Moule (2005) assert that by 2030 approximately fifty percent of all elementary students in the United States will be children of color. These statistics have prompted me to wonder what happens to a nation in the face of half of its young being undereducated.

The United States mid-western state in which the study was conducted is not exempt from this phenomenon. There are distinct differences in the demographics of its total population when compared to the demographics of children in grades K-12. In 2000, approximately 84.9% of the state population was white, 11.2% of the population was black and 2.1% of the population was Hispanic. During the 2002-3 school year, only 77.9% of students were white, 18.2 % were black and 2.3% were Hispanic. (National Center for Education Statistics [NCES], 2005) While population projections based on race and age for

the state are not specified, the variances in the demographics of the total state population when compared to that of school age children suggests that this state is also witnessing a rapid increase in the percentage of children who are from non-white backgrounds.

The publicity surrounding the achievement gap, combined with implicit and explicit sanctions currently being imposed, as well as the changing United States demographics has left educators scrambling to identify the sources of the gap and to prescribe appropriate remedies. Research by Dr. Katie Haycock suggested that employing highly-qualified teachers is the crucial factor in closing the achievement gap (DESE, 2006). Jonathan Kozol (2005) continued to insist that inequities in public school funding must be dealt with in order to address the gap in academic achievement. Deborah Meier asserted that public schools are not in as much trouble as the popular press continues to present. She believed that there was room for improvement and that local control of smaller schools was the key (Meier, 1997). Dr. Belinda Williams and others believe that instruction should be based on culturally relevant teaching practices (DESE, 2006, Ladson-Billings, 1994, Delpit, 1995).

As multicultural theorists assert that many current educational practices are “harmful to students and reinforce many of the ethnic stereotypes and discriminatory practices in U.S. society” (Banks, 1999, p.1), it is imperative that current practices are examined to better identify which ones continue to provide harmful information so that they can be revised for future generations. This need to identify practices that are harmful to the educational advancement of all

students, particularly minority and low-income students, has been magnified greatly in light of the passage of the No Child Left Behind Act in 2001.

Rationale for the Study

While the possibilities for school reform are seemingly infinite, focusing on the CIA- (curriculum, instruction, assessment) Model of Education (Slater, 2006) can help organize the efforts currently being suggested, as this model encompasses the full spectrum of the responsibilities of education today. Simply stated, the CIA Model of Education focuses on the three responsibilities of all educators: Curriculum- What we want students to know about and be able to do? Instruction- How do we teach our students?, Assessment- What did we teach? What did students learn?

No Child Left Behind has focused a great deal of attention on the assessment piece of this model as school districts throughout the nation strive to increase test scores. Educators and educational reformers continue to focus a great deal of effort on how we teach students in an effort to affect changes in the results garnered through assessment (Kozol, 2005, Delpit, 1995, Meier, 1996) (Ladson-Billings, 1994). Two aspects of the CIA Model of Education have been addressed in the research. Academic reform focused on curriculum is a bit more limited. Winch and Gingell (1999) define curriculum as “the set of planned activities which are designed to implement a particular educational aim-in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered” (p. 53). This study focuses on curriculum,

specifically written curricula. This area of study is underrepresented in today's literature and is an important part of school reform.

Sleeter and Grant (1999) established the need for multicultural education by outlining that the United States has issues with race, gender and class based on poverty statistics, the wage gap, the gap in educational attainment, and the notion of the shrinking middle class. Banks (1999) asserted that the content of curriculum has been deemed detrimental to students. This study seeks to discover if the written curriculum provided to students in a mid-western state connected students to the diversity of our nation's past and present.

Significance of the Study

No Child Left Behind has illuminated the issue of poor academic achievement among impoverished and minority youth. The U.S. Census Bureau has projected that by 2030, half of the school-aged children in this country will come from the groups of youth suffering from poor academic achievement. This trend of underachievement cannot be allowed to continue if the United States wishes to continue to thrive as economic and world power.

Very little research is available regarding the multicultural nature of elementary social studies curriculum. This study focuses on the inclusion of multicultural principles; it addresses the cultural relevance of the curriculum being offered to students in the 21st century. As school districts search for answers to the achievement gap, this study can encourage curriculum coordinators and classroom teachers to more closely examine the content of curriculum as one possible solution.

Purpose of the Study

The purpose of this study is to use a multi-case study design to describe the inclusion of multicultural theory in both the elementary social studies curricula and supporting student texts of six school districts in the Midwest. This study will focus on fifth grade social studies curriculum because according to the expanding horizons social studies curriculum philosophy, which is the most commonly implemented in public schools, American history is the emphasis (Sunal & Haas, 2005). Fifth grade is also the suggested grade level that American History is taught according to the department of education of the state in which this study was conducted (DESE, 2006).

This research will build on the scholarship of multicultural educational theory and the subsequent research focused on multicultural curriculum reform. Information regarding social studies as a content area at the national and state level will also be examined to show the significance of this content area in the development of 21st century citizens. Multicultural education demonstrates how viewing history from multiple perspectives better prepares students to become 21st century citizens. Together this body of scholarship provides a strong foundation supporting the need for a multicultural curriculum in the 21st century classroom, as each endorses the promotion of multiple perspectives for the overall enrichment of United States' society.

Research Questions

This study explored the following questions:

1. What information is in the written curriculum for fifth grade social studies?

2. How does the written curriculum compare to James Banks' Checklist for Evaluating Informational Materials?
3. Do school districts provide a primary social studies textbook that is adopted at the district level to support the written curriculum?
4. How do the textbooks used compare to James Banks' Checklist for Evaluating Informational Materials?

Methods

A multiple case study method is used to examine the fifth grade social studies curriculum of six districts in a mid-western state of the United States. Once data were collected, a content analysis approach was used to compare it to the parameters outlined in Banks' Checklist for Evaluating Informational Materials. Once the patterns inherent in the data were identified for each school, they were compared with the others schools in this study for consistencies and differences in the incorporation of multicultural constructs outlined in the data analysis section of this study. Interviews were conducted with the social studies coordinator in each district to help create a more complete picture of the curriculum design process and the consequent inclusion of multicultural ideas.

Assumptions

The assumptions in this study are:

1. All 5th grade teachers receive copies of the district approved social studies curriculum and the corresponding student text.
2. The coordinators answered all interview questions in an open and honest manner.

3. Content analysis was the appropriate method used to analyze the documents collected in this study.

Limitations

The limitations of this study are:

1. This study focused on the written curricula provided by the school district. While it is very possible that individual teachers may modify the curriculum in the classroom, the district level response to social studies curriculum is what was examined.
2. The results are not generalizable. It is intended that the data collected will provide the researcher with a sufficient amount of data to develop a thick description. It is intended that this thick description will serve to make this research generalizable. Also, the researcher used a multi site case study. This approach helped to increase the ability to generalize results.

Definition of Terms

1. Case study: an exploration of a 'bounded system' or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Merriam, 2005)
2. Category: the six overarching themes used to reorganize the fourteen constructs outlined in Banks' Checklist for Evaluating Instructional Materials
3. Construct: the fourteen questions identified in Banks' Checklist for Evaluating Instructional Materials

4. Content Analysis: a multipurpose research method developed specifically for investigating any problem in which the content of communication serves as the basis of inference (Holsti, 1969)
5. Curriculum: “the set of planned activities which are designed to implement a particular educational aim-in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered” (Winch, Gingell, 1999)
6. Generalizability: The specific qualitative criteria that addressed the general criteria of applicability. It is the responsibility of the researcher to establish the degree of “fit” between the “sending” and “receiving” context. This is the equivalent to transferability in quantitative research (Lincoln & Guba, 1985)
7. Multicultural Education: a theory for curriculum reform. James Banks outlines four levels of multicultural curriculum reform: The contributions approach, the additive approach, the transformation approach and the social action approach (Banks, 1999)
 - a. Content integration: the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline, (Banks, 2002)
 - b. Knowledge construction process: the extent to which teachers help students to understand, investigate, and determine how the implicit cultural perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it (Banks, 2002)

- c. Equity pedagogy: exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural , and social-class groups. This includes using a variety of teaching styles that are consistent with the wide range of learning styles within various cultural and ethnic groups (Banks, 2002)
 - d. Empowering school culture and social structure: grouping and labeling practices, sports participation, disproportionality in achievement and the interaction of the staff and the students across ethnic and racial lines are among the components of the school culture that must be examined from diverse racial, ethnic, and cultural groups (Banks, 2002)
 - e. Prejudice reduction: focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials (Banks, 2002)
8. Social Studies: the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. In essence, social studies promotes knowledge of and involvement in civic affairs. And because civic issues--such as health care, crime, and foreign policy--are multidisciplinary in nature, understanding these issues and developing

resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies (NCSS website, 2006)

Summary

This dissertation is organized into five chapters. Chapter one provided relevant background information about this study and the rationale for conducting this study. A brief statement of the purpose of the study and the methods used was also included. Finally, the limitations of the study and a list of the definition of terms used in this study were outlined.

Chapter 2 is the review of research. It focuses on the scholarship of multicultural educational theory and information regarding social studies as a content area at the national and state level. It also examines the significance of social studies, as a content area, in the development of 21st century citizens. Content analysis, the methodology used in this study is also examined.

The research methods used in this study are explained in Chapter 3. Chapter 4 focuses on the findings of the data collected in each case during this research and Chapter 5 outlines the findings of this study as related to the research questions, recommendations based off on interpretations of the findings and implications for future research.

CHAPTER 2

Literature Review

Introduction

This chapter provides a review of literature for the following topics: Multicultural education in theory, the national social studies standards, the state standards, multicultural education in practice, multicultural education and curriculum, elementary social studies curriculum, dissertation research, and content analysis. This chapter further established a need for this study.

Multicultural Education in Theory

Sleeter and Grant (1999) established the need for multicultural education by arguing that the United States has issues with race, gender and class based on poverty statistics, the wage gap, the gap in educational attainment, and the notion of the shrinking middle class. Banks (2002) stated that knowledge of multicultural education was necessary for the preparation of teachers and administrators who will work with today's diverse population of children because of the changing demographic trends and changing workforce, the workforce needs of the 21st century, and the problem of poverty and the development of the future workforce. In recognition of this, he delineated that the goals of multicultural education are:

-to help individuals gain greater self-understanding by viewing themselves from the perspectives of other cultures, to provide students with cultural and ethnic alternatives,

-to provide all students with the skills, attitudes, and knowledge needed to function within their ethnic culture, within the mainstream, and within and across other ethnic cultures,

-to reduce the pain and discrimination that members of some ethnic and racial groups experience because of their unique racial, physical, and cultural characteristics,

-and to help students to master essential reading, writing and math skills. (Banks, 1999, 1-4)

When defining the characteristics of a multicultural school, Banks (2002) stated that the formalized curriculum should reflect the experiences, cultures and perspectives of a range of cultural and ethnic groups as well as both genders and that the instructional materials used in the school should include events, situations and concepts from the perspectives of a range of cultural, ethnic and racial groups. However, Sleet and Grant (1999) found that textbooks used in the curriculum tended to emphasize the wealthy white male experience and the discrepancies in teacher-student interactions based on race and gender help to sustain the current gap in education attainment.

Banks (2002) also outlined dimensions, or major components, of multicultural education in an attempt to provide all content areas with an understanding that multicultural education is not something appropriate for language arts and social studies teachers only. Content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and the empowerment of school culture and social structure were viewed as essential

in providing a safe, productive, and equitable learning environment for all students-regardless of race, creed or color. Content integration, the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline, is particularly noteworthy for the purposes of this study.

Recognizing that teachers use many methods to incorporate diverse points of view into the curriculum, Banks (2002) developed a four level scale that describes various levels of multicultural content integration. Curriculum reform usually begins at level 1, the contributions approach. This approach focused on heroes, holidays, and discrete cultural elements. The next approach was the additive approach in which content, concepts, themes, and perspectives are added to the curriculum without changing its structure. In level 3, the transformation approach, the structure of the curriculum is changed to enable student to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. Finally, in level 4, the social action approach, students make decisions on important social issues and take actions to help solve them. He deemed this as the most desirable approach.

Banks also provided criteria to analyze curriculum for elements of multiculturalism. His Checklist for Evaluating Informational Materials (2002) consists of seventeen questions that focused on the inclusion and integration of various minorities within the framework of written documents and instructional materials. It required that the materials offered to students include information about the diversity of and within race, gender and social class groups that exists

in America. Questions such as 1) Do the materials challenge the concepts of American exceptionalism and manifest destiny and help students to understand the powerful role of social class in U.S. society? and 2) To what extent is class still a significant factor in determining the life chances of U.S. citizens? serve as a springboard for challenging traditionally taught Euro-centric histories and help students to develop new views of the development of the United States and their roles as citizens. Curriculum materials that provide views of the United States history from multiple points of view provide teachers with the foundation needed to pursue the transformation approach of curriculum reform.

The checklist also emphasized the need for materials to provide students with information that is essential for understanding concepts such as prejudice, discrimination and institutionalized racism while also gaining knowledge of key events in history that demonstrated the concepts in action such as the Trail of Tears, the Middle Passage and the internment of Japanese Americans during World War II (Banks, 2002).

National Standards

As the National Council for the Social Studies (National Council for the Social Studies) 2001 Jean Dresden Grambs Distinguished Career Research in Social Studies Recipient, which recognized professionals who have made extensive contributions to knowledge concerning significant areas of social studies education through meritorious research, Dr. James Banks has maintained an active role in NCSS and was the lead author of the NCSS position statement on Multicultural Education. This statement was updated in 1991. The

new statement, in light of the changing demographics of the United States, asserted that NCSS believed that the curriculum should help students understand the totality of the experiences of ethnic and cultural groups in the United States in addition to many other goals (National Council for the Social Studies, 2005). This helped to support the roles of the school and the roles of school reform that are also stated in this document. The role of the school is to demonstrate a commitment to:

- a. recognize and respect ethnic and cultural diversity;
- b. promote societal cohesiveness based on the shared participation of ethnically and culturally diverse people;
- c. maximize equality of opportunity for all individuals and groups; and
- d. facilitate constructive societal change that enhances human dignity and democratic ideals. (NCSS, 2005)

The role of school reform is to:

1. create total school environments that are consistent with democratic ideals and cultural diversity.
2. define and implement curricular policies that are consistent with democratic ideals and cultural diversity. (NCSS, 2005)

Founded in 1921, the National Council for the Social Studies (NCSS) is the largest professional organization in the country dedicated to the promotion of social studies education. Its membership base represents all fifty states and consists of K-12 classroom teachers, curriculum developers, curriculum

coordinators, college and university faculty members and various other professionals who support social studies education.

As the leading organization in social studies education, NCSS helps to establish the national agenda for social studies education in the United States. In response to the Goals 2000: Educate America Act which was passed in 1992, NCSS appointed a task force of eleven prominent and respected social studies educators to create a set of formal standards for social studies education in 1993. The resulting document, Expectations of Excellence: Curriculum Standards for Social Studies, was produced in 1994.

In this document, social studies was defined as:

the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. In essence, social studies promotes knowledge of and involvement in civic affairs. And because civic issues--such as health care, crime, and foreign policy--are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies. (NCSS, 2005, vii, para. 3)

NCSS (1994) also identified the following ten themes of social studies which serve as a framework for K-12 performance expectations: Culture; Time, Continuity, and Change; People, Places, and Environments; Individual Development and Identity; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production; Distribution, and Consumption; Science,

Technology, and Society; Global Connections; and Civic Ideals and Practices. These themes are interrelated and incorporate all of the social science disciplines and related disciplines that are identified in the official definition of social studies. NCSS identified performance expectations for early, middle and high school grades for each theme. For each of the themes, performance expectations were delineated for early grades (K-4), middle grades (5-8) and high school (9-12).

As the intent of this document was to provide support for curriculum development at the state, district, school, and classroom levels examples were provided of how each of these performance expectations can be met in early grades, middle grades and high school (NCSS, 1994). Several expectations that are multicultural in nature are outlined for the middle grades-grades five through eight. Under the theme of culture, students were expected to compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns and to explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference (NCSS, 1994). Students were expected to be able to describe the ways family, gender, ethnicity, nationality and institutional affiliations contribute to personal identity. According to the theme of individuals, groups and institutions students should be able to demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups. While there were other expectations outlined within this document

that help provide a foundation in multicultural knowledge, the themes, culture and individuals, groups and institutions provide the most easily identifiable examples.

State Standards

The midwestern state that was the focus of this study developed standards and a state curriculum on a timeline which is very similar to that of NCSS. In 1993, the Outstanding Schools Act was passed by the congress of this midwestern state in response to the Goals 2000: Educate America Act. It was followed in 1996 with the adoption of the Show Me Standards. This framework outlines seventy three standards that address performance and knowledge standards for the state's students. The thirty three performance standards are organized under four goals.

The four performance goals outlined that students will:

- acquire the knowledge and skills to gather, analyze and apply information and ideas.
- acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- acquire the knowledge and skills to recognize and solve problems.
- acquire the knowledge and skills to make decisions and act as responsible members of society.

(DESE, 2006)

The six knowledge standards were organized under the following six content areas: communication arts, math, social studies, science, fine arts, and

health/physical education. In social studies, students in public schools are expected to acquire a solid foundation which includes knowledge of:

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of the state, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents) (DESE website, 2005)

In 1995, the Department of Elementary and Secondary Education (DESE) organized curriculum experts to develop curriculum frameworks for each of the content areas outlined in the Show Me Standards. The intent of the frameworks was primarily to assist districts in developing curriculum that was consistent with

the Show Me Standards and included examples of what students should be able to do by the end of grades 4, 8, and 12. The Social Studies curriculum framework was organized by four fundamental questions and five academic perspectives. The four fundamental questions were: Why have people established governance systems? How do individuals relate to and interact with groups? How do events and developments in this and other places relate to us and to each other? The five academic perspectives were: civic-political, social-cultural, historical, economic, and geographic.

On October 20, 2004, DESE released the social studies grade-level expectations. This document “provides an additional level of specificity for the Show Me Standards and should help local educators develop and implement more effective social studies curricula.” (DESE, 2004, pg. 3) It was organized using the expanding horizons or environments pattern of social studies as the following are the suggested topics for the school year:

Kindergarten-self in family, school, the school’s immediate environment, and the Nation

1st grade-Families-Here and in other setting of the past and present

2nd grade-Community-Our community and communities in other places

3rd grade-Community-Our community, its history, how it is governed, how people earn a living in it, how it relates to the nation

4th grade-state history and state geography in the context of United States Regions

5th grade-American History: The peoples of America before Columbus, the arrival of Europeans, The Colonies, The revolution and new nation, the expansion of the nation, early industrial revolution, the Civil War

6th grade-Option 1: World Geography; Option 2 World History: Ancient Times to the time of Columbus. (DESE, 2004)

The grade level expectations were organized under the six social studies standards outlined in the Show-Me Standards (DESE, 2004). The following were concepts that were suggested for study in fifth grade regarding United States History: Native America Cultures; Discovery, Exploration and Settlement of the United States; Perspectives on the American Revolution; Writing the U.S. Constitution; Westward expansion and settlement of the United States; Cultural interactions among ethnic groups; and Understanding the causes and consequences of the Civil War (DESE, 2004). This document did not mention the phrase multicultural education.

In fact, very little has been officially written regarding multicultural education and the social studies content area in this state. In the 1997 draft of the Curriculum Frameworks for Social Studies, Chapter 4 was titled “Good Practices in and Organization of Social Studies Programs”. Under the section titled “Setting policy with regard to Multicultural Education”, it stated that “One possible resource that may be used when crafting such a policy is the National Council for the Social Studies position paper “Curriculum Guidelines for Multicultural Education,” which may be found in an NCSS publication called The Tool Kit.” (DESE, 1997, pg. 3)

As state law required that every district writes and implements curriculum that is aligned with the Show-Me Standards, the state Department of Education provides districts with guidelines for curriculum development. According to DESE (2001), each district curriculum guide should include: general goals for graduates, a rationale for each subject and course, a description of content in each subject area and course, a listing of specific, measurable objectives for each course at each grade level, and a description of the district's procedures for evaluating and revising its curriculum. DESE (2001) also recommended the following tips in order to produce quality guides: involve teachers and administrators who work in different buildings with different ages throughout the process, seek community input including student and graduate opinions, and seek assistance from DESE, universities, other schools districts and local businesses.

Multicultural Education in Practice

"Banks' single most important contribution to evaluation in social studies education was the publication and dissemination of his study 'Diversity within Unity: Essential Principles for Teaching and Learning in a Multicultural Society,' What has made this publication so popular is the strategies it provides for evaluating the quality of school climate and curriculum and instruction in light of the principles detailed in the study." (NCSS, 2006)

In 1939, the National Association for the Advancement of Colored People made one of the earliest pleas for educators in the United States to examine the possible bias in textbooks. (Grant and Tate, 2000) In 1949, the American

Council on Education concluded that information presented in secondary social studies textbooks was “distressingly inadequate, inappropriate and even damaging.” (Grant and Tate, 2000, pg. 148) In the 1964, Elson published the book, Guardians of Tradition, which was a comprehensive analysis of 1,000 K-8 grade textbooks used in the 19th century and found that texts help to reinforce the sense that whites were superior to all ethnic minorities and that each ethnic minority was negatively stereotyped throughout all the books.

Multicultural education as a research discipline appearing in peer refereed journals is approximately a thirty year old area of study. While a prolific number of articles have been accessed regarding multicultural teaching strategies, lesson plans and other practitioner based ideas, it proved quite a bit more challenging to locate research studies that analyze the content of social studies curriculum and curriculum materials.

One of the first studies available was done by Banks in 1969. In his dissertation which was later transformed into an article for Social Education, he analyzed thirty-six American history textbooks for treatment of Black Americans using eleven specified themes. He found that textbook authors rarely took a moral stand. He also found that elementary textbooks did not depict racial violence and that racial prejudice theme units rarely appeared in them. Finally, he found that most textbooks included blacks by “extolling the virtues of selected black heroes”. (p. 963)

Banks’ model seemed to set the standard for research of minorities and curriculum as many studies that followed focused on how a group of people or a

specific incident was portrayed in textbooks. This trend continued throughout the 1970s as authors such as Hirshfield (1975) and Swanson (1977) examined the portrayal of American Indians in social studies textbooks.

There were other works that concentrated on the portrayal of all minorities developed during the 1960s and 70s as well. In addition to Elson's groundbreaking work, the Michigan Department of Education examined the portrayal of minorities in American History textbooks in 1968. Michael Kane's book, Minorities in textbooks: a study of their treatment in social studies texts (1970) represented another early example of works that examined the depiction of minorities as a group in social studies texts. In his study he found that struggles of Black Americans for equality were usually treated with complacent generalizations as opposed to facts, and that the role of other minorities was mostly ignored in texts. The Council on Interracial Books for Children followed with the release of Stereotypes, distortions and omissions in U.S. history textbooks : A content analysis instrument for detecting racism and sexism, supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican, and Women's History in 1976. In addition to examining the manner in which minorities were portrayed in various U.S. History books, this work also offered several content analysis instruments to be used for detecting sexism and racism in children's trade and textbooks.

Dr. Jesus Garcia, who later became President of NCSS, was one of the most prolific writers analyzing social studies textbooks for their depiction of minorities in the 1980s. His early work concentrated on the portrayal of specific

groups in American History text. In 1980, he reviewed ten U.S. history textbooks regarding their coverage of Hispanics and found that their coverage had moved from glaring omission to balanced, nonstereotypical, perspectives. Garcia (1985) analyzed eleven secondary U.S. History textbooks and reported that the number of sentences per page that were devoted to the Black experience had increased substantially when compared to older textbooks and that the quality had improved also. Garcia (1985) analyzed eleven secondary U.S. History textbooks published between 1965 and 1975 and indicated that the treatment of Blacks was only adequate but had improved significantly.

In the 1990s Garcia broadened the scope of his research. Garcia (1993) reviewed the portrayal of ethnic groups in American textbooks published between 1970 and 1990. He found that in the 1970s, African Americans received more thorough coverage than Hispanics, Asian Americans and Euro-Americans. He also asserted that Whites were often villainized and that textbooks published later ignored any white ethnic group distinctions and interactions.

Other studies done in the 1990s continued to focus on the portrayal of minorities in various text and trade books. Of those that concentrated on social studies textbooks, it seemed that the majority focused on how specific groups were viewed in them. Cruz (1994) found that Latinos were often negatively stereotyped in the six secondary U.S. History books he examined. Wieder (1996) examined two eighth grade textbooks used to teach history in South Carolina to see if they offered students a desirable picture of race in the state and found that neither book seemed to do so. Gordy and Pritchard (1995)

examined seventeen textbooks commonly used in fifth grade social studies in Connecticut to examine the presentation of slavery using Banks' approaches to Multicultural Curriculum Reform. They found that the majority of textbooks have reached the additive stage for African American men and the contributions state for African American and White women. In A Case Grammar Analysis of the Representation of African-Americans in Current Fifth Grade Social Studies Textbooks, McCabe (1996) found that while the five books that were analyzed overwhelmingly portrayed African-Americans as active and not just passive individuals dealing with life, there was a lack of emphasis on the feelings of African-American manifested by the noticeable lack of experiential verbs.

Two studies completed in the 1990s examined the depiction of minorities groups in the general sense in various social studies textbooks. The Silver Burdett-Ginn elementary social studies textbook series was the subject of an analysis conducted in 1991. Brophy et. (1991) found that the series "took a primarily factual, cultural literacy approach to social studies that focused on the United States without much attempt to cover other cultures or to embed coverage of this country's past or present within a global perspective"(p. 158) .

Sugnet et al. (1993) focused on how six U.S. History textbooks most likely to be adopted in Minnesota treated 1492. After creating a checklist that was based on standards information from NCSS and the Minnesota Department of Education, it was found that all six books do a "mediocre" job of including information about the stories of American Indians, Africans brought to America

and women. Scores on the assessment ranged from 17-39 out of a possible 55 points.

After examining twenty-seven teachers guides from six elementary social studies text series for the degree to which multicultural education and global citizenship was addressed, Alter (1995) asserted that her findings confirmed the work of previous scholars. Out of the six series examined, only one was “found to supply progressive examples of the characteristics of all three selected core variables: nationalistic verses global-humanistic perspectives, content adequacy and accuracy, and cognitive and affective learning processes” (p. 374).

In the 21st century, Avery and Simmons (2000) reviewed U.S. civics and history textbooks to examine how civic life was portrayed and found that individuals from diverse ethnic backgrounds, as well as women were unlikely to be viewed as significant historical or political figures. It seems that this is one of the only attempts to analyze social studies curriculum for evidence of multicultural constructs in this century.

Multicultural Education and Curriculum

As the majority of research that has been completed that focused on multicultural issues examined textbooks for content, little has been done focusing on the content of written curriculum documents generated by school districts. One examination of social studies curriculum focused on the documents collected from teachers in the Tucson, Arizona area and found that “the myth of benefits of diversity stated in the curriculum may be only a means of compensating for reality” (p. 6). This document was an ED document published

in 1986. In 1989, the Commissioner's Task Force on Minorities: Equity and Excellence examined New York state curriculum and found that the contributions of minorities had been systematically distorted, marginalized, or omitted from the K-12 state curriculum. Once again, this document was not published in a peer reviewed educational journal. It was a task report presented to the Commissioner in New York.

Elementary Social Studies Curriculum

Over the past several decades, there has been research that analyzed elementary social studies for various elements. Ferguson and Fleming (1984) examined elementary social studies books for images of Native Americans. Haas (1991) found that geographic and economic content dominated the Kindergarten through fourth grade social studies textbooks they examined.

Brophy et al. (1991) examined the Silver Burdett-Ginn elementary social studies series. After analyzing 1,217 lessons included in five social studies textbooks for grades first through fourth, Field (1992) concentrated on the social studies content areas that were included in textbooks finding that geography, history and anthropology received the most attention.

Research completed in the last ten years addressed a variety of topics both multicultural and non multicultural in nature. McCabe (1996) focused on the representation of African Americans in fifth grade texts. Beck and McKeown (1998) focused on the presentation and content of the American Revolution in four fifth-grade social studies textbooks. Logan and Needham (1998) focused on what elementary social studies textbooks told students about the Vietnam War.

Harmon et al (2000) investigated vocabulary instruction in social studies textbooks used in grades four through eight. McKean (2002) examined three fifth grade social studies textbooks for artistic representations. To date, no research was found that focused on the multicultural content of elementary social studies curriculum and its supporting textbook.

Dissertation Research

In addition to examining published literature, thirty-two dissertations abstracts were examined that focused on some aspect of multicultural education and social studies as a content area. The dissertations were completed between 1980 and 2004. Nine were completed in the 1980's, thirteen were completed in the 1990's and eight were completed between 2000 and 2004.

When placed in general categories, 10% (3 dissertations) focused on analyzing curriculum content, 31% (9 dissertations) focused on the attitudes of social studies teachers, 24% (7 dissertations) focused on the attitudes of preservice teachers, 3% (1 dissertation) focused on public discourse regarding multicultural education and social studies curriculum, 17% (5 dissertations) focused on developing multicultural social studies curriculum, 7% (2 dissertations) focused on program administration of multiculturalism at the state level, 3% (1 dissertation) focused on the analysis of songs used in the curriculum and 3% (1 dissertation) focused on the impact of multicultural education on racial attitudes and student achievement of elementary students. More specifically, the following patterns were noted:

- 55% (16 dissertations) focused on some aspect of the attitudes practicing and preservice teachers regarding multicultural education.
- Only 3% (1 dissertation) focused on the curriculum content of elementary social studies curriculum. It was a survey of 400 randomly selected teachers and focused on K-3rd grade curriculum in Southern California

After examining this data, I recognized that most of the research done by this group of scholars focused on the attitudes of preservice teachers. After a thorough examination of the abstracts, it should be noted that none of them focused specifically on the impact of multicultural theory on fifth grade social studies curriculum.

Methodology: Content Analysis

Holsti (1969) believed that a major force toward the development of content analysis as a methodology was a growing desire of researchers to judge various types of literature against set list of standards. He stated that content analysis is “any technique for making inferences by objectively and systematically identifying specified characteristics of a message” (p.14). It is one of the most commonly mentioned methods of analysis in research studies dealing with multicultural education and textbook content (Banks, 1969) (Gordy and Pritchard, 1995) (Garcia, 1985). As Berg (2001) outlined that one of the uses of content analysis is to “audit communication content against standards” (p. 240) it makes sense that this method would provide a viable method to use for identifying elements of multiculturalism in written curricula and textbooks.

Content analysis should not be considered just a method available to reduce the sheer volume of written data. It is a vehicle by which the researcher can better hear the message of the text and the intent of its writer (Berg, 2001). As this study sought to identify the existence of the fourteen codes Banks identified as necessary for inclusion in curriculum materials, content analysis was deemed an appropriate method to help the researcher better understand if the intent of the curriculum meets with the requirements of Banks Checklist.

Weber (1996) outlines the following steps for creating and testing a code scheme:

1. Define the recording unit.
2. Define the categories.
3. Test coding on a sample of text.
4. Assess accuracy or reliability.
5. Revise the coding units
6. Test coding on a sample of text.
7. Code all the text.
8. Assess achieved accuracy.

There are many recording units that can be used in content analysis. Berg (2001) defines a theme in its simplest form as a string of words with a subject and a predicate. Weber (1996) also identified a word, sentence, paragraph, and the whole text as possible choices of recording units. It was recommended that the choice of unit was small enough to allow for it to be coded in just one category (Berg, 2001).

Categories can either emerge from the data or be chosen before the study. Holsti (1969) stated the most important requirement to remember when identifying categories is that they should reflect the researcher's research questions. Stemler (2001) identified two approaches to coding data, emergent coding and *a priori* coding. Emergent coding required that the researcher allows the categories to be identified from the content of the text being studied. *A priori* coding used "categories that are established prior to the analysis based upon some theory" (p.3)

There are several strengths associated with this content analysis. Berg (2001) stated that one strength was that the method was "very unobtrusive" (p. 258). As documents remained the focus of study, there is no need to intrude on a wide variety of individuals. Berg (2001) also considered the content analysis a cost effective method that can be used to conduct longitudinal studies with less effort than other methods.

Conclusion

After a thorough review of the literature, it appears there has not been a study that focused on the multicultural content of fifth grade social studies curriculum and the supporting student textbooks. Also, there has not been a study that used Banks' Checklist for Evaluating Instructional Materials to analyze the multicultural content of curriculum materials.

This chapter focused on the following scholarship: Multicultural education in theory, the national social studies standards, the state standards, multicultural education in practice, multicultural education and curriculum, elementary social

studies curriculum, dissertation research, and content analysis. Chapter three focuses on the methodology for this study.

CHAPTER 3

Methodology

Purpose of the Study

The purpose of this study was to examine fifth grade social studies curriculum and relevant student texts for the inclusion of multiple perspectives as defined by Banks' Checklist for Evaluating Informational Materials (2002). To accomplish this research goal, I analyzed the written social studies curricula of six school districts in one mid-western state in the U.S. This study focused on fifth grade social studies curricula because according to the expanding horizons social studies curriculum philosophy, which was the most commonly implemented in public schools, American History was the emphasis (Sunal & Haas, 2005). Also, the state in which this study was conducted emphasized American History as the area of study for fifth grade in the state's grade level expectations guide (DESE, 2006). Hence, fifth grade social studies curriculum is pivotal because it represents the first formal opportunity most public school students get to study American History.

Research Questions

This study explores the following questions: a) What information is included in the written curriculum for fifth grade social studies of each school district? b) How does the written curriculum compare to James Banks' Checklist for Evaluating Informational Materials? c) Do school districts provide a primary social studies textbook that is adopted at the district level to support the written

curriculum? d) How do the textbooks used compare to James Banks' Checklist for Evaluating Informational Materials?

Research Design

Genres of Research in Multicultural Education

To help researchers design new research in the field of multicultural education, Bennett (2001) developed a conceptual framework for research genres that illustrated the complex multidisciplinary roots of multicultural education. The framework was organized around four clusters: Curriculum reform, Equity pedagogy, Multicultural competence, and Societal equity.

Each cluster was based on specific assumptions.

Curriculum reform was based on the assumptions that knowledge is contested and constructed and a Eurocentric curriculum in the United States is a tool of cultural racism.

Equity pedagogy was based in the assumptions that: all children have special talents and the capacity to learn and that the major goal of public education is to enable all children to reach their fullest potential and cultural socialization and sense of ethnic identity influence teaching and the learning process.

Multicultural competence was based on the assumptions that the reduction of racial and cultural prejudice is possible and desirable, and individuals can become multicultural.

Social equity was based in the assumptions that: societal change is a necessary condition to bring about equitable education access, participation and achievement and societal equity is possible and consistent with basic democratic values and the American creed (Bennett, 2001).

Each cluster also focused on three specific genres:

Cluster one: Curriculum reform focused on 1) historical inquiry, 2) detecting bias in texts and instructional materials, and 3) curriculum theory.

Cluster two: Equity pedagogy focused on 1) school and classroom climate, 2) student achievement, and 3) cultural styles in teaching and learning.

Cluster three: Multicultural competence focused on 1) ethnic identity development, 2) prejudice reduction, and 3) ethnic group culture.

Cluster four: Societal equity focused on 1) demographics, 2) culture and race in popular culture, and 3) social action (Bennett, 2001).

Curriculum reform was the cluster that was most relevant to this study. It focused on follow genres: Detecting Bias in Texts, Trade Books and Instruction Materials and Historical Inquiry and Curriculum Theory. Bennett identified Detecting Bias in Texts, Trade Books and Instruction materials as one of the

most prolific areas in multicultural education research (Bennett, 2001). In Bennett's opinion, much of it was based on analyzing existing textbooks, tradebooks and other curriculum materials using foundational research from the Council on Interracial Books for Children (CIBC). The genre of curriculum theory "focuses on the nature of multicultural education in terms of concepts and principles, as well as curriculum goals, rationales, models and designs." (Bennett, 2001, p. 183)

Bennett (2001) asserted that while the strongest and most visible impact of research in curriculum reform has been in higher education, to date little research exists that demonstrates the impact of multicultural education in the K-12 curriculum. She further noted that there was a growing body of research, primarily in dissertations, that documents the disconnect of multicultural education theory and classroom practices. This study focused on creating a descriptive analysis of curriculum currently in place by comparing the content of fifth grade social studies curriculum documents and student text to the Banks' Checklist for Evaluating Informational Materials.

Case Study Research

"Case studies help us to understand processes of events, projects, and programs and to discover context characteristics that will shed light on an issue of object" (Merriam, 1997, p. 33). The case study approach provided the methodological support necessary to do an in-depth study of a phenomenon in its context. The context of this study was the six schools districts from which the

fifth grade social studies curricula was obtained and the six faculty members in charge of social studies curriculum for each district. Once an in-depth view of each district's curriculum was outlined, light was shed on the elements of multicultural education included in the curriculum.

While there were a wide variety of other factors that could have been examined along with the curriculum, this study focused strictly on the written curriculum and text offered at the district level because those two documents provided a baseline of district expectations to all fifth grade teachers. Whatever innovations that individual teachers bring to the curriculum could provide an infinite number of variations in the manner in which the curriculum is delivered. However, district provided materials provide a baseline for the minimum expectations of all teachers within the system.

Yin (2003) stated that, in most cases, a multiple case study design is the preferred design. This study focused on the curricula and students' textbooks in six different school districts. This study performed an in-depth analysis on the written documents of six school districts in a mid-western state. There were many advantages and disadvantages to this design. Two advantages were: "conclusions independently arising from two cases, as with two experiments, will be more powerful than those coming from a single case (or single experiment) and the contexts of the two cases are likely to vary" (Yin, 2003, p. 53). If data produced similar conclusions when examining different circumstances, the ability to generalize the results to a greater variety of contexts will increase. Hence,

because each case in this study was selected because of its unique set of demographics, thus generalizability will increase.

Setting and Purpose

This study was a multi-site case study that focused on the fifth grade social studies curriculum and corresponding student textbooks of the following school districts: District A, District B, District C, District D, District E, and District F. The purpose of this case study was to understand the components of fifth grade social studies curriculum in six school districts in a Midwestern state. This study compared the curriculum and the designated student textbooks of these districts with the Checklist for Evaluating Informational Materials essentials as outlined by James Banks (2002). The results will serve as a basis for recommendations for elementary social studies programs in both the Midwestern state this study focused on and the United States.

Methods

Selection of participants

Maxwell (1996) stated that purposeful sampling encourages the researcher to choose cases that encourages comparisons to illuminate differences and similarities across themes. Creswell (1998) believed that a purposeful sample can help highlight different perspectives on a problem. For the purposes of this study the written curricula and students' textbooks of the six districts in a mid-western state were examined. The districts in this study represented urban, suburban, and rural areas and the eastern, western and

central portion of the state. The variations in place and populations helped to increase the generalizability of the results of this study (Yin, 2003).

Out of five hundred twenty-four districts, five hundred eleven of which were accredited in the 2005-6 school year, forty nine districts were identified based on size, location in the state, and demographics. Fifteen were solicited for participation in this study. One agreed to participate, five declined in writing and nine sent no response. Other districts were selected from the list and the process was repeated until six districts agreed to participate. In the end, there were three large and three small districts that agreed to participate in the study. These districts were diverse in their location within the state, ethnicities of student populations, and the number of students involved in the free and reduced lunch program. Table A summarizes the number of students in each district, the number of minority students, and the number of students receiving free and reduced lunch.

Table 1: Demographic Description of Cases

	Mid- Western State	Large District A	Large District B	Large District C	Small District D	Small District E	Small District F
Total # of students	893,270	19,315	21,871	16,052	5157	7982	3293
Asian	12,089 (1.4)	147 (.7)	792 (3.6)	777 (4.8)	212 (4.1)	119 (1.5)	234 (7.1)
Black	159,271 (17.8)	11,526 (59.7)	2491 (11.4)	3439 (21.4)	1352 (26.2)	417 (5.2)	553 (16.8)

Hispanic	22,720 (2.5)	242 (1.3)	267 (1.2)	447 (2.8)	379 (7.3)	218 (2.7)	54 (1.6)
American Indian	3181 (.4)	1	39 (.2)	62 (.4)	47 (19)	45 (.6)	9 (.3)
White	696, 009 (77.9)	7399 (38.3)	18,282 (83.6)	11,327 (70.6)	3167 (61.4)	7183 (90)	2443 (74.2)
F/R Lunch	353, 789 (40.9)	7114 (38.9)	2615 (12.5)	4901.7 (31.1)	1740 (33.7)	1096 (13.8)	298 (9.2)

Source: DESE, 2005

Data Collection

After generating a list of potential districts, I identified the district personnel responsible for approving district participation in research projects. IRB forms (see Appendix A) were sent requesting permission for the district to participate in this study and to interview the personnel in charge of social studies education. Once signed IRB forms were received, the data collection process began. First, information regarding the overall school district demographics was gathered from the state department of education and district administrative offices and websites.

Documents

This study focused on the official written curriculum provided by the districts to fifth grade teachers. Information regarding the structure and content of fifth grade social studies curriculum was gathered through a variety of sources. Each district was contacted and a copy of the official written fifth grade social studies curriculum guide was obtained from the district coordinator via the mail,

email or the district's website. Once the curriculum guide was obtained the recommended student textbook was sought from the district or the respective publisher's if the district's resources were limited. This study was limited to the curriculum and corresponding textbook used during the 2005-2006 school year in each of the designated districts.

Interviews

District social studies coordinators were interviewed to help complete the picture of the each district's elementary social studies program. (See appendix B) General questions about the coordinator's educational background were asked, followed by questions about the curriculum writing process and overall knowledge of multicultural education. Questions that emerged from the data collected from the written documents were added to the interviews of individual districts. A standardized open-ended interview was conducted. While this format did not necessarily allow for an easy pursuit of salient points, it helped to reduce interviewer bias and it better facilitated the organization and analysis of data (Patton, 1987). The initial interviews were conducted via email to ensure that there was an accurate written documentation of ideas exchanged. These were identified as interviews because they represented an open opportunity for exchange of ideas and dialogue.

Reflective Journal

A journal was kept during the data collection process. This journal was used to help determine if the study needed to be narrowed further, focusing on a specific phenomenon developing during the collection process. The notes also

served as a guide for future data collection and a documentation of ideas learned during the data collection process. It provided a place to begin trying out various coding strategies and modifying the various themes that were used in the final data analysis (K. Poulin, personal communication, March 12, 2001).

Data Analysis

Once data collection was completed, it was used to create descriptions of each district's fifth grade school's social studies curriculum. A content analysis approach using *a priori* coding was utilized (Stemler, 2001). As Banks has established himself as a well respected scholar in the field of multicultural education, his Checklist for Evaluating Informational Materials was utilized for coding. This process of examining case study data served to identify patterns inherent in discourses, texts, events or other phenomena. A within case and a cross case analysis was performed, as the themes inherent in the data were identified for each school district's curriculum and supporting student text; they were compared with the other schools in this study for consistencies and differences in themes (Creswell, 1998). Interpretations of the data gathered regarding elementary social studies curriculum were based on the patterns established in the texts and curriculum (Creswell, 1998).

A second coder was selected to assist in the data analysis process. Krippendorff (2004) believed that the following two characteristics should exist in a sufficiently large enough population of potential coders in order to increase reliability: 1) cognitive abilities-the ability to understand the rules and apply them consistently throughout the analysis and background, 2) similar histories of

involvement with texts, 3) similar educational backgrounds and 4) similar social sensitivities. While the ability to locate a large population of educators who were well versed in multicultural education was a bit of a challenge, an experienced teacher who has studied multicultural education theory and implemented multicultural educational strategies and methods in her classroom also coded the data for accuracy.

The study focused first on the district curriculum guides. Each guide was read thoroughly several times. Next, beginning with the curriculum guide for District A, each curriculum goal, unit goal, unit objective, and suggested teaching strategy was examined for a theme that could be identified as multicultural in nature and compared to the list of constructs outlined in Banks' Checklist for Evaluating Informational Materials (see Appendix B). Berg (2001) defined themes in its simplest form as a string of words with a subject and a predicate. This process was repeated by a second coder. Next, any discrepancies were discussed and resolved. The key words of each theme were entered into a matrix that outlines all fourteen codes and results were tabulated. This procedure was repeated for Districts B-F.

Next, each corresponding textbook was read through thoroughly. Beginning with the text for District A, the contents of each chapter were read for themes that could be designated as multicultural in nature and coded according to the constructs outlined in Banks' Checklist. This process was repeated by a second coder. Finally, each theme was entered to a matrix that outlined the

fourteen codes and results were tabulated. This procedure was completed for three textbooks.

After examining field notes and attempting to synthesis the data gathered, I discovered that the themes-grouping of words, identified in the curriculum and text were units of information that were too small in nature to be organized in a useful manner. Hence, I began the data analysis process again (Weber, 1996).

Beginning with the Banks' Checklist, the researcher and second coder discussed thoroughly and then identified six overarching categories that could be used to reorganize the Checklist. After much discussion, the following six overarching categories identified were labeled: 1) Acknowledging the range of diversity, 2) Women in the curriculum, 3) Text organization and features, 4) Views of the historical development of the country, 5) The Roots of Discrimination-the isms, and 6) Acculturation and the role of language (see Appendix C). This reorganization aided the researcher and coder in defining each construct when coding and served as a structure to organize the data during the final analysis.

Once the new categories were agreed on, the structure of the curriculum of each district was outlined. It was determined that each curriculum had introductory information that included items such as: the district rationale, the rationale for teaching social studies, the rationale for teaching social studies in fifth grade, learner expectations and goals, and the teacher and student expectations which included such information as: learner objectives, performances objectives, teaching strategies, and relevant assessments. An

outline was created for each school district. Next, each group of information was analyzed for the inclusion of information of multicultural concepts, compared to the six categories of the newly organized Banks' Checklist and then assigned a code according to the most relevant construct in the designated category. This coding process was repeated for each group of information included in the curriculum. The entire procedure was repeated for each written curriculum.

The information was then organized in a spreadsheet that included the following headings: Information from the curriculum (i.e. Objective), the page number, the Banks category it was classified under, the Banks' construct it represented, and the code for the school district. As this information was in a spreadsheet, the data could be easily reorganized by any of the chosen headings.

The outlined procedure was then repeated for each of the textbooks. The one change in the format was that textbooks were organized under the following structure: Unit, Chapter, Lesson, Heading and in one case the subheading. Special sections were also analyzed. These included items such as: Biographies, Literature integrations and Points of view. The researcher first examined the entire unit for evidence of a chosen category from Bank's Checklist, then the entire chapter, the lesson and finally the heading or subheading as needed. This information was also entered into a spreadsheet.

Questions that emerge from this data were used to create a standardized open-ended interview questionnaire that was submitted to district coordinators

via email for responses. Any other follow-up questions were subsequently submitted to district coordinators.

The final stage of data analysis involved interpreting findings based on the patterns emerging from the data and the information received in the interviews with appropriate district level personnel. The absolute and relative frequencies of each category from Bank's checklist in each document analyzed from the curriculum were tabulated as Krippendorf (2004) asserted that this is one of the most the common methods of making the data for a large volume of information usable. The interpretations were organized by how many examples of each category was included in the written curriculum and the corresponding textbook for each school district in this district. Examples were then included using the constructs listed under each category.

Trustworthiness

Lincoln and Guba (1985) identified four methodological issues that any research project needs to address in order to establish the scientific worth of a study: consistency, applicability, truth value, and neutrality. In quantitative studies the four issues were addressed with by establishing the study's reliability, generalizability, validity, and objectivity. In qualitative studies, such as case study research, the issues were addressed by establishing dependability, transferability, credibility, and confirmability. (Lincoln & Guba, 1985)

To establish the dependability the researcher established the methodological adequacy of the research process. To do this, a detailed log of decisions made during the design and data analysis process was kept. At the

end of the study, a dependability audit was performed. My log was submitted to my dissertation advisor for two purposes: 1) to provide an account of the steps taken in the data collection and analysis process to ensure that no short cuts or other liberties were taken, 2) to provide a log to double check any sources, interviews, etc. for accuracy.

To establish transferability I provided sufficient information that allows the reader to establish the degree of “fit”, if any, between the “sending” and “receiving” context. To do this, I provided a thick description that outlined as many salient and peripheral dimensions as possible about each of the six districts examined in this case.

To establish credibility, I needed to adequately represent the multiple realities of all research participants. This was done by triangulation, and member checks. Triangulation calls for the use of multiple sources of data to maximize perspectives of the phenomenon. This was done by using many sources of data from each district. The fifth grade social studies written curricula and supporting student textbooks used to teach it were examined. Supporting district assessments were examined. Interviews with the appropriate curriculum coordinators were also conducted.

Finally, confirmability required that I established the “reasonableness” of the interpretative findings. This was done by submitting my study to my dissertation committee for a confirmability audit. Committee members provided a professional assessment as to whether the conclusions drawn from this study are supported by the data collected and analyzed.

Ethical Considerations

There were many ethical considerations to consider when conducting qualitative research. Creswell (1998) suggested that the following are some ethical issues that the researcher should consider: 1) protecting the anonymity of informants, 2) disclosing the purpose and nature of the study, 3) how to use information shared “off the record”, 4) whether or not to share personal experiences in interview situations (p.132).

The schools districts chosen to participate in this study were kept anonymous. Districts were assigned a letter and the state in which the districts were located was not identified. This study did not pose any potential risks of harm for the participants, since this research focused on the written curriculum of the districts.

The purpose of this study was outlined for districts at the beginning of the study. Districts were given the opportunity to drop out of the study if it was deemed necessary at any particular point. Any information that was given “off the record” was submitted to interviewees during the member check process. If any information was considered threatening or too controversial, it was removed during the formative or summative check. Finally, as the researcher, I decided that it was best not to share my personal experiences with participants during the data collection process.

Limitations of the study

1. The study was limited to only the written curriculum and the corresponding student text offered to teachers during the 2005-2006 school year. This

study did not include any supplemental additions that were not considered part of the official school board approved curriculum.

2. This study focuses strictly on the written documents. While the curriculum coordinators were interviewed, the opinions of teachers, students and other curriculum contributors were not included in this study.
3. This study focused on the curriculum and textbooks from only six school districts in this state. The districts were purposefully and not randomly selected. This will effect the number of cases to the interpretations can be generalized to.
4. Lincoln and Guba (1985) identified prolonged engagement as another method for establishing credibility in a qualitative study. As this study concentrated on written documents, the researcher did not spend time at the districts to substantiate this type of engagement within the contexts of this study.

Conclusion

This study examined fifth grade social studies curriculum and the relevant student text for the inclusion of multiple perspectives as defined by Banks' Checklist for Evaluating Informational Materials (2002). A multi-site case study approach was used to identify the themes found in the each document. The interpretations of the data gathered are discussed in Chapter Four.

CHAPTER 4

Descriptive Findings

Introduction

Six cases were examined in this multi-site case study for the inclusion of multicultural education principles in the written curriculum and student text of each district. For each of the six cases this chapter provided: a description of the school district and the person in charge of social studies curriculum, an overview of the categories of themes address in the curriculum, an overview of the categories of themes addressed in the student textbook, curriculum information gathered from the interview and a synthesis of all of the information gathered about the district.

The categories of themes were determined during the data analysis process. This work represented the efforts of the researcher to better organize the great amount of data gathered during the data collection process. The six categories are simply the fourteen constructs identified in Banks' Checklist for Instructional materials reorganized by common ideas. The first category, *acknowledging the range of diversity*, included the two constructs that deal with acknowledging the diversity within the United States and within various racial, ethnic, and cultural groups. The next category, *women in the curriculum*, included the two constructs that addressed describing the roles of women of color and their perspectives on American History and society. *Text, organization and features* is the next category which focused on the two constructs that stress the integration of racial and ethnic groups in the mainstream story of history and

the use of primary resources to document and describe various views on history. The fourth category, *views of historical development of the country*, was comprised of the two constructs that focused on the student developing new views of the development of the United States, such as Manifest Destiny, and the viewing the development of the United States from the perspectives of groups that have been victimized throughout history. The title of the fifth category is *the roots of discrimination* which included the four constructs that help students understand the role of social class, the gap between American democratic ideals and realities, key concepts such as discrimination and prejudice and key history and cultural events such as the Middle Passage and the Trail of Tears. The final category, *acculturation and the role of language*, includes the two constructs that describe the range of dialects and languages within the United States and help the student to understand the two-way process of acculturation.

To assist the researcher in organizing this data, there are appendixes for the curriculum and textbook of each district.

Case A

Overview of the District

District Description

During the 2004-2005 school year, there were a total of 19,315 in students in District A. Asian students made up .7% of the student population, Black students were 59.7% of the population, Hispanic students were 1.3% of the student population, and Whites were 38.3% of the total student population. There was only 1 student that was reported as an American Indian. Roughly,

7114 students, or 38.9% of the total student population were eligible for free or reduced lunch. Teachers with regular certificates made up 98.8% of the district's teaching force. Only .8% of teachers in this district had temporary authorization in 2005 and .3% had substitute, expired or no certificates. Teachers in this district had an average of 10.2 years of experience and 45.6% of them had a master degree or higher. The current expenditure per pupil during the 2004-2005 school year was \$7773.82. This is very close to the state average of \$7,679 per pupil.

Curriculum Content Person

The PreK-12th grade Social Studies Coordinator at district A, began teaching social studies and language arts in California in 1966 where she taught junior high world history and US History. She stayed home for a few years with children and then began substituting in District A in 1973 and signed a contract as a full-time teacher in 1977. She taught full time until 1993, when she became a department chair which provided the opportunity to do evaluations, budgets, etc. as well as teach three hours a day. Finally, she moved to the position of curriculum coordinator in 2000. She still teaches twenty to twenty five hours per week in schools all over the district. In her current district she has taught career education, sociology, psychology, service-learning, economics, U.S. History, Government, and Geography for grades 9th-12th. She has a bachelor's degree in history and a minor in language arts. She also has a Masters of Arts in Teaching in Social Sciences. Both degrees are from Webster University in St. Louis, Missouri.

As the Social Studies Coordinator for district A, she plans and coordinates lessons at all grade levels in social studies. She also models lessons in all grade levels. She is responsible for working with first and second year teachers in professional development and does activities such as Civil War Baseball, being a flapper for studies of the twenties, and organizes field excursions on various topics for elementary students. She works with teachers to study and research best practices in content and instruction and writes curriculum for the district. She presents workshops on a variety of areas as needed by buildings in the district. These include such things as reading strategies at the middle and high school level, behavior management, and working with parents.

Overview of the curriculum

Contents of curriculum document

The written curriculum of District A included several different items. In the introduction there was a Social Studies Rationale, a District Vision Statement, Social Studies District Goals, and Social Studies Fifth Grade Goals. The second half of the document outlined the expectations of students and teachers using several categories. Local Objectives outlined the broad expectation for the teacher and students. The Learner Activities were brief activities that outlined expectations for students. The Instructional Methods were brief statements that outlined teaching strategies that could be used to help students complete their learner activities. Assessment Activities provided teachers with methods to gauge student progress. Concepts Assessed provided a list of the concepts, (i.e. terms and people) that were included in the assessment activity in the lesson.

The entire fifth grade curriculum for District A included: ten local objectives, sixty learner activities, eleven assessment activities and twenty eight concepts assessed.

Summary of themes

After analyzing District A's curriculum, I discovered that four out of ten of the local objectives addressed some aspect of Banks' constructs. One objective, the student will analyze changes that took place in the United States from 1800-1850 and how these affected Native Americas, **acknowledged the range of racial, ethnic, and cultural that reflects the diversity within United States life and society**. The other four focused on **describing the wide range of diversity that exists within racial, ethnic, and cultural groups**. An example was requiring students to identify and analyze geographic and economic changes during the Industrial Revolution and how those changes affected Native Americans and western settlers. Of the sixty learner activities included in the curriculum, twenty two of them focused on some aspect of Banks' constructs. The most commonly addressed construct was in the *roots of discrimination* category, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups**. Activities included having student compare and contrast the Northern and Southern views of Reconstruction by creating a graphic organizer. Six of the eleven assessment activities addressed Banks' constructs. **Helps students to view the historical development of the United States from the perspectives of groups that have been victimized in American history** represented the

construct most identified in this part of the curriculum with three of the six assessment activities.

Out of sixty of the possible instructional activities, seventeen were identified as related to Banks' constructs. The construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic group**, was the predominately addressed construct in this area. Seventeen out of the possible sixty instructional activities included information that was multicultural in nature. The *roots of discrimination* category was the most represented category. The construct that was addressed the most was, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. An example of this specified that the teacher would assign partners for students to write a script to role play an interview with Abraham Lincoln regarding his plans for Reconstruction. Finally, five out of twenty eight concepts assessed were multicultural in nature. Three of the concepts assessed were categorized in the **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States** construct.

The curriculum of District A addressed five of the six overarching categories. The entire curriculum addressed Banks' Constructs in fifty five out of a possible one hundred and sixty nine items. The *roots of discrimination* and the *views of historical development of the country* categories represent the ones that received the greatest amount of attention in this curriculum. Twenty four out of

the possible twenty seven items in the *roots of discrimination* category focused on the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. An example of this was the learner activity that required students to create a three columns chart listing the 13th, 14th and 15th amendments, how each was written to change the lives of African Americans and how each actually changed the lives of African Americans.

The second most represented category in District A's Curriculum was *views of historical development of the country*. In this category, the construct that was most represented was **helps student to view the historical development of the United States from the perspectives of group that have been victimized and advantaged in America**. Examples of this included the local objective that stated that students will identify and explain the political, economic, and social consequences of the Reconstruction on Northerners, Southerners, and African-Americans.

The other categories that were represented in this curriculum were: *acknowledging the range of diversity and women in the curriculum*.

Overview of textbook

Summary of contents of textbook

District A used the textbook Our Nation during the 2005-6 school year. Our Nation was published in 2003 by MacMillan/McGraw-Hill. The book's six hundred and thirty five pages include nine units, nineteen chapters, seventy one

lessons, two hundred and six headings, three hundred thirty eight sub headings, and thirty seven special sections.

Summary of themes in textbook

None of the entire units focused on any singular construct identified by Banks. Two of the nineteen chapters focused primarily on constructs identified by Banks. One chapter, “Native Americans: Clan Matters” focused on **diversity within various Native American communities**. The other chapter, “Slavery Divides a Nation” focused on **acquainting students with a key historical event that was essential for the understanding of experiences of African-Americans in the United States**.

Six of the seventy one lessons in this text focused on multicultural constructs. The majority focused on **acquainting students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. Examples included, “The Civil Rights Movement”, “Slavery in the Colonies”, and “Texas and the War with Mexico”. Twenty eight of the two hundred six headings were multicultural. Again, most headings focused on **including the range of racial, ethnic, and cultural groups that reflect the diversity within United States life and society**. Examples included “The First Americans”, “The Spanish in New Mexico” and “Putting it Together-African Americans in World War II”. Of the three hundred thirty eight subheadings, forty four focused on Banks’ constructs. The majority focused on the construct, **including the range of racial, ethnic,**

and cultural groups that reflect the diversity within United States life and society.

Thirteen of the forty four focused on **acquainting students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States.** Examples include “The 54th Regiment”, “Thanksgiving”, and “Native American Relations”. Finally, twenty two of the thirty seven special sections represented some construct identified by Banks. The majority were coded under the construct, **using primary resources to document and describe the experiences of racial, ethnic and cultural groups in the United States.**

Our Nation addressed all seven of the overarching categories.

Acknowledging the range of diversity is the most represented category with fifty of the one hundred and three items coded. Examples of the construct, **including the range of racial, ethnic, and cultural groups that reflect the diversity within United States life and society** included the headings: Pueblo Revolt, African American Soldiers and Patriot Spies. The chapter, “Native Americans: Clan Matters” was an example of the construct, **describes the wide range of diversity that exists within racial ethnic and cultural groups.**

The second most represented category in this text was *the roots of discrimination*. Twenty four of the twenty seven items identified in this category were labeled with the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States.** An example of this construct

was the chapter, “Slavery Divides a Nation” and lessons such as “Slavery in the Colonies” and the “Civil Rights Movement”.

This book also had two special sections that address the category *acculturation and the role of language*. The titles of the sections were: “Being a Good Citizen’s AIM-Amigos in Mediation” and “Kiansis-Mexican Cowboys”.

Upon further examination of this book’s organization, it was found that eighty of the one hundred two items identified as multicultural in nature were included within the context of the main text. Twenty of the one hundred two items were located in special sections, boxes and features.

Description of the curriculum writing process

According to the person in charge of social studies curriculum, District A has a curriculum calendar. It calls for actual revision every 6 years. However, minor revisions can be made yearly based on needs and changes within the scope of state mandates etc. Throughout the years in between, teachers report on and request changes or more complete explanations as identified when they are teaching the program. District A is in year four of the cycle and will soon begin the revision process. The first year is normally spent looking at research etc. Then the writing begins. As the coordinator she was the first coordinator to try bringing prek-12th grade teachers together as one group to do this process in 2001-02. She said, “It worked great and really educated them on the grade levels they did not teach.” District A will revise again soon. They will be looking at the GLEs from the state as well as what they have now. Teachers work on re-writing the curriculum and looking at books, materials and resources at the same

time. In her opinion, it is more important to them to determine what should be taught and how it should be assessed and than to locate materials that will provide teacher support.

In District A, they take pride in having a variety of stakeholders involved in the revision process. There is a social studies advisory committee composed of teachers, students, parents and board members. The work of the teachers who rewrote the curriculum is presented to the committee and feedback and other concerns are taken back to the committee writing committee for consideration.

Once a curriculum is written, it is then presented to grade level teachers across the district for their input and consideration. Then it is presented to the Board of Education for their acceptance. Every effort to is made to involve as many people as possible. The Coordinator also stated that it was imperative that they have a curriculum that addresses both state and national standards.

The current curriculum provides objectives that must be taught and assessments that must be given. The learning activities are optional but one way in which students can be prepared for the assessment. Therefore, the assessments listed in the curriculum are truly common assessments used throughout the district at each grade level.

The current curriculum also has strong ties to literacy. The intent of strategies and lessons is to show teachers how they help students use and improve these literacy skills while also learning social studies content. These literacy strategies are strongly provided in the lower elementary curriculum. This was not a response to NCLB since the curriculum was written before the

legislation. However, the Coordinator felt strongly that these were essential at the time and it was good that they were proactive.

According to the coordinator, since the state is no longer testing social studies, it is difficult to gather data on the effect of the curriculum. Last year they required teachers to report one common assessment score each quarter. This did provide data for the school, the district, and parents. Because teachers were asked to do more this year in light of NCLB, district level administrators decided that the social studies department could no longer require that collection of data. It is hoped that they will return to it as it provides data on what students have learned and, more importantly, where there might be weaknesses in the curriculum.

The Coordinator also noted that the state has a list which must be taught and assessed in curriculum. These include: racial/ethnic equity, gender equity, disability awareness, work readiness, technology, research skills etc. The coordinator stated that the district made certain that each of these indicators are present in every grade level in the social studies and, further, that they are truly assessed.

Synthesis of information

After both the district curriculum (see Appendix E) and the district adopted student text (see Appendix K) were examined, I found that these two documents address all seven of Banks' overarching categories. The categories that were most commonly addressed in the curriculum were the *roots of discrimination* and the *views of historical development of the country*. Under the *roots of*

discrimination the construct most addressed was, **acquaints students with key historical and cultural events that are essential for the understanding experiences of racial and ethnic groups in the United States.** The learner and instructional activities in this construct focused primarily on events regarding African Americans in the 1800s-the Emancipation Proclamation, the Missouri Compromise, and the passing of the 13th, 14th and 15th amendments or issues surrounding Native Americans such as the Indian Removal Act.

From the category *views the of historical development of the country*, the construct, **helps students to view the historical development of the United States from the perspectives of various groups** was concentrated in learner and instructional activities that were primarily focused on how Native Americans culture was affected by early colonization and Westward expansion and how Africans in America were affected by slavery and time periods such as the Progressive Era. The curriculum did not specify that every event highlighted in United States history should be viewed from the perspective of more than one ethnic, racial, or cultural group. It was the focus of the aforementioned topics.

Headings and sub headings in the text account for approximately one-third of the coded items and are focused on the category *acknowledging the range of diversity*. These thirty three items focused on the construct, **includes a range of racial, ethnic and cultural groups that reflects the diversity within United States life and society.** Addressing topics such as the free African society, the exodusters and the Powhatan, the text sought to include information regarding various ethnic and racial groups that existed during various periods of American

history. While some diversity is recognized within various groups, primarily Native American prior to the 1900s, the focus of this category is primarily that of including information regarding the range of diversity in the United States.

Closer examination of the curriculum also highlights that roughly one quarter of the one hundred two items coded were in the category, *roots of discrimination* focusing primarily on the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States.** Headings and subheadings in the text account for twenty of the items coded. Examples included topics such as, bad times for Native Americans, the Emancipation Proclamation and the Trail of Tears. These events were deemed key to understanding the plight of various ethnic and racial groups in the United States. It should be noted that events such as the Harlem Renaissance and the internment of Japanese Americans were not included in this text.

Hence, fifty five of the one hundred sixty nine possible items in the curriculum and one hundred two of the possible six hundred eighty items in the text addressed all seven categories of Banks' constructs identified in the Banks' Checklist for Evaluating Curriculum Materials. While all categories are addressed, several of the individual constructs were not included. Under the category *women in the curriculum*, there were no references to the construct, **helps student to view American history and society from the perspectives of women within various racial and ethnic groups.**

Under the category *views of historical development of the country*, there were no references to the construct **challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States**. Under the category *roots of discrimination* none of the curriculum or the corresponding student text was coded with the following construct, **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities**. There was only one reference in this category to the construct, **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens**.

Finally, the category *acculturation and the role of language* was the least referenced category. There were no references to the construct, **describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society**. In over thirty pages of curriculum and six hundred pages of text there were two references to the construct, **helps students to understand the extent to which acculturation within U.S. society is a two-way process and the ways in which majority groups have incorporated and sometimes appropriated aspects of the cultures of ethnic groups of color and the extent to which ethnic groups of color have adapted and incorporated mainstream culture in their ways of life**.

When the Coordinator was asked about her knowledge of multicultural education, she stated that she was familiar with James Banks levels of Multicultural Content Integration. While she claimed that she was not an expert, she stated that she has known Dr. Banks for more than 15 years. She agreed strongly with the ideas that merely teaching about a person or holiday is not truly providing the multicultural content embedded and integrated within a curriculum. She personally wanted and expected to see “much more than cursory attention to A person, A day, AN event, etc.” She stated that “while the district may not have met the standards as strongly as I would like, it was a huge move for many teachers who believed that doing “Christmas Around the World” was addressing those needs; reading a book about Martin Luther King, or playing up Abraham Lincoln were not the ways that we truly embedded the concept of multiculturalism”. She also mentioned that she includes “students learning about Japanese Internment Camps in the United States during World War II and German-Americans having to register as enemy aliens during World War I in my lessons, for example because students need a broad perspective to truly understand”.

Case B

Overview of District

District Description

During the 2004-2005 school year, there were a total of 21,871 students in District B. Asian students made up 3.6% of the student population, Black students were 11.4% of the population, Hispanic students were 1.2% of the

student population, American Indians were .2% of the student population and Whites were 83.6% of the total student population. Approximately, 2615 students, or 12.5% of the total student population were eligible for free or reduced lunch. Teachers with regular certificates made up 99.2% of the district's teaching force. Only .7% of teachers in this district had temporary authorization in 2005 and .1% had substitute, expired or no certificates. Teachers in this district had an average of 11 years of experience and 67.8% of them had a master degree or higher. The current expenditure per pupil during the 2004-2005 school year was \$7,389. This was very close to the state average of \$7,679 per pupil.

Curriculum content person

The official title of the contact person for District B is Director of Social Studies, Character Education, and Assessment. Her duties included: curriculum development, instructional delivery, assessment development, grading and reporting, character education, school climate and anything else that she is assigned. During the sixteen years she has been involved in education she has taught all social studies subjects for grades 7-12. She has been in her current position for nine years. She has a B.S. Ed. from Southeast Missouri State, a MA from Southwest Baptist, an Ed.S. from Central State Missouri. She is currently ABD in an Ed.D program in Educational Leadership and Policy Analysis at the University of MO-Columbia.

Overview of the curriculum

Contents of the curriculum document

The introduction of the written curriculum for District B included the following information: District Statement, Social Studies Goals for Graduates, District level learner expectations, Essential and Basic skills for social studies, Elementary social studies rationale, The nature of social studies content and process, Guidelines and expectations for implementation of the document, Organizational strands and practices, Core Conceptual Objectives (CCO) listed by grade levels, K-5 Social Studies Scope and Sequence, Acceleration and Social Studies, Pre Assessment Strategies-Formal and Informal, Features of elementary social studies, Application level assessments, Learning styles and social studies, an Equity Statement, and a Course description of fifth grade social studies.

The section that focused on the student and teacher expectations was organized by the five CCOs: Government/Civics, History, Geography, Economics, Cultural Awareness (Sociology). Each CCO included information organized under the following titles: Student should know, Student should be able to, Facilitating Activities, and Application Level Assessment. Each Application Level Assessment was organized using the following titles: Student Task, Teacher Notes, and Suggested Prompts. Finally, each CCO provided a detailed Scoring Guide to use with each Application Level Assessment.

The entire district curriculum included forty two items that Students should know, fifty one Facilitating Activities to help them learn objectives, fourteen student tasks, seven suggested prompts and five scoring guides as the CCOs Geography and Economics were assessed in the same Task. The section of the

curriculum entitled, “Students Should Be Able To Do”, incorporated skills that were not directed specifically to any of the social studies content addressed in the Students should know section. Hence, it was not included in the data analysis section.

Summary of themes in the curriculum

Seven out of the forty two of the items listed in the curriculum as “Student should know” were related to Banks’ Constructs. The construct that was most represented was, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States life and society**. Out of the possible fifty one activities listed in the curriculum, five addressed constructs outlined by Banks’. Four of the fourteen listed student tasks were multicultural in nature. One in the construct, **acquaints student with key historical and cultural events of racial and ethnic groups in the United States**, required that students analyze the economic conditions relating to the triangular trade route. Three of the seventeen suggested prompts addressed Banks’ constructs. All three focused on the construct, **acquaints student with key historical and cultural events of racial and ethnic groups in the United States**. An example of this was that the teacher should prompt students to select one leg of the triangular trade route and predict the effects of the rest of the route if that leg was eliminated.

Four the six overarching categories were addressed in the curriculum of District B. Out of the twenty one items identified as multicultural in nature, nine were classified in the category, *acknowledging the range of diversity* with eight of

them focusing on diversity within the United States in general. An example of this was by the end of fifth grade all student should know the importance and connections among the discovery, exploration and contact with Native Americans. The *roots of discrimination* category was the second most addressed category with all of six of the examples coming from the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups**. An example of this construct was the student tasks requiring students to reconstruct the triangular trade and analyze the economics conditions relating to triangular trade.

Overview of textbook

Summary of contents of textbook

United States was published in 2002 by Harcourt Brace. This book includes information from CNN and Turner Learning. The book's six hundred seventy three pages were organized into ten units, twenty chapters, eighty two lessons, two hundred fifty four headings and sixty two special sections.

Summary of themes in textbook

Whole units or entire chapters in United States were not devoted primarily to any one of Banks' constructs. Twenty of the eighty two lessons were identified as multicultural. The construct, **acquaints student with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**, accounted for eight of the twenty items in this category. Examples included, "The Search for Early Peoples" and "Encounters with the French and Dutch: Hurons". Of the two

hundred fifty four headings, thirty six were identified with one of Banks' constructs. Once again the majority were coded as the following construct, **acquaints student with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. Finally, nine of the sixty two special sections were assigned codes using Banks' constructs. The construct, **includes a range of racial, ethnic and cultural groups that reflects the diversity within United States life and society** represented six of the nine items coded.

The largest two categories represented in this text were *acknowledging the range of diversity* and the *roots of discrimination* with thirty four and twenty six of the sixty five total items, respectively. From the first category, twenty three items coded were under the construct, **includes a range of racial, ethnic and cultural groups that reflects the diversity within United States life and society** and eleven were coded with the construct, **describes the wide range of diversity that exists within racial, ethnic, and cultural groups**. Headings such as Africans and the War and Native Americans and the war represent text that included a range of diversity within the United States. Lessons such as the Great Plains and the Eastern Woodlands represent describing the diversity within a racial or ethnic group in the United States.

The category, *roots of discrimination*, represented the second largest represented in this text. The construct, **acquaints student with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**, represented twenty two of the

twenty six items coded. Examples included headings such as Indian Removal and the Three-fifths Compromise. Other examples include lessons such as Life on Plantations and The Growth of New France: Black Codes.

Finally, fifty six of the sixty items identified with constructs from Banks were included within the structure of the main text of this book. Nine of the sixty five items coded with Banks' constructs were in special sections, boxes or features of the text.

Description of the curriculum writing process

When asked to describe the curriculum revision process, the Director of Social Studies, Character Education and Assessment stated that the elementary social studies curriculum receives minor revisions annually and in-depth major revision every sixth year. The district just completed the in-depth program evaluation and will be writing a new curriculum during the upcoming school year. The curriculum committee will use the information gathered in the program evaluation process to create an updated scope and sequence. Teachers, administrators, students, parents and other community members are also included on the scope and sequence committee. The committee is then ready to create the new curriculum. Several documents are used to assist in this process. Members do extensive research on social studies practice using journals and conference materials. They also use the standards documents from each discipline as well as NCSS and state standards. Information gathered from perception surveys administered to teachers, administrators, parents and students are also used. Once the curriculum is written, the committee reviews a

wide variety of potential textbooks against the newly written curriculum. The textbooks that make it to the final cut are then sent to buildings for teachers to use and examine. Each building then submits the list of preferences and a district level decision is made based on the feedback.

When asked if the area of social studies had been affected by No Child Left Behind initiatives, the director responded that they were able to work toward social studies standards as they had in the past. The stress level of teachers had increased.

Synthesis of information

After examining both the written curriculum (see Appendix F) and the student textbook (see Appendix L) for district B two major gaps stand out. The categories: *textbooks, organization and features* and *acculturation and the role of language* appear not to be addressed any place in either document. After double checking both documents it was confirmed that from the category, *acculturation and the role of language*, there were no references to either construct, **describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society or helps students to understand the extent to acculturation within U.S. society is a two-way process and the ways in majority groups have incorporated (and sometimes appropriated) aspects of the cultures of ethnic groups of color and the extent to which ethnic groups of color have adapted and incorporated mainstream culture in their ways of life**, listed in the category *acculturation and the role of language*.

However, after examining the curriculum of District B I found that the use of primary sources was considered one of the practices considered important for elementary social studies and was suppose to appear in the essential skills section of the social studies curriculum. After further examination, the use of primary sources was not included specifically within recommended student and teacher activities.

Regarding the construct, **integrates the histories and experiences of racial and ethnic groups into the mainstream story of the development of America rather than isolating them into special sections, boxes, and features**, it should be noted that fifty-six of the sixty-five textbook items coded as Banks' constructs were included within the mainstream story of the text.

Of the four categories that were addressed in the curriculum and textbook, forty three of the items coded were in the category *acknowledging the range of diversity*. The construct, **includes a range of racial, ethnic and cultural groups that reflects the diversity within United States life and society**, accounted for over one third of the total eight six items coded in both documents. Items addressed in these two documents concentrate on topics with headings such as Native Americans and the War, Africans and the War and the Battle of Tippecanoe. Examples of items from the curriculum include activities such as: identify groups and institutions that have played a role in United States History and identify contributions of groups and institutions in United States History.

While other categories are represented by these two documents the following constructs are not addressed. Under the category of *views of historical*

development of the country, the construct, **challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States**, was not addressed anywhere. Under the category *roots of discrimination*, the constructs: **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens** and **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities**, were not addressed.

Finally, when the social studies coordinator was asked about multicultural education she stated that special efforts to address diversity in elementary social studies curriculum included addressing the culture strand in the NCSS standards. Multicultural groups and multiple perspectives were specifically considered when writing the curriculum. The director was also familiar with James Banks level of Multicultural Content Integration and stated that it was used to help determine how to layer in multicultural issues. She stated, "We specifically avoided the isolated topics, such as, study of blacks only in black history month, because they tend to reinforce the stereotype approach."

Case C

Overview of the District

District Description

During the 2004-2005 school year, there were a total of 16,052 students in District C. Asian students comprise 4.8% of the student population, Black students were 21.4% of the population, Hispanic students were 2.8% of the student population, American Indians were .4% of the student population and Whites were 70.6% of the total student population. Approximately, 4902 students, or 31.1% of the total student population were eligible for free or reduced lunch. Teachers with regular certificates made up 96.7% of the district's teaching force. Only 2.8% of teachers in this district had temporary authorization in 2005 and .5% had substitute, expired or no certificates. Teachers in this district had an average of 13.3 years of experience and 57.2% of them had a master degree or higher. The current expenditure per pupil during the 2004-2005 school year was \$8,218. This was very close to the state average of \$7,679 per pupil.

Curriculum Contact Person

The Social Studies and English Language Learner Coordinator for District C has been teaching for eleven years. She taught one year of 6th grade and several years of 8th grade. She currently holds a Bachelors degree in Applied Geography and a Masters in Curriculum and Instruction. She has been the district's Social Studies Coordinator for three years and the English Language Learner (ELL) Coordinator for one year. Her current duties included: K-12

curriculum coordinator for social studies, working with department chairs in grades 6-12, facilitation of curriculum writing and textbook/material adoption, purchasing elementary materials, providing professional development for teachers, coordinating program evaluation committees, managing the social studies budget, providing new teacher training in social studies, working with other coordinators on curriculum and instruction procedures, and a wide variety of ELL tasks.

Overview of Curriculum

Contents of the curriculum

The curriculum of District C included the following items in the introduction: Studies Goals for Graduates, Rationale, Course Description-5th Grade Social Studies, 5th grade skills and Unit Objectives. The section that outlined student and teacher expectations was organized into five units: Three Worlds Meet, Settlement/Colonization, Revolution & New Nation, Westward Expansion, and the Civil War/Reconstruction. Each unit included objectives and learner activities. This document also included every worksheet needed to support the activities. The curriculum identified twenty one objectives and thirty three learner activities.

Summary of themes in curriculum

Four of the twenty one objectives and three of the thirty three learner activities were multicultural in nature in the curriculum of District C. All of the identified items were in the category, *acknowledging the range of diversity*. Three of the identified items addressed the **range of diversity within United**

States life and society. An example of this is the learning activity that required student to record information about the three cultures (Native Americans, Europeans, and Africans in American) on post-it notes to add to a triple t-chart for class discussion. Four of the items addressed the **range of diversity within a racial, ethnic or cultural group.** An example of this was the learning activity that required student to chart and research Native American cultures and add that information to the attached chart. The chart required information required various bits of information about Native Americans from the southwest, eastern woodlands, plains, far west, northwest coast, and far north.

Overview of textbook

Summary of content of textbook

The United States and its Neighbors is the district adopted textbook used in District C. It was published in 1995 by MacMillan/McGraw-Hill. The book's six hundred and twenty six pages include ten units, twenty four chapters, ninety seven lessons, five hundred fourteen headings and forty five special sections.

Summary of themes in textbook

No entire chapter or unit was dedicated to any of the constructs outlined by Banks. Eighteen of the ninety seven lessons were multicultural with seven of the eighteen addressing the construct, **describes the wide range of diversity within racial, ethnic and cultural groups.** Examples included, "The Country Pulls Apart" and "The World of the Planter". Sixty eight of the five hundred fourteen headings were coded with constructs from Banks. Twenty six of the sixty eight were identified as, **includes a range of racial, ethnic, and cultural**

groups that reflects the diversity within United States and society. Heading titles included “The Boston Massacre” and “General Braddock’s Defeat”.

Fifteen of the sixty eight were coded as, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States.** Ten of the forty five special sections were considered multicultural. Topics included, “Free African Americas”, “Frederick Douglass” and “Southerners Defend Slavery”. The ten sections addressed seven different constructs.

This text addressed all seven of the categories of Banks’ constructs.

Acknowledging the range of diversity represented forty seven of the ninety six items coded. Thirty three of the forty seven were from the construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States and society.** Examples include lessons such as the Quakers in North America and the country pulls apart: free states and slave states.

Examples of the second construct in this category, **describes the wide range of diversity that exists within racial, ethnic, and cultural groups, included headings such as the Plains Indians and the Indian Wars.**

This book also addressed the construct, **helps students to understand the powerful role social class in United States society and the extent to which class is still a significant factor in determining life chances of United States citizens.** Examples of this include heading such as colonial elections and leaving home.

After the organization of this book was examined, it was found that of the ninety six items identified as multicultural in nature, eighty six of them were included within the main text of this book. Ten of the ninety six items were included in special sections of the book.

Description of the curriculum writing process

According to the social studies coordinator, the district is currently on a five year revision cycle. Year one is dedicated to program evaluation, in year two curriculum is rewritten and revised, in year three the new curriculum is implemented, and years four and five is dedicated to monitoring and adjusting the curriculum. August 2006 will mark the beginning of a new revision cycle. A program evaluation committee will be convened to examine current social studies practices throughout the district. This committee will be made up of at least fifteen members: the social studies coordinator, seven teachers, two administrators, an Instructional and Informational Technology Services (IITS) representative, two community members and a couple of parent representatives.

Next, a curriculum committee will be selected to rewrite the curriculum. After the curriculum is rewritten, several textbooks and types of materials will be reviewed and evaluated by the committee. A decision for adoption will be made from scored evaluations that focus on: creativity of materials, variety of learning styles and abilities addressed, ability to address the multicultural issues deemed important, literacy issues being addressed within the content, and art, music, and other content areas being embedded within.

The documents that will be used to help rewrite the curriculum will include: the state's Grade Level Expectations (GLE) in social studies, program evaluation recommendations, curriculum from other district content areas (language arts, etc), literature reviews, and the district's policy and goals documents. To account for the opinions of various stakeholders, the program evaluation committee will include teachers, administrators, community members and parents. The curriculum committee will be comprised of mainly district teachers, but there may be an effort to expand this to include other stakeholders also.

According to the social studies coordinator, because NCLB does not mention the content area of social studies, it has adversely affected social studies instruction. She also stated that because there is no longer a required state assessment in social studies and because other nationally normed tested like the Explore focus primarily on reading and writing, it is a struggle to ensure that students are receiving adequate social studies instruction in grades K-7.

When asked if there were any social studies assessments expected at the district level, she stated that this was an area that the district was struggling with. While the message from the district is that social studies instruction was not "optional" at the elementary level, it was not taught consistently across the district. She believed, it "fits in" when times allows; some schools however are doing an excellent job of teaching it. However, language arts and math take top priority in resources, materials, assessment money, and instructional time. It would be the responsibility of the program evaluation team to look at elementary testing and data collection.

Synthesis of information

With one hundred three out of a possible seven hundred forty four items coded in both documents, all six categories of constructs were addressed after examining the curriculum (see Appendix G) and corresponding textbook (see Appendix M) of Case C. The curriculum however, only addressed one category, *acknowledging the range of diversity*. This was also the category that the textbook addressed the most with forty seven of the possible ninety six coded from the textbook. Hence, over half of the items coded in both documents with constructs from Banks' list were found in this category. Examples of this from the curriculum included the activity of charting and research Native American cultures. Headings from the text concentrated on topics centered on Native Americans helping early colonist then fighting with them during Westward Expansion and the roles and reactions of African Americans during slavery.

Several constructs were not represented in other categories. Under the category, *views of historical development*, there were no examples of the construct, **challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States**. Under the category, *acculturation and the role of language*, the construct, **describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society**, was not represented in either document.

Finally, according to the coordinator, the committee would make specific efforts to address diversity. She stated that because the district had recently eliminated the Multicultural Coordinator position, they were trying to ensure that more multicultural efforts were addressed through the content area of social studies, but they “had a ways to go” and that there were some of the state’s GLEs that would help them write objectives that address diversity. When asked if she was familiar with James Banks’ levels of Multicultural Content Integration, she said no.

Case D

Overview of the District

District Description

During the 2004-2005 school year, there were a total of 5,157 in students in District D. Asian students compromise 4.1% of the student population, Black students were 26.2% of the population, Hispanic students were 7.3% of the student population, American Indians were 1.9% of the student population and Whites were 61.4% of the total student population. Approximately, 1740 students, or 33.7% of the total student population were eligible for free or reduced lunch. Teachers with regular certificates made up 96.9% of the district’s teaching force. Only 2.1% of teachers in this district had temporary authorization in 2005 and 1% had substitute, expired or no certificates. Teachers in this district had an average of 12.5 years of experience and 52.8% of them had a master degree or higher. The current expenditure per pupil during the 2004-2005 school year was \$7,251. This was very close to the state average of \$7,679 per pupil.

Curriculum contact person

The Assistant Superintendent of Curriculum and Instruction for District D has been in education for twenty-nine years. He has a Bachelor of Science in Education from Missouri State University, a Masters of Science in Education from Drury College and an Educational Specialist and Doctorate of Education from the University of Missouri-Columbia. When he was teaching, he taught Science and Math for grades nine through twelve and he has been in his current position for two years. His duties include supervising: curriculum and instruction, Title Programs, the MSIP process, textbooks, and media and technology.

Overview of the curriculum

Contents of the curriculum document

The introduction of the curriculum document for District D included the subsequent titles: Rationale, Course Description, Most important learner outcomes and Evaluation. The section of the curriculum that included the teacher and student expectations was organized using the following titles: Learner Objectives, Performance Objectives, Activities, Resources and Assessments. For the purposes of this study, the Resources and Assessment sections were not analyzed as they represented generic activities that were not specifically related to social studies. The entire curriculum for District D included sixty learner objectives, one hundred sixty six performance objectives and ninety three activities.

Summary of themes in curriculum

Seven of the sixty possible learner objectives addressed constructs identified by Banks. **Acknowledging the range of diversity within United States life and society** accounted for four of the seven objectives identified. One example was to have students answer “How may diversity benefit a society?” Out of the possible one hundred sixty six performance objectives in the curriculum, fourteen were multicultural in nature. Once again, the construct, **acknowledging the range of diversity within United States life and society**, represented the majority of the objectives as nine of the fourteen were related to this construct. Ten of the ninety-three activities in this curriculum were related to Banks’ constructs. The constructs addressed in the activities were: **acknowledging diversity within United States life and society**, **acknowledging diversity within various racial, ethnic and cultural groups** and **using primary sources to document and describe the experiences of racial, ethnic and cultural groups in the United States**. For instance, one activity required that student created a collage illustrating diverse groups.

Three of the six overarching categories were addressed in this curriculum. *Acknowledging the range of diversity* represented an overwhelming amount of the items identified with twenty-five out of thirty one of the items. Seventeen of those items were in the construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States life and society**. The activities construct a collage illustrating diverse groups and their contributions to the United States and the performance objective that students

will be able to explain why specific events take place in locations that have differing features of human characteristics such as language, diversity, economies, religions, ethnic backgrounds, and political systems were examples. The other categories that were represented were: *text, organization and features and acculturation and the role of language.*

None of the constructs in the categories: *women in the curriculum* and *roots of discrimination* were addressed. Also in the category, *views of historical development of the country*, the construct, **helps students to view the historical development of the United States from the perspectives of groups that have been victimized in American history**, was addressed once and the construct, **challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States**, was not addressed anywhere.

Overview of textbook

Contents of the textbook

Social Studies: The United States is this officially adopted textbook in district D. It was published in 2005 by Scott Foresman. This book includes information from the following sources: Colonial Williamsburg, Discovery Channel-School, Dorling Kindersley, and Mapquest. The book's six hundred and ninety one pages are organized into nine units, nineteen chapters, sixty four lessons, two hundred fifty six headings and one hundred and six special sections.

Summary of themes in textbook

While none of the nine units of this text focus entirely on any one construct, one of the nineteen chapters does. This chapter focused on the construct, **describes the wide range of diversity that exists within racial, ethnic and cultural groups**. The title of the chapter was Native American of North America. Fourteen of the sixty four lessons focused on various constructs. The majority of lessons, six, addressed the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. Sixty two of the two hundred fifty six headings addressed constructs identified by Banks. The construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States life and society** account for twenty eight of the sixty two headings. Finally, twenty of the one hundred six special sections represented a variety of constructs identified by Banks.

The United States addressed all seven of the categories of Banks' constructs. *Acknowledging the range of diversity* accounted for thirty eight of the ninety seven items coded. Thirty three were from the construct **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States life and society**. Examples of this construct include lessons, Early American Cultures and headings such as Pontiac's Rebellion, Southern Plantations, and A Nation Moving West.

Under the category *views of historical development of the country*, this book included eight items that were coded in the two constructs, **challenges the**

concepts of American exceptionalism and manifest destiny and helps students to view the historical development of the United States from various perspectives. Under the heading, The Story of Texas, this textbook stated “Many people in the United States believed in the idea of manifest destiny, or the belief that the United States should expand west to the Pacific Ocean. However, people opposed to slavery did not want Texas admitted because it would expand slavery in the United States” (p. 433).

Finally, seventy seven of the ninety seven items coded with constructs from Banks’ were included with the main text of this book. Twenty of the items were included in special sections.

Description of the curriculum development process

In District D, the curriculum is revised every six years. The elementary social studies curriculum was last revised in the summer of 2005. It was tweaked this spring and approved by the Board in May of 2006. The curriculum committee is comprised of the Assistant Superintendent, a principal, a librarian, a technology specialist, at least one person from the community and about twenty teachers. To help write the curriculum the committee uses the state’s curriculum framework for social studies, the Grade Level Expectations, and the national standards. Once the curriculum is written, textbooks are examined. Each teacher in the district reviews every textbook series and completes a scoring rubric. A committee of teachers from across the district then examines the books more closely during professional development release time.

Textbook representatives make their pitch at this time. The committee then selects the series that will be used.

When asked if NCLB has affected elementary social studies, the Assistant Superintendent responded, no. Unfortunately, NCLB is completely silent on social studies outcomes. He said, because of that, the state department of education has become silent. The social studies component of the MAP is no longer required as part of our state school Improvement Program process. As a district, he stated that he thought that was a shame. The district will continue to administer the social studies portion of the MAP and evaluate the data to see how our students are mastering the Grade Level Expectations. The district has common assessments in Language and Math, but have not yet written common assessments in Social Studies at the elementary level. Science will be next. Again, he stated that the district must focus our energies on the areas that the state and the feds tell us we are accountable for. The district does disaggregate our MAP social studies data which helps to inform instructional practice.

Synthesis of information

One hundred twenty eight of a possible seven hundred seventy three items from both the written curriculum (see Appendix H) and textbook (see Appendix N) were coded with constructs identified in Banks' Checklist for Evaluating Informational Materials. All six categories of constructs were addressed somewhere in these two documents. The category that was addressed by nearly one half of all of the items coded was *acknowledging the range of diversity*. The construct, **includes a range of racial, ethnic, and**

cultural groups that reflects the diversity within United States life and society accounted well over one third of all coded items. The items in the curriculum and text focused primarily on including information regarding various ethnic and racial groups in life in the United States prior to 1900.

The category with the next highest number of items was the *roots of discrimination*. The construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**, accounted for almost one fourth of the total number of items coded in both documents and the content of these items focus primarily on information surrounding areas such as slavery and the Indian Removal Act.

While all six categories are represented in these two documents there were only two constructs that are not addressed in either place. Under the category, *roots of discrimination*, the constructs, **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens** and **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities** were not addressed in either document.

Finally, when asked if there were specific efforts to address diversity in the elementary social studies curriculum, the Assistant Superintendent said yes, the

scoring rubrics used contains items that address diversity. The areas addressed are: ethnic/cultural; gender; religious; and handicapped

When asked what tools were used to ensure that issues of diversity were addressed in the curriculum, he stated none formally beyond the items on the scoring rubric. In his opinion, the textbook companies decide the level of diversity in their materials. He added that the district was located in a diverse community and that caused district teachers to be very sensitive to cultural issues on an informal basis. As a district, they do have the typical efforts such as Black History Month, Hispanic History Month, etc. They also work closely with local groups such as the NAACP, the County Family Coalition, and the military to address diversity issues. When asked if he was familiar with James Banks level of Multicultural Content Integration he said no.

Case E

Overview of District

District Description

During the 2004-2005 school year, there were a total of 7,982 in students in District E. Asian students compromise 1.5% of the student population, Black students were 5.2% of the population, Hispanic students were 2.7% of the student population, American Indians were .6% of the student population and Whites were 90% of the total student population. Approximately, 1096 students, or 13.8% of the total student population were eligible for free or reduced lunch. Teachers with regular certificates made up 99% of the district's teaching force. Only .7% of teachers in this district had temporary authorization in 2005 and .3%

had substitute, expired or no certificates. Teachers in this district had an average of 10.3 years of experience and 50% of them had a master degree or higher. The current expenditure per pupil during the 2004-2005 school year was \$7,485. This was very close to the state average of \$7,679 per pupil.

Curriculum Contact Person

The Professional Development Director of District E has been in education for twenty five years and had taught grades three-six. She has a Bachelor of Science from William Jewell College and a Master in Arts in Elementary Administration from the University of Missouri-Kansas City. She has been in her current position for five years and her duties include setting up district level professional development for curriculum and district initiatives and working with sites to fulfill professional development needs based upon student achievement.

Overview of Curriculum

Contents of the curriculum document

The introduction to the curriculum of District E included the following titles: District Mission statement, Rationale for Social Studies and the Goals for Graduates in Social Studies. The section of the curriculum that outlined the expectations of students and teachers included the following titles: Objective, Vocabulary, Guiding Questions, Instructional Strategies/Activities and Assessment. The curriculum included thirty four objectives, two hundred ninety eight vocabulary terms, one hundred twelve guiding question, thirty seven instructional strategies and two hundred items for assessment.

Summary of themes in curriculum

Out of the possible thirty four objectives, one addressed constructs outlined by Banks. It focused on the construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within the United States life and society**. Twenty five of the possible two hundred ninety eight vocabulary terms were multicultural in nature. The construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**, represented the majority with sixteen of those twenty five vocabulary terms. Three of the one hundred twelve guiding questions were multicultural in nature. Two of the thirty seven instructional strategies were identified as multicultural and eight of the two hundred items assessed were coded using Banks' constructs. Examples of items assessed included Phyllis Wheatley, the Freedman's Bureau, and the Emancipation of Proclamation.

Three of the six categories were represented in this curriculum. Twenty nine of the thirty nine items identified were categorized as the *roots of discrimination*. Twenty two of those twenty nine were under the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups**. Examples are this were the vocabulary terms Missouri Compromise, Emancipation Proclamation and the Trail of Tears. The other categories that were represented in this curriculum were: *acknowledging the range of diversity* and *women in the curriculum*.

None of the construct in the categories: *text, organization and features, views of historical development, or acculturation and the role of language* were addressed in this curriculum. Under the category, *women in the curriculum*, **helps students to view American history and society from the perspectives of women within various racial and ethnic groups**, was not addressed. From the category, *roots of discrimination*, two of the four constructs were not addressed: **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens** and **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities.**

Overview of textbook

Contents of the textbook

District E uses the Early United States which was published in 2002 by Harcourt Brace. The books' six hundred seventeen pages were organized into eight units, sixteen chapters, fifty seven lessons, one hundred ninety four headings, and fifty one special sections.

Summary of themes in textbook

Whole units or entire chapters in Early United States were not devoted primarily to any one of Banks' constructs. Twenty one of the fifty seven lessons were identified as multicultural. The construct, **acquaints students with key historical and cultural events that are essential for understanding the**

experiences of racial and ethnic groups in the United States, accounted for nine of the twenty one items coded in this section. Of the one hundred ninety four headings, thirty four were identified with one of Banks' constructs. The majority were coded as the following construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society**. Nine of the fifty one special sections were assigned codes using Banks' constructs. The construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society**, represented three of the five items coded.

The largest two categories represented in this text were *acknowledging the range of diversity* and the *roots of discrimination* with thirty two and twenty five of the sixty total items, respectively. From the first category, twenty items coded were under the construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society** and twelve were coded with the construct, **describes the wide range of diversity that exists within racial, ethnic, and cultural groups**. Headings such as Africans and the war and Native Americans and the war represent text that addressed this construct. Lessons such as the Great Plains and the Eastern Woodlands are examples that described the diversity within a racial or ethnic group in the United States.

The category, *roots of discrimination*, was the second largest represented in this text. The construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and**

ethnic groups in the United States, represented nineteen of the twenty five items coded. Examples included headings such as Indian Removal and the Three fifths compromise. Other examples include lessons such as life on plantations and the growth of new France.

None of the constructs in the following categories were addressed in this textbook: *text, organization and features, views of historical development of the country, and acculturation and the role of language*. Under the category, *roots of discrimination*, the following constructs were not address: **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens** and **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities**.

Finally, fifty five of the sixty items identified with constructs from Banks were included within the structure of the main text of this book. Five of the sixty items code with Banks' constructs were in special sections, boxes or features of the text.

Description of the curriculum writing process

The curriculum revision process is a three phase process. During the first phase, one year is dedicated to researching and gathering information about the curricular area. During the second phase, one year is dedicated to writing objectives using the state's grade level expectations as a guide. The National

Standards are used to assist in this process. Committee members also attend national and regional conference to gain more information about current practices. Textbooks are chosen and piloted and finally the curriculum committee votes on the materials. During the third phase of the process, objectives are matched to the textbook and revised as needed and the new curriculum is implemented. This part of the the process lasts for approximately three years. Currently the district is ending a complete cycle and will begin with Phase I during the 2006-2007 school year.

The teachers are an integral part is this process. Each building is represented and each grade level is represented so that discussions are held in each building prior to adoption. The director stated that it was really no “surprise” when a curriculum is implemented since the process is extensive. The team consists of K-12 teachers and is not segmented so there is a comprehensive writing process with cross grade level conversations. Curriculum is written in a one week time period and not spread out over the course of a year. This is much more time efficient. Teachers, administrators, students, parents and community concerns are taken into account via surveys administered during phase II of the curriculum process.

According to the Professional Development Director, No Child Left Behind has only somewhat affected social studies. However, since the state assessment in social studies in no longer required, it seems that there is more emphasis on the subject areas that are still be assessed: Communication Arts,

Math and Science. She stated that the district still administers benchmark tests that are used to inform instruction.

Synthesis of information

Ninety nine of a possible five hundred twenty six items from both the written curriculum (see Appendix I) and textbook (see Appendix O) were coded with constructs identified in Banks' Checklist for Evaluating Informational Materials. Three of the six categories were addressed somewhere in these two documents. The category that addressed over half all of the items coded was *roots of discrimination*. The construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**, accounted for four tenths of all coded items. The items in the curriculum and text focused primarily on issues surrounding slavery and the Indian Removal Act. The other two constructs in this category, **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens** and **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities**, were not addressed in the written documents from this district.

The category with the next highest number of items was *acknowledging the range of diversity*. The construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society**,

accounted for about one fourth of the total number of items coded in both documents. The items in the curriculum and text focused primarily on including information regarding various ethnic and racial groups in life in the United States prior to 1900. The other construct in this category, **describes the wide range of diversity that exists within racial, ethnic, and cultural groups**, represented roughly one eighth of the total items coded in these two documents. The items in both the curriculum and textbook focused on the diversity in the Native American community prior to 1900.

Women in the curriculum, represents the other category addressed in the curriculum and textbook used in District E. The items included in the construct, **describes the roles, experiences, challenges and contributions of women within various racial and ethnic groups, focused on the following women: Sacagawea, Harriet Tubman, Phyllis Wheatley.** The one reference to the construct, **helps students to view American history and society from the perspectives of women within various racial and ethnic groups, such as African American women who played major roles in the Civil Rights Movement but who are often not given much visibility compared to men in the movement**, was a heading that included Sojourner Truth's view regarding the rights of women.

The following categories were not addressed in curriculum or textbook for District E: *views of historical development and acculturation and the role of language*. That means the following constructs were not addressed anywhere by District E's fifth grade social studies curriculum: **challenges the concepts of**

American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States, helps students to view the historical development of the United States from the perspectives of groups that have been victimized in American history, uses primary resources to document and describe the experiences of racial, ethnic, and cultural groups in the United States, describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society, helps students to understand the extent to *acculturation* within U.S. society is a two-way process and the ways in majority groups have incorporated (and sometimes appropriated) aspects of the cultures of ethnic groups of color and the extent to which ethnic groups of color have adapted and incorporated mainstream culture in their ways of life.

Finally, according to the social studies coordinator, there were specific efforts to address diversity in the curriculum. “It is not necessarily the content but the understanding of social studies and how do we use the information that we know to help us make decisions in the future.” When asked if you she was familiar with James Banks levels of Multicultural Content Integration, she stated no.

Case F

Overview of District

District Description

During the 2004-2005 school year, there were a total of 3,293 in students in District F. Asian students compromise 7.1% of the student population, Black students were 16.8% of the population, Hispanic students were 1.6% of the student population, American Indians were .3% of the student population and Whites were 74.2% of the total student population. Approximately, 298 students, or 9.2% of the total student population were eligible for free or reduced lunch. Teachers with regular certificates made up 100% of the district's teaching force. Teachers in this district had an average of 14.8 years of experience and 53.3% of them had a master degree or higher. The current expenditure per pupil during the 2004-2005 school year was \$12,289. This was quite a bit more than the state average of \$7,679 per pupil.

Curriculum Contact Person

The social studies coordinator for District F has many different job titles including: high schools social faculty, high school social studies department chair and K-12 social studies coordinator. He has a wide variety of duties. As a member of the faculty he prepares lessons, instruct classes, develop curriculum and assess assignments. As a department chair, he deals with curriculum and instruction issues on the high school level, and he acts as a liaison between administrators and faculty, assist in budget issues, scheduling issues and any other social studies-related issues that emerge throughout a school year. As K-12 social studies coordinator, he reports directly to the Assistant Superintendent of Curriculum and Instruction for the district, chairs the k-12 social studies

curriculum committee and helps to coordinate any development of curriculum within the district. He has been in his current position for sixteen years.

Over his twenty year career in education he has taught the following classes for grades 7-12: Government, Economics, World History, U.S. History, Psychology, Sociology, Leadership, Current Events, Social Psychology, AP United States History and AP World History. He holds a Bachelor of Arts from Antioch University, a Master in Arts the University of MO St. Louis and a Ph.D. from St. Louis University.

Overview of the curriculum

Contents of the curriculum document

The introduction of the curriculum document for District F included the following titles: School District Philosophy, Process for Curriculum Development and Review, State Standards, Rationale for the Study of Social Studies, Social Studies Goals for Graduates, Mastery Objectives in the Curriculum Guide, Guidance Objectives, K-12 Social Strands/Course At A Glance, Rationale and Course Descriptions, K-8, Mastery Objectives by Strand and Grade Level K-8, and the Mastery and Unit Objectives by Strand. The section of the curriculum that outlined student and teacher expectations included the following areas: Learner objectives and Activity/Assessments. The fifth grade curriculum included thirty eight objectives and fifty six activities/assessments.

Summary of themes in curriculum

Five of the thirty eight objectives in the curriculum of District F were identified as multicultural in nature. Three of the objectives were labeled with the

construct, **includes a range of diversity that reflects the diversity within United States life and society**. Two of the objectives were labeled, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. Six of the fifty six activities were identified as multicultural. They represented a range of constructs.

Three of the six overarching categories were represented in this curriculum. *Acknowledging the range of diversity* represents the category with the most items, five. The construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States life and society** represented four of the five items. An example of this construct is the objective, explain how cultural conflicts contributed to events that led to the French and Indian War. The other categories addressed in this curriculum were: *text, organization and features* and *roots of discrimination*.

None of the constructs in the following categories were addressed in the curriculum: *women in the curriculum, views of historical development of the country, and acculturation and the role of language*. Only one construct in the category, *roots of discrimination* was addressed. There were no references to the following constructs: **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens, helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to**

help close the gap between American democratic ideals and realities and acquaints students with key concepts that are essential for understanding the history and cultures of racial, ethnic, and cultural groups in the United States.

Overview of textbook

This study focused on the district adopted fifth grade social studies curriculum and the supporting district adopted student textbook. It emerged over the course of this study that District F does not have a district adopted textbook. Each of the three elementary schools in this district uses a different textbook in fifth grade. Since, textbooks are chosen at the school level and not the district level, no text were analyzed for this district.

Description of the curriculum writing process

In District F, curriculum is revised on an ongoing basis. Revisions usually occur within three years. The district is currently involved in “Vertical Teaming” at the middle and high school levels. This allows secondary social studies faculty to meet about six times each year. However, elementary teachers are not involved in this conversation at this time.

To select textbooks, district level faculty makes recommendations to the school building principals and to the curriculum committee. The recommendations are always approved by principals, assistant superintendent and the board of education.

The documents identified as the most likely to be used in writing the updated curriculum were published materials that teachers find useful in

supporting their objectives and assessments in developing the social studies curriculum. In addition to the support materials available to teachers, state assessments are used as well as guidelines for maintaining curricular alignments with the state Department of Elementary and Secondary Education. Literature reviews from journals such as *Social Education*, published by the National Council for the Social Studies are also helpful in determining new perspectives in social studies education. At their most recent meeting, discussion regarding vertical teaming for the elementary level took place as there were published materials from the College Board available on that topic.

The K-12 social studies curriculum committee is the venue for taking into account the opinions of teachers, administrators, students, parents, and community members when the curriculum is being revised. In many instances teachers bring issues to the table for discussion. All groups listed are represented at the K-12 curriculum meetings; however, any concerns or recommendations for change in the current status of the curriculum must go through the Board of Education, and those are public meetings.

By and large, the curriculum is written first. If new curriculum is written, a text that most closely matches that curriculum is chosen. However, there are instances in which it makes sense to revise lessons (a part of the curriculum) so that they can more closely match the text. Usually the process is not separated.

The district relies heavily upon teacher input into curriculum development. He states “This is an excellent model because teachers are ultimately responsible for the implementation of the curriculum”. The curriculum is not a

static document. It does not sit on a shelf collecting dust. The curriculum guides are a useful reference for teachers and some use daily guides on a frequent basis (as they should). Many lessons are suggested. Objectives developed by the district are expectations for implementation. In other words the district has a consistent expectation in its objectives, how a teacher reaches those objectives is more open.

When the Social Studies Coordinator was asked if NCLB has affected elementary social studies, he responded, not too much. This becomes more of a pedagogical issue than a content issue. The district has excellent content in its' curriculum, No Child Left Behind provokes an issue of how allow all children to learn that content.

Teacher made tests, district level assessments and state level assessments are used to gather information about social studies achievement. Data are gathered, and the district elects to continue the social studies MAP assessment, although it is not currently required.

Synthesis of information

Over the course of this study, it was discovered that District F did not provide elementary teachers with a social studies textbook adopted at the district level. While it seems to conflict with the manner in which the social studies coordinator answered the question regarding textbooks, each of the three elementary schools have adopted different books for the fifth grade social studies. Hence, the written curriculum is the unifying document that provides a baseline for potential curriculum inclusion of multicultural cultural content.

After examining the written curriculum (see Appendix J), it was discovered that eleven of the ninety four possible objectives and activities addressed constructs deemed necessary by the Banks' Checklist for Evaluating Informational Materials. Three of the six categories were addressed in the curriculum. They were *acknowledging the range of diversity*, *textbook*, *organization and features*, and the *roots of discrimination*. Under the category, *acknowledging the range of diversity*, the construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States life and society**, was the construct most focused on in this curriculum. The objectives and activity focused on the interactions of Native Americans and immigrants in United States society. The two activities that suggested the use of primary source documents for information provided the information necessary to address the construct, **uses primary resources to document and describe the experiences of racial, ethnic, and cultural groups in the United States**, in the category titled, *textbook*, *organization and features*. Finally, in the category *roots of discrimination*, the only construct that was focused on was, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. There were two objectives and two activities that focused on the triangle trade route.

Several categories were not addressed anywhere in this curriculum. *Women in the curriculum*, which includes the constructs, **describes the roles, experiences, challenges and contributions of women within various racial**

and ethnic groups and helps students to view American history and society from the perspectives of women within various racial and ethnic groups, such as African American women who played major roles in the Civil Rights Movement but who are often not given much visibility compared to men in the movement, was not addressed anywhere.

The categories *views of historical development of the country and acculturation and the role of language* were also not addressed in this curriculum.

That means there were no references to the following constructs:

challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States, helps students to view the historical development of the United States from the perspectives of groups that have been victimized in American history, describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society, helps students to understand the extent to which *acculturation* within U.S. society is a two-way process and the ways in which majority groups have incorporated (and sometimes appropriated) aspects of the cultures of ethnic groups of color and the extent to which ethnic groups of color have adapted and incorporated mainstream culture in their ways of life.

Finally, while the category *roots of discrimination*, was addressed, only one of the four constructs was dealt with. There were no references made to the following constructs in that category: **helps students to understand the extent**

to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities, acquaints students with key concepts that are essential for understanding the history and cultures of racial, ethnic, and cultural groups in the United States, such as prejudice, discrimination, institutionalized racism, institutionalized sexism, and social-class stratification, and acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States.

It is the opinion of the person in charge of social studies curriculum that there were enormous efforts to infuse elementary social studies curriculum with an enriched, diverse perspective. He stated that the K-12 Social Studies Committee works in conjunction with our district's Diversity Committee and follows any recommendations made by that committee. Primarily, they were centered on issues of challenge. "We want all students to be allowed to take the most challenging curriculum we offer." Regarding issues of diversity, he stated that the district attempts to address issues of race, gender, and class in the social studies curriculum. In his opinion, there were several tools used to help accomplish this. Beyond the classroom, libraries were a critical area in enriching the social studies curriculum, as libraries were frequently used as a resource and as an area utilized for research projects.

Finally, when asked if he knew anything about James Banks levels of Multicultural Content Integration he replied no, but stated that he would like to

learn more about it. He also noted that, “Multicultural” seems to be a somewhat outdated term. He apologized “for the negative interpretation”, and stated that he had “been on committees in which that term is revised to better fit goals”.

Conclusion

Chapter four provided a very in-depth description of each of the six cases in this study. The following information was provided for each case: a description of the demographic information of each district, the educational and experiences of the person in charge of social studies curriculum, an overview of the content of the written curriculum, a summary of the constructs addressed in the curriculum, an overview of the contents of the student textbook, a summary of the constructs addressed in the textbook, a summary of the interview with the social studies coordinator and finally a synthesis of the information gathered at the case.

Chapter five will highlight the findings of this study in light of the research questions, provide recommendations for the future and outline potential future research topics.

CHAPTER 5

Interpretation of Findings and Recommendations

Introduction

The purpose of this study was to examine the fifth grade social studies curricula and the relevant student textbooks for the inclusion of multiple perspectives as defined by Banks' Checklist for Evaluating Informational Materials (2002). To accomplish this research goal, the written social studies curricula of six school districts in one mid-western state in the United States were analyzed. This study focused on fifth grade social studies curriculum because according to the expanding horizons social studies curriculum philosophy, which was the most commonly implemented in public schools, American History was the emphasis (Sunal & Haas, 2005). Also, the state in which this study was conducted emphasized American History as the area of study for fifth grade in the state's grade level expectations guide (DESE, 2006). Hence, fifth grade social studies curriculum was considered pivotal because it represented the first formal opportunity most public school students get to study American History.

Research Questions

This study explored the following questions: a) What information was included in the written curriculum for fifth grade social studies of the six districts in this study? b) How did the written curriculum compare to James Banks' Checklist for Evaluating Informational Materials? c) Did the school districts provide a primary social studies textbook that was adopted at the district level to

support the written curriculum? d) How did the textbook compare to James Banks' Checklist for Evaluating Informational Materials?

Interpretation of Findings

Research Question #1

The first research question identified in this studied was: What information was included in the written curriculum for fifth grade social studies?

After the written curriculum documents from the six districts in this study was examined, I found that there was a great variety in the manner in which curriculum information was presented but that each document included similar core information. Each document could be divided into two parts, the introduction and the expectations of teachers and students.

At a minimum the introductions of each curriculum made some reference to district expectations and/or goals for graduates and the rationale or reasons for teaching elementary social studies in fifth grade. The most comprehensive inclusion of information in the introduction was District B's curriculum. It included the following items:

- District Statement
- Social Studies Goals for Graduates
- District level learner expectations
- Essential and Basic skills for social studies
- Elementary social studies rationale
- The nature of social studies content and process
- Guidelines and expectations for implementation of the document
- Organizational strands and practices
- Core Conceptual Objectives (CCO) listed by grade levels
- K-5 Social Studies Scope and Sequence
- Acceleration and Social Studies
- Pre Assessment Strategies
 - Formal
 - Informal

Features of elementary social studies
Application level assessments
 Learning styles and social studies
Equity Statement
Course description of fifth grade social studies

District D's curriculum offered the most concise amount of information in the introduction with the following items: Social studies mission statement, Social studies rationale, and goals for all graduates.

The teacher and students expectations in all of the curriculum documents include at a minimum the objectives and activities that could be used to meet those objectives. Once again District B offered the most comprehensive inclusion of information in this section. It included the following information: Student should know, Student should be able to, Facilitating Activities, Application Level Assessment which included a Student Task, Teacher Notes, Suggested Prompts and a Scoring Guide. The district with the least amount of information in this section was District C. It provided teachers with Objectives and Learning activities.

Research Question #2

The second question addressed in this study is how does the written curriculum compare to the constructs outlined in Banks' Checklist for Evaluating Informational Materials?

For the purpose of organization, it is best to examine the curriculum in terms of the six categories that were used to reorganize the fourteen constructs outlined in Bank's Checklist for Evaluating Informational Materials. The six categories were: *acknowledging the range of diversity, women in the curriculum,*

text, organization and features, views of the historical development of the country, the roots of discrimination-the isms, and acculturation and the role of language (see Appendix D).

The following table provides a summary of all of the categories addressed in all of the district curricula.

Table 2

Category Totals for District Curricula

	District A	District B	District C	District D	District E	District F	Absolute Total	Relative Total
Acknowledge	8	9	7	25	6	5	60	36.59%
Women	3	2	0	0	4	0	9	5.49%
Organization	0	0	0	3	0	2	5	3.05%
Views	17	4	0	1	0	0	22	13.41%
Roots	27	6	0	0	29	4	66	40.24%
Acculturation	0	0	0	2	0	0	2	1.22%
Total	55	21	7	31	39	11	164	100.00%
Total Items	169	129	54	319	681	94	1446	
Percent of Items Coded	33%	16%	13%	10%	6%	12%	11%	

The following table provides a summary of all of the constructs addressed in all of the district curricula.

Table 3

Construct Totals for District Curricula

Category	District A	District B	District C	District D	District E	District F	Absolute Total	Relative Total
Acknowledge Range A1	8	8	7	17	5	4	49	29.88%
Acknowledge A2	0	1	0	8	1	1	11	6.71%
Women W3	3	2	0	0	4	0	9	5.49%
Women W4	0	0	0	0	0	0	0	0.00%
Organization O6	0	0	0	0	0	0	0	0.00%
Organization O9	0	0	0	3	0	2	5	3.05%

Views V7	0	0	0	0	0	0	0	0.00%
Views V8	17	4	0	1	0	0	22	13.41%
Roots R10	0	0	0	0	0	0	0	0.00%
Roots R12	0	0	0	0	0	0	0	0.00%
Roots R13	3	0	0	0	7	0	10	6.10%
Roots R14	24	6	0	0	22	4	56	34.15%
Acculturation C5	0	0	0	0	0	0	0	0.00%
Acculturation C11	0	0	0	2	0	0	2	1.22%
Total	55	21	7	31	39	11	164	100.00%
Total Items	169	129	54	319	681	94	1446	
Percent of Items Coded	33%	16%	13%	10%	6%	12%	11%	

The only category that was addressed by all six districts was, *acknowledging the range of diversity*, which included the following constructs: **includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society and describes the wide range of diversity that exists within racial, ethnic, and cultural groups.** This represented the category with the most items coded in four of the six districts and the second most items identified in another district. This was the only category represented in the curriculum of District C.

When examining the two constructs in this category it was found that the first construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within United States life and society**, represented the vast majority of items in this category as three-fourths all the items from this district's curriculum fell into this construct. The items in this construct usually focused mentioning various ethnic and racial groups within the context of events

such as Africans in the colonies and the trade relationship between Native Americans and settlers. It was also found that when the second construct, **describes the wide range of diversity that exists within racial, ethnic, and cultural groups**, was addressed in a curriculum it most commonly focused on diversity within Native American communities before the 1900s.

Four out of six of the districts addressed the category, *roots of discrimination*. Two of the four districts focused on the following two constructs, **acquaints students with key concepts that are essential for understanding the history and cultures of racial, ethnic, and cultural groups in the United States, such as prejudice, discrimination, institutionalized racism, institutionalized sexism, and social-class stratification** and **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. The other two districts focused exclusively on the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**. The most common topics mentioned for the construct, acquaints students with key concepts that are essential for understanding the history and cultures of racial, ethnic, and cultural groups in the United States, such as prejudice, discrimination, institutionalized racism, institutionalized sexism, and social-class stratification, were issues surrounding the slavery and the Indian Removal Act. The most common concepts addressed for the construct, **acquaints students with key historical and cultural events that are essential**

for understanding the experiences of racial and ethnic groups in the United States, were segregation and prejudice.

No districts focused on the other two constructs in this category: **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens** and **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities.**

Three out of six of the districts addressed the following two categories: *women in the curriculum* and *views of historical development of the country*. The only construct addressed in *women in the curriculum* was, **describes the roles, experiences, challenges and contributions of women within various racial and ethnic groups**. Harriet Tubman and Phyllis Wheatley were identified as two women within a racial or ethnic group included in the written documents. There was no attempt in any of the six districts to address the inclusion of the perspectives of women as outlined in the other concept in this category, **helps students to view American history and society from the perspectives of women within various racial and ethnic groups, such as African American women who played major roles in the Civil Rights Movement but who are often not given much visibility compared to men in the movement.**

Helps students to view the historical development of the United States from the perspectives of groups that have been victimized in

American history was the only construct addressed by the three districts that tackled the category, *views of historical development of the country*. The items in this construct focused on the views of different groups regarding interactions between Native Americans and settlers, the reconstruction, the progressive era and the civil rights movement. None of the six districts attempted to tackle the second construct in this category, **challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States**.

Two of the six districts addressed the category of *text, organization and features* specifically. While all six districts included information regarding racial and ethnic groups within the mainstream context of their written documents, only two specifically addressed the construct, **uses primary resources to document and describe the experiences of racial, ethnic, and cultural groups in the United States**, as a relevant activity to accomplish specific learning objectives. The most common suggestion was to interview various people for viewpoints about various topics.

Finally, only one of the six districts addressed the category, *acculturation and the role of language*. The only construct addressed in this category was, **helps students to understand the extent to which acculturation within U.S. society is a two-way process and the ways in which majority groups have incorporated (and sometimes appropriated) aspects of the cultures of ethnic groups of color and the extent to which ethnic groups of color have adapted and incorporated mainstream culture in their ways of life**. In District D, one of the

learner objectives and corresponding performance objectives required that students answered “What are examples and results of cultural interactions? Why do features of one culture sometimes become assimilated into another culture, often changing in the process?” None of the districts attempted to address the other construct in this category, **describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society.**

From the data gathered in this study, it is apparent that all six districts attempted to address multicultural issues in the fifth grade social studies written curriculum. The most common manner in which this was done was by including objectives and activities that included information about a range of racial, ethnic and cultural groups, as the only category that was addressed by all districts was acknowledging the range of diversity. Four of the districts in this study addressed issues regarding the *roots of discrimination* in the United States as their curricula focused on including information that **acquainted students with key historical and cultural events that were essential for understanding experience of racial and ethnic groups in the United States.** There were only nine references to women of color mentioned by three of the six districts in this study. Even more scarce were the references to perspectives of minorities during the development of this country and alternate perspectives to concepts such as manifest destiny. Only one district attempted to address the category, *acculturation and the role of language* as only two of the one hundred sixty four items coded in the six curricula were coded in this category.

In short, all six curriculums addressed at least one category of the constructs outlined in Banks' Checklist for instructional materials. They focused on the construct, **including a range of racial, ethnic and cultural groups that reflects the diversity within the United States and society.**

Research question #3

The third question asked in this study was if school districts provided a primary social studies textbook that was adopted at the district level to support the written curricula?

It was found that five of the six districts provided fifth grade teachers with a social studies textbook that was adopted at the district level. District F was the only district that did provide one book for all elementary schools. Each of the three elementary schools had its own text. From the information gained in the interview with the social studies coordinator, I understood that there was one book for the entire district. The fact that this was not true was only after the communications with the administrative assistant to the assistant superintendent. The researcher chose not to pursue the matter any further so as not to cause any undue stress for any of the research participants.

Research Question #4

The final question this study sought to answer was how do the textbooks compare to James Banks' Checklist for Evaluating Informational Materials?

For the purpose of organization, it is best to examine the textbooks in terms of the six categories that were used to reorganize the fourteen constructs outlined in Banks' Checklist for Evaluating Informational Materials. It should also

be noted that one of the districts did not use a district adopted textbook, hence the section will concentrate on the five textbooks used in the other five districts, Districts A, B, C, D, and F.

The following table provides a summary of all of the categories addressed in all of the district textbooks.

Table 4

Category Totals for District Textbooks

Category	District A	District B	District C	District D	District E	District F	Absolute Total	Relative Total
Acknowledge	50	34	47	38	32	0	201	47.86%
Women	9	5	8	15	3	0	40	9.52%
Organization	9	0	4	12	0	0	25	5.95%
Views	6	0	4	8	0	0	18	4.29%
Roots	26	26	29	22	25	0	128	30.48%
Acculturation	2	0	4	2	0	0	8	1.90%
Total	102	65	96	97	60	0	420	100.00%
Total Items	680	428	690	454	326	0	2578	
Percent of Items Coded	15%	15%	14%	21%	18%	0%	11%	

The following table provides a summary of all of the constructs addressed in all of the district textbooks.

Table 5

Construct Totals for District Textbooks

Category	District A	District B	District C	District D	District E	District F	Absolute Total	Relative Total
Acknowledge Range A1	42	23	33	33	20	0	151	35.95%
Acknowledge A2	8	11	14	5	12	0	50	11.90%
Women W3	9	4	4	13	2	0	32	7.62%
Women W4	0	1	4	2	1	0	8	1.90%
Organization O6	0	0	0	0	0	0	0	0.00%
Organization O9	9	0	4	12	0	0	25	5.95%

Views V7	0	0	0	1	0	0	1	0.24%
Views V8	6	0	4	7	0	0	17	4.05%
Roots R10	1	0	3	0	0	0	4	0.95%
Roots R12	0	0	1	0	0	0	1	0.24%
Roots R13	1	4	5	4	6	0	20	4.76%
Roots R14	24	22	20	18	19	0	103	24.52%
Acculturation C5	0	0	0	2	0	0	2	0.48%
Acculturation C11	2	0	4	0	0	0	6	1.43%
Total	102	65	96	97	60	0	420	100.00%
Total Items	680	428	690	454	326	0	2578	
Percent of Items Coded	15%	15%	14%	21%	18%	0%	11%	

Three textbooks addressed all six categories. The textbooks were Our Nation, The United States and Its Neighbors and Social Studies and the United States. The category with the most items was, *acknowledging the range of diversity*, followed by the *roots of discrimination* and *women in the curriculum*, respectively. Approximately half of the four hundred twenty items coded in the five textbooks were in the category, *acknowledging the range of diversity*. In that category, the construct, **includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society**, represented about one fourth of the total number of items coded in the five texts. The topics in the textbooks coded with this construct focused on including information about Native Americans and African Americans before the 1900. The construct, **describes the wide range of diversity that exists within racial, ethnic, and cultural groups**, accounts for about one eighth of all the items coded in the five textbooks. The topics in this construct focused primarily on the diversity within Native American communities prior to the 1900s.

The category, *the roots of discrimination*, represented approximately one third of all of the items coded in the five textbooks. The construct that stands out in this category was, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**, as it represented about one fourth of all of the items coded in the five texts. The items in this construct focused on information regarding slavery with some mention of the Indian Removal Act. The other construct focused on is this category was, **acquaints students with key concepts that are essential for understanding the history and cultures of racial, ethnic, and cultural groups in the United States**, with text addressing topics such as segregation, prejudice and integration.

Two books addressed the constructs, **helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens** and **helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities**. The topics in this construct focused on information about Chinese Immigrants attempting attain the American dream and ethnic minorities immigrating at the turn of the century in search of the American Dream.

The other category that was addressed by all five textbooks was, *women in the curriculum*. The women focused on were most consistently: Sacagawea, Harriet Tubman, and Phyllis Wheatley. The construct, **describes the roles,**

experiences, challenges and contributions of women within various racial and ethnic groups, was addressed in all five texts. The construct, **helps students to view American history and society from the perspectives of women within various racial and ethnic groups**, was addressed in four of the five texts. Sojourner Truth's views of women's rights were usually the topic this construct focused on.

The other three categories, *textbook, organization and features, views of historical development of the country and acculturation and the role of language*, were addressed in three of the five textbooks. Three of the five textbooks included brief biographies or quotes in special sections in the text. The textbooks were Our Nation, The United States and Its Neighbors and Social Studies and the United States. People that were focused on included: W.E.B. DuBois and Frederick Douglass.

Three of the five textbooks focused on the category, *views of historical development of the country*. The textbooks were Our Nation, The United States and Its Neighbors and Social Studies and the United States. Seventeen of the eighteen items coded in this category were in the construct, **helps students to view the historical development of the United States from the perspectives of groups that have been victimized in American history**. The most popular topic in this construct focused on various views on slavery. The lone item in the construct, **challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States**, was in the textbook used by District D,

Social Studies and The United States published in 2005 by Scott Foresman.

The item in this construct focused on differing views of manifest destiny and the expansion of slavery into Texas.

The final category represented in three of the five textbooks was, *acculturation and the role of language*. Two textbooks addressed the construct, **helps students to understand the extent to *acculturation* within U.S. society is a two-way process and the ways in majority groups have incorporated.**

The textbooks were Our Nation, and The United States and Its Neighbors. The items center on topics that focused on the exchange of language and vocabulary between settlers and Mexicans in the southwest. Once again, Social Studies and The United States published in 2005 by Scott Foresman, was the only textbook that addressed the construct, **describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society.** The items in this construct focused on issues with Spanish speaking individuals in the United States.

From the data gathered in this study, it is apparent that the textbooks used in the five districts that adopted textbooks at the district level addressed multicultural issues. Like the written district curriculum, the most common manner in which the textbooks address multiculturalism is by incorporating the constructs in the category of *acknowledging the range of diversity*. However, textbooks equally addressed one of the four constructs in the category, *roots of discrimination*. The construct, **includes a range of racial, ethnic, and cultural**

groups that reflects the diversity within U.S. life and society, accounted for more than one fourth of the total items coded in the five texts. The other category that was represented in the books was, *the roots of discrimination*. However, unlike the curriculum, the construct, **acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States**, also accounted for about one fourth of all items coded in the texts. The examples in the text centered on two topics, slavery and its periphery concepts, (i.e. 13th-15th amendments, The Emancipation Proclamation, etc) and issues with Native Americans prior to the 1900s (i.e. The Indian Removal Act).

Conclusions

After thirty years of scholarship in multicultural education, it appears that elements that were deemed important in Banks' Checklist for Evaluating Informational Materials were manifested in the fifth grade social studies curriculum and textbooks of the six districts involved in this case study. Although findings in this study indicate that some constructs were addressed, particularly in the category, *acknowledging the range of diversity*, many deficiencies were also identified. The categories, *acculturation and the role of language* and *women in the curriculum*, were sparsely addressed in the curriculum and textbooks. Also issues regarding social class and the gap existing between American democratic ideals and realities were two constructs in the category *roots of discrimination* that received little attention in the curriculum and textbooks.

It should also be noted that the constructs in the category, *acknowledging the range of diversity*, emphasized lower level thinking skills such as including and describing diversity. The categories that were most sparsely represented in the curriculum and textbooks were those with constructs that required higher order thinking skills such as understanding and changing perspectives.

After interviewing the district personnel responsible for the social studies curriculum I found that all of the districts referenced documents from the National Council for the Social Studies and grade level expectations (GLEs) from the state when revising the elementary social studies curriculum. While NCSS does not offer standards or curriculum specifically for fifth grade, the state's GLEs are specify a content area and grade level. The teacher and student expectations in this document include thirty three objectives and seventeen suggested teaching strategies. When this document is compared to Banks' Checklist for Evaluating Instructional Materials, I discovered that five of the possible items met the standards outlined in the checklist. The only category that was addressed in the entire document was *acknowledging the range of diversity*. This discovery lead me to the first of the following recommendations for practice.

Recommendations for Practice

1. Revise the state GLEs to reflect more of the constructs outlined in Banks' Checklist for Evaluating Instructional Materials.
2. Examine the standards outlined by NCSS for the inclusion of the constructs outlined in Banks' Checklist for Evaluating Instructional Materials.

3. Create a strategy to disseminate information regarding Multicultural Education and Banks' Checklist for Evaluating Instructional Materials to social studies coordinators and curriculum writing committees throughout the state.
4. Revise the checklist and add other relevant constructs from other checklist's such as the one created by the Council on Interracial Books for Children.
5. Turn the checklist into a matrix so that it is format that can be easily utilized by classroom teachers, curriculum coordinators and other relevant personnel.

As a result of this study and its findings the follow are recommendations for future research.

Recommendations for Future Research

1. Survey districts throughout the state to develop a better understanding of the demographics, educational background, and the knowledge of multicultural theory of the district personnel in charge of elementary social studies curriculum.
2. Survey of students to find if they believe they are properly reflected in the social studies curriculum offered at their schools.
3. Analyze the social studies curriculum from other school districts located in the state of this study for inclusion of the constructs identified in Banks' Checklist for Evaluating Instructional Materials.

4. Analyze other state social studies curriculum for inclusion of the constructs identified in Banks' Checklist for Evaluating Instructional Materials.
5. Analyze school districts in other states for inclusion of the constructs identified in Bank's Checklist for Evaluating Instructional Materials.
6. Identify the top ten selling fifth grade social studies textbooks and analyze them for inclusion of the constructs identified in Banks' Checklist for Evaluating Instructional Materials.
7. Survey state departments of education and create a matrix of those that have identified multicultural curriculum standards and the manner in which the hold districts accountable for them.
8. Investigate the criteria used for writing elementary social studies textbooks and the process for writing new elementary social studies textbooks.

Final thoughts

Chapter five outlined the interpretations of the findings of this study, recommendations for practice and recommendations for future research. The findings in this study provided some insight into the multicultural constructs that were included in the fifth grade social studies curriculum and corresponding textbooks of six school districts in a mid-western state. United States History is the focus of fifth grade social studies curriculum in all six of the districts in this study.

United States History is important because it is where students begin to associate themselves with those deemed most important within the fabric of American society. United States history is where students begin to identify what

their roles can be within the context of American society. It is a place for groups of Americans to identify their roles in the foundation and establishment of American democracy and to use that information to dream what their roles can be in the future. Ideally, if America is truly a “melting pot” or a “tossed salad” the various perspectives of our many cultures should be represented in the history taught in fifth grade classroom. This would help all young Americans to understand how their people-in terms of ethnicity, race, gender, and class-have contributed to this country in the past and how they can continue to contribute in the future.

James Banks outlined four levels of curriculum reform. From the findings of this study, the districts in this study are focused in level 2, the additive approach. Some content, concepts, themes and perspectives have been added to the curriculum without changing the perspective taken at its structure. No district proved to be at the third level, transformation approach, or fourth level, social action approach. As the data also supports that the multicultural content of fifth grade social studies is very dependent on the content of the textbook endorsed by the district, it would seem that a great deal of attention should be dedicated to the text selection.

While the findings support that several of the constructs were included in these documents, it was also found that several constructs were grossly underrepresented in the curriculum. As school districts search for answers to the widening achievement gap between various groups of students, I hope that this study can encourage curriculum coordinators and classroom teachers to

more closely examine the multicultural content of curriculum as one possible solution.

The curriculum is the blueprint that provides the guide for classrooms throughout America. In my opinion, it dictates the knowledge, skills, and attitudes that are most valued by the school district in which it is approved. In order to engage all students, it should provide students with an opportunity to view all content areas from multiple points of view. This is especially true in the area of social studies. Students must be given the opportunity to view, analyze, and value the contributions of all Americans. If students are only exposed to the contributions of people that they can not identify with, we fail to provide them with the role models that they can strive to emulate. We fail to engage them in the curriculum. We fail to provide them with educational experiences that empower them to become productive citizens.

Hence, educational reform should begin with the content of the curriculum offered to 21st century students. As the curriculum coordinators in this study stated that national and state standards were used to revise curriculum, these documents should represent the principles outlined by multicultural educational theory. This would in turn encourage district level curriculum documents to reflect principles outlined by multicultural educational theory. As the district level curriculum represents the minimum expectation of the content that should be taught to students, this would help to make sure that classroom teachers included multiple perspectives in the classroom.

Appendix A

Introduction Letter of Case Study Given to Participants

Dear Administrator,

My name is Eryca Neville and I am a Ph.D. Candidate in Elementary Education at the University of Missouri-Columbia. I am currently working on my final research project in order to complete all of my degree requirements. For this paper, I am examining 5th grade social studies curriculum for elements of multicultural education. The purpose of this letter is to solicit your district's participation in this project.

Your requirements would include the following:

- 1) Completing and returning the enclosed consent forms. (A self-addressed stamped envelope is enclosed.)
- 2) Mailing me a copy of your 5th grade social studies curriculum, including the following items:
 - a) district level curriculum guide-including a list of objectives,
 - b) any district level assessments,
 - c) a copy of all texts students are required to read and
 - d) if possible a copy of the teacher's guides used.

Note: I will provide the cost of postage for this package if you choose to participate and will return all textbooks before the beginning of the 2006-2007 school year.

- 3) Completing two brief interviews via email or the phone.

Since this research is focusing on the written curriculum of districts, this study does not pose any potential risks of harm for the participants. The school districts that chose to participate in this study will be kept confidential. Districts will be assigned a letter and the state in which the districts are located will not be identified. Any interviews conducted to gather additional information will not require participants to identify themselves.

Please read the enclosed forms for a more detailed description of my project. If you have any questions, please feel free to contact me at ern7a8@mizzou.edu or 573-228-5100.

Thanks so much for your time and consideration.

Sincerely,

Eryca Neville

Consent Form

Assessment of Multicultural Content of 5th Grade Social Studies Curriculum

Principal Investigator: Eryca Neville

This form requests your consent to participate in a research study of the multicultural content of your district's 5th grade social studies curriculum. This project is directed by Doctoral Candidate, Mrs. Eryca Neville has been approved by the University of Missouri Institutional Review Board.

The Research Project

This project seeks to determine the multicultural content of 5th grade social studies curriculum in six school districts in a mid-western state.

This study will explore the following questions:

- a) What materials are provided by the district to teach fifth grade social studies?
- b) What is included in the written curriculum for fifth grade social studies?
- c) What other sources of information are provided to fifth grade social studies teachers at the district level?
- d) What is the evidence of multicultural education in the social studies curriculum?
- e) How does the curriculum compare to James Banks' continuum of multicultural education?

Project Design

Information regarding the structure and content of fifth grade social studies curriculum will be gathered. This study will be limited to the curriculum from the 2005-2006 school year in each of the designated districts. This study will focus on the official written curriculum provided by the districts. Each district will be contacted and a copy of the official written fifth grade social studies curriculum guide will be obtained from the district coordinator via the mail. Once the curriculum guide is obtained all required written material (i.e. student textbooks, teacher guides and required supporting materials) will be sought from the respective publisher's as districts have limited resources. Copies of the objectives assessed and district level assessment tools used in fifth grade social studies will also be gathered.

District social studies coordinators will also be interviewed to help complete the picture of the each districts' social studies program. The interview questions will emerge from the data collected from the written documents. Once the questions emerge, a standardized open-ended interview will be conducted.

Nature of Your Participation

Your participation in this research project is voluntary and you have the right to terminate your participation at any time. Your participation will NOT negatively affect students, teachers, or other district personnel. All participants will be kept confidential. All completed data will be stored in a locked file cabinet in the home office of the principal investigator. The total amount of time required for participation will be approximately five hours. Your participation will contribute to improvement of curriculum development as related to the inclusion of multiple perspectives in elementary social studies curriculum.

Human Subject Statement:

If you have any questions about this research project, please contact :

Eryca Neville
573-228-5100
ern7a8@mizzou.edu
Principal Investigator

Dr. Linda Bennett
573-882-1993
lb@missouri.edu
Dissertation chairperson and research supervisor

If there are concerns about the treatment of research participants, contact the UMC campus IRB office at 573-882-9585. Informed consent must be documented by the use of a written consent form approved by the Campus IRB and signed by the participant or a legally authorized representative. A waiver of this requirement can only be granted by the UMC Institutional Review Board for the protection of Human Subjects in Research, in accordance with 45 CFR 46.

PLEASE DETACH THIS PAGE AND GIVE TO THE PROJECT REPRESENTATIVE

I HAVE HAD THE OPPORTUNITY TO READ THIS CONSENT FORM, AND I AGREE WITH THE CONDITIONS FOR PARTICIPATION. I understand I will be given a copy of this form for my records. Please check the appropriate line to indicate that you have read and understand this letter:

_____ I allow Mrs. Neville to analyze the data from this research including district written curriculum, district level assessments and all primary and secondary materials provided to fifth grade social studies teachers.

_____ I further allow Mrs. Neville to report findings to government agencies, funding agencies, professional associations, and publish findings without identification of individual district information.

_____ I would like more information before giving consent. Please email me at

_____ I do not give consent to participate.

Participant's Signature Date

Participant's Name

Appendix B

Interview Questions Given to Partipants

Name:

Date:

School District

Documents received:

Notes:

Interview Question

- How long have you been in education?
- What grade levels/classes have you taught?
- What degrees do you hold and where are they from?
- How long have you been in your current position?
- What is your exact title? (i.e. social studies coordinator)
- What are your duties?

Revision information

Please briefly describe the revision process. Please consider the following questions.

- How often is the district level social studies curriculum revised?
- Where are you currently in the revision process?
- How are textbooks or print materials selected?
- What documents are used/will be used to help revise the elementary social studies curriculum?
- Are teachers, administrators, students, parents, community concerns taken into account? If yes, how?
- Is the curriculum document written first or are the textbooks chosen first?

- Please include any other relevant information.

Standards/Assessment

Has the content area of social studies been affected by No Child Left Behind? If yes, please explain.

What social studies assessments are expected at the elementary level? (i.e. teacher made tests, district level assessments, MAP-social studies) Is this data gathered at the district level? How is the data used? (i.e. to inform practice?)

Diversity of Curriculum

- Are there any specific efforts to address diversity in your social studies curriculum?
- What areas are addressed?
- What tools are used to address it?
- Are you familiar with James Banks level of content integration? If yes, please briefly describe what you know about it.

Other Question(s):

Are the activities/assessments listed expectations or suggestions?

Appendix C

Banks' Checklist for Evaluating Informational Materials

The following items from Banks' Checklist for Evaluating Informational Materials (Banks, 2002) are the ones that will be used in this study:

1. Includes a range of racial, ethnic, and cultural groups that reflects the diversity within U.S. life and society.
2. Describes the wide range of diversity that exists within racial, ethnic, and cultural groups (for example social class, regional, ideology, and language diversity within ethnic groups.)
3. Describes the roles, experiences, challenges and contributions of women within various racial and ethnic groups.
4. Helps students to view American history and society from the perspectives of women within various racial and ethnic groups, such as African American women who played major roles in the Civil Rights Movement but who are often not given much visibility compared to men in the movement (i.e. Ella Baker, Jo Ann Gipson Robinson, and Fannie Lou Hammer)
5. Describes the range of dialects and languages within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society.
6. Integrates the histories and experiences of racial and ethnic groups into the mainstream story of the development of America rather than isolating them into special sections, boxes, and features.
7. Challenges the concepts of American exceptionalism and manifest destiny and helps students to develop new views of the development of the United States.
8. Helps students to view the historical development of the United States from the perspectives of groups that have been victimized in American history (such as Native Americans, Mexican Americans, and African Americans, and lower socioeconomic groups); and from the perspectives of groups that have been advantaged in America, such as Anglo Saxon Protestants and higher-income groups.
9. Uses primary resources to document and describe the experiences of racial, ethnic, and cultural groups in the United States.
10. Helps students to understand the powerful role of social class in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens.
11. Helps students to understand the extent to which *acculturation* within U.S. society is a two-way process and the ways in which majority groups have incorporated (and sometimes appropriated) aspects of the cultures of ethnic groups of color and the extent to which ethnic groups of color have adapted and incorporated mainstream culture in their ways of life.
12. Helps students to understand the extent to which the American dream of equality of all citizens is still incomplete and the role that students need to play to help close the gap between American democratic ideals and realities.
13. Acquaints students with key concepts that are essential for understanding the history and cultures of racial, ethnic, and cultural groups in the United States, such as prejudice, discrimination, institutionalized racism, institutionalized sexism, and social-class stratification.
14. Acquaints students with key historical and cultural events that are essential for understanding the experiences of racial and ethnic groups in the United States, such as the Harlem Renaissance, the Middle Passage, the internment of Japanese Americans, the Treaty of Guadalupe Hidalgo, and the Trail of Tears. (p. 131-133)

Appendix D

Six Overarching Categories Defined

Acknowledging the range of diversity

1. Includes a **range** of racial, ethnic, and cultural groups* that reflects the diversity within U.S. life and society. *Code: A1*

2. Describes the **wide range** of diversity that exists within racial, ethnic, and cultural groups (for example social class, regional, ideology, and language diversity within ethnic groups.) *Code: A2*

Women in the curriculum**

3. Describes the roles, experiences, challenges and contributions of **women** within various racial and ethnic groups. *Code: W3*

4. Helps students to view American history and society from the **perspectives of women** within various racial and ethnic groups, such as African American women who played major roles in the Civil Rights Movement but who are often not given much visibility compared to men in the movement (i.e. Ella Baker, Jo Ann Gipson Robinson, and Fannie Lou Hammer) *Code: W4*

Text organization and features

6. Integrates the histories and experiences of racial and ethnic groups into the mainstream story of the development of America rather than isolating them into **special sections, boxes, and features**. *Code: O6*

9. Uses **primary resources** to document and describe the experiences of racial, ethnic, and cultural groups in the United States. *Code: O9*

Views of historical development of the country

7. Challenges the concepts of American exceptionalism and manifest destiny and helps students to develop **new views of the development of the United States**. *Code: V7*

8. Helps students to **view the historical development** of the United States **from the perspectives** of groups that have been victimized in American history (such as Native Americans, Mexican Americans, and African Americans, and lower socioeconomic groups); and from the perspectives of groups that have been advantaged in America, such as Anglo Saxon Protestants and higher-income groups. *Code: V8*

Roots of Discrimination-the isms

10. Helps students to understand the powerful role of **social class** in U.S. society and the extent to which class is still a significant factor in determining the life chances of U.S. citizens. *Code: R10*

12. Helps students to understand the extent to which the **American dream of equality** of all citizens is still incomplete and the role that students need to play to help **close the gap** between American **democratic ideals and realities**. *Code: R12*

13. Acquaints students with **key concepts** that are essential for understanding the history and cultures of racial, ethnic, and cultural groups in the United States, such as prejudice, discrimination, institutionalized racism, institutionalized sexism, and social-class stratification. *Code: R13*

14. Acquaints students with **key historical and cultural events** that are essential for understanding the experiences of racial and ethnic groups in the United States, such as the Harlem Renaissance, the Middle Passage, the interment of Japanese Americans, the Treaty of Guadalupe Hidalgo, and the Trail of Tears. *Code: R14*

Acculturation and the role of language

5. Describes **the range of dialects and languages** within U.S. society, the problems of language minority groups and the contributions that diverse languages make to U.S. society. *Code: C5*

11. Helps students to understand the extent to which **acculturation** within U.S. society is a **two-way process** and the ways in which majority groups have incorporated (and sometimes appropriated) aspects of the cultures of ethnic groups of color and the extent to which ethnic groups of color have adapted and incorporated mainstream culture in their ways of life. *Code: C11*

Appendix E
Summary of Curriculum Data District A

Summary of Curriculum Data District A

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Local Objective	10	5	50.00%	A1-1, V8-4
Learner Activity	60	22	36.67%	A1-2, W3-3, V8-5, R14-12
Assessment Activity	11	6	54.55%	A1-1, V8-3, R13-2
Instructional Activity	60	17	28.33%	A1-3, V8-5, R14-9
Concepts Assessed	28	5	17.86%	A1-1, R13-1, R14-3
Totals	169	55		

Curriculum Data by Category

Category	Absolute	Relative	Number of Each Construct
Acknowledge	8	14.55%	A1-8,
Women	3	5.45%	W3-3
Organization	0	0.00%	
Views	17	30.91%	V8-17
Roots	27	49.09%	R13-3, R14-24
Acculturation	0	0.00%	
Total	55	100.00%	

Appendix F

Summary of Curriculum Data-District B

Summary of Curriculum Data-District B

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
COO	42	7	16.67%	A1-4, W3-1, V8-2
Activities	51	5	9.80%	A1-2, A2-1, W3-1, V8-1
Students Tasks	14	4	28.57%	A1-2, R14-2
Suggested Prompts	17	3	17.65%	R14-3
Scoring Guides	5	2	40.00%	V8-1, R14-1
Total	129	21		

Curriculum Data by Category

Category	Absolute	Relative	Number of Each Construct
Acknowledge	9	42.86%	A1-8, A2-1
Women	2	9.52%	W3-2
Organization	0	0.00%	
Views	4	19.05%	V8-4
Roots	6	28.57%	R14-6
Acculturation	0	0.00%	
Total	21	100.00%	

Appendix G

Summary of Curriculum Data-District C

Summary of Curriculum Data-District C

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Objective	21	4	19.05%	A1-1, A2-3
Learner Activities	33	3	9.09%	A1-2, A2-1
Total	54	7		

Curriculum Data by Category

Category	Absolute	Relative	Number of Each Construct
Acknowledge	7	100.00%	A1-3, A2-4
Women	0	0.00%	
Organization	0	0.00%	
Views	0	0.00%	
Roots	0	0.00%	
Acculturation	0	0.00%	
Total	7	100.00%	

Appendix G

Summary of Curriculum Data-District D

Summary of Curriculum Data-District D

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Learner Objective	60	7	11.67%	A1-4, A2-2, C11-1
Performance Objective	166	14	8.43%	A1-9, A2-3, V8-1, C11-1
Activity	93	10	10.75%	A1-4, A2-3, O9-3
Total	319	31		

Curriculum Data by Category

Category	Absolute	Relative	Number of Each Construct
Acknowledge	25	80.65%	A1-17, A2-8
Women	0	0.00%	
Organization	3	9.68%	O9-3
Views	1	3.23%	V8-1
Roots	0	0.00%	
Acculturation	2	6.45%	C11-2
Total	31	100.00%	

Appendix I

Summary of Curriculum Data-District E

Summary of Curriculum Data-District E

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Objective	34	1	2.94%	A1-1
Vocabulary	298	25	8.39%	A1-1, A2-1, W3-1, R13-6, R14-16
Guiding Question	112	3	2.68%	A1-1, R13-1, R14-1
Instructional Strategy/ Activity	37	2	5.41%	A1-1, R14-1
Items Assessed	200	8	4.00%	A1-1, W3-3, R14-4
Total	681	39		

Curriculum Data by Category

Category	Absolute	Relative	Number of Each Construct
Acknowledge	6	15.38%	A1-5, A2-1
Women	4	10.26%	W3-4
Organization	0	0.00%	
Views	0	0.00%	
Roots	29	74.36%	R13-7, R14-22
Acculturation	0	0.00%	
Total	39	100.00%	

Appendix J

Summary of Curriculum Data-District F

Summary of Curriculum Data-District F

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Objective	38	5	13.16%	A1-3, R14-2
Activities	56	6	10.71%	A1-1, A2-1, O9-2, R14-2
Total	94	11		

Curriculum Data by Category

Category	Absolute	Relative	Number of Each Construct
Acknowledge	5	45.45%	A1-4, A2-1
Women	0	0.00%	
Organization	2	18.18%	O9-2
Views	0	0.00%	
Roots	4	36.36%	R14-4
Acculturation	0	0.00%	
Total	11	100.00%	

Appendix K
Summary of Textbook Data-District A

Summary of Textbook Data-District A

Banks, J. et al. (2003). *Our nation*. New York: Macmillan/McGraw-Hill School Publishing Company.

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Units	9	0	0.00%	
Chapters	19	2	10.53%	A2-1, R14-1
Lessons	71	6	8.45%	A1-1, A2-2, R14-3
Headings	206	28	13.59%	A1-11, A2-2, W3-1, W4-2, V8-3, R10-1, R13-1, R14-7
Sub Headings	338	44	13.02%	A1-23, A2-4, W3-3, O9-1, R14-13
Special Sections	37	22	59.46%	A1-6, W3-3, V8-3, O9-8, C11-2
Total	680	102		

Textbook Data by Category

Category	Absolute Total	Relative Total	Number of Each Construct
Acknowledge	50	48.54%	A1-24, A2-10
Women	9	8.74%	W3-9
Organization	9	8.74%	O9-9
Views	6	5.83%	V8-6
Roots	27	26.21%	R10-1, R13-1, R14-24
Acculturation	2	1.94%	C11-2
Total	102	100.00%	

Appendix L

Summary of Textbook Data-District B

Summary of Textbook Data-District B

Boehm, R. (2002). *United States*. Orlando: Harcourt Brace & Company.

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Units	10	0	0.00%	
Chapters	20	0	0.00%	
Lessons	82	20	24.39%	A1-3, A2-8, R13-1, R14-8
Headings	254	36	14.17%	A1-14, A2-3, W3-2, W4-1, R13-3, R14-13
Special Sections	62	9	14.52%	A1-6, W3-2, R14-1
Total	428	65		

Textbook Data by Category

Category	Absolute Total	Relative Total	Number of Each Construct
Acknowledge	34	52.31%	A1-23, A2-11
Women	5	7.69%	W3-4, W4-1
Organization	0	0.00%	
Views	0	0.00%	
Roots	26	40.00%	R13-4, R14-22
Acculturation	0	0.00%	
Total	65	100.00%	

Appendix M
Summary of Textbook Data-District C

Summary of Textbook Data-District C

Banks, J. et al. (1995). *United States and its neighbors*. New York:

Macmillan/McGraw-Hill School Publishing Company.

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Units	10	0	0.00%	
Chapters	24	0	0.00%	
Lessons	97	18	18.56%	A1-5, A2-7, R10-1, R13-1, R14-4
Headings	514	68	13.23%	A1-26, A2-6, W3-4, W4-2, V8-3, O9-3, C11-2, R10-2, R12-1, R13-4, R14-15
Special Sections	45	10	22.22%	A1-2, A2-1, W4-2, V8-1, O9-1, C11-2, R14-1
Total	690	96		

Textbook Data by Category

Category	Absolute Total	Relative Total	Number of Each Construct
Acknowledge	47	48.96%	A1-33, A2-14
Women	8	8.33%	W3-4, W4-4
Organization	4	4.17%	O9-4
Views	4	4.17%	V8-4
Roots	29	30.21%	R10-3, R12-1, R13-5, R14-20
Acculturation	4	4.17%	C11-4
Total	96	100.00%	

Appendix N

Summary of Textbook Data-District D

Summary of Textbook Data-District D

Boyd, C. et al (2005). *Social Studies: The United States*. Pearson Education, Inc.

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Units	9	0	0.00%	
Chapters	19	1	5.26%	A2-1
Lessons	64	14	21.88%	A2-1, W3-3, O9-2, R13-2, R14-6
Headings	256	62	24.22%	A1-28, A2-3, W3-7, C5-1, V7-1, V8-4, O9-4, R13-2, R14-12
Special Sections	106	20	18.87%	A1-5, W3-3, W4-2, C5-1, V8-3, V9-6
Total	454	97		

Textbook Data by Category

Category	Absolute Total	Relative Total	Number of Each Construct
Acknowledge	38	39.18%	A1-33, A2-5
Women	15	15.46%	W3-13, W4-2
Organization	12	12.37%	O9-12
Views	8	8.25%	V7-1, V8-7
Roots	22	22.68%	R13-4, R14-18
Acculturation	2	2.06%	C5-2
Total	97	100.00%	

Appendix O

Summary of Textbook Data-District E

Summary of Textbook Data-District E

Boehm, R. (2002). *Early United States*. Orlando: Harcourt Brace & Company.

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Units	8	0	0.00%	
Chapters	16	0	0.00%	
Lessons	57	21	36.84%	A1-4, A2-7, R13-1, R14-9
Headings	194	34	17.53%	A1-13, A2-5, W3-1, W4-1, R13-5, R14-9
Special Sections	51	5	9.80%	A1-3, W3-1, R14-1
Total	326	60		

Textbook Data by Category

Category	Absolute Total	Relative Total	Number of Each Construct
Acknowledge	32	53.33%	A1-20, A2-12
Women	3	5.00%	W3-2, W4-1
Organization	0	0.00%	
Views	0	0.00%	
Roots	25	41.67%	R13-6, R14-19
Acculturation	0	0.00%	
Total	60	100.00%	

Appendix P

Summary of Curriculum Data-DESE

Summary of Curriculum Data-DESE

Item	Total from Text	Total Number of Banks' Constructs in Document	Percentage of Banks' Constructs in Category	Disaggregated Banks' Constructs
Objective	33	3	9.09%	A1-1, A2-2
Suggested Teaching Strategy	17	2	11.76%	A1-1, A2-1
Total	50	5		

Curriculum Data by Category

Category	Absolute	Relative	Number of Each Construct
Acknowledge	5	100.00%	A1-2, A2-3
Women	0	0.00%	
Organization	0	0.00%	
Views	0	0.00%	
Roots	0	0.00%	
Acculturation	0	0.00%	
Total	5	100.00%	

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