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## **The Impact of Multicultural Trade Books and an Intervention on Fourth Graders' Cultural Attitudes**

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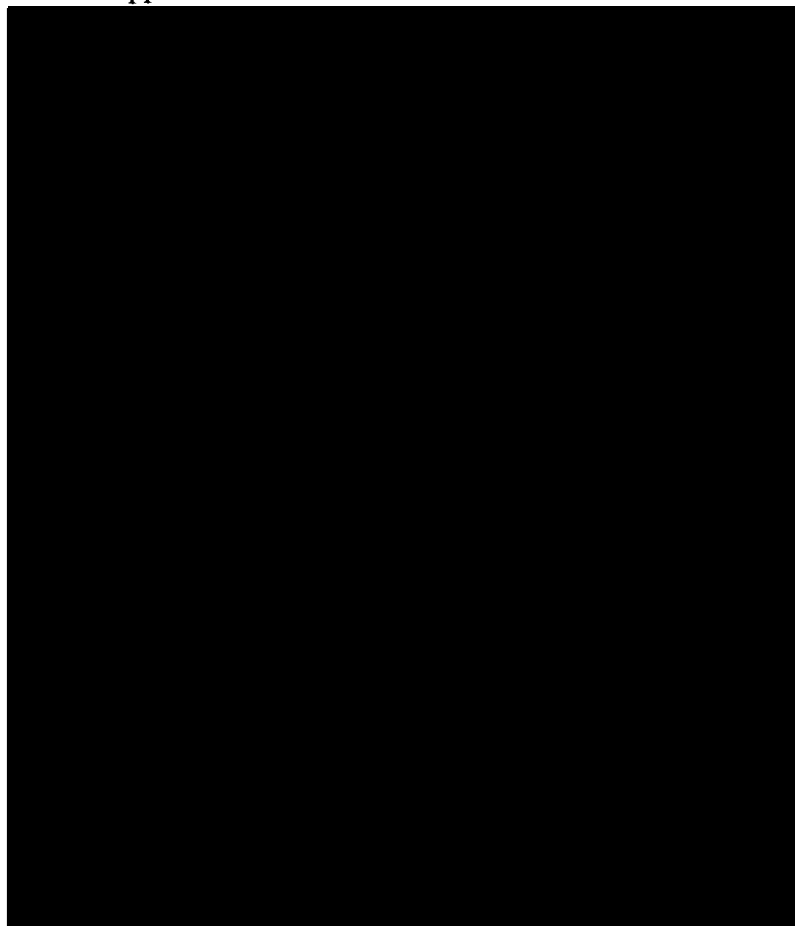
THE IMPACT OF MULTICULTURAL TRADE BOOKS AND AN INTERVENTION  
ON FOURTH GRADERS' CULTURAL ATTITUDES

by

Susan Herberger Whitcomb

A Dissertation  
Submitted to the Graduate School  
of The University of Southern Mississippi  
in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy

Approved:



December 2009

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The University of Southern Mississippi

THE IMPACT OF MULTICULTURAL TRADE BOOKS AND AN INTERVENTION  
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Abstract of a Dissertation  
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## ABSTRACT

### THE IMPACT OF MULTICULTURAL TRADE BOOKS AND AN INTERVENTION ON FOURTH GRADERS' CULTURAL ATTITUDES

by Susan Herberger Whitcomb

December 2009

As the United States population has become more diverse and the civil rights movement of the 1960s increased attentiveness to the change in population, the need for multicultural awareness has grown (Perry & Fraser, 1993). This study examined if teacher read alouds of multicultural trade books and a scripted instructional intervention could impact 187 fourth graders' cultural attitudes. The 10-session, 5-week study involved six reading teacher volunteers participating in one of the three group levels (treatment one: multicultural trade book read alouds, treatment two: multicultural trade books and a scripted instructional intervention, and treatment three: a control group). The mixed model ANOVA examined for any effects for treatment groups. While some slight differences in pre- and posttest scores were seen, the pretest and posttest results of the Student Multicultural Attitude Survey showed no statistically significant difference.

## DEDICATION

Life is full of people who walk in and out of your life. Some of these people have a tremendous impact on both who you are and who you ultimately become. Mr. Mervin Morgan and Mrs. Margery Hampton were two of those precious people in my life. This dissertation is dedicated in memory of these two caring individuals.

Mr. Morgan, the assistant principal of the high school I graduated from, encouraged me to learn and pursue an education beyond mediocrity. He modeled a carrying attitude towards his students and a true love for his fellow man – an attitude that I have tried to carry with me throughout my life and constantly try to emulate.

Mrs. Hampton, a dedicated teacher at my high school, always gave of her precious time to listen to my teen-ager problems - never judging or condemning. She was my mentor as well as my teacher.

Both of these wonderful people were teachers who were genuinely interested in students' lives; helping, listening, and loving each one. I will greatly miss them, but I am happy to say that I count myself blessed to have known – and more importantly – to have been inspired by them.

## ACKNOWLEDGEMENTS

“Nothing is impossible with God” Mt. 17:20

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I want to thank my family who believed in me even when I did not believe in myself. Much love and thanks to my husband, Gary, who encouraged me to reach and obtain my dreams. I also want to thank my children, Steven, Daniel, Jennipher, and Kim, for being my greatest cheerleaders. I love you all.

## TABLE OF CONTENTS

|   |      |
|---|------|
| ABSTRACT.....                               | ii   |
| DEDICATION.....                             | iii  |
| ACKNOWLEDGEMENTS.....                       | iv   |
| LIST OF TABLES.....                         | viii |
| CHAPTER                                     |      |
| I. INTRODUCTION.....                        | 1    |
| Historical View                             |      |
| Multicultural Education in Today's Schools  |      |
| Using Multicultural Literature              |      |
| Multiculturalism and Teachers               |      |
| Theoretical Framework                       |      |
| Statement of the Problem                    |      |
| Purpose of the Study                        |      |
| Research Questions                          |      |
| Hypothesis                                  |      |
| Limitations, Delimitations, and Assumptions |      |
| Definition of Terms                         |      |
| Summary                                     |      |
| II. REVIEW OF THE LITERATURE.....           | 20   |
| Introduction                                |      |
| Multicultural Education                     |      |
| Multicultural Curricula                     |      |
| Multicultural Literature                    |      |
| Conclusion                                  |      |
| III. RESEARCH DESIGN AND METHODOLOGY.....   | 51   |
| Overview                                    |      |
| Research Questions                          |      |
| Hypotheses                                  |      |
| Research Design                             |      |
| Participants                                |      |
| Instrumentation                             |      |



|   |     |
|---|-----|
| Procedures  |     |
| Data Analysis   |     |
| Summary   |     |
| IV. ANALYSIS OF DATA .....  | 62  |
| Introduction  |     |
| Analysis of Data  |     |
| Statistical Analysis  |     |
| Conclusion  |     |
| V. DISCUSSION .....   | 70  |
| Summary of the Study  |     |
| Summary of the Findings   |     |
| Discussions of Findings   |     |
| Implications  |     |
| Limitations   |     |
| Recommendations for Future Research                                   |     |
| Conclusion  |     |
| APPENDIXES .....  | 81  |
| A. CONSENT FROM PONTEROTTO  |     |
| B. FORMS FROM PONTEROTTO  |     |
| C. TEACHER SURVEY   |     |
| D. STUDENT SURVEY   |     |
| E. IRB FOR PILOT  |     |
| F. IRB FOR STUDY  |     |
| G. ADMINSTRATOR’S CONSENT FORM  |     |
| H. TEACHER ASSESST FORM   |     |
| I. PARENT/GUARDIAN CONSENT FORM                                       |     |
| J. LITERACY CRITICISM: MULTICULTURAL LITERATURE<br>EVALUATON CRITERIA |     |
| K. PRE-SERVICE TRAINING PROTOCOL FORMAT                               |     |
| L. INSTRUCTIONAL INTERVENTION PROTOCOL                                |     |
| M.BI-WEEKLY INTERVENTION PROTOCL                                      |     |
| N. LIST OF BOOKS  |     |
| O. SEMANTIC FEATURES ANALYSIS   |     |
| P. COMPARISON OF PERCENTATGES OF THE SMAS<br>STATEMENTS BY GROUP      |     |
| REFERENCES.....   | 112 |

## LIST OF TABLES

### Table

1. SMAS Mean and Standard Deviation Group Results .....64
2. Comparison of Student Multicultural Attitude Survey Statements.....65
3. Between Subject Results.....67

## CHAPTER I

### INTRODUCTION

The promise of freedom and opportunity continues to draw immigrants to the United States and widens the spectrum of its multicultural society (Smith & Smith, 1994). Just as political and social institutions have expanded to meet the diverse needs of this population, educational organizations have broadened their understanding of how to best serve the needs of multi-ethnic student constituencies (Coddling & Bergen, 2004). Despite promotion of multicultural curricula by governmental and professional organizations, implementation lags behind, resulting in unequal educational opportunities for some students (Banks, 1997). Using multicultural literature and shared discussion to improve affective understanding of other cultures has the potential to overcome inequalities and prepare students to live successfully in this multicultural society.

#### Historical View

The United States initially attracted settlers seeking religious and political freedom from intolerant European communities. Having found a place where they could freely live and practice their religious beliefs, these settlers established what they considered to be a format for open and honest living (Wolfe, 2006). But even the high ideals that eventually led to a revolutionary war and the formation of a government based on democratic principles did not extend to all of its citizens (LaBelle & Ward, 1994). Not everyone had the right to vote, nor did they have equal access to education.

While laying the foundation for schools and developing a philosophy of education, the British colonists made a commitment to preserving and protecting the freedoms of thought, religion, and press (Wolfe, 2006). Thus began an unspoken

postulation that anyone who differed from these foundational thoughts and ideas must be in need of change or must be wrong in their beliefs, thoughts, and lifestyles (Myrdal, 2001). While many of the founding fathers supported public education as a means of “raising the lower ranks of society nearer to the higher” (Rebell, 2008, p. 434), public education remained a dream.

The vast majority of early U.S. schools served European settlers able to afford tuition and barred indigents, slaves, and Native Americans from the classroom. A shadow of suspicion, intolerance, and prejudice was cast upon anyone different from these settlers (Smith & Smith, 1994). As American society grew and expanded with the immigration of various cultures through the 19<sup>th</sup> and continuing to the 21<sup>st</sup> century, prejudice and intolerance persisted and expanded (Dinnerstein, Nichols, & Reimers, 2003). Pressure to conform to the American way of life resulted in negative responses toward these new immigrants who brought a different array of customs and beliefs. Such negative feelings and beliefs toward minority populations can hinder the appreciation and understanding of the need for accepting diverseness (Banks, 2001).

A separate and unequal educational policy continued well into the 20<sup>th</sup> century in the United States. Before the Supreme Court declared segregation of schools unconstitutional, schools were separated by race and ethnicity. Children of the dominant culture and children of minority status attended separate schools of unequal quality (Perry & Fraser, 1993) until the Supreme Court’s 1954 *Brown vs. Board of Education* decision de-segregated schools. The action had the potential to enable students from all cultures to interact with one another. The desirable conclusion would have been a more open society with less racial tension. At the core of the civil rights movement was the focus on

education building a new vision of a good society (Perry & Fraser, 1993). Unfortunately, research from the Office for Civil Rights shows that racial and ethnic segregation prevalent in the public school systems still persists today (Marrett, Muzuno, & Collins, 1992).

### *State Policies and Procedures*

In the United States, multiculturalism is not clearly established in policy at the federal level (Perry & Fraser, 1993). Many state educational agencies (SEAs), on the other hand, address diversity and multiculturalism within the mandated curriculum. For example, the Mississippi Curriculum Framework for fourth grade social studies (competency 1c, 1d, 5b), health (competency 4b, 5b), and physical education (competency 5c) contains objectives pertaining to multiculturalism while language arts, science, and mathematics are void of the educational aspect of multiculturalism (Mississippi Department of Education, 2008). While some states in the United States have also included framework and benchmarks in certain subjects to foster and promote cultural awareness (Maryland Department of Education, 2008; University of Alaska, 2008; Wisconsin Department of Education, 2008), implementation of multicultural education across the states is inconsistently present within state curriculum frameworks.

### *Accrediting Agencies*

In addition to promotion of multicultural education by state departments of education, accreditation agencies also encourage a multicultural approach to education. Regardless of the level of education, every public and most private schools are accredited by private non-governmental organizations (U.S. Department of Education, 1998). The

Secretary of Education designates entities as reliable authorities to ascertain whether educational institutions and programs are of appropriate quality for learning. They promulgate standards of quality or criteria of institutional excellence and approve or admit to membership those institutions that meet the standards or criteria (U.S. Department of Education, 1998).

There are no federal government laws or regulations that recognize accreditation agencies, but most state governments require and recognize accreditation as the mechanism by which institutional and programmatic legitimacy is ensured (U.S. Department of Education, 2008). Most accreditation agencies promote inclusion of multicultural education within specific standards which assure that universities, colleges, high schools, and elementary schools' curriculum include the studying of cultures and the diversity of the United States (Accreditation Standards for Quality Schools, 2008).

The Southern Association of Colleges and Schools (SACS), National Council for Accreditation of Teacher Education (NCATE), and Teacher Education Accrediting Council (TEAC) are accrediting agencies recognized by the U.S. Secretary of Education. These agencies' primary goals are to evaluate, verify, assure, and improve the quality of educational institutions and programs in the United States. SACS offers the accreditation process for all levels of education, while NCATE focuses on colleges and universities. TEAC concentrates on the education of future teachers.

Public and private schools seek accreditation to assure the public that they meet the required standards of state and federal education agencies. It is a promise that the institution will provide the quality of education it claims to offer and provides consumer protection. Particular functions of accreditation verify that the institution meets

established standards, creating goals for self-improvement, and stimulates the raising of standards (NCATE, 2008).

*Southern Association of Colleges and Schools, Council on Accreditation and School Improvement.* The Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACS, CASI) define the shared, research-based accreditation standards that cross state, regional, and national boundaries. These standards are operationalized within a unified, clear, and powerful accreditation process designed to enhance the value, consistency, and meaning of learning for elementary, secondary, and post-secondary levels of education. Southern schools and colleges seeking SACS accreditation must meet all SACS standards including Standards 3.5 and 3.9 which address teaching students an appreciation of diversity. Standard 3.5 requires that the curriculum offer a challenge for students while encouraging a commitment to equity. Students should also demonstrate an appreciation of diversity (Accreditation Standards for Quality Schools, 2008). In addition, Standard 3.9 requires schools to monitor the climate of the school to assure it is conducive for student learning. These standards are conducive to learning for all students, including those from culturally diverse backgrounds (Accreditation Standards for Quality Schools, 2008).

*National Council of Accreditation for Teacher Education.* The National Council of Accreditation for Teacher Education (NCATE) seeks to establish high-quality teacher preparation programs. NCATE's performance-based system of accreditation is intended to foster development of competent classroom teachers and other educators who work to improve the education of all P-12 students (NCATE, 2008). NCATE has acquired the reputation as being a force for greater quality in higher education. Of the six

initial standards developed, Standard 4 addresses the importance of diversity. Candidates, higher education and P-12 faculty, and students in P-12 schools are provided standards that include working with diverse populations (NCATE, 2008). Within the body of NCATE's six standards, the fourth standard, "Diversity," contains the expectation of the candidates to effectively incorporate the knowledge, skills, and professional dispositions for teaching and learning including proficiently related to diversity (NCATE, 2008).

*Teacher Education Association Council.* The Teacher Education Association Council (TEAC) is another agency offering accreditation to teacher education programs. Teacher education programs seeking TEAC accreditation must illustrate how they prepare competent, caring, and qualified educators. The TEAC accreditation framework is organized under the title "Goals and Perspectives." Of the four principles (Evidence of Student Learning, Valid Assessment of Student Learning, Institutional Learning, and Standards of Capacity for Program Quality), the first principle, Evidence of Student Learning, discusses and supports multiculturalism. As part of the accreditation process for TEAC, the institution's program must show how it educates teacher candidates by giving them an accurate and sound understanding of the educational significance of race, gender, individual differences, and ethnic and cultural perspectives (Teacher Education Accreditation Council, 2008).

### *Professional Organizations*

Not only do governmental and accrediting agencies address the issue of multicultural education, but also professional organizations for teachers (Hutchinson, 2008). Professional education organizations have supported and educated teachers of all educational levels through conferences, workshops, and publications. Further, they often



are charged with developing Specialty Program Area standards included in accreditation processes described earlier.

The Association for Childhood Education International (ACEI) is an international professional association that, among other things, collaborates with NCATE to set elementary education standards for teacher education programs. The Association for Childhood Education International (ACEI) and the National Council of Accreditation for Teacher Education (NCATE) work together to support multicultural education. Written in the introduction of NCATE's standards is a passage stressing the importance of teachers being able to convey societal contributions from diverse cultures (Gangi, 2008). ACEI is endorsed by the United Nations Committee on the Rights of the Child and the Office of the United Nations Higher Commissioner for Human Rights because of its development of educational programs on the human rights of children. These programs are designed for professionals working with and for children to improve the development and quality of life of children (Association of Childhood International, 2008).

The International Reading Association (IRA), a professional associate of NCATE, also advocates multicultural education within language arts (International Reading Association, 2008). Of the nine IRA standards, the first standard stresses the necessity for "students to read a wide range of print and non-print texts to build an understanding of texts, of self, and of the cultures of the United States and the world" (Gangi, 2008, p. 260) as well as "responding to the needs and demands of society and the workplace; and for personal fulfillment" (Gangi, 2008, p. 260). IRA also supports learning about diversity in the nation and in the world in the second and ninth standards. Standard 2 encourages students to read a wide range of literature from many periods, in many

genres. This is to help build a clearer understanding of the human experience. Standard 9 stresses students' development having "a respectful understanding for diversity in language use across cultures, ethnic groups, geographic regions, and social roles" (Gangi, 2008, p. 26).

The National Association of Multicultural Education (NAME) is a professional organization whose mission is to celebrate cultural and ethnic diversity as a national strength that enriches a society; it rejects the view that diversity threatens the fabric of a society. The organization believes that multicultural education promotes equity for all, regardless of culture, ethnicity, race, language, age, gender, sexual orientation, belief system, or exceptionalism. Multicultural education enables the individual to believe in one's own intrinsic worth and culture (NAME, 2008).

Professional organizations have served and will continue to serve as leaders in education, including serving as proponents of educational reform. By collaborating with accrediting entities and teacher education programs, they extend their missions beyond dissemination into change agents at the programmatic level. In these ways, professional organizations have helped forward the multicultural agenda on multiple fronts including pre-service teacher education, curriculum design and development, and professional practice standards.

### Multicultural Education in Today's Schools

Despite the efforts of professional organizations, accrediting entities, and state educational agencies, schools in today's society continue to knowingly or unknowingly seek to have the student of a different culture adopt the values and beliefs of the dominant culture (Sadovnik, Cookson, & Semel, 1994). Both state agencies and schools continue to

focus on the notion of enculturation or the adoption of the behavior patterns of the predominant culture (Tiedt & Tiedt, 2005). The class action suit of *Brown vs. the Board of Education* successfully overturned racial separation in schools. Previously, education was not equal or tolerant for people not of the dominant culture (Perry & Fraser, 1993). Because disparities continue to exist, many experts look to the curriculum and pedagogy to bring about change (Gay, 1995). Such curricula assist faculty, staff, and students in becoming skillful in relating to others who are different. Such an approach may help replace negative attitudes, perceptions, and behaviors with acceptance and understanding related to behaviors of culturally diverse students (LaBelle & Ward, 1994). Despite prompting from accrediting agencies, state educational agencies, and professional organizations, schools continue to be reluctant to include multicultural curricula and pedagogy (Gay, 1995).

### *Characteristics of Multicultural Curriculum*

Gollnick and Chinn (2004) defined specific characteristics of multicultural curricula. The characteristics include the faculty and staff's reflection of the pluralistic composition of the United States while developing a curriculum that incorporates contributions of many cultural groups. The curriculum must integrate multiple perspectives, regardless of the composition of the school's population. A multicultural curriculum does not depict cultural differences as deficiencies. With the inclusion of instructional materials free from bias, omissions, and stereotyping, multicultural curricula seek to allow students to use their own cultural resources and voices. A multicultural education is intended to allow for positive change; affirming and reflecting cultural diversity for students, faculty, and staff (Gollnick & Chinn, 2004).

Most schools focus predominately on teaching information and knowledge related to events and activities (Spafford & Glosser, 2005) that have no connection to the students' learning skills and values. Incorporating cultural knowledge throughout the curriculum is no easy task, especially when educators do not share the same culture as the students. Curriculum, as a term, can be interpreted in various ways. The definition can encompass the state standards to local level programs, teaching units, and classroom materials (Tiedt & Tiedt, 2005). The curriculum being addressed is one which includes state and school-wide standards. It has been said that if schools educate all students in a way that makes each feel like a valid part of the whole, then students will have a feeling of being worthwhile and thus increase life options (Coddling & Bergen, 2004). A multicultural curriculum includes the history, experiences, traditions, and cultures of the students in the classroom. When adopting a multicultural curriculum, the community of learners is able to self-reflect as well as to study other cultures throughout all subject areas. These experiences will enhance an awareness and recognition of the diverse population surrounding them. According to Gollnick and Chinn (2004), the curriculum should support all cultures rather than distort historical and contemporary conditions.

### Using Multicultural Literature

Advocates of using multicultural literature in the classroom promote the idea that it prepares students to understand the diverse population within the United States. By understanding other viewpoints and cultures, students can empathize with the characters in the story (Harris, 1997). Multicultural literature can expand worldviews and allow readers to imagine an alternative way of living (Keis, 2006). Nieto and Bode (2008) explains that multicultural education is for all students as is multicultural literature.

Multicultural literature allows students to see a reflection of themselves through the reading of multicultural books even when the text is about people from a different culture (Harris, 1997).

During this process of learning it is important to correct any misnomers students may have learned while reading books written with a biased slant. Opportunities may arise in teaching students to appreciate differences and celebrate the similarities and differences between cultures (Miller-Lachmann, 1992). It is within this academic environment that students are found to be capable of valuing the elements and the commonalities of humankind. Schools have a responsibility to “present students from all racial, ethnic, and social class groups with cultural and ethnic alternatives and teach them to live in a world society that is ethnically and racially diverse” (Banks, 1997, p. 32). The inclusion of multicultural literature in many subject areas involves teachers’ transformation of attitudes and choices of methods for the exploration of multicultural issues. The concern for cultures, race, and diverse voices should be used during discussions and reflections of multicultural literature (Banks, 1993).

### Multiculturalism and Teachers

Using an accumulation of research-based concepts, values, perceptions, and practices, teachers’ knowledge of the importance of reading and sharing multicultural literature has resulted in positive outcomes for students (McNeal, 2005; Spears-Bunton, 1990). According to Howard (2006), teachers are critically involved in four basic components of multicultural education. Teachers can support multicultural education by being aware of individuals’ cultures, valuing of different cultures, and understanding history from a nurturing and social justice perspective. When teachers know themselves,

know their students, and know the importance of multicultural practices, the end results include an engaging and effective classroom (Nieto & Bode, 2008). Some teachers and other school personnel believe that ignoring differences or refusing to accept differences embodies a non-discriminatory attitude (Nieto & Bode, 2008). With this mindset, many teachers, administrators, and parents view their schools' increasing diversity as a problem rather than an opportunity (Howard, 2006). Nieto and Bode (2008) argued that teachers must become multicultural cognizant persons in order to support the diverse classes in which they teach. Although many White teachers are uncomfortable with dealing directly with racial issues in the classroom, acknowledgment of such discomfort contributes to a desire to accurately represent the many cultures within the school curriculum (Howard, 2006).

### Theoretical Framework

There are two theoretical frameworks that are relevant to the proposed study. The first is Cohen's (1999) theory concerning the significance of social and emotional learning. Next, Tiedt and Tiedt's (2005) theory that multicultural education must foster appreciation of one another's culture also serves as a foundation for the proposed study. A major focus in American education has been primarily on math and reading achievements. Cohen's research reflected that along with academic success, educators and parents believe that appreciation of mental health, social emotional learning, and character education shape children's capacity to become empathetic quality learners (Cohen, 1999). Cohen (1999) believed that schools can and should promote social and emotional learning, beginning with the classroom teacher. Children are more likely to emulate positive attitudes, compassion, and empathy towards each other when these

qualities are demonstrated by teachers. Because of this, he believed that understanding the affective domain is important for all teachers. Within classrooms this process can allow students to become self-reflective and recognize the experiences of others (Cohen, 1999). The implementing of social and emotional learning involves students' community within the school and at home. The benefits of learning through Cohen's theoretical perspective lies in the use of social and emotional aspects of learning to change the attitudes of students toward cultures (Cohen, 1999) through the use of literature (Rudman, 1993).

Tiedt and Tiedt (2005) focused on what is considered true multicultural education. This theory goes beyond superficial activities to foster the appreciation of all cultures. Tiedt and Tiedt portrayed multicultural educational theory as a consciousness-raising education. According to Tiedt and Tiedt (2005), the goal of multicultural education is to plan learning experiences that support the students' self-esteem and promote a cooperative learning environment. Experiencing multicultural learning experiences allows students to build empathy toward people of different cultures. Establishing and reaching multicultural goals requires three important elements: esteem, empathy, and equity. These three elements are essential in teaching students how to value differences of opinion, develop self-worth, understand different perspectives, and gain knowledge concerning one's heritage as well as that of others without prejudice. Multicultural outcomes must be identified before any instruction occurs (Tiedt & Tiedt, 2005).

#### Statement of the Problem

Current teachers' practices combined with a designated curriculum can cause classrooms to reflect a selective, partial, and biased atmosphere, excluding knowledge of

entire groups of people (Gay, 2003). The United States may be a multicultural society, but its citizens are not truly aware of cultures within as well as outside its communities (Tiedt & Tiedt, 2005). In order to create a society that is more accepting of other cultures, some scholars believe it is important to educate the children in a way that results in an understanding of the attributes of each culture that contributed to such a culturally rich country (Banks, 1993).

The compilation of research involving the use of multicultural literature to promote multicultural awareness in the classroom is predominantly qualitative. Studying individuals' attitudes and beliefs usually involves qualitative methodology focusing on one or more learning outcomes generated by narrative descriptions and interpretations of phenomena occurring without explicit interventions (Neuman & McCormick, 1995). The use of multicultural literature has been used to promote a better understanding of the differences in culture. The challenge of the proposed study is to investigate whether an extensive intervention, using a semantic feature analysis chart showing similarities across cultures, will change students' attitudes toward diversity.

#### Purpose of the Study

As the cultural landscape of the United States changes to reflect a more diverse population, the attitudes of its citizens continue to shift (Banks, 1993). Society continues to debate the issue of following one dominant culture while public schools struggle to define the proper narratives to educate all students (Perry & Fraser, 1993). Multicultural literature has been presented as a way in which schools can affirm diversity. Such literature focuses on cultures that have been omitted, undervalued, and distorted in school curricula. Multicultural literature can provide information about different cultures and



promote an appreciation for diversity (Harris, 1997). Literature study groups and literature circles have been used in classrooms as instructional features whereby students gain a better understanding of other cultures (Rudman, 1993).

Researchers and classroom teachers tend to focus on the differences among the diverse population (Grant, 1992; Byrne & Kiger, 2005) but have not concentrated on the similarities. The use of an intervention using a semantic features analysis enables students and teachers to contemplate the similarities, possibly providing a change in students' attitudes towards diversity.

The purpose of the proposed study was to investigate the effects of interventions on fourth grade students' attitudes towards people of different cultures. The study provided teachers with materials and an instrument to be used during the 10 session, 5-week intervention. The study also determined which of the two intervention treatments was more effective. In treatment 1, teachers used multicultural trade book read alouds only; treatment 2, teachers used multicultural trade books read alouds with a scripted instructional intervention. The use of the instrument was intended to verify whether a semantic features analysis chart would assist students through the visualization of the similarities of cultures. The study was to determine which intervention changes students' attitudes towards cultures.

### Research Questions

The following research questions were addressed in this study:

1. Are students' attitudes towards people of different cultures changed by having teachers read multicultural trade books aloud to them twice a week?

2. Are students' attitudes towards people of different cultures changed by having teachers use an intervention while reading multicultural trade books aloud to them twice a week?
3. Do reading multicultural trade books to students twice a week while using a scripted instructional intervention change teachers' attitudes towards people of different cultures?
4. Will reading multicultural trade books aloud with a scripted instructional intervention to fourth grade students twice a week for 5-weeks have different results than the regular reading curriculum or multicultural trade books read alouds?

### Hypotheses

The following hypotheses were tested:

- H1. Whole class reading of multicultural trade books to fourth grade students will result in a difference in multicultural attitudes in those students.
- H2. Whole class teacher read alouds of multicultural trade books paired with scripted intervention to fourth grade students will result in a difference in multicultural attitudes in those students.
- H3. Reading multicultural trade books aloud with a scripted instructional intervention to fourth grade students twice a week for five weeks will have different results compared to the results of students only engaged in a regular reading curriculum or with multicultural trade books read alouds.

## Limitations, Delimitations, and Assumptions

### *Limitations*

The limitations of the study included:

1. Teachers did not use the transparencies of the trade books as they read aloud to the students.
2. Students involved in a treatment two classroom missed a week of the intervention due to the absence of their teacher.
3. There were students who missed day(s) of the intervention due to absence.
4. The control group had some prior knowledge of material.
5. The control group may have students that have received instructions in previous grades.
6. Students may have misunderstood statements from the *Student Multicultural Attitude Survey (SMAS)*.
7. The choice of multicultural trade books was limited to race, ethnicity, family make-up, linguistic, disability, and geographic,

### *Delimitations*

The limitations of the study included:

1. The intervention was limited to 5 weeks.
2. The sample was limited to one school.

3. The sample was limited to one grade level.
4. Teachers participated voluntarily.

### *Assumptions*

The research was based on the following assumptions:

1. The students understand the vocabulary in the Student Multicultural Attitude Survey (SMAS).
2. The students understand all statements in the SMAS.
3. The students and teachers will honestly score the statement surveys.
4. The teachers will administer the Intervention Protocol twice a week while following the scripts and directions given by the researcher.

### Definition of Terms

For the purpose of clarifying terms in this study, the following definitions are provided:

1. Enculturation – the process of teaching an established culture's norms and value through repetition (Perry & Fraser, 1993).
2. Homeland – land of one's birth or ancestors' birth (Perry & Fraser, 1993).
3. Multicultural trade book – is a part of literature that focuses on the reality of various cultures that make up the demographic of the United States. It is a book about people outside of the United States (Harris, 1997).

4. Multiculture – with many cultures such as racial, ethnic, linguistic, religious, gender, disability, political, geographic, age, socioeconomic factors, family make-up, and sexual orientation (Agosto, 2007; Nieto & Bode, 2008).
5. Pluralism – the existence of different groups within society (Nieto & Bode, 2008).

### Summary

Support for teachers to teach and students to learn about the United States' diverse population comes in many forms. Accrediting agencies, professional organizations, and multicultural education researchers advocate that administrators and teachers increase students' multicultural knowledge and understanding (NCATE, 2008, *Accreditation Standards for Quality Schools: For schools seeking NCA CASI or SAC CASI, Accreditation, 2008*). One such method for supporting multicultural awareness and empathy is using multicultural literature (Harris, 1997). Multicultural literature with an intervention may lead to a better understanding among cultures while also positively changing attitudes towards different cultures. Further, support for these assertions, are presented in chapter II, the Review of the Literature, which gives an in-depth presentation of the literature surrounding the historical perspectives of multicultural education and theories. It also explores multicultural theorists' beliefs that the increase in tolerance and empathy toward all cultures in the United States can be of educational benefit. Shortcomings and solutions to problematic areas addressing the diverse society in today's school curriculum are also discussed. The review of the literature is followed by a proposed methodology to examine the research questions and hypotheses.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

Multicultural education provides opportunities for students to acquire knowledge about people of different cultures while creating positive attitudes which may improve cultural interactions (Gay, 2000). Grant and Sleeter (2006) stated that one fundamental goal of United States society is to reduce prejudice and discrimination against the oppressed. Despite this ideology, intolerance towards populations not of the dominant culture remains prevalent. This can result in an ethnically polarized nation where socio-cultural dynamics such as cultural isolation, misperceptions, misunderstandings, inaccurate judgments, and stereotyping are prevalent (Grant & Sleeter, 2006). To reduce these negative dynamics, it is suggested that schools and districts include elements of multicultural education to improve cultural competence (Meltzoff & Lenssen, 2000).

This chapter presents a review of the literature related to multicultural education and multicultural curricula. Included in the presentation of literature relating to multicultural education is a discussion of educational theories developed by specific experts in the field. Additionally, importance of the affective domain in multicultural education is explored. The review of the literature also includes a more in-depth presentation of the research on multicultural curricula, multicultural literature, how literature can impact attitudes, and interventions using multicultural literature.

#### Multicultural Education

Early sociologists believed all persons living in the U.S. should assimilate into one culture or become a “melting pot.” This resulted in the viewpoint that if a person

does not assimilate into society there must be a deficiency (Tiedt & Tiedt, 2005).

Acknowledging the many cultures in the United States, an educational reform movement for empowering students and changing schools and society was deemed necessary by some. Multicultural education became an important vehicle for schools which received a high degree of government support to meet this challenge (Glazer & Moynihan, 1970) resulting in the ideology of many ethnic groups within one society.

Sadovnik, Cookson, and Semel (1994) described the evolution of such an education within the context of five related patterns: the expansion of schooling and the increase in the attending population; the expansion entailing equality of the students' opportunities involving education while decreasing inequalities towards minorities; the conflict over goals, curriculum, and methods of teaching; the conflict between education for a common culture and education for the diversity of a pluralistic society; and tensions that exist between popularization and educational excellence (Sadovnik et al., 1994). Out of these patterns, the notion of multicultural education has evolved. This evolution can be seen as early as the late 1930s and early 1940s when the terms "intercultural education" and "inter-group education" were introduced. This began discussion and change in practices intended to help assure that people of various cultures could be openly proud of their heritage and to promote tolerance of racial, religious, and cultural differences. By the 1960s, the term most commonly used was "cultural pluralism" which was soon replaced with "multiculturalism" (LaBelle & Ward, 1994). Since the 1970s, the definition of "multiculturalism" has expanded to include not only racial and ethnic backgrounds but also linguistic, religious, gender, disability, political, geographical, age, and socioeconomic factors (Agosto, 2007) as well as sexual orientation, and sometimes

language differences (Nieto & Bode, 2008). Miller-Lachmann (1992) went even further to include regional groups in the United States such as the inhabitants of the Appalachian Mountains as belonging to the realm of multiculturalism. While it is generally accepted that race is a social construction rather than biologically determined (Nieto & Bode, 2008), the essence of culture is the interactions, interpretations, and perceptions that groups have of one another (Banks & Banks, 2001).

Beginning in the 1990s, proponents of multicultural education struggled with the idea that society is not mono-cultural but an incorporation of many cultures responding to the challenges of an increasingly multicultural nation. Multicultural education has been promoted in the United States as a way to educate children about the many cultures that make up American society (Hanley, 2008). With this in mind, it is thought that multicultural education can foster social change through what has been called a journey towards justice and a fulfillment of the promises of democracy (Hanley, 2008).

As the definition of multicultural education has evolved, four overlapping dimensions have been identified (Bennett, 1995). The dimensions include “the movement towards equality, the multicultural curriculum approach, and the process of becoming multicultural, and the commitment to combat prejudice and discrimination” (Bennett, 1995, p. 13). In other words, multicultural education is necessary for social change. This social change requires instruction fostering critical thinking, imagination, and commitment to a society in which multicultural perspectives of a variety of groups may be heard (Greene, 1993).

Nieto and Bode (2008) discussed multicultural education within a sociopolitical context focusing on racism, other biases within school organizations, and educational



policies and practices as well as cultural and linguistic differences. She described sociopolitical multicultural education as an interaction among the school's population, permeation of diverse perspectives in the curriculum, instructional approaches within the school, and society's perception of diversity. Thus, the importance of multicultural education is justified by the challenge of racism and other biases in schools (Nieto & Bode, 2008). This challenge is compounded by the fact that, while the student population in America is diverse, the majority of the nation's teachers are predominately White middle class females (Banks & Banks, 2001). To prevent the potential negative consequences of this difference, Banks and Banks (2001) proposed educational opportunities for teachers to learn more about the increasing cultural and ethnic gap between the nation's teachers and students as well as increase knowledge of students' cultural backgrounds. This approach was promoted to combat the primary causes of prejudice, fear of differences, and to stress similarities (Banks et al., 2001).

### *Multicultural Theorists*

Research on multiculturalism has been reported since the early 20<sup>th</sup> century. As the cultural composition of the United States and its schools change, researchers have sought an understanding of the impact of cultural differences both for better understanding and also for program development purposes (Gay, 2000). One of the earliest examples of this research, Horace Kallen's 1915 essay, "Democracy Versus the Melting-Pot," addressed concern with "Americanization" of ethnic groups in the United States as being contrary to the spirit of American laws and institutions. Kallen coined the phrase "cultural pluralism" in order to define the idea of minority groups co-existing within a dominant group while maintaining cultural identity. Cultural pluralism promoted

the use of knowledge and empathy when educating schools and classroom teachers in the acknowledgment of diversity (Coddling & Bergen, 2004).

Research relating to multiculturalism and education increased in the 1950s and accelerated even more in the 1960s. Spurred by the racial integration of schools, changes in curriculum, teaching methods, and teacher and student attitudes toward those of other cultures began to emerge (Grant & Sleeter, 2006). Multicultural experts including James Banks began exploring this concept within the education and education reform literature almost 30 years ago (Ladson-Billings & Tate, 2006). This movement persists today with modern multicultural writers emerging. For example, Geneva Gay (2000) continues to stress the necessity for change in the school curriculum for successfully educating administrators, teachers, and students. Theorists, including James Banks, emphasize an affective multicultural education (Ellington, 1998) which Geneva Gay (1995) states benefits the oppressed by revolutionizing and revitalizing education and society. Appropriate multicultural education is seen as a method of helping develop multicultural awareness and empathy in children of the United States (Ellington, 1998).

*James Banks.* Multicultural theorist James Banks began on the impact of culture in 1984. He evaluated Black youths' attitudes towards self-concept and school while living in predominantly White suburbs, desiring to better understand the social and psychological characteristics of individuals considered to be marginal. The focus for Banks' study was to describe the self-concepts of ability, general self-concepts, levels of externality, and the attitudes towards physical characteristics, neighborhoods, and schools (Banks, 1984). Ninety-eight Black students were administered the Brook-over Self-Concept of Ability Scale, the Rosenberg Self-Esteem Scale, the Stephan-Rosenfield

Racial Attitude Scale, the Nowicki-Strickland Locus of Control Scale, and a 45-item questionnaire developed by the investigator. The study showed that living in predominantly White communities did not seem to have had a significantly negative effect on the students' evaluation of self involving physical characteristics and race. The findings of this study also suggested that having a positive attitude toward assimilation may have desirable educational consequences (Banks, 1984).

As his career progressed, Banks began linking his interest in cultural identity to the field of education. He explained multicultural education as an idea or concept, an educational reform movement, and a process. He further contended that an equal opportunity to learn should be provided to students regardless of ethnicity, race, or cultural characteristics (Banks & Banks, 2001). He went beyond this principle to express the desire to create an environment of cultural pluralism. Further, Banks promotes the belief that the tenets of multicultural education should be taught to teachers. In turn, Banks theorized that the ability of teachers to view multiple cultural contributions would be a significant development to American society at large (Banks & Banks, 2001). Taking this concept further than simply attaining new knowledge, lessons and activities used by teachers should result in positive changes in awareness of and attitudes toward students of different cultural, ethnic, language, and religious groups. Banks further contended that such knowledge has the potential to significantly change how content in current materials, including textbooks, is presented by teachers (Banks, 1993).

James Banks describes multicultural education as a broad concept that encompasses processes associated with constructing knowledge, prejudice reduction, and equity pedagogy. It further includes empowering teachers to use examples and content

that illustrate key multicultural concepts, principles, generalizations, and theories in particular subjects. Banks contended that teachers are engaged in the knowledge construction process when they assist students in investigating, understanding, and determining how biases influence the way knowledge is constructed within oneself. The concepts of prejudice reduction and equity pedagogy are seen when teachers modify and use lessons and activities that teach tolerance and an understanding of the diverse cultures in the United States. These processes enable teachers to assist students' development of positive attitudes towards other racial, ethnic, and cultural groups. Banks also asserted that developing a multicultural education not only needs support but an empowering school culture. In order to be truly multicultural, schools must promote gender, race, and social class equity for multicultural education to be effective and to affect the community of learners (Banks & Banks, 2001).

*Sonia Nieto.* Because she saw multicultural education as a moral and ethical issue, Sonia Nieto asserted that it encompasses multiple factors within a sociopolitical context. Multicultural education was characterized by Nieto as an enveloping education that is antiracist, basic, and important for all students within a social justice atmosphere (Nieto & Bode, 2008). While there are many descriptions of multicultural education that simply involve race and ethnicity, Nieto's writing gave multicultural education a broader description, including race, ethnicity, social class, language use, gender, sexual orientation, religion, ability, and other social and human differences. The research reported by Nieto and Bode (2008) used a qualitative, case study approach to show the necessity of making the history of all groups visible (Nieto & Bode, 2008). Their study suggested that the curricula, pedagogy, strategies, programs, and politics, along with

ideologies, attitudes, and behaviors of teachers and students, are necessary to promote student learning; that is, students cannot learn without the transformation of teachers and schools (Nieto & Bode, 2008). Accordingly, they contended that multicultural education confronts issues concerning power and privileges in society while challenging racism and other biases in schools (Nieto & Bode, 2008). In order to develop a more caring and inclusive learning community, Nieto and Bode (2008) contended that it is also necessary to pay attention to relationships among students, teachers, and families.

Based on her experience and qualitative research efforts, Nieto presented three primary concerns for developing a quality education program. These are “tackling inequality and promoting access to an equal education”, “raising the achievement of all students while providing them with a high quality education,” and “giving students an apprenticeship in the opportunity to become critical and productive members of a democratic society” (Nieto & Bode, 2008, p.10).

*Geneva Gay.* Much of the reported research in the multicultural education arena focuses on the importance of improving the performance of underachieving students from various ethnic groups (Gay, 1995). Geneva Gay (2000) contended that this focus highlights the necessity to teach to and through culturally diverse students’ personal and cultural strengths, intelligence, and prior accomplishments. Unfortunately, Gay contended, there is a wide gap among theory, research, and practice when dealing with schools and the development of multicultural education (Gay, 1995). In order to achieve, Gay believed that students must both have access to knowledge and the ability to connect new information to their experiences and family life. Because school curricular content is a vehicle that can help develop capabilities, improve attitudes, and expand experiences, it

is essential for school curricula to be reformed in order to reach all students. This action would assure more equitable educational opportunities and outcomes (Gay, 2000). Positive changes to curricula include revisions that would make school curricula more reflective of the various aspects of human life, knowledge, values, skills, and experiences of diverse groups as well as demonstrate through teaching and modeling the interdependence of the world. Gay contended that curricula need to also include a balance between technological developments and human concerns where ethics, morality, and aesthetics are as important as the ability to acquire knowledge (Gay, 2000). Banks and Banks (2001) stated that focusing on a school curriculum, reflecting Gay's model, would likely improve performance while assisting students in identifying with other, and help them better relate to schooling. Gay also contended that, in addition to curricular changes, teachers must also be re-educated with emphasis on diagnosis, development, implementation, analytical debriefing, and reflection of the curriculum (Gay, 2000). Children come to school with a variety of backgrounds and a wide range of experiences. Research of Banks, Nieto, and Gay indicated that education needs to be meaningful and responsive to students' needs (Ellington, 1998). Besides the educational needs of students multicultural education is also seen as a method of developing empathy towards others different from the mainstream population (Coddling & Bergen, 2004).

#### *Importance of the Affective Domain in Learning*

The affective domain is based upon behavioral features that may be labeled as beliefs. Verbs utilized for this domain are generally limited to words such as display, exhibit, accept, and empathize, which involve the ability to identify feelings in others and to infer the views of others. Within the confines of the affective domain resides empathy

which evolves as people begin to see others through a lens of compassion (Howard, 2006). While emotion is at the core of the affective domain, there are three components to examine. These components (feelings, cognition, and behavior) encompass awareness and discernment of emotions (Brett, Smith, Price, & Huitt, 2003).

Rosenblatt's theory, reader response, encourages students to take an active role in reading all types of texts. Within reader response, students are able to develop their own meaning of the text. Key features of Rosenblatt's theory include the characteristics of the affective domain. From the beginning of the school experience, students must discover the possibilities that the world holds for the future. Through the engagement of literature, teachers are able to develop such students' sensitivity to the art of words while making connections for each student's immediate concerns. To view literature in its completeness using the readers' emotions, experiences, and knowledge while connecting the association with the words, images, and ideas in the text (Gambrell, Morrow, & Pennington, 2002) is to reject any social or aesthetic limitations (Rosenblatt, 1995).

In the quantitative research of Edington and Gardener (2001), the relationship between school size and learning through the affective domain is analyzed for students in the sixth and seventh grades. Although the study covered students' communication attitude, attitude toward school, character, cooperation, and change, the main focus of outcome was of cooperation, character, and change. The results in all 80 participating schools indicated that while peer relations were found to be consistently significant and cooperation was negative, the feeling of acceptance ranked high in all participating schools, and there was no relationship between school size and attitude. Edington and

Gardener (2001) believed students in smaller schools have a more positive attitude in the affective domain toward school and self.

After the attacks on the U.S. on September 11, 2001, teachers' approaches to diversity and educational practices became more sensitive toward Muslim students. As teachers' enhancement of students' understanding of cultures and dispelling stereotyping prejudices have grown, Tagger (2006) predicated an improvement of children's attitudes concerning global events. A study focusing on teachers' viewpoints of Muslim students, educational practices, and implications for teaching were discussed by Tagger (2006). This qualitative research examined three different teachers' approaches to educating culturally diverse students in a multicultural high school. Of the three participants, an eighth grade male Biology teacher believed that all students share common issues and struggles so in his teaching he encouraged students to focus on similarities. A female high school English teacher emphasized a distinction between the mainstream American and individuals of the Islamic faith. The last teacher participating in the study was a female eighth grade Peace Studies teacher. This teacher believed that she and her students needed to develop a critical consciousness about global issues. In order to reach her students she used questions and discussions concerning bias, prejudice, and discrimination.

Data were accumulated and analyzed using transcripts of interviews concerning teacher relationships with Muslim students. The researcher's findings described three very different approaches toward student diversity. Even though each teacher chose a different approach, all three approaches were aligned with existing models of multicultural education.



Singer and Smith (2003) conducted a study of 47 pre-service teachers. Teachers were directed to read the multicultural trade book *From the Notebooks of Melanin Sun*, maintaining response journals and discussion groups. Despite the racial differences, prior knowledge and experiences assisted most of the pre-service teachers in the ability to empathize, identify, and relate to the main character, a Black teenage boy.

Steiner, Shin, and Booth (2006) completed a qualitative ethnographic study pertaining to the influences that affect the development of Korean students' reading skills and interests. The researchers looked at the importance teachers' attitudes toward reading affected students' desire to read in and out of the classroom. Students' responses to questions showed that students had limited perceptions of adults as reading role models but felt that reading was important and enjoyed what was being read (Steiner, et al., 2006).

Emotions play a vital role in developing social information about other cultures. Having the ability to respond empathetically allows students to adopt a character-centered perspective (Miller-Lackmann, 1992). Students are able to demonstrate respect for and understanding of people from diverse cultural backgrounds and communicate effectively with people from different cultures. Positive conclusions develop through quality teaching about cultural differences when given a wide range of materials and information about different cultures (Hoffman, 1997). The emotional aspect of reading assists readers in developing an empathetic attitude towards the characters' social-cultural values, political ideology, and historical context (Spink, 1997).

## Multicultural Curricula

For many decades, researchers have contemplated the idea of creating a multicultural education curriculum. The developments of positive cultural awareness and attitude have grown persistently from the early work of Horace Kallen, begun in 1915, to present day (Grant, 1992). As early as the 1930s, theorists developed ways in which educators were able to teach the diverse population of children entering the school systems (LaBelle & Ward, 1994).

At the beginning of the 20<sup>th</sup> century, awareness concerning the diversity of the nation initiated research. Creating a multicultural agenda for a school curriculum entails more than thoughtless movements with no thorough evaluation of the school's present curriculum and no assessment of the curriculum and its short shortcomings (Borman et al., 1992). When creating a quality multicultural curriculum, consideration of pedagogy must also be considered. Pedagogy of multiethnic literature takes into consideration students' ability to read such texts. This allows students to articulate or negotiate the differences with these texts (Center, 2005). The curriculum should reflect detailed planning as well as high academic expectations, both essential for quality teaching (Sleeter, 2005). For success, educators need to be taught a clearer understanding of multicultural awareness rather than learning as well as focusing on particular ethnic holidays (Tiedt & Tiedt, 2005). Research continuously reflects the importance of teachers and schools believing in historically underachieving students' ability to be successful and taking responsibility to make it happen (Sleeter, 2005). Besides ethnicity and race, there needs to be sensitivity to socio-economic status. Students living in underprivileged homes are found to be poorly taught (Kaufman et al., 2008).

Teachers are given the responsibility to educate the whole child, including the cultivation of positive attitudes and behaviors towards society. Before taking on this responsibility, teachers need to reflect on self-beliefs with respect to the integration of race and ethnic issues. There are times when teachers need to examine and change the methods of teaching to give a more accurate portrayal of all ethnic groups. It is extremely important for teachers to model respect and positive behavior in the classroom (D'Angelo & Dixey, 2001). In spite of the diversity in the classroom, caring teachers do not punish students who do not conform to the dominant culture; instead, the teachers show patience, persistence, and support. Modeling positive behaviors assists students' positive attitudes (Gollnick & Chinn, 2004).

It is important for educators to attend professional development classes that address the diversity issues in children's literature because of the responsibility of effectively weaving multicultural education throughout every lesson (Keis, 2006). With teachers' guidance, students are taught the various perspectives on issues and that cultural background is important in determining how a person approaches and interprets issues (Agosto, 2007). Within the curriculum, views and experiences of antiracist Whites as well as hands-on activities such as interviewing, writing letters to decision-makers, and creating murals will allow students to become actively involved in fighting racism. Therefore, all students need to be educated to see social issues from a multicultural perspective and to be able to relate to others with different backgrounds (Lewis-Charp, 2003).

Proponents of multicultural education also believe there is a need for culturally enriched curriculum for elementary school-aged students in order to develop an

awareness of the commonalities and distinctions of the cultural groups in the United States. The emphasis on cultural awareness helps develop students' understanding of the diversity of the surrounding society. All citizens should be proud of the unique cultures and similarities in all people (Block & Zinke, 1995).

*Project Equal*, a multicultural literature-based program, integrates lessons throughout the curriculum. The program teaches respect and acceptance of differences while breaking down prejudice, stereotyping and discrimination (Johnson & Smith, 1993). Teachers and the school library media specialist work together by allowing lively classroom discussions while reading trade books. The intervention instruction allows students to explore through reading, surveys, and small group discussions the concepts of prejudice and discrimination based on race, ethnicity, gender, age, and disabilities. The program "seeks to develop critical reading skills, motivate reading for pleasure, and identity of self in a diverse society" (Johnson & Smith, 1993, p. 2).

Multicultural researchers, as well as researchers in counseling and therapy, propose the integration affect and moral development as key components (Hoffman, 1997). Along with the knowledge that cognitive engagement through external motivation assists in student learning, Goleman's (1995) research results have determined the significance of integrating feelings and intellect. The combination of these features is better known as *Emotional Intelligence*. Although the concept, like other dimensions of intelligence, is difficult to describe in words, in its simplest form, Goleman (1995) defines emotional intelligence as "a set of traits" (p. 36). Emotional life makes up a high percentage of factors that determine a person's success (Goleman, 1995), thus educators

and students need to be taught empathy toward others before engaging in learning. While empathy is essential, it is not easy to achieve (Brooks & Dharsey, 1993).

With this statement in mind, Goleman developed five overlapping areas to use as guidelines for emotional success:

1. self-awareness: recognition of one's emotions
2. self-regulation of emotion: the ability to verbalize and cope positively with anxiety, depression, and anger while controlling negative behavior,
3. self-monitoring and performance: the ability to focus on tasks at hand while mobilizing positive behaviors,
4. empathy and perspective taking: possessing listening skills, sensitivity towards others feelings and points of view, and
5. social skills in handling relationships: assertiveness, effective expression of emotions, and skills in working with others (Goleman, 1995, p. 34).

Through research it has been clearly noted that the compatibility among emotional intelligence, social decision making, and problem solving may assist readiness skills in students (Brooks, 1999).

### Multicultural Literature

Children's literature emerged as a separate field of study in the latter part of the 19<sup>th</sup> century, retaining the same focus of adult literature, and depicting middle-class White America. When books first appeared about other cultures, the characters were portrayed in a stereotypical fashion. Two well-known books, *Little Black Sambo*, written by Helen Bannerman in 1929, and *The Three Chinese Brothers*, written by Claire Huchet

Bishop in 1938, reflect other cultures through the eyes of middle-class White America (Miller-Lachmann, 1992). According to Yolen (1993) the books were blatantly racist but highly praised by the dominant culture. Clearly, there was a lack of quality trade books for minority children to relate to and identify with in the family culture (Yolen, 1993). Many advocates of equality for gender, age, race, and ethnicity began pressuring publishers to produce a variety of good books addressing the diverse cultures of the United States.

Beginning in the 1970s and continuing through the present, more and more books depicting children of many cultures are being written, published, and read which is said to positively influence acceptance of differences in the nation (Rudman, 1993). In 1988, Minnesota was the first state to use the term multicultural literature in its directive in order for schools to develop and utilize literature to emphasize contributions made by ethnic groups in the nation (Tiedt & Tiedt, 2005).

Literature is believed to be an important tool within many circles of multicultural education for assisting students' understanding of cultures, but continues to be challenged by other researchers (Grant, 1992). There continues to be a need for literature that reflects the cultural make-up of America. Trade books, referred to as multicultural literature, assist in helping students value one another and learn to live together respectfully while appreciating cultural similarities and differences (Rudman, 1993). Quality literature enables teachers and students to look through a kaleidoscope, viewing the many similarities and possible difference in cultures, and allowing people the capability to build tolerance and change attitudes (Rudman, 1993). Literature can be a powerful instrument assisting children in a better understanding of the world's population and

fostering ethical respect for others. Children also acquire a lens acknowledging outward differences in cultures as well as identifying the commonality inherent in all people, such as family relationships, interactions with others, and achievement of goals (Levin, 2007). The utilization of discussions assists in dispelling misconceptions and embracing sameness in various cultures. Oliver (1994) stresses the importance of choosing multicultural trade-books written by authors of the same cultural affiliation. The authenticity of the story is essential for correctly representing the very cultural awareness and understanding that such literature can build. Books written by authors who are either from the same cultural background or have completed extensive research are able to assist individuals in gaining insights on the heart of the culture (Louie, 2006). If the author is not of the same culture as the story characters, the audience does not value the book as a quality representation (Oliver, 1994). Therefore, it is of great consequence to be aware of the authors' and illustrators' credentials before selecting multicultural literature. If the writer has resided in an area or traveled in the area, the author's perspective is considered an insider's perspective into the culture (Al-Hazza & Lucking, 2007).

Other concerns and limitations are apparent when developing a library of quality books. Looked upon as a passport to foreign cultures, it is important for the picture storybooks to reflect current social life and customs. Educators need to help children recognize and appreciate the differences in cultures, otherwise the children may assume that all people act and think in the same way (Kelley, 2008). Illustrations of the characters in the text should be authentic and realistic (Levin, 2007). There has been an increase in the number of authentic and realistic books being published, but the number

still remains quite small, and there is an imbalance of genres with more folktales being published than other forms of literature (Harris, 1997). The director of the Cooperative Children's Book Center of the School of Education at the University of Wisconsin-Madison, Ginny Moore Kruse, defines multicultural literature as "books by and about people of color" (Shields, 1994, p. 2). Distinguishing characteristics of multicultural literature include books that are inclusive, books that are multicultural only in content and are not written by people from the race/ethnic group featured, and books that are multicultural and are by people of the same race/ethnic group portrayed. The publication date also needed to be considered in determining cultural accuracy (Shields, 1994). Books published before the 1970s are generally written with a more Euro-American perspective (Al-Hazza & Lucking, 2007).

Many multicultural aspects represented in literature use what have been called the 'Five F's' food, fashion, fiestas, folklore, and famous people. Though these features are attributes in understanding a culture, there needs to be a portrayal of the culture's social, economic, and political systems. Kelley (2008) explained that learning about these other features assists in understanding the heart and spirit of the people. The heart and spirit of the people then include the foundation of the social system (empathy and patience).

Characters in the stories must be authentic through the use of language, behavior, and illustration. The values, beliefs, traditions, fears, and myths also need to be true to the cultural norm of the group (Johnson & Smith, 1993). Agreeing with Johnson and Smith, Levin (2007) added "realistic" to the list of valuable aspects of multicultural literature. Multicultural books, stories, and poems are popular not only among minorities but also people of other cultures (Shields, 1994). Through the use of storybooks, children are



transcripts of audio-taped course teaching, students' responses to children's books, autobiographies of students' life events, biographies of culturally different authors, and cross cultural analyses of similarities and differences between self and authors were used. Findings indicated that the pre-service teachers perceived culturally diverse children's literature as a way to activate and build children's background knowledge.

According to Frank, Dixon, and Brandt (1998), literacy is a social construction with verbal interaction as a major component. Students interact with teachers and classmates to develop a classroom culture. Some book clubs assist in the development of social interaction wherein collaboration and discussion promote the interpretation of the literature. Through the involvement of teachers, students are able to view the text through the author's perspective.

Literature is sometimes used as a vehicle for creating lessons that suit the needs of individual students. Strategies such as inquiry, reflection, and discussion increase learning (Blemenfeld, Solloway, Marx, Krajcik, Guzdial, & Palinscar, 1991). Student-created charts describing characters' work, interactions with family and friends, and play are helpful tools for understanding other cultures (Louie, 2006). Graphic organizers are another avenue to better understand concepts. Organizers offer visual models equipping students with tools to sort, show relationships, and make meaning. Specific organizers can be used in a variety of classroom settings to allow students better understanding of material being presented (Gallavan & Kottler, 2007). Selected organizers, such as the semantic features analysis, benefit students' ability to illustrate the similarities and differences of cultures while showing multiple perspectives relevant to a particular topic within a culture. The

introduced to other cultures, gaining more knowledge of other cultures while possibly reducing levels of ethnocentrism. These particular storybooks can also encourage children's values and cultural norms to continuously evolve. Choosing appropriate children's multicultural books is important for the purpose of relaying positive images of the many different cultural groups in the United States (Kim, Green, & Klein, 2006). Literature is believed to be an important tool within many circles of multicultural education for assisting students' understanding of cultures but continues to be challenged by other researchers (Grant, 1992). Many librarians, teachers, and education professors have found worthwhile literature using the *Children's Literature in the Elementary School* text by Charlotte S. Huck. One such book found in this source, *Uncle Rain Cloud* by T. Johnston, increases the reader's understanding of the multiple roles children from immigrant families play in society. The main character, Carlos, becomes a translator and an English teacher for his uncle. Another such book, *Have a Happy*, written by M. P. Walters, portrays an African-American family celebrating Kwanza, a holiday to celebrate one's family heritage (Kim et al., 2006).

Multicultural literature is said to allow people to question behaviors, reflect upon the alternatives, and re-examine attitudes (Keis, 2006). Such books allow children to expand worldviews and use the imagination to permit a new way of thinking and being. Children are also able to see a reflection of the cultures in familiar surroundings (Keis, 2006).

#### *How Literature Can Impact Attitudes*

While viewing the three domains of reading - affect, behavior, and cognition - affect has a greater impact on the heart and mind of the reader. It captures one's interest,

encourages higher-level thinking, and may create a more empathetic reaction to the characters in the story. There is a need for quality literature in classrooms which depicts divergent worldviews, life experiences, and personal histories for a better understanding for all students regardless of race, ethnicity, or religion (Miller & McCaskill, 1993). Along with meeting high literary standards, multicultural books foster the appreciation of other cultures and ways of life while encouraging empathy among children (Prater, Dyches, & Johnstun, 2006). Research supports the influence of literature on children's attitudes towards diversity in various backgrounds, such as characters with disabilities. Children's literature portraying disabilities can be used to promote awareness and understanding of individuals with disabilities and those who outwardly appear different (Prater et al., 2006). Learning disabilities is a subject scarcely represented in literature. Prater et al. (2006) suggested the use of *Thank You, Mr. Falkner* by Patricia Reilly Giff, whose character is a little girl with reading difficulties; Caroline Janover's *Josh, A Boy With Dyslexia*, whose main character attends a Special Needs class; or possibly *Yours Turly, Shirley* authored by Ann M. Martin, whose character has a learning disability. Using this type of literature also allows the reader to reflect on similarities between self and the main character (Prater et al., 2006).

Several multicultural books assist all children through reflections of attributes such as courage, perseverance, reaching goals, and taking pride in one's accomplishments. *Dizzy*, written by J. Winters, has its main character, Dizzy Gillespie, transforming his anger into accomplishing his goals. He becomes a role model by never using drugs. A. Lee-Tai's *A Place Where Sunflowers Grow*, written in English and Japanese, inspires children to believe that hope and courage are present in all people. The

main character experiences the difficult adjustment of living in a Japanese internment camp, allowing some readers to empathize with moving to different locations or feeling left out of activities (Levin, 2007).

Standards from reputable organizations such as the National Council of Teachers of English (NCTE) and the International Reading Association stress the use of the Language Arts curriculum. Included in NCTE standards is the importance of utilizing picture books for read alouds and discussions. Utilizing these, teachers and students will develop an “understanding of and respect for diversity in language use, and dialects across cultures, ethnic groups’ geographical regions and social roles” (Laminack & Wadsworth, 2006, p. 2). Research supports the influence of literature on children’s attitudes towards diversity. Along with meeting high literary standards, multicultural books foster the appreciation of other cultures and ways of life while encouraging empathy among children. Through exposure to multicultural literature, children are able to better understand the world in which they live (Spink, 1997). Students are able to identify with the characters and interpret situations through the characters’ perspective (Louie, 2006).

Prior experience aids students in understanding the world of the characters in the multicultural literature (Louie, 2006). The content in this domain will usually involve discussions assisting in developing an ability to identify feelings for others (Kim et al., 2006). Human experiences in literature must be intricately enmeshed within the elements of the work while including the style, structure, and rhythmic flow (Rosenblatt, 1995). Literature is capable of providing the emotional and positive attitudes which stimulate a clearer understanding while connecting prior experiences (Rosenblatt, 1995). Literature

deals with the experiences of human beings in a way that connects with a diverse personal and social relation. After reflecting on one's own preoccupation and prejudicial assumptions, the reader is capable of adjusting the possible exaggeration of others. Besides identifying with the text, readers should also experience reading about unfamiliar experiences. It is hoped that students will acquire sympathy and insight necessary for more satisfying relationships (Rosenblatt, 1995).

The findings of Williams and Bauer's (2006) qualitative study using surveys, semi-structured interviews, observations, and field notes portrayed the high value teachers place on the role of children's literature. Collaboration among teachers allows for an authentic approach to literacy using quality multicultural literature (Williams & Bauer, 2006). Ketter and Lewis (2001) affirmed the importance of teachers placing quality literature in the classroom. The findings within the study described teachers' selections of literature being biased in nature. Some teachers chose neutral themes, avoiding political or sensitive issues. Ketter and Lewis (2001) cited this as indicative of a need for a more open-minded and respectful dialogue between teachers, administrators, and parents when choosing books to enhance and teach children about diversity.

Children who relate to the characters and culture of the trade books also feel a sense of familiarity with the cultural concepts and images, feeling a sense of belonging which facilitates the learning process (Agosto, 1997). Fiction, although not perceived as factual instructional text, is beneficial in creating insights into some aspects of the culture such as values, attitudes, customs, and the ways of living, believing, and behaving as a social group (Harris, 1997). Literature is an important resource for communication and study of various cultures, making individuals aware of similarities and differences (Wan,

2006). The multicultural literature creates a world of alternative discovery while finding hope for new beginnings and re-examined attitudes (Keis, 2006). Through interviews, group discussions, and writing samples, students are able to interact with the literature which often positively influences readers in numerous ways (Johnson & Smith, 1993). Trade books can be used as an important tool to bridge the gap between school and home. The literature is considered valuable because of the contributions of authors belonging to minority groups (Miller-Lackmann, 1992).

Children of European descent see a reflection of themselves when reading the majority of trade books, but this is not the case with children of other cultures. Many school districts have guidelines for the selection of ethnic literature. School administrators are more apt to support multicultural literature in a curriculum when “the goals are promoting acceptance of differences, motivating reading for pleasure, and providing a model of interdisciplinary cooperation” (Harris, 1997, p. 6).

Maxine Greene (1993) called for a focus on the need for cultural literacy in order to create a better understanding of different cultures using literature. An advocate of Greene’s philosophy, Eileen Oliver promoted the use of multicultural trade books literature in the classroom. The trade books are attributed to strengthening students’ discovery of self and similarities among different cultures (Oliver, 1994). Constructing connections between story, self, and others can draw students into a diverse community of learners. Through stories, students are able to see themselves and others in a positive light (Greene, 1993).

### *Interventions Using Multicultural Literature*

The *California English-Language Arts Framework* encourages meaning centered on language. Successful reading occurs when readers are able to construct meaning through the connection with prior experiences, collaboration with peers, and reflection (Oliver, 1994). Using multicultural novels within literature circles is thought to assist in developing culturally responsive teachers and students. The focus of literature circles is in the reading and sharing of these particular novels (Harlin, Murray, & Shea, 2007). In order to change attitudes toward America's ever-changing demographics, some promote the use of multicultural literature to teach in schools or classrooms that are homogeneous, have few students of color, or are racially mixed. Teachers should not allow students to miss the opportunity to add some excellent literature to students' repertoire. It has been found that the more homogenous a class, the more reason to incorporate multicultural literature into its canon (Oliver, 1994).

Culturally diverse children's literature in the classroom can enhance students' learning and teachers' instruction. Teachers need guidelines to assist in using multicultural literature. Even if there may be multicultural literature in a classroom library, without the use of effective strategies, choosing quality literature does not always occur (Louie, 2006). For quality literature to be identified for use in the classroom, it is necessary for teachers to examine historical and cultural accuracy. This will assist in presenting a correct representation of the culture (Louie, 2006).

Leftwich (2002) collected data on 15 pre-service teachers with little cultural diversity who were enrolled in a reading elective course focusing on using children's literature to teach literacy methods and techniques. Through the course of 16 weeks,

semantic features analysis is also used to show types, categories, or classifications of concepts or materials (Anders & Bos, 1986; Gallavan & Kottler, 2007). Anders and Bos (1986) recommended using the semantic features analysis because of its sound theoretical and research foundation. In their study, Anders and Bos used the semantic features analysis to identify content area vocabulary within a chapter of a social studies text. When compared to direct instruction, the researchers found that the semantic features analysis is a viable strategy for teaching vocabulary and reading comprehension (Anders & Bos, 1986).

Bennett (1995) discussed the aspect of fostering positive interracial attitudes through cooperative learning. Working together within groups through sports and team efforts, musical or dramatic performances, and cooperative class projects allows for the development of positive interracial contact experiences. Within cooperative grouping students are able to socially interact with peers and are likely to build acceptance and positive feelings toward people who have different backgrounds. Cooperative learning builds a community of interdependent learners, friendships, and positive patterns of interaction (Harriott & Martin, 2004). Literature and illustrations are likely to assist students with individual self-esteem and confidence issues, and to assist in developing a respect for one's own cultural group (Miller-Lackmann, 1992).

Meltzoff and Lenssen (2000) explained the need to provide simulation activities within the school curriculum in which students are able to actively experience and analyze perceptions about others. In turn, questions are raised resulting in reflecting on perceptions that influence particular behavior. Role-playing used in educational settings enables students to practice decision making and problem solving using affective and



behavior levels. Simulation activities were shown to be an effective way to engage people while providing individual awareness. The experiences resulted in a natural experience with diversity providing opportunities to develop cultural competence (Meltzoff & Lensesen, 2000).

Lehr and Thompson's (2000) outcome of a qualitative study of two classes of fifth grade students in different cultural settings response toward multicultural trade books using the reading response strategy resulted in a discussion. The students lived in two extremely different settings, a New York rural village and an ethnically diverse working class neighborhood in Washington, D.C. Classes were advised to use the basal reader as well as authentic literature. Four boys and four girls were chosen to read *Maniac Magee* written by Jerry Spinelli focusing on providing ways of understanding and making meaning through inferences while acquiring teacher support. The intervention assisted in developing the ability to make inferences about characters and the events of the book. The students' role played, read silently, or discussed the book one on one with the researcher. Researchers' transcripts of responses were systematically analyzed and classified resulting in three major categories of responses. The results of the study showed the students were able to understand the complex motivation of characters and demonstrated understanding through personal journal entries (Lehr & Thompson, 2000).

Through interactive lecture and an observational case study research strategy, Louie (2005) collaborated with a classroom high school teacher to design a 6-week unit integrating multicultural literature focusing on communist China. Through teacher-directed lectures, the high school students read the multicultural text and through group

sharing interpreted the text. The study's focus was to develop high school students' emotional empathy toward the Chinese people. However, students' empathy toward the Chinese was mostly cognitive and historical in nature. Because of the lack of prior experience with the Chinese way of life, students were unable to connect empathetically (Louie, 2005).

Literature circles, also known as peer-led discussion groups, are another means of helping students break negative socialized patterns related to gender and race (Allen, Moller, & Stroup, 2003). Students are able to freely express opinions, reinforcing the idea that reading may result in a higher affective response, while connecting personal life experiences with the author's text. Both dialogue journals and literature circles are avenues and increase students' awareness of the reading experience (Misokawa & Hansen-Krening, 2000).

In an urban fifth grade classroom, Allen et al. (2003) researched small group, student-led literature circle discussions. The study showed evidence of students' capability to help one another construct meaning and solve problems. Students, with teacher support, were able to guide one another toward a deeper understanding of self and the surrounding world. These discussions enabled the students to voice more positive opinions about the world's differing cultures (Allen et al., 2003).

Studies have shown that peer-led literature discussions have resulted in more dialogue in which students share ideas and insights more freely than in teacher-led settings (Berne & Clark, 2006). Berne and Clark (2006) completed a study exploring comprehension strategy use during peer-led discussions of text. Twenty-nine ninth grade students read *The Lottery* by Shirley Jackson and formed four discussion groups while

researchers took field notes. Analyzation of the field notes revealed growth in students' comprehension due to the discussion groups (Berne & Clark, 2006).

Rice's (2005) qualitative study examined the responses of eight sixth grade students' discussions concerning four multicultural stories. The students read, discussed, and wrote about the short stories, meeting with the researcher for 4 consecutive days. The transcripts of the discussions were analyzed and compared to the personal responses of the students. The results indicated that the students' socio-economic status played an intricate part in the responses to the stories. The lower the socio-economic status of the student, the more empathetic they were in their response to the literature (Rice, 2005).

### Conclusion

In the field of education, the movement toward pluralism and away from enculturation eventually became known as multicultural education (Banks & Banks, 2001). Over the past century, educational scholars have argued forcefully for the need for a multicultural approach, one that actively takes into account the many varied forms which culture can assume (Gay, 2003). In order to successfully accomplish the goals of the culturally aware education as advocated by these scholars, the affective domain must be recognized as the pillar of any multicultural educational strategy (Banks, 1993). However, the attainment of these goals cannot be fully realized merely through the introduction of multicultural texts; instead, an overhaul of the curricula must be implemented, a change which infuses plurality and respect through every level of the educational system. Those texts which are included as an element to impress upon students' minds the importance of diversity must be chosen carefully, as truly representative and knowledgeable of the culture which they profess to examine (Gay,

2003). The careful utilization of well-crafted, accurate multicultural literature, paired with specific instructional strategies, can have an immensely positive impact upon the cultural attitudes of students (Harris, 1997).

These issues have informed the research questions as presented in the previous chapter. The following chapter, Research Design and Methodology, describes the methods and procedures used in this study.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Overview

This study investigated the impact of using multicultural trade books and a scripted intervention on fourth graders' attitudes towards people of different cultures. Participants were 187 fourth grade students from six classrooms and six reading teachers in an elementary school located in the southeastern part of the United States. The Student Multicultural Attitude Survey (SMAS) was administered by the researcher before and after a 10 session, 5-week intervention to determine if student attitudes towards people of other cultures were affected. Each participating classroom was randomly assigned to one of three groups: control, multicultural trade book read alouds only (intervention one), or multicultural trade books read alouds with a scripted instructional intervention (intervention two).

#### Research Questions

The following research questions were addressed in the study:

1. Are students' attitudes towards people of different cultures changed by having teachers read multicultural trade books aloud to them twice a week for 5 weeks?
2. Are students' attitudes towards people of different cultures changed by having teachers use an intervention while reading multicultural trade books aloud to them twice a week?

3. Do reading multicultural trade books to students twice a week while using a scripted instructional intervention change teachers' attitudes towards people of different cultures?
4. Will reading multicultural trade books aloud with a scripted instructional intervention to fourth grade students twice a week for 5-weeks have different results than the regular reading curriculum or multicultural trade books read alouds?

### Hypotheses

The following hypotheses were tested:

- H1. Whole class teacher read alouds of multicultural trade books aloud to fourth grade students twice a week for five weeks will result in a difference in multicultural attitudes in those students.
- H2. Whole class teacher read alouds of multicultural trade books aloud to fourth grade students paired with a scripted instructional intervention twice a week for five weeks will result in a difference in multicultural attitudes in those students.
- H3. Reading multicultural trade books aloud with a scripted instructional intervention to fourth grade students twice a week for five weeks will have different results compared to the results of students only engaged in a regular reading curriculum or with multicultural trade books read alouds.

## Research Design

A pretest, posttest quasi-experimental design (Creswell, 2005) was used in the study to explore the impact of two interventions of varying intensity on the attitudes of fourth grade students towards people of other cultures as measured by the Student Multicultural Attitude Survey. The students completed the Student Multicultural Attitude Survey before participating in the study and after the completion of the 5-week study. The independent variable was group membership based upon the following three groups: control, multicultural trade book read alouds (intervention one), and multicultural trade book read alouds with a scripted instructional intervention (intervention two). Individual students were already assigned to classrooms at the school; therefore, randomization of participants could not be achieved at the student level. However, participating classrooms were randomly assigned to one of the three groups, with two classrooms assigned to each. All groups (including the control group) continued the regular reading curriculum and lessons. Classes using intervention one listened to the teacher read selected multicultural trade books aloud twice a week. Classes using intervention two continued the regular curriculum and lessons also participated with multicultural trade books teacher read aloud to them twice a week and also engaged in teacher-led scripted instructional interventions twice a week. All interventions were conducted twice a week over a 5-week period.

For the study, the dependent variable was the scores from the Student Multicultural Attitude Survey (described in the Instrumentation section).

Participants were tested before and after the intervention by the researcher, using the Student Multicultural Attitude Survey.

### Participants

Participants for the proposed study consisted of 187 students from six fourth grade classes and six reading teachers at one public elementary school located in the southeastern United States. The school population in of the school is predominantly White, middle class with 85% White, 12% Black, 2% Hispanic, and 1% Asian/Pacific Islander consisting of various levels of academic achievement. The average age of the students was between 10 and 11 years.

### Instrumentation

The instrumentation used in this study was an adaption by the researcher of the Teacher Multicultural Attitude Survey (TMAS), developed by Dr. Joseph G. Ponterotto. The TMAS was chosen because it supports a global factor of multicultural attitudes. Construct validity of scores on the TMAS has been established through convergent correlations with related instruments. Criterion validity on the TMAS was demonstrated using the group differences approach with sample cohort groups, and a test-retest stability assessment indicated a .80, satisfactory level of score reliability (Ponterotto, Baluch, Greig, & Rivera, 1998). Validity was assured through a thorough review of the literature addressing multicultural sensitivity and competence and measures “teachers’ awareness of, comfort with, and sensitivity to issues of cultural pluralism in the classroom” (Ponterotto et al., 1998, p. 1003). The TMAS is designed to allow the researcher to gather data on teachers’ beliefs and attitudes about multicultural education in a standardized



way. Permission to use and adapt the Teacher Multicultural Attitude Survey (TMAS) in this study was obtained from the initial designer, Joseph Ponterotto (Appendix A).

The Student Multicultural Attitude Survey (SMAS) was developed by modifying the Teacher Multicultural Attitude Survey to create child-friendly statements for a better understanding by upper elementary students. The SMAS consists of 12 statements asking for degrees of agreement using 5-point Likert scale. The SMAS contains two areas of interest, "Social Environment" and "School Environment." The statements to which students are asked to respond within these two areas of interest address students' attitudes toward, comfort with, and sensitivity to issues of pluralism in the classroom.

Content validity of the SMAS was established by expert review by four faculty members at a southeastern university - one member with expertise in early childhood, two members with expertise in literacy, and one member with expertise in special education. The four faculty members evaluated the SMAS for age-appropriate vocabulary; sentence structure, and clarity for third, fourth, and fifth grade students.

In order to establish reliability, a pilot study of the Student Multicultural Attitude Survey was completed using students from the Salvation Army's Boys and Girls Club's after school program in the southeastern area of the United States. Approval for the pilot study was attained from the Institutional Review Board (Appendix E). Consent from the director (Appendix G) and parental permission were attained (Appendix I). Assent was attained by the students through signatures included on parent permission forms (Appendix I). The SMAS reliability was achieved through a test and retest with 12 students attending the after school program at the Salvation Army's Boys and Girls Club.

The alpha level for statistical significance between mean scores of the pretest and posttest was set at  $p = .05$ . Under this condition, the paired sample test outcome showed no significant difference between presocial and postsocial environment or between the preschool and postschool environment.

### Procedures

Approval for the study was attained from the Institutional Review Board (Appendix E) in order to ensure adherence to the Human Resource's three ethical principles: respect for person (their consent, their right to privacy, and anonymity); beneficence (weighing the benefits of researcher versus the risks to individuals); and justice (equity for participation in a study). Written permission from the school administrator (Appendix F) was obtained. An informed consent form was provided to and permission was obtained from students' parents (Appendix H), and teachers (Appendix G) who were involved in the study. An assent form was attached to the parent permission form and given to each student prior to participation (Appendix H). The study began once permission and assent forms had been collected.

An overview of the study was presented to all fourth grade teachers before asking for volunteers to participate in the study. Upon receiving assent from the teachers, a one-hour workshop was held to explain the study in more depth, including complete description of the interventions. In order to ensure confidentiality of student participants and teachers, number coded pretests and posttests aligning names with an identification number were created prior to the date of administration.

### *Teacher Training*

Prior to the study's implementation, participating teachers engaged in one-hour training designed to prepare them to implement the two treatments (Appendix K). The beginning of the training was comprised of an explanation and modeling of teacher read alouds using multicultural trade books (treatment one). After the completion of the teacher read alouds training, teachers implementing treatment one were excused. The researcher continued the training with the teachers involved in treatment two (teacher read alouds of multicultural trade books with scripted instructional intervention). The training included the instructional format, use of trade books, and general issues imperative for ensuring fidelity of implementation. The session was designed to provide the research base and rationale for the instructional format's design and delivery requirements. During the teacher training the researcher modeled the instructional intervention procedures using the semantic feature analysis (Appendix J). After clarification of the procedures, each classroom teacher received 10 multicultural trade books (Appendix M) with transparencies, a semantic feature analysis (Appendix N), and the scripted bi-weekly intervention protocol (Appendix L).

### *Intervention*

The interventions required the trained participating teachers to follow specific lesson plan guidelines of the Instructional Multicultural Format (Appendix J) for each 30 minute lesson. The intervention consisted of students' prediction, teachers' oral reading, and teacher-led questioning resulting in discussions and the completion of a semantic features analysis chart reflecting the similarities in cultures. The multicultural trade books, transparencies of trade book pictures, and semantic feature analysis chart were

provided for teachers. These materials were used after the teacher read alouds in order to contrast the similarities in cultures. A discussion followed the completion of the semantic features analysis to assure a complete understanding among the participating teachers.

*Intervention one: Trade book read-alouds.* The researcher supplied each of the participating teachers with 10 quality multicultural trade books using the *Journal of the Association for Childhood Education International* (ACEI) and *The Reading Teacher* published by the International Reading Association (IRA), two highly regarded professional journals has published lists of multicultural trade books. These listings were the source of books selected for evaluations for inclusion in the intervention. These trade books were then evaluated by the researcher using Norton's (2007) "Literacy Criticism: Multicultural Evaluation Criteria" (p. 79) (Appendix I), a method to assist educators in evaluating quality multicultural literature. This method evaluates multicultural trade books for accuracy and story elements which include setting, plot, characterization, style, and theme. Using these methods, trade books were identified for the intervention.

*Intervention two: Trade book read-alouds paired with a scripted instructional intervention.* Intervention two consisted of the twice weekly read alouds as described in Intervention one and the implementation of a teacher-led scripted instructional intervention. This scripted instructional intervention required the trained participating teachers to follow specific lesson plan guidelines of the Instructional Multicultural Format (Appendix K) twice a week for each 30 minute lesson. More specifically, it consisted of students' prediction, teachers' oral reading, and teacher-led questioning resulting in discussions and the completion of a semantic features analysis chart reflecting the similarities in cultures. The multicultural trade books, transparencies of

trade book pictures, questions and semantic feature analysis chart were provided for teachers. These materials were used after the teacher read alouds to contrast the similarities in cultures. A discussion followed the completion of the semantic features analysis.

Sommers (1995) reported that scripted instructions have been shown to be an effective instructional approach. The advantage of supplying a scripted instructional intervention (Appendix L) ensured uniformity in administering the bi-weekly intervention for the duration of a 5-week period for intervention group two. Twice a week the teacher used the scripted instructional intervention (Appendix L) along with the semantic features analysis chart after reading the selected multicultural trade book aloud to the students.

The semantic features analysis chart was chosen for a visual representation to show similar characteristics among various cultures (Appendix N). The classroom teacher placed the title of the multicultural trade book on one side of the chart and the topics on top of the other side. Each time a new trade book was read the students and teacher placed a plus (+) sign when there was a similarity underneath a topic and a minus (-) sign when there was no indication there was a similarity. Additional topics were added as the study continued. The chart permitted students and teachers to view the many similarities among cultures that appeared to be different.

### *Data Collection*

Before data collection occurred for this study, permission was obtained from the superintendent of the school district, school principal, parents, and teachers as well as assent form from students. Volunteer teachers from fourth grade classrooms were

randomly assigned to participate in one hour training session for preparation concerning either multicultural trade book read alouds only (treatment one) or multicultural trade books read alouds with a scripted instructional intervention (treatment two).

Data were collected both before and after the 10 session, 5-week intervention which followed the standardized protocol described. The Student Multicultural Attitude Survey (Appendix D) was administered as a paper-and-pencil pretest and posttest by the researcher before and after the ten sessions, five week study. Scoring of the pre-test and post-test of the SMAS was analyzed by the researcher using SPSS, statistical analytical software (SPSS, 2008).

#### Data Analysis

A mixed model Factorial Analysis of Variance with treatment level as the independent variable (three conditions: control group, treatment group one using multicultural trade books, and treatment group two using multicultural trade books and with scripted intervention) was used. The dependent variable was the scores of the Student Multicultural Attitude Survey (SMAS) at two times (pre- and post-). In order to address research question 3, scores on the pretest of the TMAS were compared with posttest TMAS scores using a repeated measures t test. All analyses used a significance level of .05.

#### Summary

The research study investigated whether multicultural trade book read alouds only or multicultural trade book read alouds with an intervention would affect fourth grade students' attitudes towards people from other cultures. The participants included 187 fourth grade students attending a public elementary school in the southeastern part of the

United States. The Student Multicultural Attitude Study was used as a pretest and posttest to measure if student attitudes towards people of other cultures were affected through the use of multicultural trade books and an intervention. The six volunteer teachers from the public elementary school were trained to properly administer the survey and the intervention for the duration of 5 weeks. There was a comparison of the outcome of the pre- and posttest of the Student Attitude Multicultural Survey with multicultural trade book read alouds only (intervention group one) and multicultural trade books read alouds with a scripted instructional intervention (intervention two).

## CHAPTER IV

### ANALYSIS OF DATA

#### Introduction

The purpose of this quasi-experimental study was to determine if multicultural trade book read alouds with an intervention would have an impact on issues relating to cultural attitudes found in schools (LaBelle & Ward, 1994). The research questions explored in the study were indicated based on an increase in the diverse populations in schools, an increased focus on multiculturalism in the school curriculum and in teacher preparation (Spafford & Glosser, 2005), and the lack of quantitative research using multicultural trade books.

The resulting three research questions addressed in the study focused on students' attitudes towards people of different cultures. Using the three group levels (control, treatment one-multicultural trade book read alouds, and treatment two -multicultural trade book read alouds with an intervention), each research question concentrated on change in attitudes of students in each group. Two of the three hypotheses correlate with two of the three questions; exploring differences in the treatment groups' multicultural attitudes when compared to those of control group.

#### Analysis of Data

Adapting Ponterroto's Teacher Multicultural Attitude Survey into the Student Multicultural Attitude Survey (SMAS), which was used in this study, necessitated a pilot study to establish both content validity and reliability. The SMAS is divided into two sections (social environment and school environment); therefore, reliability was



established for both scales as well as the total instrument. The Cronbach alpha in the pilot study, for the social environment section, was .893 and for the school environment section, was .667.

After validity and reliability were established, the SMAS was used for the present study. This study began with 267 students and six reading teachers in a southeastern public school. The teachers volunteered for one of the three groups (control group, treatment 1 (multicultural trade book read alouds), or treatment 2 (multicultural trade book read alouds with an intervention). The Student Multicultural Attitude Survey (SMAS) was given as a pretest to 267 students. Due to absences or relocation of some students, the resulting sample subset of 189 students was given the posttest of the survey. Data for two participants were eliminated because of insufficient answers resulting in a final sample size of 187 participants. The control group was comprised of 71 students, treatment 1 was comprised of 51 students, and treatment 2 was comprised of 65 students. Participants' attitudes were determined by using the Student Multicultural Attitude Survey as a pretest and posttest. The Cronbach alpha reliability for the social environment subscale was .260 and school environment was .620.

The descriptive statistics were comprised of range, minimum and maximum scores mean, and standard deviation (SD) of the three groups. As indicated in Table 1, the pretest mean was 3.3177 and the posttest mean was 3.3391.

Table 1

*SMAS Mean and Standard Deviation Group Results*

|          | N = 187 | Range | Minimum | Maximum | Mean   | Standard deviation |
|----------|---------|-------|---------|---------|--------|--------------------|
| Pretest  |         | 2.33  | 2.00    | 4.33    | 3.3177 | .43783             |
| Posttest |         | 2.08  | 2.25    | 4.33    | 3.3391 | .44240             |

Table 2

*Comparison of Student Multicultural Attitude Survey Statements*

| Statement  | Pre-<br>Posttest<br>outcome<br>(positive) | Cumulative<br>percentage<br>of the<br>Pretest | Cumulative<br>percentage<br>of the<br>Posttest |
|--|---|---|--|
| 1. I invite people that look different from me to special activities like birthday parties, baseball games, dance recitals, or other special activities. | Agree                                     | 84.1  | 76.7   |
| 2. Everybody should be more understanding of people from other countries and who have different colors of skin.  | Agree                                     | 52.9  | 58.2   |
| 3. People should know about other people's homes and their ways of life.   | Agree                                     | 94.7  | 96.3   |
| 4. It is hard for me to be nice and understanding towards other people who are different from my family and me.  | Agree                                     | 91.0  | 92.6   |
| 5. Learning about the customs and traditions of different countries makes people mad.  | Agree                                     | 98.9  | 97.9   |
| 6. I like having classmates from different countries or who have different ways of life.   | Agree                                     | 67.2  | 72.0   |
| 7. I know a lot about the students in my class and their families' customs and traditions.   | Agree                                     | 97.3  | 94.7   |
| 8. I want to learn more about the students in my class' families and their customs.  | Agree                                     | 73.0  | 84.7   |
| 9. Sometimes I think my teacher talks too much about different countries or different ways of life.  | Agree                                     | 90.5  | 93.7   |
| 10. My teacher should know about all of her students' family's customs.  | Agree                                     | 81.0  | 88.4   |
| 11. The teacher gives us too much work about other people's ways of life.  | Agree                                     | 93.1  | 94.2   |
| 12. Knowing about my classmates is important to my learning.   | Agree                                     | 84.6  | 89.4   |

There were no noticeable differences revealed in the results of the statistical analysis. There was a slight increase in positive responses in statements 2, 3, 5, 6, 8, 10, and 12 pre-test and posttest. Statements in the Student Multicultural Attitude Survey that showed a slight decrease in positive attitudes from pre- to posttest were evident in items 1, 4, 9, and 11.

### Statistical Analysis

The independent variable in this study was the treatment level consisting of control group, treatment one group (multicultural trade book read alouds), and treatment two group (multicultural trade book read alouds with an intervention). The dependent variable was the subscale scores of the Student Multicultural Attitude Survey (SMAS). A mixed model factorial analysis of variance (ANOVA) was performed to examine the effects of using multicultural trade books with an intervention on fourth graders attitudes towards cultures.

Comparing the SMAS scores although not significant, the greatest increase from pre- to post- occurred in the groups that did not participate in the intervention group. The standard deviation had a slight decrease between the pre and post test of the intervention group and the trade book group but increased in the control group.

Table 3

*Between Subject Results*

| Treatment    | Mean   | Standard Deviation | N  |
|--------------|--------|--------------------|----|
| Intervention |        |                    | 65 |
| Pretest      | 3.2885 | .49258             |    |
| Posttest     | 3.3269 | .48307             |    |
| Trade book   |        |                    | 51 |
| Pretest      | 3.3154 | .41410             |    |
| Posttest     | 3.3301 | .41364             |    |
| Control      |        |                    | 71 |
| Pretest      | 3.3462 | .40426             |    |
| Posttest     | 3.3568 | .42891             |    |

N = Number of participants

Hypothesis 1 suggested that whole class teacher read alouds of multicultural trade books to fourth grade students would result in a difference in multicultural attitudes in those students. Hypothesis 2 suggested that whole class teacher read alouds of multicultural trade books aloud to fourth grade students paired with a scripted instructional intervention would result in a difference in multicultural attitudes in those students. Hypothesis 3 suggested that reading multicultural trade books aloud with a scripted instructional intervention to fourth grade students twice a week for 5-weeks would have different results compared to the results of students only engaged in a regular reading curriculum or with multicultural trade books read alouds.

These hypotheses were addressed with a single mixed model factorial ANOVA which failed to support any of the three. Specifically, the small pre-post differences found were not a function of group assignment. In other words, the interaction of group and time was not significant,  $F(2,184) = .234, p = .792$ .

Additionally, this same analysis revealed that overall, the pre- and post- scores did not differ from each other,  $F(1, 184) = 1.31, p = .25$ , nor were the three groups, regardless of administering time, differ from each other,  $F(2, 184) = .188, p = .829$ . Research question 3 addressed whether there would be a change in teacher attitudes towards people of different cultures after reading aloud multicultural trade books to students twice a week while using a scripted instructional intervention. Sample size of teachers was too small to test this question. However, the mean for the Pre Teacher Multicultural Attitude Survey (TMAS) was somewhat lower than the post-TMAS.

## Conclusion

The purpose of this study was to examine the impact of the multicultural trade books with an intervention on cultural attitudes of fourth grade students. Of the 267 Student Multicultural Attitude Surveys distributed as a pretest to fourth grade students, 187 completed the survey as a posttest. Data analysis of the 10- session, 5-week study indicated that there was no significant difference among the three groups or the posttest scores different from the pretest scores.

Chapter V provides discussions concerning some limitations within the study. Recommendations and possible changes are discussed for future research involving impacting cultural attitudes of fourth grade students.

## CHAPTER V

### DISCUSSION

According to Spink (1997), using the emotional aspect of reading allows readers to develop an empathetic attitude towards story characters. Many literature and multicultural education experts believe that multicultural literature can expand students' global view of alternative life styles (Harris, 1997; Keis, 2006; Nieto, 2008). This type of literature is also thought to help give an awareness of self (Harris, 1993). Further, Spinks (1997), Harris (1993), and Gambrell, Morrow and Pennington (2002) supported the idea of multicultural literature aiding students in the understanding and building of tolerance toward others different than them. The intent of this study was to determine if teacher read alouds of multicultural trade books along with a scripted instructional intervention would make a difference in the cultural attitudes of fourth grade students.

The research questions explored in this study were:

1. Are students' attitudes towards people of different cultures changed by having teachers read multicultural trade books aloud to them twice a week?
2. Are students' attitudes towards people of different cultures changed by having teachers use an intervention while reading multicultural trade books aloud to them twice a week?
3. Do reading multicultural trade books to students twice a week while using a scripted instructional intervention change teachers' attitudes towards people of different cultures?



This chapter provides a summary of the study, summary of the findings, implications of these results, and suggestions for future research.

### Summary of the Study

Participants in the study were 187 fourth grade students in the middle of spring semester of their fourth grade year and their six reading teachers all from a public elementary school in the southeastern region of the United States. The school, rated a level 5 (the highest rating) on state accountability models, is predominantly White, middle class with a student cultural population of 85% White, 12% Black, 2% Hispanic, and 1% Asian/Pacific Islander. It also contains students of various levels of academic achievement, creating a diverse population for the study. The participants were already in pre-assigned classrooms, and the reading teachers self-selected the particular group (control, treatment one, or treatment two) in which to participate with their students.

This quasi-experimental study consisted of a within factor analysis (pretest and posttest) and a between factor analysis with each of the three groups serving as the independent variable. The data resulting from the Student Multicultural Attitude Survey were examined within two areas of focus (social environment and school environment) in order to provide units of analysis by which determination of treatments impact may be made. Over a period of 5 weeks, classrooms participating in treatments one and two listened to their reading teachers read aloud multicultural trade books depicting children from various cultures. Classrooms participating in treatment two also engaged in a scripted intervention, in addition to the teacher read alouds.

## Summary of the Findings

The findings appropriate for each of the three specific research questions addressed in this study are provided and discussed in this section. They were developed through a review of the professional literature related to the increase in diversity of the United States and teachers' and students' lack of knowledge on the subject. Analysis of the data from this study showed no significant difference of cultural attitudes between the two treatment groups or the control group. Although there were no statistically significant differences using a mixed model factorial ANOVA, some trends were suggested. One such trend was a slightly positive increase in response on specific statements within the Student Multicultural Attitude Survey with the majority of these increases involving the school environment. These results are discussed in the sections that follow.

### *Changes Resulting from Read Alouds of Multicultural Trade Books*

Research question 1 asked, Are students' attitudes towards people of different cultures changed by having teachers read multicultural trade books aloud to them twice a week? To answer this question, the Student Multicultural Attitude Survey (SMAS) was administered before and after the 5-week, 10-session treatment period. On the SMAS, fourth grade participants were asked to indicate whether they *strongly disagree*, *disagree*, *don't know*, *agree*, or *strongly agree* to items presenting multicultural situations in both social and school environments. Of the 51 students participating in treatment 1 (teacher read alouds of multicultural trade books), the mixed model factorial ANOVA did not indicate a significant change in students' attitudes. While not statistically significant, there was a slight increase in overall test scores, with the average pretest score being 3.3154 and the average posttest score being 3.3301. Therefore, the analysis of the results

of the SMAS did not support Rudman's (1993) findings that quality multicultural literature can change attitudes.

*Changes Resulting from Read Alouds of Multicultural Trade Books Along with a Scripted Intervention*

Research question 2 asked Are students' attitudes towards people of different cultures changed by having teachers use an intervention while reading multicultural trade books aloud to them twice a week? As in research question 1, answers to this question were also determined based on pre- and post-treatment scores resulting from the Student Multicultural Attitude Survey (SMAS). Although the professional literature provides evidence that scripted instructions are an effective instructional approach (Sommers, 1995), analysis of the data in this study showed no significant difference. While not statistically significant, the data did show a slight increase from the pretest mean score of 3.3269 to a posttest mean score of 3.3269.

*Overall Changes in Student Attitudes*

Overall statistical analysis of the Student Multicultural Attitude Survey (SMAS) showed no positive change or a slight positive change in attitudes for all participants regardless of the treatment level received. However, non-statistical evaluation of the two sections of the SMAS (social environment and school environment) showed some changes on 5 of the 12 statements. Three out of five statements concerning social environment statements showed a slight positive change; two of the seven school environment statements showed a slightly positive change.

Statement one on the SMAS read "I invite people that look different from me to special activities like birthday parties, baseball games, dance recitals, or other special

activities.” On the pretest, students’ mean response was 3.54, which indicated a slightly positive response to the statement. On the posttest, the mean student response was 3.86, indicating students’ slightly positive increase in agree. Similarly, on statement seven “I know a lot about the students in my class and their families’ customs and traditions”, pretest mean score was 2.49, indicating that students disagree, while the posttest mean score was 2.37, showing a slight increase in attitude to disagree. Statement four “It is hard for me to be nice and understanding towards other people who are different from my family and me”, pretest score mean was 2.57, indicating that students disagree, but the posttest mean score was 2.43, showing the students’ response was slightly higher to disagree. Statement five “Learning about the customs and traditions of different countries makes people mad”, pretest mean score was 2.08, indicating that the students disagree, but the posttest mean score was 2.12, showing an increase toward agreement of the statement. Finally, statement nine “Sometimes I think my teacher talks too much about different countries or different ways of life” showed a pretest score of 2.23, indicating the students disagree, but the posttest mean score was 2.14, showing an increase in disagreement of the statement. While the results on these items did not change in a statistically significant manner, a slight change was shown. This may suggest an impact of the treatments and suggests a need for refinement to the research methods used in the present study, which will be described later in this chapter.

### *Changes in Teachers’ Attitudes*

Research question three asked, “Do reading multicultural trade books to students twice a week while using a scripted instructional intervention change teachers’ attitudes toward people of different cultures?” Because of the small sample size of teachers, it was

inappropriate to use a statistical analysis; therefore, data were evaluated to see if any changes were suggested. During initial meetings held with participating teachers, a great deal of interest in the topic at hand was shown, with the results of the Teacher Multicultural Attitude Survey supporting this. Of the six participating teachers, all believed that teaching a culturally diverse student group was rewarding and that teaching methods need to be adapted to meet the needs of a culturally diverse student group. These teachers also indicated that they believe they have the responsibility to be aware of their students' cultural backgrounds and find this increasingly rewarding as well as challenging. Each of the teachers felt they can learn from their students of other cultures. Furthermore, four of the educators considered multicultural awareness training necessary to assist them as they attempt to increase students' awareness of multicultural diversity. Each of the teachers thinks they can learn from their students of other cultures. It was interesting to find that many of the teachers strongly disagreed with the statement indicating students should learn to communicate in English only. This preliminary analysis of teacher data from the Teacher Multicultural Attitude Survey indicated that the six reading teachers had an outlook concerning diversity that is aligned with the suggested approaches in the multicultural education literature.

### Discussion of Findings

Failure of the study to show changes in multicultural attitudes as suggested by literature may be attributable to several factors. The lack of statistically significant changes among the three treatments may indicate a need to adjust the time period of the study during the school year. The pretest of the Student Multicultural Attitude Survey was administered in the beginning of February. Teachers reported that the posttest's

timing interfered with the testing preparation. The results of the posttest also could have been influenced by less optimal timing for administration which may have caused undue stress for the student participants. At the scheduled time for the posttest, the students were engaged in practice tests for the annual state accountability testing. To avoid these issues in the future, the treatment period should ideally be during September and October or January and February when regular class time is not usually interrupted and students are not otherwise focused on testing requirements.

Another potentially detrimental circumstance was the location of the administering of the pre- and posttest. While the pretest was administered in the reading classes, the posttest was administered in the students' homerooms which may have affected the finding from each student's survey. The location of testing had to be changed because the preparation period for state testing began at the beginning of March. Future studies should ensure identical environments and timing for both pretest and posttests.

### Implications

The teachers involved in this study responded positively to a statement on the Teacher Multicultural Attitude Survey addressing a necessity for multicultural education for teachers. Response to this statement appears to support Banks and Banks' (2001) assertion that, to prevent the potential negative consequences of the difference in educational opportunities, teachers must learn more about the increasing cultural and ethnic gap existing between the nation's teachers and students as well as increase their knowledge of students' cultural backgrounds. This has implications for both how teachers are prepared and in which types of professional development they must engage.

Another potential implication of this study is suggested by responses to statement four which reads “It is hard for me to be nice and understanding towards other people who are different from my family and me.” Students’ response of *disagree* supports Howard’s (2006) belief concerning the importance of the affective domain. Howard (2006) stated that building empathy helps people begin to see others through a lens of compassion. While not statistically significant, the change in students’ response on this item in this study also supports the idea that trade books may promote students’ valuing one another and learning to live together respectfully while appreciating cultural similarities and differences (Rudman, 1993). Giving the students the opportunity to interact through multicultural trade books appears to enhance their knowledge of people who may live differently. Supporting the importance of multicultural trade books, McNeal (2005) and Spears-Bunton (1998) explained that reading and sharing multicultural literature has resulted in positive outcomes for students.

As teachers’ enhancement of students’ understanding of cultures and dispelling of stereotyping prejudices have grown, Tagger (2006) suggested there can be an improvement of children’s attitudes concerning global events through the use of literature. This may explain the slight increase in a positive attitude resulting in the two statements from the Student Multicultural Attitude Survey. There was a slight increase in a disagreement towards statement five (Learning about the customs and traditions of different countries makes people mad) and statement nine (sometimes I think my teacher talks too much about different countries or different ways of life) provides a more positive outlook toward the global society. This seems to indicate that the students may appear to have a slightly positive attitude toward others different from them.

## Limitations

This study's findings had several limitations that may account for the statistical outcome showing no statistically significant differences. The *Student Multicultural Attitude Survey* was created with a 5-point Likert scale with one time with the choice of "don't know." Using only 5 selections may have limited the potential sensitivity as there were limited options for student response. Using a more varied response scale may have forced greater variance in student responses, and therefore more readily shown changes.

Another limitation of the study was the assignment to groups in the study. The six reading teachers were allowed to select the group membership for the study which affected group size of the control group. Having groups of unequal size could have had negative impact on the results of the study.

One of the control group classrooms had at least one multicultural trade book displayed in the classroom the first day of the study. There was a strong possibility that the children had already been exposed to multicultural literature causing a high percentage rate of positive responses on the SMAS. It is possible that the children in the class had varying levels of exposure to multicultural literature prior to the study.

Additionally, despite pre-intervention training, the teachers did not use the overhead transparencies of pictures provided by the researcher to be used with the scripted instructional intervention as instructed. These transparencies highlighted issues important to the story. Of the two teachers involved in treatment 1 (multicultural trade books with a scripted instructional intervention), one teacher taped the transparencies to the white board while the other teacher showed the pictures from the book during the read alouds. Because of this, the children did not have the opportunity to listen to the



story while giving attention to the pictures that assisted the story line which impacted the fidelity of the intervention.

### Recommendations for Future Research

This section presents recommendations for future research relative to the impact of multicultural trade books with interventions on fourth grade students' cultural attitudes. Based on the results of this study, the following recommendations for practice and research are made:

Researchers should continue to explore if and how student attitudes towards individuals of other cultures may be changed. Some changes were suggested, but not statistically supported in this study. It is, therefore, recommended that similar approaches be examined, with the elimination of the logistical issues that potentially negatively influenced the results of this study. For example, this study could be replicated during a time frame that does not conflict with any major event or holiday. In doing so, this may eliminate undue stress on teachers and students. Recommended time frames are early fall and early winter portions of the school year.

Studies should be conducted regarding how to best educate teachers concerning multicultural cultural awareness. As the United States continues to grow in diversity of cultures, teachers are in need of more education in creating classrooms to meet the needs of their students. Keis (2006) affirmed this idea by stating the importance for educators to attend professional development classes that address diversity issues in children's literature in order to effectively weave multicultural education throughout every lesson.

## Conclusion

Past research suggested that multicultural literature with interventions has resulted in positive outcomes for students, including improved attitudes towards people of other cultures (McNeal, 2005; Spears-Bunton, 1998). Results from previous research also indicated that multicultural literature can provide information about different cultures and promote an appreciation for diversity (Harris, 1997). However, the results of this study show no statistically significant differences using the multicultural trade books with interventions in either treatment groups. Despite the lack of statistical significance, the results do suggest that slight changes occurred. Future research is necessary to show the effectiveness of this method and other methods in changing students' cultural attitudes. In addition, continued research would benefit teachers in the areas of improved classroom practice and depth of knowledge in multicultural pedagogy, thus improving classroom dialogue and growth.

APPENDIX A  
CONSENT FROM PONTEROTTO

**From:** Sue Whitcomb (tcsue21@yahoo.com)  
**To:** JPonterott@aol.com  
**Date:** Tue, October 30, 2007 12:16:12 PM  
**Subject:** Re: TMAS

Dr. Ponterotto,  
Thank you so much. I am very excited about my study and cannot wait to get started. I most certainly will keep you updated on everything.

Sincerely,  
Susan H. Whitcomb

*JPonterott@aol.com* wrote:

Hi Susan

You have me permission to use and adapt the TMAS for the kids... please send me a copy of everhting... what an excitng project!

joe ponterotto

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See what's new at [AOL.com](http://AOL.com) and [Make AOL Your Homepage](#).

Susan H. Whitcomb  
Department of Curriculum,  
Instruction, and Special Education  
118 College Drive #5057  
Hattiesburg, MS 39406

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## APPENDIX B

## FORMS FROM PONTEROTTO

The Teacher Multicultural Attitude Survey (TMAS)  
Copyrighted © 1998 by Joseph G. Ponterotto, Ph.D.

Dear TMAS User:

Enclosed are the TMAS, scoring directions, and the "Utilization Request Form" which must be carefully read, endorsed, and returned prior to TMAS use. It is important to read the following articles or chapters before using the TMAS:

Ponterotto, J.G., Baluch, S., Greig, T., & Rivera, L. (1998). Development and initial validation of the Teacher Multicultural Attitude Survey (TMAS). *Educational and Psychological Measurement*, 58, 1002-1016.

Ponterotto, J.G., Mendelsohn, J., & Belizaire, L. (2003). Assessing teacher multicultural competence: Self-report instruments, observer-report evaluations, and a portfolio assessment. In D. P. Pope-Davis, H. L. K. Coleman, R. Toporek, & W. Liu (Eds.), *Handbook of multicultural competencies in counseling and psychology* (pp. 191- 210). Thousand Oaks, Sage.

## Utilization Request Form

In using the Teacher Multicultural Attitude Survey (TMAS), I agree to the following terms/conditions:

1. I understand that the TMAS is copyrighted by Joseph G. Ponterotto (Ph.D.) at the Division of Psychological and Educational Services, Fordham University at Lincoln Center, 113 West 60<sup>th</sup> Street, New York, New York 10023-7478 (212-636-6480); Jponterott@aol.com.
2. I am a trained professional in counseling, psychology, or a related field, having completed coursework (or training) in multicultural issues, psychometrics, and research ethics, or I am working under the supervision of such an individual.
3. In using the TMAS, all ethical standards of the American Psychological Association, the American Counseling Association, and/or related professional organizations will be adhered to. Furthermore, I will follow the "Research with Human Subjects" guidelines put forth by my university, institution, or professional setting. Ethical considerations include but are not limited to subject informed consent, confidentiality of records,

adequate pre- and post-briefing of subjects, and subject opportunity to review a concise written summary of the study's purpose, method, results, and implications.

4. Consistent with accepted professional practice, I will save and protect my raw data for a minimum of five years; and if requested I will make the raw data available to scholars researching the prejudice construct.

5. I will send a copy of my research results (for any study incorporating the TMAS) in manuscript form to Dr. Ponterotto, regardless of whether the study is published, presented, or fully completed.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

If a student, supervisor/mentor's name and phone number, affiliation, and signature:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Multicultural Attitude Survey (TMAS)  
Copyrighted © by Joseph G. Ponterotto, Ph.D.

Scoring Directions as of 11/98

The TMAS gives one total score by summing (or averaging) all 20 items after reverse scoring those items indicated.

The following items are scored as is (1=1, 2=2, 3=3, 4=4, 5=5)

Items 1, 2, 4, 5, 7, 8, 9, 10, 11, 13, 14, 17, 18

**The following items are reverse-scored (1=5, 2=4, 3=3, 4=2, 5=1)**

Items 3, 6, 12, 15, 16, 19, 20

Total scores can then range from 20 to 100 (or if dividing by the number of items [20] to get a Likert-type range mean, from 1 to 5).

Higher scores indicate a more appreciation and awareness of multicultural teaching issues. The TMAS is only meant for large scale mean research at this time, and should not be used in any evaluative way.

For recent validity information on the TMAS contact:

Joseph G. Ponterotto, Ph.D.  
Division of Psychological & Educational Services  
Room 1008  
Fordham University – Lincoln Center  
113 West 60<sup>th</sup> Street  
New York, NY 10023 – 7478  
(212) 636 – 6480

APPENDIX C  
TEACHER SURVEY

Teacher Multicultural Attitude Survey (TMAS)

Copyright by Joseph G. Ponterotto et al. (1995)

Please respond to all items in the survey. Remember, there is no right or wrong answers. The survey is anonymous; do not put your name on the survey. Please circle the appropriate number below.

Use the following scale to rate each item.

|                      |          |           |       |                   |
|----------------------|----------|-----------|-------|-------------------|
| 1                    | 2        | 3         | 4     | 5                 |
| Strongly<br>Disagree | Disagree | Uncertain | Agree | Strongly<br>Agree |

---

1. I find teaching a culturally diverse student group rewarding.

1                      2                      3                      4                      5

2. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.

1                      2                      3                      4                      5

3. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers.

1                      2                      3                      4                      5

4. Teachers have the responsibility to be aware of their students' cultural backgrounds.

1                      2                      3                      4                      5

5. I frequently invite extended family members (e.g., cousins, grandparents, godparents, etc.) to attend parent teacher conferences.

1                      2                      3                      4                      5

6. It is not the teacher's responsibility to encourage pride in one's culture.

1                      2                      3                      4                      5

7. As classrooms become more culturally diverse the teacher's job becomes increasingly challenging.

1                      2                      3                      4                      5

8. I believe the teacher's role needs to be redefined to address the needs of students from culturally diverse backgrounds.

1                      2                      3                      4                      5

Use the following scale to rate each item.

|                      |          |           |       |                   |
|----------------------|----------|-----------|-------|-------------------|
| 1                    | 2        | 3         | 4     | 5                 |
| Strongly<br>Disagree | Disagree | Uncertain | Agree | Strongly<br>Agree |

---

9. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavioral problems.

1                      2                      3                      4                      5

10. As classrooms become more culturally diverse, the teacher's job becomes increasingly rewarding.

1                      2                      3                      4                      5

11. I can learn a great deal from students with culturally different backgrounds.

1                      2                      3                      4                      5

12. Multicultural training for teachers is not necessary.

1                      2                      3                      4                      5

13. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.

1                      2                      3                      4                      5

14. Multicultural awareness training can help me work more effectively with a diverse population.

1                      2                      3                      4                      5

15. Students should learn to communicate in English only.

1                      2                      3                      4                      5

16. Today's curriculum gives undue importance to multiculturalism and diversity

1                      2                      3                      4                      5



17. I am aware of the diversity of cultural backgrounds in my classroom.

1                      2                      3                      4                      5

18. Regardless of the racial and ethnic makeup of my class, it is important for all students to be aware of multicultural diversity.

1                      2                      3                      4                      5

19. Being multiculturally aware is not relevant for the subject I teach.

1                      2                      3                      4                      5

Use the following scale to rate each item.

|                      |          |           |       |                   |
|----------------------|----------|-----------|-------|-------------------|
| 1                    | 2        | 3         | 4     | 5                 |
| Strongly<br>Disagree | Disagree | Uncertain | Agree | Strongly<br>Agree |

---

20. Teaching students about cultural diversity will only create conflict in the classroom.

1                      2                      3                      4                      5

Do you have any thoughts or comments about this survey, or about the research topic?

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APPENDIX D  
STUDENT SURVEY

Student # \_\_\_\_\_

Date \_\_\_\_\_

Student Multicultural Attitude Survey  
(SMAS)

Please circle the number that tells what you think. There are no right or wrong answers.

Use the numbers to tell what you think about each item.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

Social Environment

1. I invite people that look different from me to special activities like birthdays, parties, baseball games, dance recitals, or other special activities.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

2. Everybody should be more understanding of people from other countries and who have different colors of skin.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

3. People should know about other people's homes and their ways of life.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

4. It is hard for me to be nice and understanding towards other people who are different from my family and me.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

5. Learning about the customs and traditions of different countries makes people mad.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

#### School Environment

6. I like having classmates from different countries or who have different ways of life.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

7. I know a lot about the students in my class and their families' customs and traditions.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

8. I want to learn more about the students in my class' families and their customs.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

9. Sometimes I think my teacher talks too much about different countries or different ways of life.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

10. My teacher should know about all of her/his students' family's customs.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

11. The teacher gives us too much work about other people's ways of living.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

12. Knowing about my classmates is important to my learning.

|                    |          |               |       |                 |
|--------------------|----------|---------------|-------|-----------------|
| 1                  | 2        | 3             | 4     | 5               |
| Really<br>Disagree | Disagree | Don't<br>Know | Agree | Really<br>Agree |

---

Amended from *Teacher Multicultural Attitude Survey (TMAS)* by Joseph G. Ponterotto et al. (1995)

## APPENDIX E

## IRB FOR PILOT




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 THE UNIVERSITY OF SOUTHERN MISSISSIPPI
 

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Institutional Review Board

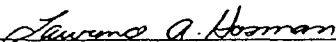
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**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE  
 NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **28072202**  
 PROJECT TITLE: **Student Multicultural Survey**  
 PROPOSED PROJECT DATES: **07/17/08 to 07/16/09**  
 PROJECT TYPE: **Dissertation or Thesis**  
 PRINCIPAL INVESTIGATORS: **Susan H. Whitcomb**  
 COLLEGE/DIVISION: **College Of Education & Psychology**  
 DEPARTMENT: **Curriculum, Instruction & Special Education**  
 FUNDING AGENCY: **N/A**  
 HSPRC COMMITTEE ACTION: **Expedited Review Approval**  
 PERIOD OF APPROVAL: **07/24/08 to 07/23/09**

  
 \_\_\_\_\_  
 Lawrence A. Hosman, Ph.D.  
 HSPRC Chair

7-28-08  
 \_\_\_\_\_  
 Date

## APPENDIX F

## IRB FOR STUDY




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 THE UNIVERSITY OF SOUTHERN MISSISSIPPI
 

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Institutional Review Board

118 College Drive #5147  
 Hattiesburg, MS 39406-0001  
 Tel: 601.266.6820  
 Fax: 601.266.5509  
 www.usm.edu/irb

**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE  
 NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 29012905

PROJECT TITLE: **The Impact of Multicultural Trade Books With an Intervention on Fourth Graders' Cultural Attitudes**

PROPOSED PROJECT DATES: 02/03/09 to 03/06/09

PROJECT TYPE: **Dissertation or Thesis**

PRINCIPAL INVESTIGATORS: **Susan H. Whitcomb**

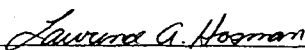
COLLEGE/DIVISION: **College of Education & Psychology**

DEPARTMENT: **Curriculum, Instruction, & Special Education**

FUNDING AGENCY: **N/A**

HSPRC COMMITTEE ACTION: **Expedited Review Approval**

PERIOD OF APPROVAL: **02/02/09 to 02/01/10**

  
 \_\_\_\_\_  
 Lawrence A. Hosman, Ph.D.  
 HSPRC Chair

2-6-09

\_\_\_\_\_  
 Date

## APPENDIX G

## ADMINISTRATOR'S CONSENT FORM

## Informed Consent Form

Dear Administrator:

My name is Susan Whitcomb working on my doctorate in Elementary Education with an emphasis in Reading from the Department of Curriculum, Instruction, and Special Education at The University of Southern Mississippi. My research study explores the impact multicultural trade books with an intervention have on cultural attitudes of fourth grade students.

In order to complete my research it will be necessary for six fourth grade classroom teachers to participate in a one hour professional development. With your teachers' assistance, trade books will be read twice a week along with an intervention discussing the similarities of the cultures depicted in the books. The study will take place during a ten session, five week time period at the classroom's regular reading period in support of the reading curriculum established in your school.

I will administer the *Student Multicultural Attitude Survey* to the students as a pretest and posttest to assess whether the multicultural trade books with an intervention have on impact on cultural attitudes. Aliases will be given to the students' to protect their identification. Data regarding the study will be shared with you and my dissertation committee from The University of Southern Mississippi. Data will be secured in a locked file cabinet at the university.

The study and this consent form have been reviewed and approved by the Human Subjects Protection Review Committee and The University of Southern Mississippi which ensures research projects involving human participants while following federal regulations. Questions or concerns about the rights of the research participants should be directed to the chair of the Institution's Review Board at The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001 or call 601-266-6820. The students are free to withdraw from this study at any time.

I appreciate your permission to use your school as a research site for my study.  
Sincerely,

Susan H. Whitcomb, ABD, Ed. D.

---

Signature of Administrator

Date

## APPENDIX H

## CLASSROOM TEACHER CONSENT FORM

## Informed Consent Form

Dear Classroom Teacher,

My name is Susan Whitcomb working on my doctorate in Elementary Education with an emphasis in Reading from the Department of Curriculum, Instruction, and Special Education at The University of Southern Mississippi. My research study explores the impact multicultural trade books with an intervention have on cultural attitudes of fourth grade students.

In order to complete my research it will be necessary for you to participate in a one hour professional development. You will receive all materials needed for this study. With your assistance, trade books will be read twice a week along with an intervention discussing the similarities of the cultures depicted in the books. The study will take place during a ten session, five week time period at your classroom's regular reading period in support of the reading curriculum established in your school. At the end of the study all trade books and intervention material will be yours to keep.

I will administer the *Student Multicultural Attitude Survey* to the students as a pretest and posttest to assess whether the multicultural trade books with an intervention has an impact on cultural attitudes. Aliases will be given to the students' to protect their identification. Data regarding the study will be shared with you, your administrator, and my dissertation committee from The University of Southern Mississippi. Data will be secured in a locked file cabinet at the university.

The study and this consent form have been reviewed and approved by the Human Subjects Protection Review Committee and The University of Southern Mississippi which ensures research projects involving human participants while following federal regulations. Questions or concerns about the rights of the research participants should be directed to the chair of the Institution's Review Board at The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001 or call 601-266-6820. The students are free to withdraw from this study at any time.

I appreciate your permission to use your classroom as a research site for my study.

Sincerely,  
Susan H. Whitcomb, ABD, Ed. D.

---

Signature of Classroom Teacher

Date



## APPENDIX I

## PARENT/GUARDIAN CONSENT FORM

## Informed Consent Form

Dear Parents/Guardian,

My name is Susan Whitcomb from The University of Southern Mississippi. I am interested in finding out what children will learn while classroom teachers read books aloud to the whole class. The books use a Social Studies theme concerning various people who have immigrated to the United States throughout its history. The children will take a survey to see what they know before the books are read to them and after the books have been read to them. In this study the teachers will read two selected books each week for five weeks.

I am asking for permission to use your child's surveys in order to see if there is a difference before and after the books have been read by the teacher. Your child's name or information will not be revealed at any time.

Sincerely,

Susan H. Whitcomb  
The University of Southern Mississippi

My child's \_\_\_\_\_ survey information may be used in Susan Whitcomb's study. My child is in \_\_\_\_\_ classroom.

My child's \_\_\_\_\_ survey information may not be used in Susan Whitcomb's study. My child is in \_\_\_\_\_ classroom.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

.....  
\_\_\_\_\_ I want to participate in the study

\_\_\_\_\_ I do not want to participate in the study

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## APPENDIX J

## LITERARY CRITICISM: MULTICULTURAL LITERATURE

## EVALUATION CRITERIA

1. Are the characters portrayed as individuals instead of as representatives of a group?
2. Does the book transcend stereotypes?
3. Does the book portray physical diversity?
4. Will children be able to recognize the characters in the text and illustrations?
5. Is the culture accurately portrayed?
6. Are social issues and problems depicted frankly, accurately, and without over simplification?
7. Do nonwhite characters solve their problems without intervention by whites?
8. Are nonwhite characters shown as equals of white characters?
9. Does the author avoid glamorizing or glorifying nonwhite characters?
10. Is the setting authentic?
11. Are the factual and historical details accurate?
12. Does the author accurately describe contemporary settings?
13. Does the book rectify historical distortions or omissions?
14. Does dialect have a legitimate purpose and does it ring true?
15. Does the author avoid offensive or degrading vocabulary?
16. Are the illustrations authentic and non-stereotypical?
17. Does the book reflect an awareness of the changed status of females?

## APPENDIX K

## PRE-SERVICE TRAINING PROTOCOL FORMAT

**Step 1**

**The researcher will say:** *Thank you for coming and participating in my research study. My study focuses on the impact of using multicultural trade books with an intervention on fourth grade students' cultural attitudes. As you have been made aware of through your meeting with your principal and vice principal I will explain the procedures necessary to complete my study. Please read and sign the consent form stating that you are volunteering to participate in the study. Now, at this time I would like all of you to complete the Teacher Multicultural Attitude Survey pre-test today and again at the end of the study. Afterwards we will discuss, practice, and provide a question and answer time related to the study's intervention protocol required for the research. It is important to know with teachers' guidance, students are taught the various perspectives on issues and that cultural background is important in determining how a person approaches and interprets issues (Agosto, 2007). According to Cohen (1999) children are more likely to emulate positive attitudes, compassion, and empathy towards each other when these qualities are demonstrated by teachers. Those of you who will be chosen for the control group will continue using your school's reading curriculum. After the ten session, five week study is completed your class will receive books and materials used in the study. In order to establish fidelity, please do not share the treatments among the teachers not in your group. (At this time the teachers in the control group will be handed the parent/consent form). Thank you for participating in the study. You may leave at this time.*

**Step 2**

**The researcher will continue by saying:** *We will now look at the various trade books in front of each of you. These specific multicultural trade books are for you to read aloud to your class. Literature is believed to be an important tool within many circles of multicultural education for assisting students understanding of cultures (Grant, 1992). Those of you who have volunteered for intervention one, involving reading multicultural trade books twice a week for five weeks, will receive the intervention materials at the end of the study. Thank you for participating in the study. You may leave at this time.*

**Step 3**

**The research will continue by saying:** *For those of you who have volunteered for intervention two, involving reading multicultural trade books twice a week for five weeks using a scripted intervention will find on the table a packet referred to as “The Multicultural and Cultural Awareness Instructional Packet”: The packet contains the material needed to guide you and your students through the intervention process for the study. The Multicultural and Cultural Awareness Instructional Packet contains the administering directions, the Intervention Protocol, the Bi-weekly Protocol, the intervention materials (which includes the questions to be used with each multicultural trade book and transparencies with each books pictures. The reasoning behind using literature with an intervention has been researched resulting in finding of Blemenfeld (1991). Blemenfeld (1991) states that literature is sometimes used as a vehicle for creating lessons that suit the needs of individual students. Strategies such as inquiry, reflection, and discussion increase learning. Student-created charts describing characters’ work, interactions with family and friends, and play are helpful tools for*

*understanding other cultures (Louie, 2006). As we review the scripted protocols and packet*

**The researcher will say:** *Please take the intervention packet. It has all the necessary material needed for the intervention. Please check to make sure you have a copy of the Intervention Protocol, Bi-weekly Intervention, a list of the books with the questions and transparencies. There also are two charts for the “Alike/Similar or Different/Dissimilar” portion, the “Semantic Features Analysis”, a flipchart containing group rules, blank sheets for predictions, and books. I will take individual questions or concerns at the end of the training session.*

#### **Step 7**

**The researcher will say:** *Thank you for your participation in my study. If you have any questions or concerns please contact me at (PHONE NUMBER OR E-MAIL ADDRESS).*

## APPENDIX L

## INSTRUCTIONAL INTERVENTION PROTOCOL

**Step 1**

## Overview and Introduction

**The teacher will say:** *Boys and girls, we have been chosen to read some special books.*

*These books will help us to better understand the many ways we are alike/similar to each other and other people. They will also help us understand that we are different from each other and other people. So, twice a week for the next five weeks, we will be reading books about people who are like us in many ways but who are also different. Will someone tell us what these special books will do?* **Students respond to check for understanding.**

*Good job! I heard you say the words alike/similar and different/dissimilar. Let me write those words on our chart. Now that we know the key words for our chart and what we will learn through our reading, will someone tell us the definition of the words*

*alike/similar?* **If the students respond correctly the teacher will say:** *That's correct!*

*Alike/similar means to be the same or share something in common.* **If the students do**

**not respond correctly the teacher will say:** *The words alike/similar means to be the same or share something in common. Will someone tell us the definition of the words*

*different/dissimilar?* **If the students respond correctly the teacher will say:** *That's*

*correct! The words different/dissimilar mean not the same or does not exactly match in*

*the same way.* **If the students do not respond correctly the teacher will say:** *The words*

*different/dissimilar mean not the same or does not exactly match in the same way. Okay,*

*now let's try out these words.* **The teacher will lead a discussion about the make-up of**

**the students in his/her class. Using a chart, the teacher will have the students track the similarities and dissimilarities.**

| <u>Alike/Similar</u> | <u>Different/Dissimilar</u>  |
|----------------------|------------------------------|
| We all have two eyes | We live on different streets |
|                      |                              |
|                      |                              |
|                      |                              |
|                      |                              |
|                      |                              |
|                      |                              |
|                      |                              |
|                      |                              |
|                      |                              |

- a. **To generate discussion the teacher may begin by prompting with:**

*Okay, let's try these words. When we look around the classroom at each other, we see students who may have the same eye color. This is an example of how we are alike. Let me put this in the "Alike or Similar" column. We can also think of commonalities that we share but we can not see. For example, I live on "Peach Street". Do you live on "Peach Street"? No, that means we live on different streets. What column would I*

*put this in? You are right, I would put this in the column marked "Different or Dissimilar" You see, you could not see that I live somewhere*

*and it is not on your street, I knew that we live on different streets. It is important that the teacher help students generate as many responses as possible for them to truly grasp the understanding that even within the classroom where they might consider that they are all alike; they are in reality very different and unique.*

- a. **When the teacher finishes the discussion, the chart(s) will be posted in the room for the students to visualize through the five week period.**
- The teacher will say: The chart(s) will be posted in our room so we can look at it (them) throughout the time we read our new books. This will help all of us remember how much alike we are to other students and other people.*

## **Step 2**

### **Pre-reading Instruction/Viewing**

- a. **The teacher will read the title of the story:** *The title of today's story is \_\_\_\_\_.* *We are going to use the title to help us predict or decide what the story may be about. We will share ideas and write them on a chart so we can look back after we have read the book to see how close we were in our predictions. The teacher will write the predictions on chart paper and reread them to the students. Thank you for sharing. These are some good predictions.*
- b. **The teacher will say:** *Now let's look at the pictures in the book. Using an overhead projector the teacher will show the pictures of the story pausing to allow time for the students to view each picture. As we look at the pictures in our book let's pay close attention to what the characters look like, what the*



## APPENDIX M

## BI-WEEKLY INTERVENTION PROTOCOL

**The teacher will remind the students of the steps and activities completed during the first day of the intervention. The teacher will say:** *Remember on \_\_\_\_\_ (state the day of the week) when I told you that we had been chosen to read some special books? Today, we will once again have the same opportunity. We will be able to learn preview another new book, make predictions, read the story, and share the things we found that were alike/similar or different/dissimilar in the new story.*

**Step 1**

## Review of Overview

- a. **The teacher will say:** *Let's review what we have done in our other class (es). Will someone tell us the definition of the words alike/similar? **If the students respond correctly the teacher will say:** *That's correct! Alike/similar means to be the same or share something in common. **If the students do not respond correctly the teacher will say:** *The word alike/similar means to be the same or share something in common. Will someone tell us the definition of the words different/dissimilar? **If the students respond correctly the teacher will say:** *That's correct! The words different/dissimilar mean not the same or does not exactly match in the same way. **If the students do not respond correctly the teacher will say:** *The words different/dissimilar mean not the same or does not exactly match in the same way. As a reminder let's look at our chart we created the first day when we began our special stories. **The students and teacher will read aloud the findings on the chart.*******

APPENDIX N  
LIST OF BOOKS

**Ethnicity**

1. *Amelia's Road* by L.J. Altman & E. O. Sanchez (Mexican American/migrant worker)
2. *Everybody Cooks Rice* by N. Dooley (various ethnics)
3. *The Day of Ahmed's Secret* by P. Heide & J.H. Gilliland (Middle Eastern)
4. *Children of Clay: A Family of Pueblo Potters* by Rina Swentzelt (Native American – Pueblo)
5. *Yagua Days* by C. Martel (Puerto Rican American)
6. *Barrio: Jose's Neighborhood* by G. Ancona (Mexican American)
7. *Grandmother's Dreamcatcher* by B.R. McCain (Native American-Chippewa)
8. *My Dadima Wears a Sari* by K. Sheth (Indian American)
9. *The Empanadas That Abuela Made/Las Empanadas Que Hacia LA Abuela: Las Empanadas Que Hacia LA Abuela* by Diane Gonzales Bertrand (Hispanic)
10. *I Hate English* by E. Levine (Chinese American)

**Race**

1. *Salt in His Shoes* by D. Jordan & R. M. Jordan (African American)
2. *I Love My Hair!* By N.A. Tarpley (African American)
3. *Teammates* by Peter Golenbock (friendship among races)
4. *I Love Saturdays y domingos* by A.F. Ada (Hispanic/Caucasian)
5. *Two Mrs. Gibsons* by Toyomi Igus (Japanese American/African American)
6. *Baseball Saved Us* by K. Mochizuki (Japanese American)
7. *Chicken Sunday* by P. Polacco (African American and Russian American)

**Other**

1. *I Have a Sister My Sister is Deaf* by J.W. Peterson (disability – deaf)
2. *Through Grandpa's Eyes* by P. MacLachlan (disability – blind)
3. *Fly Away Home* by E. Bunting (homeless)
4. *Chinese Eyes* by Marjorie Ann Waybill (adoption)
5. *When We Married Gary* by Anna Grossnickle Hines (step father)



## APPENDIX P

## COMPARISON OF PERCENTAGES OF THE SMAS STATEMENTS BY GROUP

| Treatment 2 | Statement   | Pretest           |          |            |       |                | Posttest          |          |            |       |                |
|-------------|---|-------------------|----------|------------|-------|----------------|-------------------|----------|------------|-------|----------------|
|             |   | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree |
| 1.          | I invite people that look different from me to special activities like birthday parties, baseball games, dance recitals, or other special activities. | 1.5               | 19.4     | 7.5        | 55.2  | 16.4           | 0.0               | 7.5      | 14.9       | 49.3  | 25.5           |
| 2.          | Everybody should be more understanding of people from other countries and who have different colors of skin.  | 1.5               | 4.5      | 11.9       | 44.8  | 37.3           | 6.0               | 4.5      | 10.4       | 37.3  | 41.8           |
| 3.          | People should know about other people's homes and their ways of life.   | 23.9              | 38.8     | 16.4       | 16.4  | 4.5            | 29.9              | 31.3     | 23.9       | 11.9  | 3.0            |
| 4.          | It is hard for me to be nice and understanding towards other people who are different from my family and me.  | 25.4              | 23.9     | 14.9       | 23.9  | 11.9           | 23.9              | 34.3     | 14.9       | 17.9  | 9.8            |
| 5.          | Learning about the customs and traditions of different countries makes people mad.  | 32.8              | 38.8     | 17.9       | 10.4  | 0.0            | 31.3              | 26.9     | 28.4       | 10.4  | 3.0            |

|   |      |      |      |      |      |      |      |      |      |      |
|---|------|------|------|------|------|------|------|------|------|------|
| 6. I like having classmates from different countries or who have different ways of life.            | 3.0  | 9.0  | 9.0  | 43.3 | 35.8 | 0.0  | 3.0  | 10.4 | 53.7 | 32.8 |
| 7. I know a lot about the students in my class and their families' customs and traditions.          | 18.2 | 36.4 | 18.2 | 25.8 | 1.5  | 23.9 | 34.3 | 22.4 | 11.9 | 7.5  |
| 8. I want to learn more about the students in my class's families and their customs.                | 7.5  | 16.4 | 4.5  | 46.3 | 25.4 | 11.9 | 22.4 | 13.4 | 32.8 | 19.4 |
| 9. Sometimes I think my teacher talks too much about different countries or different ways of life. | 26.9 | 35.8 | 16.4 | 7.5  | 13.4 | 38.8 | 23.9 | 22.4 | 10.4 | 4.5  |
| 10. My teacher should know about all of her students' family's customs.                             | 11.9 | 29.9 | 4.5  | 31.3 | 22.4 | 9.0  | 29.9 | 16.4 | 29.9 | 14.9 |
| 11. The teacher gives us too much work about other people's ways of life.                           | 34.8 | 30.3 | 15.2 | 12.1 | 7.6  | 31.3 | 38.8 | 17.9 | 7.5  | 4.5  |
| 12. Knowing about my classmates is important to my learning.  | 10.6 | 27.3 | 13.6 | 33.3 | 15.2 | 20.9 | 19.4 | 19.4 | 29.9 | 10.4 |

*Comparison of Percentages of the SMAS Statements by Group*

Treatment 1

| Statement  | Pretest           |          |            |       | Posttest          |          |            |       |                |      |
|--|-------------------|----------|------------|-------|-------------------|----------|------------|-------|----------------|------|
|  | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree |      |
| 1. I invite people that look different from me to special activities like birthday parties, baseball games, dance recitals, or other special activities. | 7.8               | 23.5     | 5.9        | 43.1  | 19.6              | 0.0      | 7.8        | 23.5  | 39.2           | 28.4 |
| 2. Everybody should be more understanding of people from other countries and who have different colors of skin.  | 0.0               | 9.8      | 9.8        | 29.4  | 51.0              | 0.0      | 9.8        | 13.7  | 39.2           | 37.3 |
| 3. People should know about other people's homes and their ways of life.   | 19.6              | 39.2     | 15.7       | 19.6  | 4.5               | 23.5     | 29.4       | 29.4  | 11.8           | 3.0  |
| 4. It is hard for me to be nice and understanding towards other people who are different from my family and me.  | 23.5              | 37.3     | 11.8       | 15.7  | 11.8              | 31.4     | 25.5       | 15.7  | 17.6           | 9.8  |
| 5. Learning about the customs and traditions of different countries makes people mad.  | 29.4              | 31.4     | 19.6       | 17.6  | 2.0               | 35.3     | 33.3       | 17.6  | 11.8           | 2.0  |

|   |      |      |      |      |      |      |       |      |      |      |
|---|------|------|------|------|------|------|-------|------|------|------|
| 6. I like having classmates from different countries or who have different ways of life.            | 5.9  | 9.8  | 11.8 | 39.2 | 33.3 | 2.0  | 5.9   | 25.5 | 39.2 | 27.5 |
| 7. I know a lot about the students in my class and their families' customs and traditions.          | 9.8  | 45.1 | 27.5 | 15.7 | 2.0  | 25.5 | 39.2  | 13.7 | 13.7 | 7.8  |
| 8. I want to learn more about the students in my class's families and their customs.                | 5.9  | 9.8  | 9.8  | 37.3 | 37.3 | 9.8  | 29.4  | 17.6 | 27.5 | 15.7 |
| 9. Sometimes I think my teacher talks too much about different countries or different ways of life. | 31.4 | 47.1 | 7.8  | 5.9  | 7.8  | 35.3 | 29.4  | 13.7 | 17.6 | 3.9  |
| 10. My teacher should know about all of her students' family's customs.                             | 11.8 | 39.2 | 2.0  | 25.5 | 21.6 | 17.6 | 27.5  | 25.5 | 19.6 | 9.8  |
| 11. The teacher gives us too much work about other people's ways of life.                           | 15.7 | 54.9 | 7.8  | 11.8 | 9.8  | 33.3 | 317.3 | 11.8 | 11.8 | 4.5  |
| 12. Knowing about my classmates is important to my learning.  | 11.8 | 35.3 | 7.8  | 25.5 | 19.6 | 23.5 | 21.6  | 19.6 | 19.6 | 15.7 |

*Comparison of Percentages of the SMAS Statements by Group*

Control

| Statement  | Pretest           |          |            |       | Posttest          |          |            |       |                |      |
|--|-------------------|----------|------------|-------|-------------------|----------|------------|-------|----------------|------|
|  | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Disagree | Disagree | Don't Know | Agree | Strongly Agree |      |
| 1. I invite people that look different from me to special activities like birthday parties, baseball games, dance recitals, or other special activities. | 5.6               | 14.1     | 14.1       | 53.5  | 12.7              | 2.8      | 4.2        | 19.7  | 56.3           | 16.9 |
| 2. Everybody should be more understanding of people from other countries and who have different colors of skin.  | 2.8               | 1.4      | 4.2        | 38.0  | 53.5              | 1.4      | 5.6        | 7.0   | 40.8           | 45.1 |
| 3. People should know about other people's homes and their ways of life.   | 21.1              | 38.0     | 8.5        | 26.8  | 4.5               | 26.8     | 38.0       | 19.7  | 12.7           | 3.7  |
| 4. It is hard for me to be nice and understanding towards other people who are different from my family and me.  | 22.5              | 40.8     | 11.3       | 21.1  | 4.2               | 31.0     | 38.0       | 15.5  | 11.3           | 4.2  |
| 5. Learning about the customs and traditions of different countries makes people mad.  | 32.4              | 45.1     | 19.7       | 1.4   | 1.4               | 31.0     | 42.3       | 23.9  | 1.4            | 1.4  |



|   |        |      |      |      |      |      |      |      |      |      |
|---|--------|------|------|------|------|------|------|------|------|------|
| 6. I like having classmates from different countries or who have different ways of life.            | 2.83.0 | 4.2  | 7.0  | 56.3 | 29.6 | 2.8  | 8.5  | 23.9 | 40.8 | 23.0 |
| 7. I know a lot about the students in my class and their families' customs and traditions.          | 14.1   | 50.7 | 15.5 | 15.5 | 4.2  | 25.4 | 36.6 | 23.9 | 12.7 | 1.4  |
| 8. I want to learn more about the students in my class's families and their customs.                | 4.2    | 21.1 | 8.5  | 45.1 | 21.1 | 17.7 | 31.0 | 12.7 | 32.4 | 11.3 |
| 9. Sometimes I think my teacher talks too much about different countries or different ways of life. | 35.2   | 42.3 | 5.6  | 9.9  | 7.0  | 42.3 | 31.0 | 9.9  | 7.0  | 9.9  |
| 10. My teacher should know about all of her students' family's customs.                             | 11.3   | 31.0 | 14.1 | 29.6 | 14.1 | 8.5  | 40.8 | 28.2 | 12.7 | 9.9  |
| 11. The teacher gives us too much work about other people's ways of life.                           | 22.5   | 62.0 | 4.2  | 7.0  | 4.2  | 28.2 | 45.1 | 12.7 | 7.0  | 7.0  |
| 12. Knowing about my classmates is important to my learning.  | 7.0    | 25.4 | 18.3 | 36.6 | 12.7 | 16.9 | 26.8 | 25.4 | 23.9 | 7.0  |

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