

Public Abstract

First Name: Eryca

Middle Name: Rochelle

Last Name: Neville

Degree: PhD

Department: Curriculum and Instruction

Adviser's First Name: Linda

Adviser's Last Name: Bennett

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Title: A Case Study of Fifth Grade Social Studies Curriculum for Inclusion of Multicultural Education

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

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