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Bias in social studies textbooks

Linda Gail Rogers

BIAS IN SOCIAL STUDIES TEXTBOOKS

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

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by

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Abstract

California has always been a state of many different cultural groups. The new History - Social Science Framework, adopted in 1987, tries to satisfy the needs of the various cultural groups by presenting a multicultural perspective. But teachers are finding it difficult to present the various cultural groups in a positive and unbiased manner. The social studies textbooks teachers typically use present various cultural groups in a biased manner.

A teacher needs to understand what stereotyping is, how prejudice and discrimination in children is formed, how to identify the biases found in social studies textbooks and how to present a bias free education for all children. Teachers need to weave into the social studies curriculum the story of the various cultural groups as they have interacted with American history.

According to current literature, children's ideas and prejudices can be influenced while the children are still in elementary school. This project is being developed on the premise that teachers can have a positive influence on children and their prejudices and can counteract what the children are being presented in the social studies textbooks. It will endeavor to give teachers the tools

they need to identify and counteract the biases found in the textbooks. It will also give teachers strategies and methods that can be used to diffuse the biases that the children arrive with in school.

Teachers can be the best line of defense for diffusing and stopping the biases found in children's attitudes and those portrayed in textbooks. Teachers may often times be the last line of defense.

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Introduction
Statement Of The Problem

The Latin phrase *E Pluribus Unum*, found on all United States coins, means one made from many. This meaning appropriately describes the make-up and character of America, a people made up of diverse individuals. America is a diverse and an everchanging society, enhanced and inspired by the multitude of ethnic groups living here (Smith, 1987). Social studies textbooks should reflect America's everchanging multitude of ethnic groups in a non-biased manner.

Social Studies textbooks have often been accused of supporting and promoting the biases of various racial and cultural groups within them (Parsons, 1982; Dhand, 1988). Textbooks are biased when they present material that is either racist or prejudiced in itself or when they exclude material that is important for a complete understanding of the historical event or issue (Parsons, 1982). A growing awareness of racial and cultural biases during the past 20 years has precipitated the need for educators to become more sensitive to the need for change in the curricular materials used in social studies (Lamott, 1988).

What has emerged in the last twenty years in textbooks is a move toward pretending that discrimination does not exist in this country. While the textbooks might contain

positive stereotypes, the majority of social studies books do not deal with the realities of poverty and racism. In addition, there has been a trend toward avoiding the whole idea of social conflict among ethnic groups in United States History textbooks. This trend would seem to have the effect of dividing students between the textbook ideal of cooperation and the real-life existence of discrimination (Lamott, 1988).

A 1971 study in the detection of bias done by McDiarmid and Pratt (cited in Dhand, 1981), cited the following biases in the texts surveyed: African-Americans and Native-Americans received the least favorable treatment; history textbooks were the major preservers of bias descriptions; most other social studies materials tended to present an unbiased evaluation of different groups; all of the few texts that presented Native-Americans favorably were ones at the primary level; texts for other grades presented Native-Americans neutrally or negatively; and the Native-American appeared as the least favorable of all groups in terms of pictorial bias. Numerous research studies in the last twenty years have conclusively established that social studies texts have done a poor job of presenting ethnic and cultural diversity to students. (Wood, 1981 cited in Dhand, 1981).

Comparing texts written today with those written

twenty-five years ago, there is more spatial and pictorial coverage of different racial and ethnic groups, but it seems to be more of a superficial approach than a carefully thought out attempt to blend the portrayal of these groups logically into a story of American history (Smith, 1987). There is a need for teachers to weave into the social studies curriculum the stories of these groups as a part of American history.

When children enter the educational system, can their attitudes and beliefs still be changed and molded? If teachers present alternative perspectives to the students, in a manner that will raise their critical thinking, will it help students to develop a positive feeling toward all peoples? This project will explore and confront these questions.

Teachers are the last line of defense for stopping the biases presented in social studies textbooks. They need to be able to identify these biases in the textbooks and counteract them with the appropriate materials and methods. Teachers must do everything they can to counteract the biases their students have already acquired and those biases that are being presented in social studies textbooks.

Literature Review

The History - Social Science Framework adopted by the state of California in 1987 states among its distinguishing characteristics that "the framework incorporates a multicultural perspective throughout the history-social science curriculum" (p.5). California has always been a state of many different cultural groups, just as the United States has always been a nation of many different cultural groups. The framework suggests that experiences of all these groups be integrated into the curriculum at every grade level. The framework embodies the understanding that the national identity, the national heritage, and the national creed are pluralistic and that our national history is the complex story of many peoples and of one nation (California History - Social Science Framework, 1987).

The following is a review of literature which supports the belief that social studies textbooks may possess stereotypes and biases. And if these biases are recognized and overcome then one of the goals of the California History - Social Science Framework can be obtained. The components that will be discussed include a definition of stereotyping; how stereotyping increases attitudes of prejudice and discrimination in children; the nature of

biases in social studies textbooks and examples of bias free education.

What Stereotyping Is

According to Webster's 1978 New Twentieth Century Dictionary, stereotype is "an unvarying form or pattern; fixed or conventional expression, notion, character, mental pattern, etc., having no individuality, as though cast from a mold" (p. 1785). "A stereotype is a preconceived and oversimplified generalization about a particular ethnic or religious group, race, or sex. The danger of stereotyping is that it no longer considers people as individuals, but rather categorizes all members of a group as thinking and behaving the same way" (Anti-Defamation League of B'nai B'rith [ADLBB],1986, p.iii).

The stereotyping process is not a personal one; it is a social. It is society, not individual people, who designate certain groups as highly visible. It is society that makes generalizations about groups, even when there are many different kinds of traits or similarities within the groups. It is society's generalizations that cause people to make false assumptions about individuals because it is assumed that all people in the group have similar traits. When seen or heard from other people that some of the individuals in a particular group do have certain

traits, then on the basis of this limited, imperfect information, it is assumed to be true of all members of the particular group. This process is known as stereotyping. It is assumed that all members of a group are the same. Most of the assumptions people make about racial, ethnic, and religious groups are false. There are far too many different kinds of African-Americans, Asians, or Jews, or Irish, or Catholics, or Puerto Ricans, for the assumptions to be true (Helfgot & Schwartz, 1986).

"Stereotypes are not, in themselves, a full explanation of prejudice. Rather, they are the images invoked by an individual to justify his or her prejudice" (ADLBB, 1986, p.iii). When prejudices are acted out, a person engages in discrimination. Differential treatment based on unfair racial, religious, or ethnic types is discrimination. Discrimination is the denial of justice influenced by prejudice (ADLBB, 1986). Stereotyping turns into a form of discrimination which unjustly influences how people behave toward members of certain groups (Helfgot & Schwartz, 1986).

Stereotyping, Prejudice, and Discrimination In Children

Today more and more young people are openly expressing their prejudiced attitudes and beliefs. Some of them have engaged in vandalism and violence in acting out their

biases. Such crimes are not confined just to white students. African-American and Hispanic students are no less silent than the Anglo students about subjecting others to acts of discrimination and scapegoating (Sonnenschein, 1988). Children learn their attitudes toward their own race and ethnic group and other cultural groups early in the preschool years. Negative stereotypes can easily be assimilated by young children. Caregivers can influence children with their culture, opinions and attitudes (Gomez, 1991).

Children are aware of differences among people and learn the current social attitudes toward these differences at a young age. An important time for dealing with issues of prejudice and discrimination is in the elementary school years. This is the time when children clarify and solidify their attitudes towards various social groups and its distinguishing characteristics. The experiences that elementary school children have or do not have can determine their later attitudes and feelings. If children are not placed in situations in which they are required to rethink their assumptions about different groups, it is unlikely that children will do so of their own accord (Katz, 1983, cited in Byrnes, 1988).

Children have many opportunities to see and learn prejudices from the media and from people in their homes,

schools, churches, and communities. Several interesting variables influence the degree to which children will personalize and act upon such prejudices. Children who are low in prejudice have been shown to have higher levels of self-esteem, more frequent and positive experiences with members of cultural groups other than their own, greater cognitive sophistication, and are more sensitive and open to other points of view than children who are high in prejudice (Byrnes, 1988).

When children enter school their prejudices have already been shaped by their parents, peers, the media, and the various socializing agencies in the community. A landmark research study conducted by the Anti-Defamation League and the University of California at Berkeley from 1963 to 1975 on the subject of "Prejudice in America" came to the conclusion that, by the age of 12, children have already formed a complete set of stereotypes about every ethnic, racial, and religious group in society (Sonnenschein, 1988).

However, children in the early adolescence stage are still open to new ideas and change of attitudes, therefore, increasing the likelihood that they are old enough to engage in the process of self-discovery and perhaps experience counteraction. Counteraction means to offset the stereotypes and biases that the children have developed.

Children will continue to build on their already developed stereotypes if no counteraction is done during this time. They will continue to develop into narrow, bigoted adults (Sonnenschein, 1988).

There are two primary means of counteraction. One is to develop critical thinking skills in children. By doing this the children begin to question their own and others biases. The other is to use cooperative learning methods. This enables the children to interact with and get to know children of various races and cultures. If the children are allowed to get to know one another well they will discover similarities amongst themselves and previous prejudices will collapse (Sonnenschein, 1988).

It is unlikely that children's prejudicial attitudes will change unless adults make a conscious effort to have children reexamine their feelings and beliefs about group differences. The research literature on reducing prejudice shows that educators can reduce the prejudicial attitudes that children hold (Byrnes, 1988; Conard, 1988; Pate, 1988; Walsh, 1988). "If prejudice can be reduced among children, a more equitable society will eventually evolve" (Byrnes, 1988, p.269).

Biases In Social Studies Textbooks

"The textbooks of a nation are generally a reflection

of the values, goals, and essential priorities of that particular society. The textbooks utilized by the people of a nation are easily identifiable, concrete objects which assist in understanding the cultural heritage of the nation" (Reynolds, 1981, p.37). Textbooks can play an important part in education, communicating not only facts and figures, but ideas and cultural values. What children see in school textbooks influence the development of the attitudes they carry into their adult life. The words and pictures they see not only express ideas, but are part of the educational experience which molds their ideas (The Association of American Publishers, 1976 cited by Parsons, 1982).

A central tool of instruction in social studies courses in American schools is the textbook. The major task of students is to reproduce the information given in the textbook. Therefore, many times, the textbook determines not only what will be taught in the classroom but also how it will be presented (Dhand, 1988). Studies have shown that students spend between eighty to ninety percent of instructional time interacting in some fashion with textbooks (Goodlad, 1983; Weiss, 1978, cited by Smith, 1987). Ideally teachers should determine what is taught and how but the layout and format of the texts used often sets the parameters for such decisions in the classroom.

Often the text helps to dictate, not reflect, the curriculum (Smith, 1987). ". . . most teachers rely heavily on texts" (Larkins, Hawkins, & Gilmore, 1987, p. 300).

Since so much emphasis is placed on textbooks, they should be examined carefully. The research on social science textbooks has looked at the topics of ethnic minorities, a multicultural society, hostility to foreigners and racism. The aims of textbook research has been to eliminate and uncover errors, misrepresentations, negative images and biases in the textbooks (Fritzsche, 1990).

To slant in favor of or against a particular group, culture or country, to present an unfair perspective of an issue, topic or culture is one definition of bias. It can also refer to an inaccurate evaluation of some events, caused in part by systematic distortion in the collection, analysis and presentation of information. The biases found in textbooks are often errors of omission, errors of commission, imbalanced orientation, stereotyped illustrations and avoidance of human rights issues. These are considered to be negative treatments of a particular culture (Dhand, 1988). "Racism is any attitude, action, or institutional practice which subordinates people because of their color" (Guidelines for Selecting Bias-Free Textbooks and Storybooks, 1979 cited by Parsons, 1982, p.5).

Fritzsche (1990) proposes ten categories to be used in making an analysis of textbook content and to identify the degree to which bias or prejudice is depicted and fostered. The ten categories are: "(1) individual consideration of ethnic minorities; (2) reasons for migration; (3) information about their home country; (4) problems and disadvantages facing them in their new homeland; (5) results of and criticism of hostility to foreigners; (6) causes of hostility to foreigners or racial prejudice; (7) historical dimensions of the problem; (8) views of the minorities and social perspective taking; (9) assessment of a multi-cultural society; and (10) strategies for preventing and breaking down hostility towards foreigners and racism" (p.2).

Social studies textbooks help to sustain racism and bias by using practices and materials which reinforce and uphold a racist society. Societies characterized by racial oppression, have books that tend to project the views and interpret historical events through the viewpoints of the dominating racial group. The books contain the justifications developed by the dominating race to rationalize its position of privilege (Guideline for Selecting Bias-Free Textbooks and Storybooks, 1979 cited by Parsons, 1982).

Evidence points to the fact that many textbooks are

biased and in many cases, are outright racist. Biased and racist textbooks have been shown to harm all children. The democratic social studies curricula cannot tolerate such harm coming to children (Parsons, 1982). Numerous textbooks are often written from an Anglo, Eurocentric point of view (Parsons, 1982; Dhand, 1988).

For example, the image of the Native American as savage, drunk, blood-thirsty, and primitive is a stereotype found in social studies textbooks. The stereotype appears to be so pervasive that it tends to be accepted uncritically (Parsons, 1982; Dhand, 1988).

A similar criticism is made against the treatment of African- Americans in social studies textbooks. They tend to treat Afro-American history and culture with a general unevenness and little attention is given to Afro-American thoughts and activities. Generally the theme that runs throughout American history is the exclusion of Afro-Americans from the concept of American people. A recent study showed that the sentences per page devoted to the African-American experience represented a significant increase over more dated textbooks. Not only has the quantity improved but the range of coverage suggests an improvement in quality as well (Garcia & Tanner, 1985; Wiley, 1982, cited by Dhand, 1988).

During the multicultural period of the 1970s, the

treatment and coverage given Irish, Italian, Jewish and Polish Americans increased briefly but has significantly decreased in recent years (Garcia, 1985, cited by Dhand, 1988). Other ethnic groups treatments show the same problems. A close look at the social studies textbooks approved for use in California, reveals that the majority fail to reflect the past or present realities of the Asian-American experience. None of the books examined did an adequate job of integrating the experience of Asian-Americans (Chin, 1984). Quite often information about minorities and women is tacked on rather than integrated within the social studies textbooks (Brophy, McMahon & Prawat, 1991).

There is still much to be done with respect to bias in social studies textbooks. The treatment of various ethnic groups and cultures needs to improve. A great deal of the responsibility falls on the shoulders of teachers to use social studies textbooks thoughtfully, critically and sensitively. "It is also the responsibility of teachers to provide alternate perspectives to those presented in the textbooks, to use other sources and supplementary materials and to take advantage of local community resources" (Dhand, 1988, p.27).

Bias Free Education

Some believe that a prejudice-free society is closer to attainment than ever before. Part of the progress may be attributed to the efforts of using knowledge to reduce prejudice (Pate, 1988). The schools have been called upon to free children of racist and ethnocentric attitudes. This has led to the formation of multicultural education also called multiethnic, multiheritage and bicultural education (Farmer, 1985).

The multicultural approach to curriculum development is built upon the belief that our multicultural heritage is important, and on the understanding of and appreciation for its importance to the survival and well-being of the United States (Solomon, 1988). Strategies for implementing a multicultural curriculum in the social studies must begin with a faculty that asks itself critical, high-order questions about the traditional curriculum and the educator's role in it (Solomon, 1988). The teacher's task is to help students avoid making pre-judgments and instead to make humane, well thought out judgements. Teachers need only to use the teaching methods already in their repertoire (Farmer, 1985). Most teachers have a good understanding of what they need to do. They must care about their children and teach them to care about each other. Children must be shown that hatred hurts. Teachers must

teach children how to think critically, which will open up new worlds for them to discover. Teachers must offer the tools of change and create a small caring community in the classroom (Bullard, 1991).

In a recent report, Pate (1988) presented four methods that educators can use to help reduce prejudice. The first method was to use audiovisual approaches. A major finding was that films can help reduce prejudice. "Films that are realistic, have a plot, and portray believable characters are more effective than message films" (Pate, 1988, p.287). Pate's second method was to use materials specifically selected for their prejudice-reducing potential. Materials that evoked an emotional response, from the students, concerning the lives of the particular people or characters affected the students positively. Approaches that were academic and evoked no emotional response were less successful. Pate's third method was to use cognitive approaches. This does not mean to simply collect factual information, but rather to think on a higher and more complex level than before. It must equip students with the mental skills to avoid thinking in oversimple terms and in overgeneralizations. Overgeneralization can lead to stereotyping. Pate's fourth method was to use cooperative learning approaches. When common problems are shared, tasks, goals, and success with people of another ethnic

group, positive feelings develop toward all members of the various groups. "Using cooperative learning teams is one of the most promising approaches for reducing prejudice today" (Pate, 1988, p.288). All of these approaches can be used by any teacher.

The teacher's role in the instructional program may be the most important catalyst. Studies suggest that teachers who employ more than the use of the textbook in the instructional program; use extra curricular materials effectively; ask a variety of critical thinking questions; select the appropriate student assignments; and employ the appropriate teaching strategies that facilitate knowledge acquisition and attitudinal changes can change their students' attitudes and biases. Teachers continue to be the key to realizing multicultural goals. (Garcia, Powell, & Sanches, 1990).

A close correlative of prejudice is self-esteem. Studies show a high correlationship between prejudice and self-esteem. They come close to demonstrating a cause-and-effect relationship. If a persons' self-concept were improved and their self-esteem increased, a reduction in prejudice may be seen. "If a teacher or school were limited to affecting only one aspect of students, the greatest good would come form increasing students' self-esteem" (Pate, 1988, p.289).

Teachers must help their students find a place in America's pluralistic, multicultural world. While doing this teachers must avoid stereotyping, resegregation, indoctrination, and assigning blame themselves. Teachers must confront the problems of prejudice and inequality in the classrooms as well as in society (Bullard, 1991).

Conclusion

Although research shows that social studies textbooks have improved in their treatment of various racial and cultural groups, biases in the textbooks still exist. When children enter the educational system, their attitudes and beliefs can still be changed and molded. If children are presented biases on various racial and cultural groups through the textbooks, then it is up to the teacher to present alternative perspectives. The teacher must present these alternative perspectives to the students in a manner that will raise the critical thinking of the students and help them to develop a positive feeling toward all peoples. The teacher is the last line of defense in stopping stereotyping, prejudice and discrimination in the students of today.

Goals And Objectives

The goal of this project will be to guide teachers who choose to identify the stereotypes and biases in the social studies textbook they are using, and to present alternative perspectives to those stereotypes and biases through prejudice-reducing literature and teaching strategies. To obtain this goal the following objectives should be pursued. First, teachers will be provided textbook analysis guidelines to use for evaluating the textbook being used. Second, teachers will be given teaching strategies and methods to use in presenting the alternative perspectives to the biases and stereotypes found. Lastly, teachers will be provided a list of prejudice-reducing literature. From this literature list the teacher can select the appropriate book(s) to use in connection with the teaching strategies presented in the project.

Several limiting factors have been identified and must be considered. First, teachers who are not familiar with the teaching strategies and methods given will have to research and learn more about these strategies and methods. Second, teachers will be limited by the amount and quality of prejudice-reducing literature they can obtain.

Design Of The Project

The project will consist of three components. Each component will be interwoven with each other and will show how it relates to the other two components. Each component will be easily adaptable to any elementary grade level.

The first component will be a set of guidelines to use when analyzing a social studies textbook for stereotypings and biases. These guidelines will be taken from the review of literature on textbook biases. Each guideline will consist of a brief explanation as it relates to textbook analysis.

The second component will consist of various teaching methods and strategies to help the teachers present alternative perspectives to the stereotypes and biases presented in the textbook. These methods and strategies will be explained. Using these strategies and methods, sample lessons, that can be adapted to any elementary grade level, will be included. These lessons will relate to the textbook analysis guidelines and the literature that is compiled.

The third component will be a compilation of literature that can be used alone or in conjunction with the methods and strategies presented in the project. The literature presented will be for both teachers and

students. The literature presented will contain factual stories, fictional stories, bibliographies, and autobiographies.

This project will be for any elementary teacher in the United States. Teachers who are not familiar with the methods and strategies presented may want to research them on their own. All of the literature compiled in the literature list may not be available to every teacher.

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APPENDIX A

Identification of Biases In Social Studies Textbooks

This project is designed as an informational guide to educators interested in identifying stereotypings and biases in their social studies textbooks and interested in providing alternative perspectives to those stereotypings and biases. Teachers are encouraged to use the information in a manner most beneficial to their particular educational setting. The teacher should not feel restricted by or limited to the information presented. It is meant only as background information and should be adjusted accordingly. Teachers should feel free to explore the various types of teaching methods and strategies presented and use them as a springboard for changing their students' biases in a positive manner.

Guidelines For Identification Of Stereotypings and Biases In Social Studies Textbooks

Textbooks themselves, either consciously or unconsciously promote prejudices, stereotypes or bias ideas (Fritzsche, 1990; Pate, 1982). The textbook remains the most primary and widely used educational tool (Parsons, 1982). Since most teachers rely heavily on texts (Larkins, Hawkins and Gilmore, 1987), they need to be aware of the stereotypes and biases put forth by social studies textbooks. The teacher is the important catalyst in

realizing multicultural goals, one of which is the reduction of prejudices (Garcia, Sanches & Powell, 1990).

Below is a list of guidelines and brief summaries for teachers to use to analyze the social studies textbook they are using. These guidelines were taken from articles written by Gollnick and Chinn (1983) and Solomon (1988).

1.*Stereotyping* takes place when particular mannerisms or features, usually undesirable, are designated to minority characters in the text. "Stereotyping denies the diversity, complexity, and variation that exist in any group of individuals" (Solomon, 1988, p.256).

2.*Invisibility or Omission* transpires when the culture of one group or sex is completely or partially excluded from the text. "This exclusion implies that minority groups and women are of less value, importance, and significance within those substantive areas presented in the material" (Solomon, 1988, p.256).

3.*Selectivity and Imbalance* is when information and/or circumstances are presented from a culturally/ethnically predominant viewpoint. Is the information given from one predominant viewpoint and does not represent all aspects?

4.*Fragmentation or Isolation* occurs when texts separate information about one group or sex from the main body of the text. "This implies that these persons or issues are less important and not an integral part of the whole"

(Solomon, 1988, p.256).

5.*Linguistic Bias* is the use of language that either omits, devalues, or subsumes members of one group or sex.

6.*Unreality* is a distortion of facts that leads the readers to believe a myth over reality regarding a particular group or sex. "Are the minority and female role models actually reflective of that group's own concept of justice and indicative of its own self-definitions, or are they traditional concepts of safe multicultural and gender role models" (Solomon,1988, p.256)?

Using The Guidelines

You as a teacher can use these guidelines to evaluate the social studies textbook you are using. Look at your social studies textbook with these guidelines in mind. As you read the textbook look for prejudices and biases as defined in the guidelines. Make note of the ones you find using the rubric that follows. You can look at the book as a whole or you can break it up and look at the book chapter by chapter. You can decide how best to counteract the prejudices and biases you find using the teaching strategies and methods that are presented in this project. Maybe you'll want to examine the prejudice or bias directly with your students, helping your students to identify prejudices and biases in the world around them. Or maybe you'll decide to teach the lesson without the textbook,

using non-prejudice or non-biased supplemental materials. You may decide to teach the lesson using the textbook but then follow-up with some non-prejudiced, non-biased materials. However you decide to approach and expose the prejudices and bias you find, remember that you are the important catalyst in realizing one of the multicultural goals of reducing prejudices.

Rubric To Use To Help Identify Biases and Stereotypes

As a textbook is read, mark the incidents of bias and stereotyping that are found using the following scale: 5=overpowering, 4=very strong, 3=strong, 2=mildly strong, 1=weak. When adding up the score, the higher the score, the more prejudice the textbook is. This rubric will also show in what areas the textbook has prejudices and what areas it does not. Use the rubric to also plan alternative perspectives that need to be presented to the students. The rubric table begins on the next page.

Types of biases found in the textbook	5	4	3	2	1	None Found	Page number where found
1. Stereotyping: Are there particular undesirable mannerisms or features that are designated to minority characters in the text?							
2. Invisibility or omission: Is the culture of one group or sex completely or partially excluded from the text?							
3. Selectivity and Imbalance: Is information and/or circumstances presented from a culturally/ ethnically predominant viewpoint?							
4. Fragmentation or Isolation: Does the text separate information about one group or sex from the main body of text?							
5. Linguistic Bias: Does the language of the text either omit, devalue, or subsume members of one group or sex?							
6. Unreality: Are there distortions of facts that leads the readers to believe a myth over reality regarding a particular group or sex?							

APPENDIX B

Methods And Strategies To Use To Present Alternative Perspectives To Those Stereotypes and Biases Found

Once a teacher has identified the stereotypes and biases and towards which group they are aimed, they can present alternative perspectives using teaching methods and strategies that have proven to help reduce prejudice feelings in children (Conard, 1988; Walsh, 1988;) These methods and strategies are: cooperative learning and critical thinking.

A teacher can use these teaching methods and strategies in correlation with the children's literature books listed in appendix E. Sample lessons using each of the teaching methods and strategies is included in Appendix C. These lessons are provided as a demonstration of how they can be used in the classroom to help present alternative perspectives to the stereotypes and biases found in the social studies textbook.

Below are brief descriptions of cooperative learning and critical thinking methods and how they help reduce the biases and stereotypes children may have. It is recommended that teachers get more instruction on these methods. Recommended readings are included in the professional bibliography in Appendix D.

Cooperative Learning

Cooperation almost always increases contact. Individuals who work toward a common goal tend to coordinate together their activities and find themselves in the same place at the same time often enough to allow friendships to grow (Slavin, 1983). "Cooperative contact between individuals occupying equal roles is a powerful producer of positive relationships" (p.19). The cooperative group members help each other to reach their goals or complete their tasks.

Cooperation between individuals from diverse backgrounds helps to reduce perceived differences, especially when the cooperation takes place over an extended amount of time in groups with a constant make-up (Slavin, 1983). Cooperative learning provides the ideal solution to the problem of providing children of diverse backgrounds with opportunities for nonsuperficial, cooperative interactions. It provides daily opportunities for intense interpersonal contact between children of diverse backgrounds (Slavin, 1990).

When a teacher assigns students of diverse backgrounds to work together, the teacher communicates complete support for the ideas that interracial or interethnic interaction is appropriate. Even though race or race relations need never be mentioned during cooperative learning experiences,

it is difficult for a student to believe that the teacher favors racial separation when they assign the class to multi-ethnic groups (Slavin, 1990).

Cooperative learning is a good example of how teachers can build on the natural tendency of students, who enjoy actively working together in groups. By tapping this natural energy, teachers can strengthen students' learning and thinking skills by developing their lessons around mixed-ability teamwork (Adams & Hamm, 1990).

The cooperative learning method involves placing students in heterogeneous groups of 2 to 8 students, depending upon the activity. The group is given an assignment or task to complete, whether it be to solve a problem, do a topical project, or do a writing assignment. Each student perceives the goal as important for themselves and the group and expects the group to achieve the goal. The group's success is dependent upon all group members doing an equal share of the work and helping each other learn the material. Each student expects positive interaction with the other students in the group and that all will share ideas and materials. Each group member is responsible for a particular task and their own area of contribution to the group. All group members are expected to contribute to the group effort, dividing the tasks among themselves to gain from the groups diversity. Students

receive support for risk taking and all are expected to make contributions to the group effort. The students look to each other for their major source of assistance, support, and reinforcement (McCabe & Rhoades, 1988; Adams & Hamm, 1990).

The role of the teacher is changed. The teacher faces the task of encouraging the students to become responsible for their own learning and to draw out the strengths of each student to accomplish the group goals. The teacher becomes a facilitator of learning. The teacher designates the instructional objectives, arranges the classroom to optimize social interaction, provides the appropriate materials, explains the task and the cooperative goal structure, observes the student interactions, and helps students solve some of the more difficult problems. The teacher observes the learning process and social relationships within the groups (McCabe & Rhoades, 1988; Adams & Hamm, 1990).

The cooperative learning process does not happen quickly. It takes concentrated effort on the part of the teacher and the students. Both teacher and students must change their way of looking at learning. It will take many attempts with cooperative learning techniques to get the groups working effectively. If teachers and students gradually ease themselves into the cooperative learning

process through a consistent routine of working in groups, the easier it will become (McCabe & Rhoades, 1988; Adams & Hamm, 1990).

The cooperative learning process brings many crucial elements of the learning process into it. One of which is enhancing critical thinking skills.

Critical Thinking

Webster's 1978 New Twentieth Century Dictionary defines prejudice as "a judgement or opinion formed before the facts are known; preconceived idea, favorable or, more usually, unfavorable" (p.1420). Teachers can teach children how to look at their world judging it with full and adequate investigations and forming opinions with unbiased grounds and sufficient knowledge. Infusing a child's school experiences with an emphasis on thinking critically about knowledge and life will help teach students anti-prejudicial thinking. Thinking critically is the opposite of prejudicial thinking. Teachers can nurture the natural wonder and foster dispositions of a critical spirit in children in classrooms where why remains critically important - where asking the right question is as important as giving the right answer (Walsh, 1988).

Critical thinking is a skill that is teachable in much the same way that other skills are teachable, mainly through drills, exercises or problem solving in a given

area. But since there is no curriculum subject that is called critical thinking, it must be taught as an integral part of other subjects. It cannot be taught or learned well in complete isolation from any body of content (McPeck, 1981).

When teaching critical thinking, many teachers put students into situations where they are simply told to think critically without ample guidance as to how to go about doing it. Still other times students are expected to answer structured hierarchies of teacher or text asked questions. Teachers wrongly assume that by supposedly doing critical thinking students automatically learn how to engage in such thinking (Beyer, 1985b).

First, the correct attitude towards critical thinking must be taken. According to D'Angelo (1971) (cited in Walsh, 1988) there are ten attitudes essential to the development of critical thinking:

Intellectual curiosity - seeking answers to various kinds of questions and problems; investigating the causes and explanations of events; asking why, how, who, when, where.

Objectivity - using objective factors in the process of making decisions; relying on evidence and valid arguments and not being influenced by emotive and subjective factors in reaching conclusions (in deciding what to do or believe).

Open-mindedness - willingness to consider a wide variety of beliefs as possibly being true; making judgments without bias or prejudice.

Flexibility - willingness to change one's beliefs or methods of inquiry; avoiding steadfastness of belief, dogmatic attitude, and rigidity; realizing that we do not know all the answers.

Intellectual skepticism - postponing acceptance of a hypothesis as true until adequate evidence is available.

Intellectual honesty - accepting a statement as true when there is sufficient evidence, even though it conflicts with cherished beliefs; avoiding slanting facts to support a particular position.

Being systematic - following a line of reasoning consistently to a particular conclusion; avoiding irrelevancies that stray from the issue being argued.

Persistence - supporting points of view without giving up the task of finding evidence and arguments.

Decisiveness - reaching certain conclusions when the evidence warrants.

Respect for other viewpoints - listening carefully to other points of view and responding relevantly to what was said; willingness to admit that one may be wrong and that other ideas one does not accept may be correct. (p.280)

After the correct attitude towards critical thinking

is taken the skills and knowledge components must be established. "Critical thinking is the process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of discrete skills, which one can use and is inclined to use, to determine such authenticity, accuracy and worth" (Beyer, 1985a, p.276).

The core processes of critical thinking according to Beyer (1985a) are:

Distinguishing between verifiable facts and value claims.
Determining the reliability of a source.
Determining the factual accuracy of a statement.
Distinguishing relevant from irrelevant information, claims or reasons.
Detecting bias.
Identifying unstated assumptions.
Identifying ambiguous or equivocal claims or arguments.
Recognizing logical inconsistencies or fallacies in a line of reasoning.
Distinguishing between warranted or unwarranted claims.
Determining the strength of an argument. (p.272)

These core processes of critical thinking need to be taught because there is more to each of the processes than simply doing them (Beyer, 1985a). But they need to be taught within the context of a subject matter (Beyer,

1985a; McPeck, 1981).

If teachers teach children to (1) ask questions, (2) go beyond the surface to the essence, (3) take positions on issues and explain and defend those positions, (4) be informed about multiple viewpoints on important issues and the importance of knowing all sides of an issue before taking a position, and (5) evaluate information carefully and fairly, students will increase their awareness of their own biases, be more willing to rethink their positions in the face of conflicting evidence, and take the time to reflect instead of react (Walsh, 1988).

APPENDIX C

LESSON ONE

JUST LIKE A PEANUT! - An introductory lesson.

Children's Book: The Blind Men and the Elephant
By: L. Quigley (1950).
New York: Charles Scribner's Sons

Book Preview:

The story tells about how six blind men each described only one part of an elephant and argued over what it did look/feel like. The moral was that to find out the truth, one must put all the parts together.

Key Ideas:

By comparing and contrasting various physical characteristics, students will be able to recognize the similarities among people and the uniqueness of each individual.

Objectives:

1. To recognize the uniqueness of individuals by examining the differences and similarities of peanuts.
2. To distinguish between various physical characteristics.

Time:

One class period.

Materials:

Roasted peanuts in the shell (two per student), chalkboard or butcher paper and marking pens.

Procedure:

1. Involve the students in activities comparing people and peanuts. One method of introduction is to ask for help from the class in figuring out a "problem". For example: "My friend told me I'm just like a peanut! In fact, she said that all people are like peanuts. Can you help me figure out what she meant?"

2. Distribute two peanuts to each student with instructions to keep them in their shells for the time being. Then have the students investigate the similarities between the peanuts and people.

3. The recommended procedure is as follows:
   a. "Close your eyes and compare the peanuts."
      --How do the peanuts feel?
      --How do people feel? (Encourage discussion about feelings.)

   b. "Look at the peanut."
      --How would you describe the texture of the shell?
      --How does it compare to the texture of your body?

   c. "Hold up the two peanuts side by side."
      --Are the peanuts the same height or shape?
      --How about people?

   d. "Look at the color of the peanuts."
      --Are the peanuts the same color? Are people?

   e. "Check your peanuts for cracks or holes."
      --Are peanuts ever cracked or broken?
      --Do people crack or break?

   f. "Shake the peanuts by your ears."
      --What sounds do you hear?
      --What sounds do you hear people make?

   g. "Open the peanuts."
      --Is the inside like the outside?
      --How are they different?
      --How about with people?

   h. "Eat the nuts."
      --How do the peanuts taste?
      --Do these words ever describe people?

4. Ask the students to describe what is important about the outside and inside of peanuts and people.
   Discussion questions could include:
   --Should we be exactly alike?
   --Are differences okay? Are they sometimes desirable?

Follow Up:

Encourage the students to list all the reasons why both the outside and inside of a person are important and valuable.

Investigate the similarities of peanuts and people (i.e., the shells are different but the nuts are very similar).

LESSON TWO

DETECTING PREJUDICE - A lesson on distinguishing between prejudice and dislike.
Children's Book: None

Key Ideas:
Understanding how prejudice develops is a key to reducing prejudicial attitudes.

Objectives:
1. To recognize how prejudice develops.
2. To distinguish between the concepts of prejudice and dislike.

Time:
One class period.

Materials:
"Detecting Prejudice" worksheet; two bags of candy (or other treats) with enough pieces in each for each student; two boxes of identical size and shape; fancy/colorful wrapping paper, ribbon, bow, old newspaper, string. (Prior to lesson place one bag of candy in each box: wrap one box with fancy paper, ribbon/box etc., and the other with newspaper and string. Place both boxes in front of the room.)

Procedure:
1. Distribute "Detecting Prejudice: worksheet (already folded so that Part B is hidden).
2. Instruct the students to first complete Part A then, Part B.
3. Discuss the danger in making judgments without having adequate information.
4. Candy Box activity.
   a. Explain that the class has received these two gifts and is only allowed to keep one on them. Whichever gift the class chooses to keep, the other gift will be kept by the teacher. The class votes on which gift to keep.
   b. After the class has voted, the boxes should be opened to show that despite the difference in outward appearances, the contents were identical.
   c. Display the newspaper wrapped box with a sign reading "Prejudice."
   d. Direct a discussion with the class as to why they made the choice they did. Elicit from the students that outward appearances do not always indicate what is inside. The following questions may be used as a guide:

1) How did you feel about your choice?
2) Why did you choose the one you did?
3) Can you judge a present by what it looks like on the outside?
4) Do we judge people this way sometimes too?
5) What do we need to remember so we don't do this?
6) Is the way people look on the outside similar to the wrapping paper?

e. Introduce the word "prejudice" at this time. Ask children what they think prejudice means. From their responses, the following definition can be drawn and perhaps put on the board. *Prejudice is having an opinion about someone or something without really knowing that person or thing.*

f. Discuss how formulating opinions on the basis of the way someone or something looks is similar to how the class looked at these two boxes and decided that one was 'better' than the other.

g. Distribute candy to students at the end of the class.

Name_____

Detecting Prejudice

INSTRUCTIONS:
Fold this paper along the dotted line. After completing Part A open the paper and complete Part B.

PART A	**PART B**
1. Do you like parakeets? Yes___No___Uncertain__	1. Have you ever owned a parakeet for a month or more? Yes__No__Uncertain__
2. Do you like tamales? Yes__No__Uncertain__	2. Have you ever eaten a tamale? Yes__No__Uncertain__
3. Do you like classical music? Yes__No__Uncertain__	3. Have you ever attended a concert or heard a recording of classical music? Yes__No__Uncertain__
4. Would you like to live in Australia? Yes__No__Uncertain__	4. Have you ever been to Australia? Yes__No__Uncertain__
5. Do you like to surf? Yes__No__Uncertain__	5. Do you know how to surf? Yes__No__Uncertain__
6. Imagine a beautifully wrapped gift in a store window. Would you like to know what is in it? Yes__No__Uncertain__	6. Do you think that a beautifully wrapped gift would contain something of value? Yes__No__Uncertain__
7. Do you like sushi? Yes__No__Uncertain__	7. Have you ever eaten sushi? Yes__No__Uncertain__

LESSON THREE

Children's Poem: Jason's Wish By: Unknown (1986). Anti-Defamation League of B'nai B'rith: New York.

Key Ideas:

By helping students to understand the importance of accepting others for who they are, not simply for what they look like. Students are encouraged to value differences.

Objectives:

1. To develop an awareness of the "beauty of differences."
2. To stimulate self awareness.

Time:

One class period.

Materials:

"Differences and Similarities--What I Think" worksheet. "Jason's Wish" poem.

Procedure:

1. Read the poem "Jason's Wish" to the students.
2. Discuss the poem using questions such as:
   a) What would the world be like if all people were alike?
   b) What things would you like and what things would you not like?
   c) What is meant by "difference in beauty" and "beauty of differences"?
3. Distribute and explain the "Differences and Similarities" worksheet.
4. Have the students complete the activity.
5. Divide the students into small groups to share and compare their responses.
6. Lead a discussion asking such questions as:
   a) Did anyone else answer the questions exactly the way you did?
   b) Are there some things that make all of us feel sad?
   c) Are there some things that make all of us happy?

Follow-Up:

1. Have students write their own story or poem celebrating differences.
2. Create a bulletin board of responses illustrated by

the students.

Extension Activity:

Give a copy of the newspaper or magazine to each student. Tell the students to search through the newspaper for photos and illustrations of things they like or dislike. Some examples might be a food, an afterschool activity, a style of clothes, a special wish, a least favorite chore, a television show, a career, a pet, a vacation, etc. Students should compare the selections to see if any other students selected the exact same pictures, similar pictures or very different pictures.

JASON'S WISH

Jason was angry as he took out his bike.
"Why is everyone different? Why can't we all be alike?
He sat by the river, and he tossed in his line.
"If people were like me, it would be mighty fine."

All of a sudden be caught a strange fish.
It said, "Let me go, and I'll give you your wish."
Jason headed for home, and he said, "Outta sight!
If everyone's like me, it'll be all right!"

He saw his mom; she looked just like him.
And so did his dad and his sister Kim.
At first he thought, "This is really neat!
With a team full of me's we can't be beat."

He headed for school at a full speed run.
"Boy, what a day. Will this ever be fun!"
He called to a classmate, "Say, what's up today?"
But since all thought alike, there was nothing to say.

He left for a movie with plenty of time,
But everyone went, so there was quite a line.
He looked for his friends who he wanted to see,
But all looked alike, so which could they be?

Well, after awhile, he shouted, "No more!
One of me is fine, but a hundred's a bore!
There are differences in beauty. I now understand.
And the beauty of differences makes this a wonderful land."

NAME_____

DIFFERENCES AND SIMILARITIES

We have learned that we all have likes and dislikes. These are called "opinions". We may share some of the same opinions, but it would be a real surprise to find two people with exactly the same opinions about everything.

These questions have no right or wrong answers. They ask you your opinion. Fill in the blanks.

1. My favorite dinner is_____.
2. After school, I like to_____

   _____.
3. My favorite day of the week is_____

   because_____.
4. The clothes I like best are_____.
5. If I could have one wish it would be_____

   _____

   _____.
6. One thing that I always try to get out of doing is___

   _____.
7. One show I like on TV is_____.
8. I like to read stories about_____

   _____.
9. When I get older I want to be_____

   _____.
10. A pet I would like to have is_____

    _____.

LESSON FOUR

Children's Book: Island of the Blue Dolphins
By: Scott O'Dell (1960).
Houghton Mifflin

Book Preview:

This story is based on the true story on an Indian girl who is stranded on an island off the California coast during the mid-1800s. With courage and self-reliance, twelve-year-old Karana finds food and shelter for herself, fends off wild dogs, and makes friends of the creatures that share her lonely home.

Key Ideas:

While working in a group of 4 to 6 students, the students will be able to recognize the importance of cooperation and working together for a common goal of survival.

Objectives:

1. As a group write a description of the island they are stranded on.

2. As a group write what the group will need to survive on the island, what jobs each will have and what kind of shelter to build.

3. As a group construct a model of the island and the shelter they will live in.

Time:

Varies by class. Approximately four weeks.

Materials:

The students will give you a list of the supplies they will need to build their models. You can help them find the supplies and/or make it their responsibility to find the material on their own, depending upon their age.

Provide books and literature about camping, survival in the wild, and types of islands.

Procedure:

1. Begin by reading the book to the class, a little each day. This will take one to two weeks. Discuss what happens in the story each day with the class. Ask questions that will make them think critically about the

situation.

2. When you have finished reading the book to the class, give the following assignment:

a. You and some of your classmates have been shipwrecked.
You all manage to swim to a nearby island.

b. Using the outline I give you, describe the island, what kind of
shelter you will need, what each persons job will be, and what
you will need to find on the island to survive.

c. Using the outline I give you, list the materials you will need to build a model of your island and the shelter.

d. Build a model of your island and the shelter.

e. Write up a report about your island, the shelter, the jobs you each have, and how your group plans to survive.

f. Your group will present your model and report to the class.

3. You can divide the class into groups of four to six students, pass out the outlines and let them get to work. This is a cooperative group assignment, so you will need to monitor each group to see that all are participating, especially if you have not done much cooperative group work in your class.

4. Give some time each day for the groups to work. It should take one to two weeks to complete.

5. Have each group give their reports.

Follow Up:

Ask other teachers if the groups can share their models and reports with their class.

Display the models and reports in the library or other central area for the school to see.

YOUR ISLAND HOME

You and some of your classmates have been shipwrecked. However, you all manage to swim to a nearby island.

Directions:
1. Write a description of your island, using the following outline to guide you.

A. Plants and Animals:_____

_____

_____

B. Topography:_____

_____

_____

C. Weather:_____

_____

_____

D. Dangers:_____

_____

_____

E. Unusual Features: _____

_____

_____

YOUR ISLAND HOME

2. Decide what kind of shelter, or house, your group will need and decide where on the island it will go.

Ideas:_____

_____

_____

_____

3. Assign duties to everyone (a leader, a tool maker, a cook, a hunter, etc.).

Person	**Duties**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Decide what your group will need to find and have to survive on the island.

Ideas:

_____

_____

_____

_____

5. Construct a model of your island and shelter. Begin with a sturdy piece of cardboard (no larger than the top of a desk) for your base. Then use clay, paper, fake grass, plants, etc., to finish your project.

Materials we will use:_____

_____

_____

_____

6. Give your island a name.

Name:_____

7. Prepare your groups written report for presentation to the class. Practice your presentation.

LESSON FIVE

Children's Books: The Girl Who Wouldn't Talk
By: C. Goldfeder & J. Goldfeder (1974). Silver Spring MD: National Association of the Deaf

The Sand Bird. By: M. Baker (1973). Nashville, TN: Thomas Nelson Publishers

Martin Rides the Moor. By: V. Smith (1964). Garden City, NY: Doubleday & Company

Through Grandpa's Eyes. By: Patricia Maclachian (1980). New York: HarperCollins

The Boy Who Wouldn't Talk. By: L. Bouchard (1969). Garden City, NY: Doubleday & Company

The Boy and The Blind Storyteller. By: P. Anderson (1964). Wisconsin: Hale Publishers

Katie's Magic Glasses. By: J. Goodsell (1969). Boston: Houghton Mifflin

Follow My Leader. By: J. Garfield (1957). New York: The Viking Press

Sounds of Sunshine, Sound of Rain. By: F.P. Heidi (1970). New York: Parents Magazine Press.

Book Previews:

Each of these books is about either a auditory or visual disability. Each shows how these people communicate verbally and written. The books can either be read to the class or read by the class depending upon the grade level.

Key Ideas:

Communication can be verbal or non-verbal. Recognizing and understanding differences in communication styles can help students become more accepting of others.

Objectives:

1. To gain an understanding of different communication styles.
2. To experience different ways of communicating feelings and emotions through the use of written and nonverbal behavior.

Time:

Two class periods.

Materials:

Blindfolds, cotton, braille writing and a recorded television program.

Procedure:

1. On the first day, divide the class into groups of two. One child will wear the blindfold during the activity period. The other will be the leader and "eyes" for the other.

2. Have the blindfolded student try to read the braille to the other student. Have the blindfolded student led around by the other student. Go for a class walk around the school. Have the blindfolded student sense the things around them. Have the blindfolded student feel the face of another student and see if they can identify who it is.

3. Have both students write down their observations and feelings about the experience.

4. On the second day, have the two students switch places. Except this time the student will be deaf and cannot speak. Have them stuff their ears with cotton. The students must communicate by sign language. Again take a walk around the school, having the student sense the things around them. Watch the television program without the sound.

5. Have both students write down their observations and feelings about the experience.

6. Have the groups share their observations and feelings in a class discussion on what it is like to be blind, deaf, and/or dumb.

Follow Up:

Have the students try to write a short sentence or story in braille.

Have the students learn some simple sign language.

LESSON SIX

Children's Book: Who Am I? By: Aylette Jenness (1992). Boston: The Children's Museum

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Book Preview:

The story traces young David MacDonald's quest to discover his ethnic background. When David learns about the school's Family Heritage Day, he begins to wonder about his heritage. His older brother identifies David only as the "Amazing MacDonald." From his mother, David learns that he was named after his paternal grandfather. His maternal grandmother explains that her parents were born in Italy and Poland. His paternal grandfather says his family originally came from Scotland, England, Germany, and France. At the school Family Heritage Day, David proudly displays his "All-American" heritage on the "Who Am I?" mural.

Key Ideas:

Through family heritage studies, all students can learn more about their family histories. With some detective work, most students can find out their ancestors' names, and where and when they lived. They can be helped to recognize those qualities and customs they share with a group, and how these are different from the attributes of others.

Objectives:

1. To appreciate the rich ethnic heritage of the United States and learn about the history of immigration.
2. To uncover similarities and differences between students' own heritage and that of others.

Time: One week.

Materials:

Extended reading list. (See end of lesson.) Chalkboard, paper and pencils.

Procedure:

1. Read the book aloud to the class.
2. Discuss David's feelings and what he finds out about his ethnic background.
3. If students do not understand the meaning of ethnic background, guide them in understanding that ethnic background refers to a person's ancestors - their customs,

languages, cultures, and histories.

4. Ask students to brainstorm ethnic groups with which they are familiar.

5. Encourage students to brainstorm characteristics of ethnic groups, such as religion, customs, and language.

6. Divide the class into groups of three to four students.

7. Have each group identify ethnic groups that have become part of America and research the reasons for their immigration. Some groups may want to research about Ellis Island or Angel Island. Provide books and encyclopedias on the subject. Some groups may want to interview recent immigrants especially if they are in their class.

8. Have each group share what they have learned about immigrants. Why did they come to the United States? How was it easy or difficult for the immigrants?

9. Have the students, in their groups, brainstorm ideas that would help new immigrants feel welcomed in America and make their adjustment easier. Share these ideas with the class.

Follow Up:

As a homework assignment, have each student with the help of their parent, find out about their ethnic background.

Have each student use the information they found out about their ethnic background to make a quilt block. This can be done on a piece of paper. The pieces of paper can be glued together to make a class quilt of the classes ethnic backgrounds. Display the quilt for all the school to see.

Further Readings For Students:

Freedman, Russell (1980). Immigrant kids. New York: E.P. Dutton.

Jacobs, William Jay (1990). Ellis Island: New hope in a new land. New York: Charles Scribner's Sons.

Jenness, Aylette (1989). Families: A collection of diversity, commitment, and love. Boston: Houghton Mifflin Company.

Khalsa, Dayal Kaur (1989). How pizza came to Queens. New York: Clarkson N. Potter.

Rosenberg, Maxine (1986). Living in two worlds. New York: Lothrop, Lee and Shepard.

Sharmat, Marjorie (1980). Gila monsters meet you at the airport. NewYork: Aladdin Books.

Weitzman, Steven (1975). My backyard history book. Boston: Little Brown and Company.

Wolfman, Ira (1991). Do people grow on family trees? Genealogy for kids & other beginners. New York: Workman

Publishing.

LESSON SEVEN

Children's Book: Powwow By: Linda Coombs (1992).
The Children's Museum: Boston.

Book Preview:

Tina Howowswee and her family are Wampanoags from Massachusetts. During the summer, they travel from one Powwow to another to dance in competitions, visit with friends, and enjoy Native American foods and crafts. *Powwow* tells the story of Tina's first dance competition. Her moccasins are too small and one had a hole in the toe. She is nervous because she knows that she will be judged on her *regalia* as well as on her dancing. But, right before Grand Entry, Tina's Aunt Sue presents her with a beautiful new pair of hightop moccasins! Tina feels confident in her new moccasins and dances high on her toes. She wins third place in the Girls' Fancy Shawl Dance and beams with happiness because she proud to carry on Native American traditions.

Key Ideas:

Through the study of other cultures, all students can affirm the strengths of cultural diversity and discover parallel experiences. This encourages awareness and appreciation of many cultures and ways of life. It also nurtures students' self-esteem and ethnic pride.

Objectives:

1.To explore prior knowledge about Native American cultures.

2.To use prior knowledge to make predictions about Powwows and then revise them based on information from the story.

3.To promote critical thinking discussion and writing skills while developing an awareness of Native American cultures.

4.To build self-esteem by appreciating students' own culture and the culture of others.

Time:

One class period.

Materials:

Chart (as shown below) made on butcher paper. The

following materials will be needed depending upon what activities chosen to do: butcher paper, paints, felt, pebbles, twigs, ribbons, drawing paper, writing paper.

Procedure:

1.As a class, brainstorm information about Native American cultures. To help students generate and organize their prior knowledge, you may want to draw a knowledge chart on a piece of butcher paper to fill in.

Ideas About Native Americans	Facts About Native Americans

2.Read the story. Since the story has a great deal of dialogue and a number of characters, groups of students might enjoy doing a readers' theater. To help them feel more comfortable reading the Native American words and other expressions italicized in the text, you may want to take a few minutes to read each of the words aloud as students repeat after you.

3.Now go back and fill in the other half of the chart using what facts they read in the story. Have the students compare their ideas to the facts.

Follow-Up Activities:

You may want to do one or more of the following activities with your class.

1. Have students work in small groups to create a Powwow mural. Each group may wish to illustrate one aspect of the celebration-food, regalia, dances, and crafts. They can research different Native American regalia and crafts, and sketch them before producing the final product using mural paper and paints. They might want to make the mural come alive by using materials such as felt, pebbles, twigs, and ribbons. Or they might enjoy drawing themselves on the mural as participants in the Powwow.

2. Students might enjoy writing their own song or poem describing the Powwow in the story.

3. Have students imagine they are vendors selling foods or crafts at a Powwow. Have them work in pairs to make signs advertising some of the items mentioned in the

story, such as Navajo tacos, buffalo burgers, moccasins, ash and birch bark baskets, woven sashes and bags, and turquoise jewelry. They can set up food stands and practice their math skills by making change for customers with play money.

4. Have students create a pamphlet about Powwows that they might give non-Native people who are attending one for the first time. Encourage them to include illustrations and descriptions of the regalia, dancing, music, foods, and crafts.

5. Some students might prefer to write an article about Powwows for a school newspaper. What is most important for the readers to learn about Powwows? What do people need to know about Powwows so that they will understand the event?

LESSON EIGHT

Children's Book: A Picture Book Of Martin Luther King, Jr. By: David A. Adler (1989). New York: Holiday House.

Thank You, Jackie Robinson By: Barbara Cohen (1974). New York:Lothrop.

From Lew Alcindor to Kareem Abdul Jabbar By: James Haskins (1972). New York:Lothrop

Cesar Chavez By: Ruth Franchere (1970). New York:Crowell.

Pocahontas and The Strangers By: Clyde Bulla. New York: Crowell.

David, Young Chief of the Quileutes: An American Indian Today By: Ruth Kirk (1967) New York:Harcourt Brace Jovanovich.

Book Preview:

Each of these books is about a "hero" in our country. Each shows the life of the person. The books can either be read to the class or read by the class depending upon the grade level.

Key Ideas:

A study of national heros and their contributions to the growth of the United States can present a different perspective on cultural diversity. It can also provide insights into whether or not our "heros" have become stereotyped. This is important because we look to them to provide positive role models.

Objectives:

1.To identify the cultural values represented by national heroes.

2.To determine if our national heroes conform to a stereotypical image.

3.To be able to provide a rationale for selecting national heroes.

4.To recognize contributions by various cultural groups from an historical perspective.

Time:

Two class periods.

Materials:

National Heros handout; chalkboard or butcher paper.

Procedure:

1.Ask the students who they think would qualify as a hero. Write at least five of the names on the chalkboard. Have them list some qualities that make these people heroes. ("Brave" will be one of the qualities listed). Ask the students if all heroes are brave or if it is simply an exaggeration or a stereotype.

2.Divide the students into small groups. distribute the "National Heroes" handout, read and discuss the introduction. Have each group make a list of the five most important characteristics they think a national hero should display.

3.Have the student groups complete the handout using their own list of characteristics. When they are finished, have a recorder list on the chalkboard or butcher paper which heros were identified and how they are honored. Students should be prepared to discuss the characteristics they chose and suggest why they selected these particular heroes.

4.Compare the similarities and differences in the lists. Look at the characteristics of the heroes named. Are they predominantly Anglo and male? Are they predominantly African-American and female? Are they all of one color? How many different ethnic groups are included? What are the concepts of "heroes" that are depicted?

Follow-Up:

Have the students find news items on five current heroes. They should explain why they think the person qualifies for the title.

Name_____

NATIONAL HEROES: DIFFERING CULTURAL VALUES

Every country has its own national heroes. Statues and monuments are erected in their honor. Streets, schools, parks, and cities are named after them. In some cases, holidays are created to honor them. These are the people from a nation's history that the historians, the government and the people have chosen to consider "great" persons worthy of honor. What makes a person "great"?

What makes a person worthy of honor as a national hero? In this lesson you will first look at U.S. national heroes and determine why these people are honored. Finally, you will clarify your own values regarding heroism by deciding what factors you think should be the basis for determining heroism and selecting persons to honor as national heros.

NATIONAL HEROES

Decide who you think the five most honored Americans in U.S. history are. List these persons in the space provided on the chart below. Next to each person write some of the ways the person is honored today in the U.S.

Now, with help from your textbooks, or an encyclopedia, find out information about each of these five people and complete the questions given here for each person.

1.What were the person's aims or goals?
2.What did they accomplish?
3.What was this person's occupation?
4.What are a couple of the most important personal qualities (intelligence, determination, leadership ability, loyalty, etc.) of this hero?
5.How is this person honored?

After you have answered these questions, discuss the things that all or most of these five heroes have in common. Make a list of words to describe the type of person Americans seem to honor most.

National Hero	How is this person honored?
1.	
2.	
3.	
4.	
5.	

APPENDIX D

Recommended Professional Books

Reduction of Bias and Prejudice

Allport, Gordon W. (1979). The nature of prejudice. (25th anniversary edition). Reading, MA: Addison-Wesley.

Anti-Defamation League of B'nai B'rith (1986). A world of difference. New York: B'nai B'rith.

Banks, James A. (1984). Teaching strategies for ethnic studies. (Third edition). Boston: Allyn & Bacon.

Byrnes, Deborah A. (1985). Teacher they called me a _____! Logan, UT: Utah State Office of Education.

Children's Museum, Boston (1992). Multicultural celebrations. Cleveland: Modern Curriculum Press.

Cummings, Marlene (1981). Individual differences: A program for elementary school age children. New York: Anti-Defamation League of B'nai B'rith.

Kear, Dennis J., & Carroll, Jeri A. (1993). A multicultural guide to literature-based whole language activities for young children. Carthage, IL: Good Apple.

Populot Educational Resources (1979). Detecting prejudice: A handbook for you on discrimination in visual materials. Toronto: Williams-Wallace Productions.

Shiman, David A. (1979). The prejudice book. New York: Anti-Defamation League of B'nai B'rith.

Tiedt, Pamela L., & Tiedt, Iris M. (1986). Multicultural teaching: A handbook of activities, information, and resources. Boston: Allyn & Bacon.

The wonderful world of difference: A human relations program for grades K-8. (1986). New York: Anti-Defamation League of B'nai B'rith.

Cooperative Learning

Adams, Dennis M., & Hamm, Mary E. (1990). Cooperative learning: Critical thinking and collaboration across the curriculum. Springfield, IL: Charles C. Thomas.

Dalton, Joan (1985). Adventures in thinking. South Melbourne: Thomas Nelson Australia.

McCabe, Margaret E., & Rhoades, Jacqueline (1988). The nurturing classroom: Developing self-esteem, thinking skills and responsibility through simple cooperation. Willits, CA: ITA Publications.

Slavin, Robert E. (1983). Coopertive learning. New York: Longman.

Slavin, Robert E. (1990). Cooperative learning: Theory, research, and practice. Englewood Cliffs, NJ: Prentice-Hall.

Critical Thinking

Banks, James A. (1985). Teaching strategies for the social studies: Inquiry, valuing, and decision-making. New York: Longman.

McPeck, John E. (1981). Critical thinking and education. New York: St. Martin's Press.

McPeck, John E. (1990). Teaching critical thinking. New York: Routledge.

APPENDIX E

Recommended Children's Literature Books To Help Reduce Biases and Stereotypes

African Literature

Aardema, Verna (1981). Bringing the rain to Kapiti Plain: A Nandi tale. New York: Dial Books.

Aaraema, Verna (1975). Why mosquitoes buzz in people's ears: A West African tale. New York: Dial Press.

Bryan, Ashley (1980). Beat the story drum-pum, pum. New York: Atheneum.

Gerson, Mary Joan (1974). Why the sky is far away. New York: Harcourt Brace & Jovanovich.

Glubok, Shirley (1965). The art of Africa. New York: Harper & Row.

Lottridge, Celia Barker (1989). The name of the tree. New York: Macmillan.

McDermott, Gerald (1975). Anansi the spider - A tale from the Ashanti. New York: Holt, Rinehart & Winston.

McDermott, Gerald (1973). The magic tree - A tale of the Congo. New York: Holt, Rinehart & Winston.

Musgrove, Margaret (1976). Ashanti to Zulu. New York: Dial Books.

Price, Christine (1973). Dancing masks of Africa. New York: Charles Scribner's Sons.

Price, Christine (1974). Singing tales of Africa. New York: Charles Scribner's Sons.

Price, Christine (1973). Talking drums of Africa. New York: Charles Scribner's Sons.

Rose, Anne (1976). Akimba and the magic cow - A folktale from Africa. New York: Scholastic.

Tadjo, Veronique (1988). Lord of the dance - An African retelling from the Senufo culture. Philadelphia: J.B. Lippincott.

African American Literature

Adler, David A. (1989). A picture book of Martin Luther King, Jr. New York: Holiday House.

Adoff, Arnold (1986). All the colors of the race. New York: Lothrop.

Armstrong, William H. (1969). Sounder. New York: Harper.

Breinburg, Petronella (1973). Shawn goes to school. New York: Harper & Row.

Caines, Jeannette (1973). Abby. New York: Harper.

Caines, Jeannette (1982). Just us women. New York: Harper.

Carew, Jan (1976). Children of the sun. Toronto: Little Brown.

Childress, Alice (1975). When the rattlesnake sounds: A play about Harriet Tubman. New York: Coward.

Clifton, Lucille (1973). All of us come cross the water. New York: Holt.

Clifton, Lucille (1977). Amifica. New York: Dutton.

Clifton, Lucille (1973). The boy who didn't believe in Spring. New York: Dutton.

Clifton, Lucille (1980). My friend Jacob. New York: Dutton.

Clifton, Lucille (1976). Three wishes. New York: Viking.

Collier, James (1985). Louis Armstrong: An American success story. New York: Macmillan.

Cohen, Barbara (1974). Thank you, Jackie Robinson. New York: Lothrop.

Dayrell, Elphinstone (1968). Why the sun and the moon live in the sky. Boston: Houghton.

Flournoy, Valerie (1985). The patchwork quilt. New York: Dial Books.

Freeman, D. (1968). Corduroy. New York: Viking.

Goldin, Augusta (1972). Straight hair, curly hair. New York: Harper & Row.

Greenfield, Eloise (1979). Childtimes: A three generation memoir. New York: Crowell.

Greenfield, Eloise (1978). Honey, I love. New York: Harper & Row.

Greenfield, Eloise (1975). Me and Nessie. New York:Crowell.

Greenfield, Eloise (1974). Sister. New York: Crowell.

Greenfield, Eloise (1978). Talk about a family. Philadelphia: Lippincott.

Griffin, J. H. (1977). A time to be human. New York: Macmillan.

Haskins, James (1972). From Lew Alcindor to Kareem Abdul Jabbar. New York: Lothrop.

Haskins, James (1977). The life and times of Martin Luther King, Jr. New York: Lothrop.

Haskins, James (1972). A piece of the power: Four black mayors. New York:Dial.

Hill, Elizabeth (1967). Evan's corner. New York: Holt, Rinehart & Winston.

Hunter, Nigel (1985). Great lives: Martin Luther King, Jr. New York:Bookwright Press.

Iverson, Genie (1976). Louis Armstrong. New York: Crowell.

Keats, Ezra Jack (1987). John Henry: An American legend. New York: Knopf.

Keats, Ezra Jack (1967). Peter's chair. New York: Harper & Row.

Keats, Ezra Jack (1962). The snowy day. New York: Scholastic.

Keats, Ezra Jack (1978). The trip. New York: Scholastic.

Keats, Ezra Jack (1964). Whistle for Willie. New York: Scholastic.

Levine, Ellen (1990). If you lived in the time of Martin Luther King. New York: Scholastic.

Lexau, Joan (1964). Benjie. New York: Dial.

Lexau, Joan (1965). I should have stayed in bed. New York: Harper.

Lexau, Joan (1971). Me day. New York: Dial.

Lexau, Joan (1968). The rooftop mystery. New York: Harper.

Lloyd, Errol (1978). Nini at carnival. New York: Thomas Y. Crowell.

Martin, Patricia M. (1960). The little brown hen. New York: Crowell.

Mathis, Sharon Bell (1976). The hundred penny box. New York: Viking.

McDermott, Gerald (1972). Anansi the spider. New York: Holt.

McGovern, Ann (1969). Black is beautiful. New York: Four Winds Press.

McKissack, Patricia (1984). Martin Luther King, Jr.: A man to remember. Chicago: Childrens Press.

Mendez, Phil (1989). The black snowman. New York: Scholastic.

Ness, Evaline (1966). Sam, Bangs and Moonshine. New York: Holt.

Monjo, F. N. (1970). The drinking gourd. New York: Harper & Row.

Robinson, Jackie (1965). Breakthrough to the big league. New York:Harper.

Rollins, Charlemae (1965). They showed the way: Forty American Negro Leaders. New York: Crowell.

Scott, Ann (1967). Sam. New York: McGraw.

Steptoe, John (1976). Marcia. New York: Viking.

Steptoe, John (1971). Train ride. New York: Harper.

Steptoe, John (1969). Stevie. New York: Harper.

Steptoe, John (1970). Uptown. New York: Harper.

Taylor, Mildred (1981). Let the circle be unbroken. New York: Dial.

Udry, Janice May (1966). What Mary Jo shared. New York: Scholastic.

Walker, Alice (1974). Langston Hughes, American poet. New York: Thomas Y. Crowell.

Wilkinson, Brenda (1987). Not separate, not equal. New York: Harper.

Yarbrough, Camille (1979). Cornrows. New York: Coward-McCann.

Auditory Impairment Literature

Baker, M. (1973). The sand bird. Nashville, TN: Thomas Nelson Publishers.

Goldfeder, C., & Goldfeder, J. (1974). The girl who wouldn't talk. Silver Spring, MD: National Association of the Deaf.

Smith, V. (1964). Martin rides the moor. Garden City, NY: Doubleday & Company.

Blind and Visual Impairment Literature

Anderson, P. (1964). The boy and the blind storyteller. Wisconsin: Hale Publishers.

Bouchard, L. (1969). The boy wouldn't talk. Garden City, NY: Doubleday & Company.

Bowden, N. (1966). The witch's daughter. Philadelphia: Lippincott.

Garfield, J. (1957). Follow my leader. New York: Viking Press.

Goodsell, J. (1969). Katie's magic glasses. Boston: Houghton Mifflin.

Heidi, F. P. (1970). Sounds of sunshine, sound of rain. New York: Parents Magazine Press.

MacLachlan, Patricia (1980). Through Grandpa's eyes. New York: HarperCollins.

Chinese American Literature

Bishop, Claire (1938). The five Chinese brothers. New York: Coward.

Chang, Kathleen (1977). The iron moonhunter. Chicago: Children's Book Press.

Chen, Jack (1980). The Chinese of America. New York: Harper & Row.

Cheng, Hou-tein (1979). Six Chinese brothers. New York: Holt.

Cheng, Hou-tein (1976). The Chinese new year. New York: Holt.

Coerr, Eleanor (1988). Chang's paper pony. New York: Harper & Row.

Demi (1986). Dragon kites and dragonflies: A collection of Chinese nursery rhymes. New York: Harcourt Brace Jovanovich.

Demi (1980). Liang and the magic paintbrush. New York: Holt.

Flack, Marjorie (1961). The story about Ping. New York: Scholastic.

Gerstein, Mordicai (1989). The mountains of Tibet. New York: Harper & Row.

Gray, Noel (1975). Looking at China. Philadelphia: Lippincott.

Hou-tien, Cheng (1976). The Chinese new year. New York: Holt, Rinehart & Winston.

Lattimore, Deborah N. (1990). The dragon's robe. New York: Harper & Row.

Lattimore, E. (1931). Little Pear, the story of a little Chinese boy. New York: Harcourt Brace Jovanovich.

Leaf, Margaret (1987). Eyes of the dragon. New York: Lothrop, Lee & Shepard.

Lin, Adet (1961). The Milky Way and other Chinese folk tales. New York: Harcourt.

Lobel, Arnold (1982). Ming Lo moves the mountain. New York: Scholastic.

Lord, Bette Bao (1984). In the year of the boar and Jackie Robinson. New York: Harper & Row.

Luenn, Nancy (1982). The dragon kite. New York: Harcourt Brace Jovanovich.

Martin, Patricia M. (1962). The rice bowl pet. New York: Thomas Y. Crowell.

Meltzer, Milton (1980). The Chinese Americans. New York: Crowell.

Mosel, Arlene (1968). Tikki tikki tembo. New York: Scholastic.

Politi, Leo (1960). Moy moy. New York: Charles Scribner's Sons.

Sung, Betty Lee (1972). The Chinese in America. New York: Macmillan.

Wiese, Kurt (1945). You can write chinese. New York: Viking Press.

Williams, Jay (1976). Everyone knows what a dragon looks like. New York: Macmillan.

Wolkstein, Diane (1982). White wave: A Chinese tale. New York: Crowell.

Wong, Jade Song (1945). Fifth Chinese Daughter. New York: Harper.

Yep, Laurence (1977). Child of the owl. New York: Harper Row.

Yep, Laurence (1975). Dragonwings. New York: Harper & Row.

Yep Laurence (1979). Sea glass. New York: Harper & Row.

Yolen, Jane (1977). The seeing stick. New York: Crowell.

Zolotow, C. (1974). My grandson Lew. New York: Harper & Row.

Cuban American Literature

Curtin, Margaretta (1974). Cubanita in a new land: Cuban children of Miami. Miami Press.

Philipson, Lorin & Llerena, Rafael (1980). Freedom flights. Random.

Ortiz, Virginia (1973). The land and people of Cuba. Philadelphia: Lippincott.

Gender Prejudice Literature

Carol, B. (1974). Single to center. Austin, TX: Steck-Vaughn Company.

Harvath, B. (1970). Be nice to Josephine. Rosemont, PA: Franklin Watts.

Hoban, R. (1962). Best friends for Frances. New York: Harper & Row.

Hodges, M. (1962). A club against Keats. New York: Dial Press.

Perl, L. (1974). That crazy April. New York: Seabury Press.

Schatz, L. (1969). Taiwo and her twin. New York: McGraw-Hill.

Taves, I. (1972). Not bad for a girl. Perkin, OK: M. Evans & Company.

Indochinese American Literature

Clark, Ann Nolan (1979). In the land of small dragon: A Vietnamese Folktale. New York: Viking.

Clark, Ann Nolan (1978). To stand against the wind. New York: Viking.

Coutant, Helen (1974). First snow. New York: Knopf.

Dunn, Marylois (1983). The absolutely perfect horse. New York: Harper.

Mason, Robert (1983). Chickenhawk. New York: Viking.

Nhuong, Huynh Quang (1982). The land I lost: Adventures of a boy in Vietnam. New York: Harper.

Page, Tim (1983). Tim Page's Vietnam. New York: Knopf.

Paterson, Katherine (1988). Park's quest. New York: Dutton.

Intellectual Impairment Literature

Brightman, A. (1976). Like me. Boston: Little, Brown, & Company.

Carper, L. D. (1973). A cry in the wind. Scottdale, PA: Herald Press.

Cleaver, V., & Cleaver, B. (1973). Me too. Philadelphia: Lippincott.

Doorly, R. (1967). Our Jimmy. Westwood, MA: Service Associates.

Fassler, J. (1969). One little girl. New York: Behavioral Publications.

Gardner, R. (1973). MBD: Family book of minimal brain damage. New York: Jason Aronsom.

Klein, G. (1974). The blue rose. New York: Lawrence Hill & Company.

Smith, G. (1974). Hay burners. New York: Delacorte Press.

Japanese American Literature

Battles, Edith (1978). What does the rooster say, Yoshio? Chicago:Whitman.

Coerr, Eleanor (1977). Sadako and a thousand paper cranes. New York: Putnam.

Friedman, Ina R. (1984). How my parents learned to eat. Boston:Houghton Mifflin.

Garrison, Christian (1986). The dream eater. New York: Macmillan.

Glubok, Shirley (1970). The art of Japan. New York: Macmillan.

Laurin, Anne (1981). Perfect Crane. New York: Harper & Row.

Luenn, Nancy (1982). The dragon kite. New York: Harcourt.

Lewis, Richard (1965). In a Spring garden. New York: Dial Press.

Lifton, B.J. (1965). The cock and the ghost cat. New York: Atheneum.

Lifton, B.J. (1953). The dwarf pin tree. New York: Atheneum.

Mosel, Arlene (1972). The funny little woman. New York: E.P. Dutton.

Say, Allen (1982). The Bicycle Man. Boston: Houghton Mifflin.

Say, Allen (1988). The boy of the three year nap. Boston: Houghton Mifflin.

Say, Allen (1974). Once under the cherry blossom tree. New York:Harper & Row.

Uchida, Yoshiko (1978). Journey home. New York: Atheneum.

Uchida, Yoshiko (1984). Journey to Topaz. Berkeley, CA.: Creative Arts Book Company.

Uchida, Yoshiko (1955). The magic listening cap. New York: Harcourt.

Uchida, Yoshiko (1964). Sumi's prize. New York: Charles Scribner's Sons.

Wisniewski, David (1989). The warrior and the wiseman. New York:Lothrop.

Yashima, Taro (1972). Crow boy. New York: Viking Press.

Yashima, Taro (1967). Seashore story. New York: Viking Press.

Yashima, Taro (1953). The village tree. New York: Viking Press.

Yashima, Taro (1972). Umbrella. New York: Viking Press.

Jewish American Literature

Antin, Mary (1969). The promised land. Boston: Houghton Mifflin.

Bergman, Tamar (1988). The boy from over there. Boston: Houghton.

Blaine, Marge (1979). Dvora's journey. New York: Holt.

Chaiken, Miriam (1980). Finders weepers. New York: Harper.

Chaiken, Miriam (1982). Getting even. New York: Harper.

Chaiken, Miriam (1979). I should worry, I should care. New York: Harper.

Chaiken, Miriam (1985). Yossi asks the angels for help. New York: Harper.

Clifford, Eth (1985). The remembering box. Boston: Houghton Mifflin.

Cohen, Barbara (1976). Bitter herbs and honey. New York: Lothrop.

Cohen, Barbara (1972). The carp in the bathtub. New York: Lothrop.

Cohen, Barbara (1981). Yussel's prayer. New York: Lothrup.

Freedman, Florence (1985). Brother; A Hebrew legend. New York: Harper.

Goldreich, Gloria (1976). Lori. New York: Holt.

Goldreich, Gloria (1982). A treasury of Jewish literature. New York: Holt.

Greene, Bette (1973). Summer of my German soldier. New York: Dial.

Greenfield, Howard (1979). Rosh Hashanah and Yom Kippur. New York: Holt.

Holm, Anne (1965). North to freedom. New York: Harcourt.

Karp, Naomi (1976). Turning point. New York: Harcourt.

Levitin, Sonia (1970). Journey to America. New York: Atheneum.

Levitin, Sonia (1976). A sound to remember. New York: Harcourt.

Merter, Bert (1984). Bar Mitzvah, Bar Mitzvah: How Jewish boys & girls come of age. Boston: Houghton.

Moskin, Marietta (1975). Waiting for mama. New York: Coward.

Neville, Emily (1965). Berries goodman. New York: Harper.

Peretz, I. L. (1975). The case against the wind and other stories. New York: Macmillian.

Phillips, Mildred (1985). The sign on Mendel's window. New York: Macmillan.

Reiss, Johanna (1972). The upstairs room. New York: Crowell.

Ruby, Lois (1982). Two truths in my pocket. New York: Viking.

Shulevitz, Uri (1973). The magician. New York: Macmillan.

Singer, Isaac B. (1966). Zlateh, the goat, and other stories. New York: Harper.

Snyder, Carol (1979). Ike and Mama and the block wedding. New York:Coward.

Korean American Literature

Gurney, Gene (1973). North and South Korea. Watts.

Kim, So-un (1955). The story bag: A collection of Korean folktales. Tuttle.

McHugh, Elisabet (1983). Raising a mother isn't easy. Greenwillow.

Patterson, Wayne (1977). The Koreans in America. Lerner.

Seros, Kathleen (1982). Sun and Moon: Fairy tales from Korea. Holly.

Solberg, S.E. (1973). The land and people of Korea. Philadelphia:Lippincott.

Watkins, Yoko Kawashima (1986). So far from the bamboo grove. New York: Lothrop.

Mexican American Literature

Bailey, Bernadine (1960). Picture book of New Mexico. Chicago: Whitman.

Balet, Jan (1969). The fence. New York: Delacorte.

Baylor, Byrd (1989). Amigo. New York: Macmillan.

Behn, Harry (1959). The two uncles of Pablo. New York: Harcourt Brace Jovanovich.

Bernard, Jacqueline (1972). Voices from the Southwest. New York: Scholastic.

Bulla, Clyde Robert (1955). The poppy seeds. New York: Crowell.

Campbell, Camilla (1968). Star mountain and other legends of Mexico. New York: McGraw Hill.

Carver, Susan, & McGuire, Paula (1981). Coming to North America: From Mexico, Cuba, and Puerto Rico. New York: Delacorte.

Ets, Marie Hall (1959). Nine days to Christmas. New York: Viking Press.

Ets, Marie Hall (1967). Bad boy, good boy. New York: Crowell.

Flack, Marjore & Larrson, Karl (1940). Pedro. New York: Macmillan.

Franchere, Ruth (1970). Cesar Chavez. New York: Crowell.

Galbraith, Claire (1971). Victor. Toronto: Little, Brown.

Glubok, Shirley (1968). The art of ancient Mexico. New York: Harper & Row.

Good, Loren (1955). Panchito. New York: Coward.

Hader, Berta and Hader, Elmer (1942). Pancho. New York: Macmillan.

Hewett, Joan (1990). Hector lives in the United States now. Philadelphia:Lippincott.

Kidwell, Carl (1961). Arrow in the sun. New York: Viking.

Krumgold, Joseph (1970). And now Miguel. New York: Crowell.

Lattimore, Deborah Nourse (1987). The flame of peace - A tale of the Aztecs. New York: Harper & Row.

Lewis, Thomas P. (1971). Hill of fire. New York: Harper & Row.

Lexau, Joan M. (1964). Maria. New York: Dial Press.

O'Dell, Scott (1977). Carlotta. Boston: Houghton.

Ormsby, Virginia (1965). What's wrong with Julio? Philadelphia: Lippincott.

Polito, Leo (1948). Juanita. New York: Charles Scribner's Sons.

Polito, Leo (1964). Lito and the clown. New York: Charles Scribner's Sons.

Polito, Leo (1953). The mission bell. New York: Charles Scribner's Sons.

Polito, Leo (1946). Pedro the angel of Olvera street. New York: Charles Scribner's Sons.

Polito, Leo (1963). Rosa. New York: Charles Scribner's Sons.

Polito, Leo (1987). Song of the swallows. New York: Macmillan.

Polito, Leo (1976). Three stalks of corn. New York: Charles Scribner's Sons.

Reid, Alastair & Kerrigan Anthony (1968). Mother Goose in Spanish/ Poesias de la Madre Oca. New York: Crowell.

Ross, Patricia F. (1942). In Mexico they say. New York: Knopf.

Schweitzer, Byrd Baylor (1963). Amigo. New York: Macmillan.

Storm, Dan (1941). Picture tales from Mexico. Philadelphia: J.B. Lippincott.

Todd, Barbara (1972). Juan Patricio. New York: Putnam.

Wolf, Bernard (1979). In this proud land: The story of a Mexican American Family. Philadelphia: Lippincott.

Native American Literature

Aliki (1976). Corn is maize - The gift of the Indians. New York: Thomas Y. Crowell.

Amon, Aline (1981). The Earth is sore: Native Americans on nature. New York: Atheneum.

Baker, Betty (1982). And me, coyote! New York: Macmillan.

Baker, Betty (1970). And one was a wooden Indian. New York: Macmillan.

Baker, Betty (1973). At the center of the world. New York: Macmillan.

Baker, Betty (1977). Settler and strangers. New York: Macmillan.

Baldwin, Gordon C. (1978). The Apache Indians: Raiders of the Southwest. New York: Four Winds Press.

Baylor, Byrd (1981). A god on every mountain top. New York: Scribner.

Baylor, Byrd (1976). And it is still that way. New York: Charles Scribner's Sons.

Baylor, Byrd (1969). Before you came this way. New York: Charles Scribner's Sons.

Baylor, Byrd (1976). Hawk, I'm your brother. New York: Macmillan.

Baylor, Byrd (1986). I'm in charge of celebrations. New York: Charles Scribner's Sons.

Baylor, Byrd (1982). Moon song. New York: Scribner.

Baylor, Byrd (1974). They put on masks. New York: Charles Scribner's Sons.

Baylor, Byrd (1972). When clay sings. New York: Macmillan.

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APPENDIX F

Project Evaluation Form

Teacher's Name:_____

School:_____

Grade Level:_____

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Thank you for volunteering to field test this project on the identification of biases and presentation of alternative perspectives of the biases found in social studies textbooks. To assist in the further development of this project, please answer the following questions as they apply to your findings.

1. How would you rate the following features of the project? (1=not useful, 3=moderately useful, 5=highly useful)

Guidelines for Identification of Biases	1	2	3	4	5	N/A
Methods and Strategies to Use to Present Alternative Perspectives	1	2	3	4	5	N/A
Sample Lessons	1	2	3	4	5	N/A
Recommended Professional Books	1	2	3	4	5	N/A
Recommended Children's Books	1	2	3	4	5	N/A

2. How would you rate the effectiveness of the project in the following areas?

Benefits to Students	1	2	3	4	5	N/A
Student Enjoyment	1	2	3	4	5	N/A
Effectiveness for Educator	1	2	3	4	5	N/A
Educator Enjoyment	1	2	3	4	5	N/A
Overall Project Usefulness	1	2	3	4	5	N/A

3. How many times per week did you implement a lesson to present alternative perspectives to the biases you found?

_____

4. What was the average length of time spent on each lesson?_____

5. Do you have further questions about the methods and strategies that were presented in the project?

_____

_____

6. Did you encounter any problems with the implementation of the sample lessons?_____

_____

7. Do you have any suggestions or comments that would improve the usefulness of this handbook?

_____

_____

_____

Thank You!!

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