

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

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ABSTRACT

The purpose of this study was to use a multi-case study design to describe the inclusion of multicultural theory in both the elementary social studies curricula and supporting student texts of six school districts in the Midwest. This study focused on fifth grade social studies curriculum.

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.