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A handbook for integrating children's multicultural literature into a fifth grade social studies course of study

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A HANDBOOK FOR INTEGRATING CHILDREN'S
MULTICULTURAL LITERATURE INTO A FIFTH GRADE
SOCIAL STUDIES COURSE OF STUDY

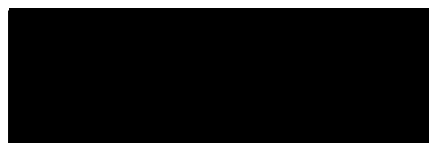
MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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April 1995

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A large black rectangular redaction box covering the signature of the official advisor.



Official Advisor

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I'd like to thank those involved in the completion of this handbook. From my nephew to my advisor, everyone who is a part of my life has in some way assisted me in this project.

To my mother, sister, and cousin, I thank you for your continuous support, motivation, and love. To all of my family and friends, thanks for your prayers and words of encouragement. And to my daddy, the late Robert L. Combs, I thank you for instilling in me the morals, values, and ethics that prove that hard work does have its rewards.

" I Love You ! "

CHAPTER I

INTRODUCTION TO THE PROBLEM

Background

Due to the constant need for programming to improve student self-esteem in inner city schools, the writer has attempted to identify several activities aimed at improving how young people view themselves. Although schools may plan ethnic - oriented activities (i.e., Black History programs, linked Thanksgiving programs to Native Americans, St. Patrick's Day for the Irish), students still lack the knowledge necessary for appreciating their cultural role within the larger society.

Numerous studies suggest that students who show a high self - concept tend to be more successful in the classroom (Johnson, 1982). Some of these same studies also discuss how self-esteem is enhanced when the child can relate to what is being taught.

Given the fact that the majority of Dayton Public Schools have a social studies curriculum that focuses primarily on Western Civilization, monthly "cultural" or ethnic activities or assemblies may not be the answer.

Administrators and staff need additional resources. The purpose of this project is to provide some of those resources.

Justification of the Problem

Low student self - esteem continues to be a big problem in inner city schools (Johnson, 1982). Due to the lack of strong family systems and values, uncooperative community organizations, and disintegrating religious affiliations, students tend to look for positive influences from within their schools. However, most teachers are not trained to interact effectively with children from a culture different than their own; consequently, many minority children feel neglected. This neglect is then transferred into feelings of inadequacy, which leads, in turn, to low self - esteem.

Though many teachers participate in inservice sessions or seminars on coping with self - esteem problems, teachers may have more success if a handbook with a wealth of diverse, multicultural material is developed and integrated into social studies classes.

Problem Statement

The purpose of this study is to design a handbook

containing a diverse collection of literature and / or materials to be implemented into the current Dayton City Schools' fifth grade social studies course of study.

Setting

The writer's school is set in an urban school district located in Montgomery County, Ohio. The elementary school houses two fifth grade classrooms with a total enrollment of 68 children. The students within these classes range in ages from 10 - 13; most are of Native American, Caucasian, or African - American descent.

Design

This handbook follows the Dayton City Schools' course of study for social studies. Listed are titles of a variety of multicultural children's literature and some suggested activities to go along with the course of study. The bibliographies presented in the handbook offer some of the outstanding children's literature for fifth grade students.

Definition of Terms

Diversity: The fact, quality or state of being different or having different interests.

Integrated Approach to Teaching: Teaching two subjects as a whole, not as separate subjects.

Multicultural Education: A reform process whose aim is to create an educational environment in which a wide range of cultural groups, such as women, ethnic groups, and various regional groups, will experience educational equity (Banks, 1981).

Multiethnic: Of, pertaining to, or including a variety of religious, racial, national, or cultural groups.

Self - Esteem: A judgment of worthiness that is expressed by the attitudes one holds toward the self, an attitude of approval or disapproval that indicates the extent to which a person believes himself or herself capable, significant, successful and worthy (Coopersmith, 1990).

CHAPTER II

REVIEW OF THE LITERATURE

The idea that teaching children about the diversity of the world's people will enhance and improve their understanding of other groups is a view shared by a number of community organizations (i.e., Family Literacy Project - Alabama; the Manhattan New School - New York; and the Oregon School Study Council - Oregon). In fact, there have been a number of school districts that have worked together to construct and implement resource guides to include information on other cultures (Matriano, 189). The idea is to create a uniform respect for all people, regardless of their gender, racial background or ethnic origin.

Multiculturalism and Self - Esteem

Multiculturalism as defined by World History Dictionary, is being related to or intended for several individual cultures. However, Webster (1990) expands this definition by saying that Multiculturalism is a state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of common civilization.

In teaching social studies, students of different ethnic backgrounds are rarely exposed to people or events that reflect their own or any other culture. If they are presented with any cultural facts, most of them have negative overtones. Facts concerning the cultural contributions, heritage, and customs of non-Western groups seem to be omitted from most mainstream social studies textbooks (Johnson, 1982).

A study by Thomas & Alawiye (1993) reports on a review of nine elementary social studies textbooks in inner city schools. Their findings suggest that the West African origins and culture of African Americans are largely ignored in textbooks. They also concluded that most social studies texts present a biased and incomplete picture of slavery in the United States. When blacks, were not pictured as beaten and lynched, they were portrayed as being illiterate and somewhat content with their oppressed situations. Thomas & Alawiye found that blacks were rarely mentioned for their contributions (i.e., labor, inventions, military) to society during this time.

School districts in Philadelphia ran into similar problems with their textbooks. In 1991, Pennsylvania State University faculty members and elementary school teachers came together to develop an oral history project known as the Philadelphia Alliance for Teaching Humanities in

the Schools or PATHS (Hirshfield, 1991). Information for this project was put together by interviewing students and their relatives from a variety of ethnic and racial backgrounds. The result was a local history resource book of those cultures that were prominent within the Philadelphia area.

Such books on oral history are important, but an equally significant issue is whether the development of these "Multicultural Handbooks" boosts the self-esteem of minority students. Does material aimed specifically at minority students actually enhance learning or hinder it. Banks (1989) found that students show a higher self-confidence when exposed to history that includes ethnic heroes, customs, and / or ideals, but it is unclear whether this heightened sense of self - esteem fosters positive achievement results.

It is a widely held belief that self - concept is centrally involved in the learning process; it influences achievement outcomes through its effect on motivation (Chapman, 1988). Thus, students with positive self esteem usually work harder and persist longer on difficult tasks, while those who feel relatively worthless reduce their effort or give up altogether. A study by Mac Iver, Stipek, and Daniels (1991) showed that a change in a students' perceptions of their abilities had an important direct effect on changes in their level of effort. They observed

that by "reducing the number of students who believe that they are not good enough in a subject, teachers can increase the number of students who work near their potential" (p. 207). Their findings also suggested that increasing students' perceptions would increase the students' value of the subject that they were learning. The valuing of the subject included both the intrinsic and utilitarian values. The intrinsic value is explained as being the immediate enjoyment one gets from developing, mastering, or using a skill, and it involves the subject; while the utilitarian value is the importance of the subject toward some future goal.

Another conclusion by Mac Iver, Stipek, and Daniels was that although "self - esteem building" programs are critical, they must be accompanied by direct instruction in metacognitive strategies.

In 1988, Chapman performed a study that looked at academic self-esteem and achievement expectations in elementary students. He found that academic self-concept was consistently stronger in predicting grades than any other variable. He observed that ability perceptions have a stronger effect on academic success than "vise versa."

A variety of other research on self-esteem and academic success also supports the forementioned findings by concluding that with the appropriate motivation and student involvement, children can change how they view themselves

and their environments. Such beliefs, in turn, may help students to implement strategies that enable and empower successful adjustment in school (Halmhuber and Paris, 1993).

Books and Multiculturalism

In 1982, Huck conducted a study to test how integrating children's literature with social studies helps to develop children's emotions. Huck found that most of what children learn in school deals with facts, but by using a certain selection of literature, children are exposed to a sense of self and emotion. When reading books about other cultures or different ethnic backgrounds, children develop more compassion and concern for others. Using a collection of diverse children's books is also a way of presenting facts and concepts in a form that is motivating and understandable to the child (Dole & Johnson 1981).

Butzow & Butzow (1989) found that when children are exposed to concepts in story form about real people and places, children are more likely to remember and understand the concepts more easily than is evidenced with those who have just used the textbook approach. In accordance with this idea, Dole and Johnson (1981) explain that in their research with linking literature and "outdoor" education, students had a better understanding of themes such as "stewardship" and "environmental ethics."

Children's literature should integrate art and words in ways that enriches and enhances the total language environment for students. Authors of children's books write with the intent of introducing readers to worlds that they might otherwise never know, and they hope to acquaint young people with sensitive, critical issues confronting today's citizens (Flack 1994).

Galda (1990) writes that as a result of reading trade books, "we certainly learned, or remembered some basic facts but, more importantly, we've had our concepts about the world enriched and expanded" (p. 319).

Using trade books will provide opportunities to apply many skills connected with the language arts. Most likely only one copy of children's trade books will be available in the classroom. Therefore, children will need to convey this information by giving oral reports and / or developing summaries; reading selections aloud; outlining; writing their own books; making posters, charts, diagrams; or putting together a short play (Schluck, 1989). If used skillfully, teachers can help to develop their students' visual literacy and aesthetic tastes.

By using more than one book to find information, children are taught to do research and not rely on a single textbook for all the information that they need. In doing research, children may question the validity of some

information. However, when a textbook is used, there may be no other discrepancies within the information; therefore, the opportunity to question the validity of the text would not present itself.

Anderson, Hiebert, Scott and Wilkinson (1985) argue that reading, like playing an instrument, is something that must be constantly practiced. It is not something that can be mastered once and for all at a certain age. Children should have the chance to practice and apply reading skills in all subjects. Integrating reading with other subjects will provide such practice.

In order for teachers to be effective in making a successful integration, guidelines should be established as to what social studies trade books should encompass. After all, teachers will want to choose informational literature as opposed to abstract, "non - informational," story books.

Janke and Norton (1983) identify selected qualities that must be evident when teachers are searching for trade books. Trade books should give children knowledge about the world, help them to experience the excitement of discovery, and stretch their minds. Trade books should enlarge their vocabularies and stimulate their imaginations.

Tunnell and Jacobs (1989) also offer some basic elements for a literature - based program. They state that

children benefit from such a program because:

- **Children learn from what they are read to when they are young.** They feel that this process is ongoing and continuous, because the teacher reads aloud and includes books naturally in the classroom.
- **Children's literature is a "natural text."**
"Natural text" literature is geared specifically towards children; it is written in their language; consequently, it is natural and unstructured.
- **Children's literature uses the "neurological impress" method.** By using a literature - based program, children are encouraged to read in pairs or teams. These teams can be poorer readers linked with average readers. Children can read a trade book while following along with a recorded version.
- **Children process writing and other "output" activities.** Often a follow - up activity to accompany the reading experience entails having the students write. This helps to improve achievement in reading and writing.
- **Children are permitted to use self selection of reading materials.** Attitudes towards reading are positive when children are allowed to select their own reading materials.

Flack (1994) has two additional tips for integrating trade books into the curriculum. He suggests that the

teacher: 1) saturate the environment with outstanding collections of classic and contemporary children's literature books; and 2) be nostalgic, by inviting students to talk about, describe, or bring to class favorite books that could possibly enhance the lesson.

When children are reading books about their world and its inhabitants, they are learning information and forming their own opinions on issues dealing with the world and its future. As the research indicates (see Schluck, 1989), integrating literature with a content area is personally and socially beneficial not only for the child, but also for the school.

CHAPTER III

PROCEDURES

To develop a handbook for integrating children's multicultural literature into a fifth grade social studies curriculum, the writer will undertake the following procedures:

1. The writer will review the Dayton Public School curriculum guide for social studies (see Appendix A) to be utilized in establishing learning goals for fifth grade students.
2. The handbook will be organized in accordance with the goals and objectives articulated in the course of study to be used by the teacher in designing lessons.
3. The writer will develop the concepts of each objective (i.e., citizenship, respect, valuing skills). Each concept will be appropriate and important to the curriculum and to the children's needs and interests.
4. The writer will select quality children's literature

from a variety of resources (i.e., the "Best Books..." series, Award winning children's literature and personal favorites). The literature chosen will reflect the social studies concepts covered in the Dayton City Schools Course of Study.

5. The writer will show how to incorporate the literature into each concept, by supplying a variety of recommended children's books which will be followed by activities designed to further enhance each objective taught.

Caution

The materials and ideas shared in this handbook are structured for those teaching in the Dayton City Schools. Teachers in other school settings may not find the resources as useful because of differences in the curriculum content to be emphasized.

CHAPTER IV

HANDBOOK

Introduction

Due to the misrepresentations of ethnic groups in textbooks (Thomas & Alawiye, 1993), the writer was inspired to create a Handbook on Integrating Multicultural Children's Literature into a Fifth Grade Social Studies Course of Study.

In the past, the writer has experienced problems finding accurate information on a variety of topics taught in the social studies (i.e., historical events, inventions, cultural and ethnic customs, specific holidays, etc.,). This handbook offers some titles of multicultural children's literature that deal with the topics covered in the Dayton Public Schools Social Studies Curriculum Guide for fifth grade. Also included are some suggested ideas to enhance each topic. The bibliographies found in this handbook offer a selection of some of the outstanding literature for fifth grade children as reviewed by Best Books for Children Preschool through Grade 6, Best Books for Children Preschool through the Middle Grades, some favorites of the writer, and others found in the public library.

In developing this handbook, the writer conducted a computer search of social studies literature for children from 1982 to the present. The computer search contained a variety of listings found under integrating children's literature with social studies, self - esteem, multiculturalism and topics on Whole Language. The writer chose a series of related materials from the search and began reviewing the available literature.

Among the journals reviewed were: The Reading Teacher, Social Studies, Reading Research & Instruction, Elementary School Review and Social Education. In addition, several sources of professional literature were also surveyed. They included: Teaching Pre K - 8, Instructor, and Educational Oasis.

The writer began by obtaining a copy of the Dayton Public Schools fifth grade Social Studies Curriculum Guide. There were eight program objectives to be covered (Appendix A). Due to the specific nature of each of the objectives, the search for the appropriate multicultural children's literature was a timely one. However, most of the literature contained in this handbook can be found at the Montgomery County Public Library.

Although each objective lists a set number of books, teachers may use their own discretion as to which books they wish to incorporate into the lesson.

This handbook can be helpful to fifth grade teachers wanting to supplement their textbook or for teachers who choose not to use of textbook. Teachers may also use this handbook to assist in introducing an integrated approach to teaching social studies. As they become more familiar with the vast selection of multicultural children's literature, teachers may wish to add to these bibliographies.

A HANDBOOK FOR INTEGRATING CHILDREN'S
MULTICULTURAL LITERATURE INTO A FIFTH GRADE
SOCIAL STUDIES COURSE OF STUDY

by

Natalie J. Combs

A HANDBOOK FOR INTEGRATING CHILDREN'S
MULTICULTURAL LITERATURE INTO A FIFTH GRADE
SOCIAL STUDIES COURSE OF STUDY

Overall Objective:

I. Students obtain and apply knowledge, critical thinking skills, and values to active and responsible citizenship.

A. Students will develop positive perceptions of self by:

1. interpreting physical, mental, and emotional elements that relate to self.
2. analyzing practices that increase self - reliance and self - confidence.
3. comparing and contrasting themselves with others in positive ways.
4. interpreting internal and external changes that are components of developing a future focused role image.

Resources

- Filichia, Peter. What's in a name?
New York : Avon, 1988.
- Holland, Isabella. Toby the Splendid.
New York : Walker, 1987
- Strachan, Ian. The Flawed Glass.
Boston : Little, Brown & Co., 1990.
- Yarbrough, Camille. The Shimmershine Queens. New York : G. P. Putnam's, 1989.

Activities

- * Teacher initiates " The Biography of Me: A Journey Through Self - Discovery " project by Diane Kostick. (See bibliography)
- * Students will begin by completing the section about themselves ("All About Me") and their individual

family units (i.e Genealogy / Family Tree).

B. Students will demonstrate the acceptance of the rights, opinions, and unique cultural traits of a designated group by:

1. analyzing the rights of others within individual relationships.
2. interpreting responsibilities that correspond to certain rights.
3. interpreting statements of fact and opinion.
4. identifying the unique elements of ethnicity and racial grouping within the United States.
5. explaining the development of stereotypes, prejudice, and discrimination within the United States.

Resources

- Betancourt, Jeanne. More than Meets the Eye. New York : Bantam Books, 1991
- Chaikin, Miriam. Yossi Tries to Help God. New York : Harper & Row, 1987
- Friedrich, Otto. Clover. New York : Simon & Schuster, 1984
- Irwin, Hadley. Kim / Kimi. New York : M. K. McElderry Books, 1987
- Meyer, Carolyn. Denny's Tapes. New York : M. K. McElderry Books, 1987
- Robinson, Margaret. A Woman of Her Tribe. New York : C. Scribner's Sons, 1990

Activities

- * Students will identify different stereotypes within each story.
- * Students will continue with the "Self - Discovery" project which will

explore their individual culture:
common traits & stereotypes, unique
elements, rights and opinions.

- * Based on the above information,
students will hypothesize why they
think their ethnic groups faced
prejudice, discrimination, and
stereotypes upon entering the U.S.

C. Students will develop social studies skills
by:

1. developing and using good study
techniques: listening attentively,
following directions, completing tasks,
and reviewing and checking work.
2. using writing skills to discuss and
explain appropriate social studies
information.
3. using people, books, and other media
as sources of information.
4. practicing library skills.
5. using and interpreting maps, globes,
charts, graphs, tables, and timelines.

Resources

- Hamanaka, Sheila. The Journey.
New York : Orchard Books, 1990
- Innocenti, Roberto. Rose Blanche.
Japan : Tabori & Chang, 1985
- Maruki, Toshi. Horishima No Pika.
New York : Lothrop, Lee & Shepard,
1984
- Tsuchiya, Yukio. Faithful Elephants:
A True Story of the Animals.
New York : Houghton Mifflin, 1988

Activities

- * Students will go on a field trip
to the main branch library or arrange
for the school librarian to give
a tour of the school library and
discuss library skills.
- * The last section of the project

discussess personal family history
(i.e. stories, recipes, celebrations,
etc.,); therefore, students will
need to interview parents,
grandparents or other relatives.

- * Teacher will invite Senior Citizens
of different cultures to come in
to discuss their backgrounds
and other pertinent information
with students.

D. Students will operate as functioning members
of a group and develop a sense of citizenship
within this group by :

1. analyzing individual responsibilities
within a group.
2. practicing and examining the decision
- making process as it relates to group
goals.
3. identifying basic government functions.
4. categorizing roles/ relationships within
a group : community, state, nation &
world.
5. expressing individual's role as a citizen.
6. identifying problems/ issues in the United
States.
7. defining terms related to the national
government.

Resources

- Baer, Katie. The People's Power.
New York : New Readers Press, 1984
- Clark, Taylor. The House that Crack
Built. New York : Chronocle Books,
1992
- Hurwitz, Johanna. Class President.
New York : Morrow Jr. Books, 1990
- Mills, Claudia. After 5th Grade,
the World New York : MacMillan, 1989
- Scholes, Kate. Peace Begins with
You. San Francisco : Sierra Cub Books,
1993

Activities

- * Teacher will discuss what students can do as responsible citizens to solve the problems / issues in the United States (e.g., racism).
- * Teacher will assign students to groups to create bills that could help to solve these issues. Before the groups' bills are formed, the groups need to:
 1. Discuss the expectations of each group member.
 2. Set a group goal for what is to be accomplished.
 3. Compare and contrast possible solutions.
 4. Practice decision - making processes, especially when members cannot come to an agreement.
 5. Consider how students' decisions could affect other cultures or environments.
- * Teacher will prepare the proposed bill and present it to the rest of the class for a vote.
- * Teacher will discuss with students the steps involved in making a bill become a law.

E. Students will refine their valuing skills
by:

1. analyzing personal choices.
2. analyzing the necessity for caring about the welfare of others.
3. analyzing the elements and / or problems related to the physical environment.
4. recognizing elements related to the cultural environment.
5. discussing problems related to the cultural environment.

Resources

- Bunting, Eve. Fly Away Home.
New York : Clarion, 1991
- Cooper, Ilene. Choosing sides.
New York : Morrow Junior Books, 1990
- Cooper, Ilene. Queen of the Sixth Grade. New York : Morrow Junior Books, 1988
- Girion, Barbara. Indian Summer.
New York : Scholastic, 1990
- Myers, Walter Dean. Crystal.
New York : Viking Kestral, 1987

Activities

- * Teacher will discuss the difference between wants and needs.
- * Students will describe the wants and needs of the main characters in each story.
- * Students will pretend that they represent a different ethnic group and discuss how their wants and needs might differ.
- * Students will play the game "Survival" with the class (Appendix B).

F. The student will understand and use appropriate social studies terms by:

1. identifying and interpreting appropriate geographic terms related to the United States.
2. defining chronological terms with relation to the United States.
3. defining pertinent economic terms.
4. defining terms related to ethnicity and racial groups within the United States.

Resources

- Bunting, Eve. Terrible Things.
New York : The Jewish Publication Society, 1993
- Bunting, Eve. How Many Days to America ? New York : Clarion, 1988

- Spiegleman, Art. A Survivor's Tale I: My Father Bleeds History
Illinois : Pantheon, 1992
- Uchida, Yoshiko. The Bracelet
San Francisco : Philomel Books, 1993

Activities

- * Using the book, How Many Days to America ?, have students map the journey that the Pilgrims took to get to the United States.
- * Using this same idea, give students world maps and allow them to chart the possible journeys of how people from different countries came to the United States.
- * Students will set up a time line of the pilgrims travel to the U. S.
- * Teacher will discuss the economic situation of the pilgrims and how economics affected or enhanced their journey.
- * Using any of the books suggested or any other medium (such as newspaper, radio, magazine, etc.) discuss the similar stereotypes that exist about each ethnic group.

G. The student will demonstrate an understanding of the countries and cultures of the Western Hemisphere by:

1. using geography concepts to categorize the countries of the Western Hemisphere.
2. interpreting historical facts related to the environment of the countries of the Western Hemisphere.
3. identifying the characteristics which distinguish one national group from another in the Western Hemisphere.

4. identifying statements of cause and effect relationships in the history, geography, and culture groups of the Western Hemisphere.

Resources

- Anno, Mitsumasa. Anno's U S A. New York : Philomel Books, 1983
- Knight, Margy B. Talking Walls. New York : Tilbury House, 1992
- Macaulay, David. Ship. New York : Houghton Mifflin, 1993
- Wood, A.J. Errata: A Book of Historical Errors. New York : Green Tiger Press, 1992

Activities

- * Using the vast information about the Western Hemisphere found throughout these books and other sources, students will work in pairs to make collages. These collages will reflect the various ethnic, cultural, geographical, and environmental elements of the diverse groups throughout the Western Hemisphere.
- * Students will compare and contrast the different cultural elements (i.e., dress, customs, wants and needs, etc.) of the people of the Western Hemisphere.

H. The student will identify with life in the U.S. and its possessions by :

1. illustrating and classifying the geographic elements of the U.S.
2. identifying and interpreting cultural terms related to the U.S. (ie. melting pot, salad bowl, etc.)
3. identifying the natural resources of the United States.

Resources

- Chall, Jeanne. Life in Early America.
Missouri : Andrews & McMeel Books,
1993.
- Lawrence, Jacob. The Great Migration.
New York : Bradbury Press, 1993
- Lyons, Mary E. Stitching Stars.
New York : Charles Scribner's Sons,
1994
- MacLachlan, Patricia. Journey.
New York: Houghton Mifflin, 1994
- Nixon, Joan L. Land of Hope.
New York : Avon Books, 1993
- Turner, Ann. Katie's Trunk.
New York : MacMillan, 1994

Activities

- * After reading The Great Migration or Stitching Stars, the student can make a time line of the events that occurred throughout the story.
- * Students may choose a historical event in one of the books to bring to life.
- * Using a map of the United States, students will research 2 - 3 states to find the natural resources that are present. Students will then plot the natural resources on a "blanket map" or other enlarged U.S. map.
- * Teacher will discuss geographical area and elements (i.e., Why do certain products grow better in the south as opposed to the north ?).
- * Teacher will describe the concepts of "Melting Pot" and "Salad Bowl" and have students brainstorm their own names to use for these various phenomena.
- * Using a square peice of material, students will draw or paint a past historical event. Each square piece will be put together to form a " Quilt of History."
- * Using this same idea, students can use the Genealogy Books that were made earlier, to create their own, personal, historical quilt.

CHAPTER V

CONCLUSION

One of the reasons teachers must take special care in choosing books for children is that images and stories affect how children perceive themselves and others. Books send very strong signals to children about themselves - where they've been, what they can do, who they can be - and about others who are different from them.

Although lots of children's books have changed over the years (e.g., they are less stereotypical and more inclusive), it is evident that some textbooks continue to communicate stereotypes. Even when there have been later editions, some books still portray minorities as worthless or nearly nonexistent.

One central theme that is obvious throughout this handbook is that children's literature provides an insight into social studies concepts that broaden children's limited experiences. In addition, multicultural children's literature helps to teach children more about themselves, their heritage, and the varying communities of the world.

The purpose of this project was to develop a handbook for integrating multicultural children's literature into a fifth grade Social Studies Course of Study. Not only was this handbook designed to help children acknowledge

and respect other cultures, but also to help raise each individual reader's self - esteem by letting them know how different cultural heritages also played an important part in American history.

Evaluation

Levels of self - esteem in children, can be measured by using the Coopersmith (SEI) Self - Esteem Inventory (Coopersmith, 1990). The self - esteem inventory contains 58 forced-choice "Yes - No" questions. There are 4 subscales which include General Self - Esteem, Social Self - Peers, Home - Parents, and School - Academic. The Total Self - Esteem score is the sum of these four subscales. The "lie" or "defense" score is incorporated into the text as an index of defensiveness. In relation to the SEI, the term "self-esteem" refers to the evaluation a person makes and customarily maintains of him - or herself; that is, overall self esteem is an expression of approval or disapproval, indicating the extent to which a person believes him - or herself competent, successful, significant, and worthy (Coopersmith, 1990).

Another method of evaluation that can be used to measure self - esteem is the Self - Esteem Questionnaire (SEQ-3) by Hoffmeister (1976). This purpose of this test

is to evaluate how individuals feel about themselves, including their capabilities, worth, and acceptance by others. The SEQ - 3 consists of 21 items based on two subscales: Personal Self - Esteem and Self - Other Satisfaction. Items on the Personal Self - Esteem subscale consist of statements such as "Most of my friends accept me as much as they accept other people." The individual is rated on a five point scale from one ("not at all") to five ("very much"). Items on the Self - Other Satisfaction subscale immediately follow items on the Personal Self-Esteem subscale and take the form "Does the situation described in [the previous question] upset you?" These items are also rated on a 5 - point scale. Scores are provided for both subscales according to the consistency the individual has responded to the items used to measure that factor.

There are many other methods of evaluation that teachers and/or administrators may use to measure self-esteem. Some examples may include: the Children's Inventory of Self-Esteem (1987) by Campbell; the Self-Observation Scales (1987) by Katzenmeyer and Stenner; the Rosenberg Self - Image Questionnaire (1965) by Rosenberg; and the Thematic Apperception Test (1938) by Murray.

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APPENDICES

APPENDIX A

Social Studies Objectives

Dayton Public School Social Studies Course of Study

1. Students will develop positive perceptions of self.
2. Students will demonstrate the acceptance of the rights, opinions, and unique cultural traits of a designated group.
3. Students will develop social studies skills.
4. Students will operate as functioning members of a group and develop a sense of citizenship within the group.
5. Students will refine their valuing skills.
6. The student will understand and use appropriate social studies terms.
7. The student will demonstrate an understanding of the countries and cultures of the Western Hemisphere.
8. The student will identify with life in the United States and it's possessions.

APPENDIX B

SURVIVAL

This game can be played as a class or in small groups or pairs.

Directions:

1. Began the game by discussing wants and needs. Make sure that students understand the difference.
2. Post 15 - 20 items on the board or around the room. Some examples might be: blanket, radio, water, pocket knife, bandages, food, clothes, etc.,
3. Give students a scenario, where they can pretend that they are in a different place / country and something tragic has just occurred.

Example: You're on your way back to the U.S. and the pilot of your plane has just informed you that he will have to make an emergency landing due to technical difficulties. You land and find that everyone is safe and the pilot radios for help and hours later a boat comes to rescue you. Your stewardess has announced that you could be at sea

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for a couple of days. You are informed that you cannot take all of your belongings, but you can choose 5 things.

3. Children are then instructed to choose five things from the list of 15 - 20 items.
4. Afterwards, discuss why they chose certain items over others.
5. You can also change the scenario to where you have landed in different countries or places. Discuss how needs and wants might change, if you were stranded in Saudi Arabia or in the Rain Forest.