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Implementing Multicultural Curriculum In A Metro Area Middle School 6th Grade Minnesota Studies Class

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IMPLEMENTING MULTICULTURAL CURRICULUM IN A METRO AREA

MIDDLE SCHOOL 6TH GRADE MINNESOTA STUDIES CLASS

by

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"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live

its whole life believing it is stupid."

-Albert Einstein

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CHAPTER ONE

Introduction

Education is key to enhancing capabilities and expanding choices. All children in the United States have the right to equal, educational opportunity no matter their race, ethnic background, religion, gender, socioeconomic status, or citizenship (U.S. Const. amend. XIV). Even though this is the law, having a safe, inclusive learning environment is not always the circumstance for all students. When formalized public education started at the close of the 19th century, schooling benefited white, wealthy, male students. Throughout the history of the United States many policies have been enacted by the federal and state governments to shape education in our country. These policies have changed the schooling system to provide a more equitable education for all learners, specifically for access to education for different races, classes, ethnicities, and gender. Although these policies have improved the chances of better education for students of color, one area that still needs adapting is social studies curriculum. This lack of progress has lead me to my research question: *How can I change the current 6th grade Minnesota Studies curriculum to meet the needs of the changing, diverse population in a metro area middle school?*

Rationale for Curriculum Redesign

America's public schools are on the edge of a new demographic era. For the first time, the number of non-Hispanic whites is anticipated to be passed by the overall number of Latino, African-American, and Asian students in public K-12 classrooms. According to the National Center for Education Statistics (NCES), the collective majority

of public school students who are White dropped below fifty percent (49.5 percent) for the first time as of fall 2014 (2017). This number represents a decrease from 58 percent in 2004 (National Center for Education Statistics, 2017).

While the demographics of school classrooms shift, this important detail is not represented in the current social studies curriculum. Because most students see their racial identities as important, and in some cases primary facets of who they are, history should be studied in a way that looks at events from a variety of perspectives, not just a White, male view. If we do not expose students to different perspectives in the classroom, students have a harder time recognizing perspective of others. By including these perspectives, students learn to appreciate and better understand other cultures. Deliberate inclusion of diversity ensures that all students see themselves in the curriculum and have opportunities to hear and understand perspectives different from their own.

This chapter illustrates my journey through personal and professional events that led me to my research question. My education, as well as the lack of diversity from many significant historical events, have influenced my pursuit of this idea. Students need to feel and be represented in order to engage in school and relate to others. By representing all students, educators are helping students enhance their capabilities, expand their choices and be successful citizens.

Personal Context

My grandpa loved to garden, it was his favorite hobby. The seeds for his garden were sorted and began to grow long before the winter snow melted. To keep watch over

the seedlings as they started to sprout, my grandfather's living room was scattered with hundreds of plants. As the cooler nights turned to warmer days, my grandpa would take those seedlings and gently transplant them outside into the garden. There he would carefully watch over them as they grew, removing any weeds that were growing alongside his vegetables. During the summer months, fertilizer and manure were often the topic of conversation around the dinner table. In late summer, as the vegetables started to ripen, anyone who stopped by his house did not leave with less than a trunk full of fresh picked vegetables. After all the vegetables were picked and thoroughly enjoyed, my grandpa would be out in the backyard tilling the soil, getting it ready for next year's crop. He would start all over again with new seeds, new plants, and new life.

I tell this story not because I inherited his gift of gardening but because I feel that teaching is similar to gardening. Watching my mom cultivate the students in her own classroom garden, I was inspired to become a teacher to nurture my own crop of students. It is a teacher's job to carefully watch over each student, helping them grow into the person they are meant to be. Weeds are carefully removed as we nourish the students by facilitating their learning. At the end of the year we must hope the new knowledge taught is planted in each student. Because many students feel underrepresented in the classroom, educators must find a way to fertilize students' learning. One way to do this is to create equal education opportunities for all students by implementing multicultural education. This implementation seeks to change the total school environment to reflect the diverse cultures and groups within the students home as well as national communities (Banks, 2006).

Background. My garden was planted in a white, middle class, suburban household, with an education from many sources; my parents, teachers, coaches, neighbors. My parents wanted to give my two brothers, sister, and I a high-quality education. We were enrolled in a parochial school because my parents did not like the urban, neighborhood school we were to attend. A move to the suburbs in my 6th grade year shifted us from one predominantly white school to another predominantly white school. Upon graduation, I watered my garden at a rural university which was again, predominantly white. Throughout my formal education, I lacked multicultural experiences.

Reflection on Multicultural Experiences. The older I got, the more I began to reflect on my garden. The cultural seeds that were planted were very similar to one another. It wasn't that I didn't have experiences with other ethnic groups, I babysat for my neighbors who were from the Middle East and the neighbor girl I played outside with was African American. But as I reflect on my exposure, this was really where my multicultural experiences stopped. The roots of these relationships did not grow very deep.

My limited multicultural experiences cannot only be blamed on the fact that I attended school with other white children. The history lessons taught in my school lacked diverse perspectives as well. The textbooks we used were told from white, male authors' viewpoints, limiting perspectives that my fellow classmates and I learned from. Our teachers taught about Pilgrims and Indians at Thanksgiving, the discovery of America by Columbus, and black slavery in the south, but it was taught from a Eurocentric viewpoint, giving us only one side and one truth of the story.

It wasn't until my college, undergraduate program, that I learned of stories left out of our history textbooks. While taking a history course, my classmates and I were assigned to read the book *Lies My Teacher Told Me*, by James W. Loewen (1995). Loewen (1995) introduced us to falsehoods and inaccuracies common to current textbooks. It was during this class that I began to realize the need to learn more about the true history of our country.

Out of interest to expand my learning on this topic, the graduate courses at Hamline University led me to earn an Urban Education certificate. Discussions with classmates, assigned readings and self-reflection gave me further insight into the lack of multicultural perspectives in the United States educational system. During these classes I realized that if we cannot even talk about the true history of the United States, how are able to move past it into a more inclusive society? The history of the United States needs to be taught, from multiple perspectives. By truly depicting accurate accounts of the United States' history, educators are inviting, representing, and giving a voice to all students.

Current Social Studies Practice

U.S. history often ranks last among high school students' favorite subject (Lowen, 2007). Arguably, it should be one of the most important subjects in the curriculum because it helps explain how Americans got here. "Not understanding their past renders many Americans incapable of thinking effectively about our present and future" (Lowen, 2007, p. 9). If "five sixths" of all Americans never take a course in American history beyond high school, we must do better (Lowen, 2007).

In high school, I was one of the many students who ranked social studies classes as my least favorite. History was just date after date to me and I did not understand why those dates or people were important. It was not until my freshman year in college that I started liking social studies and history. My professor had a way of making history intriguing. Instead of simply lecturing on the causes of historical events, he would pose a question and allow us to dive into the historic sources seeking answers. Once we were hooked, we had a reason to familiarize ourselves with the dates and names of historical events and individuals. In that undergraduate class, my classmates and I debated, argued, and analyzed history. Additionally, it was through that investigation that we learned the many "histories" that make up American History, not just those taught through the high school text as written by White male authors.

Teachers need to find a hook that engages students just as my college professor was able to captivate us. However, all too often, because of the depth of the field, many history teachers feel insecure about content knowledge and/or have strict state or district standards to cover in class. Dense history standards leave teachers with only one option; to cover material quickly and move on. This often compels teachers to rely heavily on the textbook.

Currently, most students learn history as a set narrative: a process that reinforces the mistaken idea that the past can be synthesized into a single, standardized diary of several hundred pages. This method pretends that there is a uniform collective story, where everyone remembers events the same way. However, history is not just a collection of "official" facts. It is an assembly of different, often conflicting examinations of the past from a collection of historians. Utilizing primary sources can

allow teachers to incorporate lessons of critical reading and examination of different viewpoints from the same event, rather than relying solely on the secondary sources in the textbook.

Summary

History in the United States has not been properly nourished. The educational tools, curriculum and other resources, need to be updated, so that teachers and students can be watered and fertilized. Just as my grandpa would prepare well in advance for a new season of gardening, educators need to prepare for the changing diversity in the United States and the diversity that populates our schools. How can I create the best possible learning experience for all of my students? By training teachers, using primary and secondary sources, and developing multicultural education within schools, teachers will be given the tools to plant seeds, establish new growth and deepen roots in each student.   For this project, I will focus on developing multicultural curriculum for a 6th grade Minnesota Studies course that represents the changing diversity in my school.

In Chapter 2, I will discuss research surrounding the theories and practices in multicultural education, so teachers are prepared to teach diverse groups of students. To answer the question: *How can I change the current 6th grade Minnesota Studies curriculum to meet the needs of the changing, diverse population in a metro area middle school?*, the literature review will include a thorough description of terms related to multicultural education, a history of education in the United States, an overview of the changing diversity in the United States, a look into the benefits of multicultural education, a glance at opponents of this approach, and finally an analysis of the goals and best practices to implement multicultural curriculum.

CHAPTER TWO

Literature Review

Overview

This chapter summarizes some of the literature surrounding the topic of multicultural education and my research question. *How can I change the current 6th grade Minnesota Studies curriculum to meet the needs of the changing, diverse population in a metro area middle school?* Starting with a thorough look at what multiculturalism is, related key terms under the umbrella of multiculturalism are defined. Next, data is presented to highlight the shift in demographics occurring throughout the history of the United States. Following, literature regarding the history of multicultural education is synthesized alongside key legislative acts and policies. Furthermore, research that emphasizes the growing diversity in education is presented to support the need for multicultural education. Then, a brief overview of the benefits of multicultural education is followed by some opponents to multicultural education. And finally, the chapter ends with a look at approaches to creating multicultural curriculum.

Definitions

Teachers are the driving force of learning in a classroom. Because they handle the day to day interactions with students, their viewpoints are central to the classroom. Educators construct meaning, interpret previous knowledge, and consciously or unconsciously pass it along to students.

A common mistake in many schools' curriculum, when trying to create diversity, is to include fragmented programs consisting of food, festivals, folklore and fashion.

These fragmented programs often emphasize the differences in cultures instead of reflecting racial, ethnic, and cultural diversity of the students. Simply recognizing diversity is not enough. If the goal of educators is to create successful students, schools must practice multicultural education. Because multicultural education is a complex approach, developed over many years, one must also understand concepts encompassed in the term: culture, ethnicity, race, diversity, prejudice, discrimination and multiculturalism.

Culture. Culture is the ideas, beliefs, values, activities, morals, laws, habits, language, and knowledge of a group or individual (Davis, 2006; Grant & Ladson-Billings, 1997). Davis (2006) adds to this definition by stating that culture is everything an individual learns through growing up in a certain setting, resulting in the learning of set expectations for appropriate behaviors in similar contexts.

Cultures, therefore, are complex and changing. However, in schools, cultures are often perceived as unchanging and fragmented. When educators highlight different cultural groups such as "American Indian culture" or "African American culture" (Banks, 2006), culture becomes a dividing factor instead of being a common ground. This practice results in perceptions and stereotypes of different ethnic, cultural, and racial groups.

As cultural issues will likely continue to be important in educating students from diverse groups, educators must develop an understanding of culture. Teachers who can build multicultural lessons where students can explore learning through positive interactions and relationships are progressing towards connecting with all students.

Ethnicity, Race, and Diversity. The terms ethnicity, race, and diversity are often intertwined when talking about multicultural education. To understand multicultural education as a concept, these three terms must be broken down and analyzed as separate entities. Once these terms are apparent, educators will have a more complete understanding of what multicultural education is and how to implement it in their classrooms.

Ethnicity is defined as a grouping of people singled out as physically or culturally different based on geographical region, nationality, or culture (Davis, 2006; Grant & Ladson-Billings, 1997). Ethnic groups can be defined as cultural groups with several distinguishing characteristics, a common set of values, behavior patterns and other cultural elements which differ from other groups (Banks, 2006). Groups that share common ancestry, culture, history, tradition, are ethnic groups (Banks, 2006; Grant & Ladson-Billings, 1997). Each type is an involuntary group whose members share a sense of commonality with each other. Commonly recognized ethnic groups in the United States include African Americans, American Indians, Chinese Americans, European Americans, Latinos, and Muslim Arab Americans.

Ethnic categorization often implies biological inheritance, however a look at the term race clarifies that it is the concept of race that refers to biological traits. Grant & Ladson-Billings (1997) describe race as biological variations based on human characteristics. Many people think of race as fixed categories; however, scholars have noted that racial groups are socially constructed groups that people use to interpret human differences (Banks, 2006; Grant & Ladson-Billings, 1997). Race is an indicator of difference created by society based on a shared concept. Race refers to a person's

physical characteristics such as skin, hair, eye color. As a society we develop cultural rules about race and then apply these rules when categorizing people.

A much broader category to describe interactions between groups is referred to as diversity.   Diversity is the differences among people (Grant & Ladson-Billings, 1997). Although people have individual differences, multicultural educators are usually referring to group differences when discussing diversity. Among the American population, diversity is divided between many different dimensions including age, class, religion, language, racial and ethnic backgrounds, etc. (Lichter, 2013), however when mentioning diversity, educators are most often implying ethnicity or gender.

To distinguish between the three terms, diversity is defined as differences between people, the terms ethnicity and race further categorize groups of people. Ethnicity refers to cultural factors such as culture, ancestry, and language (Banks, 2006; Grant & Ladson-Billings, 1997), whereas a shared idea of physical characteristics, determined by society, that belong to a group of people is defined as race (Grant & Ladson-Billings, 1997). Multicultural educators talk of the benefits of a diverse learning environment. By understanding the variation between these related terms, educators can work towards multicultural curriculum.

Prejudice vs. Discrimination. Prejudice is something we think and feel, that is taught and learned, from family, peers and social environments (Bergen, 2001). Through modeling, observing, and imitating, children learn to behave (Bergen, 2001). Discrimination, on the other hand, is something we do, acting on the prejudices we think and feel (Bergen, 2001). Discrimination cannot exist without prejudice.

As children grow, they become more aware of differences among people. Home environments can teach prejudices (Bergen, 2001). Through observation, children can witness accepting and respectful behavior towards others. Through multicultural education, schools can provide an environment in which students are exposed to differences and can model ways in which children can interact and learn about others. In doing so, schools can attempt to limit prejudice and discrimination in our society.

Multiculturalism. Multiculturalism is a movement that assumes gender, ethnic, racial, cultural diversity of a society should be reflected in all its institutional structures, especially educational institutions (Grant & Ladson-Billings, 1997). As a method of teaching equity across all cultures and races, the term multiculturalism has been growing in popularity due to factors such as immigration and increased integration of the global economy (Sleeter, 2010). The Civil Rights Movement in the 1960s is thought to have introduced the term "multicultural education" and ever since, the complexity of multicultural education has been evolving. Changing the way educators create curriculum begins by understanding multiculturalism.

James Banks (2001), thought to be the father of multicultural education, defines multiculturalism as a reform movement designed to transform a school so students from both genders and diverse cultural, language, and ethnic groups will have an equal opportunity of success in education. Nieto (2017) adds that multicultural education is a direct challenge to public education's Eurocentric focus and curriculum. At its center, multicultural education encourages teachers and students to value multiple perspectives.

Curriculum designed around the definition of multicultural education addresses the transformation of schools from simply recognizing to understanding. Students are

taught with carefully planned, organized and integrated curriculum, across all subject

matters (DeCosta, 1984). Traditional curriculum in all subject areas is transformed to

multicultural curriculum so all students, regardless of ethnicity or gender, receive a solid

academic background (Grant & Ladson-Billings, 1997). Teachers vary instruction

because students come with different skills and backgrounds.

Studying these terms helps us reach all students as they enter our classroom.

However, understanding the meanings and definitions of key terms in the field is only the

first step. The following section will add understanding and continue to promote the

progress of all students by looking at the history of education and multicultural education.

History of Education

Classrooms in the United States today are faced with increasing cultural diversity.

The idea that multicultural education is beneficial to students in the United States has

roots going back to the beginning of the 19th century. To better serve all students in

today's classrooms, educators need to recognize and analyze how American schools have

viewed cultural diversity in the past. The following is an evolution of federal legislation

that impacted multicultural education and the transformation that has occurred because of

it.

Evolution of Legislation. Early learning and PreK-12 education in the United

States is greatly affected by legislation. While this literature review only includes federal

laws, it is important to note that legislation passed at the state level still holds influence

over education. Because of the 10th Amendment, powers not assigned by the

Constitution to the United States are reserved for the States, or the people (U.S. Const.

amend. X). This means that the states are the primary entities responsible for maintaining

and operating public schools, within their own state. Because each state's constitution

has different requirements, this literature review will only focus on federal law.

Regarding diverse populations in the United States, the first influential law was

the Fourteenth Amendment of the United States Constitution. The Fourteenth

Amendment, ratified in 1868, granted citizenship and equal civil and legal rights to

African Americans and slaves emancipated after the Civil War (U.S. Const. amend.

XIV). This since has been changed to include all demographics. While this amendment

does not exclusively cover education, it played a major role in shaping the American

public education system. For instance, it was cited during many different Supreme Court

cases involving state schools, including the *Brown V. Board of Education* case. This trial

declared the 1954 *Plessy v. Ferguson* ruling of "separate but equal" unconstitutional.

Ten years later, the landmark legislation of the Civil Rights Act, in 1964, intended

to end discrimination based on race, religion, or national origin (Boyer & Baptiste, 1996).

It provided access to public facilities for all Americans and prohibited discrimination in

any form based on race, color, creed, religion, or national origin (Boyer & Baptiste,

1996). This had a profound impact on education. Even though the Supreme Court had

ruled a decade earlier in the *Brown V. Board of Education* case that segregation was

unequal, the Civil Rights Act of 1964 required schools to take actual steps, such as

busing or redistricting, to end segregation.

One year later, in 1965, the Elementary and Secondary Education Act (ESEA)

aimed to close the achievement gap by providing each child with fair and equal

opportunities for education. It was divided into two sections, Title I and Title IV, both

which refer to financial distribution of funds (U.S. Department of Education, 2015). In

the years since ESEA was first signed, many changes have taken place, including added

regulations on how resources can be used, program modifications, and amendments to the

original act. These changes continue to help create equal education for all students.

In addition to ESEA, the Immigration and Nationality Act was also signed into

law in 1965 (Banks, 2006). The law, also known as the Hart-Celler Act, ended policy for

immigration admission based on race and ethnicity (Chishti, Hipsman, & Ball, 2015).

This law repealed quotas in place since the 1920's, which ensured that immigration to the

United States was mainly reserved for European immigrants (Chishti, Hipsman, & Ball,

2015). With the passing of the Immigration and Nationality Act, large scale immigration

began to increase and change the U.S. demographic profile immediately (Banks, 2006;

Chishti, Hipsman, & Ball, 2015). The changes this law set in motion are still shaping the

United States today and greatly impact the student populations in our classrooms.

In the aftermath of the Civil Rights Act, several additional legislative acts were

passed. The Bilingual Education Act, in 1968, promoted bilingual education programs in

the schools. Boyer and Baptiste (1996) informs that recognizing the first language of the

learner serves to assist bilingual learners by using the first language of the learner along

with English. It also provided for instructional services in English as a second language

(Boyer & Baptiste, 1996). With the growing diversity in the United States, this act was

the first federal legislation passed that recognized the special educational needs of

students not fluent in English.

In 1972, several years after the Bilingual Education Act was enacted, Title IX was

approved. Although frequently appearing in discussions regarding athletics, the intent of

Title IX was to end sex discrimination and harassment in education (U.S. Department of

Education, 2015). It required any institution receiving federal funds to not discriminate

based on gender when it came to distribution of money for extracurricular activities and

other programs (Yiamouyiannis, 2011). In 2014, the Obama administration extended

Title IX to claims of discrimination based on gender identity as well, however, in 2017,

Trump's administration reversed that by issuing a new set of guidelines (U.S. Department

of Education, 2017).

From 1971 through 1973, federal courts declared that schools needed to provide

students with equal protection of the law without discriminating based on disability,

similar to the ruling of *Brown v. Board of Education* in regard to race (E. Martin, R.

Martin, & Terman, 1996). Today, educational rights of students with physical and

mental disabilities are protected by several federal laws such as Individuals with

Disabilities Education Act (2004), Section 504 of the Rehabilitation Act (1973),

Education for all Handicapped Children Act (1975) and Americans with Disabilities Act

(1990). These laws continue to show progression toward the equal education of all

students.

The Fourteenth Amendment, once again, proved pivotal in ultimately

desegregating public schools. The Equal Education Opportunities Act of 1974 further

helped the cause of racial equality. Essentially it made it illegal to discriminate against

faculty, administrators, staff, and students because of race, ethnicity, gender, or color

(U.S. Department of Education, 2015).

Several years after, the Equal Education Opportunities Act (EEOA) played a

significant part in the Supreme Court case in 1982, *Plyer v. Doe*, which overruled a Texas

law that allowed the state to withhold funds from local school districts for children not legally admitted into the United States. Again, this decision was based on the Fourteenth Amendment stating illegal immigrant children are people deserving equal protection rights (American Immigration Council, 2016).

Legislation took a turn towards equalizing education for students with disabilities through the approval of Americans with Disabilities Act (ADA) in 1990. With groundwork for this act dating back to 1975, it bans discrimination against persons with disabilities in employment, transportation, public education, public accommodations, and commercial facilities (U.S. Department of Education, 2015). This act was amended in 2008, broadening the term disability and allowing more people to be covered. An example of this would include individuals with a physical or mental impairment severe enough to limit major life activities, such as amputation, intellectual disabilities, epilepsy, multiple sclerosis, HIV/AIDS, or cancer.

This historical look at legislation ends with the reauthorization of the ESEA. In 2001, the No Child Left Behind (NCLB) Act was passed in efforts to close the student achievement gap among traditionally underserved students, by providing all children with a fair, equal, and significant opportunity to obtain a high-quality education (U.S. Department of Education, 2010). NCLB required each state to establish state academic standards and state testing system.

This overview of legislation illustrates the diverse population the United States education system serves as well as highlights the protections given under the federal government. Through federal initiatives, all students, regardless of race, color, ethnicity, gender, or disability are given opportunities towards equal education, however work still

needs to be done. This is where teachers can intervene by implementing multicultural education in their classrooms and schools.

Historical Context of Multicultural Education. Research in the legislation of education provides base knowledge of where education has come from and what changes it has undergone. To better understand what multicultural education should be, we must look at its past.

Origins. The term multiculturalism was first used in the 1960s, however, the concept dates further back in history (Payne & Welsh, 2000). Since this time, the ideas behind multiculturalism have evolved.   To better understand what multicultural education should be, authors such as Banks (2013), Nieto (2017), Payne and Welsh (2000) provide a thorough recap of the history.

Many people believe that multicultural education originated from the social unrest of the 1960s. However, a continued struggle throughout the history of the United States for human rights equality suggests the movement started earlier. Publications on the education of minorities, specifically the state of African Americans during this time period, began to arise in the late 1800s to early 1900s. In 1863 the Emancipation Proclamation was passed and then Carter G. Woodson published *The Mis-Education of the Negro,* in 1933 (as cited in Banks, 1995, p. 6). A long history of social movements for equity and social justice such as abolition of slavery and universal suffrage (Nieto, 2017) and documents such as Hammurabi Code and the Magna Charta (Payne & Welsh, 2000) also indicate this conflict. Tragedies such as World War II forced Americans to realize that inequality between races was inappropriate and demonstrated what could happen in a society that institutionalized segregation and racism (Payne & Welsh, 2000).

These movements and events gave way to other attempts at social justice, such as the Civil Rights movement in the 1960s. Because of these different forces, the United States was beginning to change. Activists of the Civil Rights movement demanded equal opportunities in all aspects of civil life, including equal justice, equal voting rights, and equal opportunities in general (Nieto, 2017). Activists also insisted that institutions within American society grant them their denied rights provided by the United States Constitution. Inequality embodied in public schools was a symbol of this oppression, and schools became a convenient target of protest (Banks, 2013).

These demands, struggles and protests gave way to an important outcome of the Civil Rights movement. African Americans demanded that their histories, contributions, and struggles, be included in textbooks and school curriculum. In years following, other minority groups, such as women and other people of color, made similar demands for inclusion in curriculum (Banks, 2013).

Ethnic Studies. Banks (2013) illustrates important phases in the historical development of multicultural education. The first phase is ethnic studies. This phase uses heroes and holidays of marginalized racial and ethnic groups to provide recognition and equality in the curriculum. The first of the ethnic studies programs was Black Studies, however teachers who wanted to provide continued equality added Mexican Americans, American Indians, and Asians Americans to the list of heroes and holidays to be studied and recognized (Banks, 2013).

This approach was initially favored because teachers were able to quickly and easily include content about minority histories and cultures into their curriculum. This content also provided a mirror for marginalized groups and challenged white students to

understand that their history is tightly connected with other racial and ethnic groups (Banks, 2013).

Several problems resulted from ethnic studies. Ethnic content was not covered in mainstream curriculum, so students were not able to connect that it was an important part of American history. Also, heroes chosen were frequently safe heroes, such as Sacajawea, who did not challenge the status quo. (Banks, 2013; Sleeter, 2010).

As the interest in ethnic studies declined, educators began to realize that along with the need to reform the general curriculum to include content about diverse ethnic and racial groups, they also needed to identify other variables of the school environment that needed to be changed. This included school policy and politics, school culture and hidden curriculum, learning styles, languages, community participation, instructional materials, teaching styles, etc. (Banks, 2013). The interaction of school environment and the students is called Multiethnic Education (Banks, 2013).

Influential Theories. An important theory that influenced the development of programs and practices related to the education of low-income and minority students is called the cultural deprivation paradigm (Banks, 2006). Cultural deprivation theorists believed that social environmental factors influence a student's cognition and social behaviors, resulting in the belief that the major problem is the culture of the students, rather than the culture of the school.

To challenge the cultural deprivation theory, the cultural difference theory was created. This theory rejected the notion that marginalized students had cultural deficits. Scholars such as Ladson-Billings (1995) believed that groups such as African Americans,

Mexican Americans and American Indians have strong, rich and diverse cultures and that schools must change their ways to respect and reflect that rich culture. Ladson-Billings (1995) called this approach to teaching "culturally relevant" teaching.

Multiethnic Education to Multicultural Education. The last transition that Banks (2013) suggested is from multiethnic education to multicultural education. Ethnic studies and multiethnic education focus primarily on racial and ethnic groups. Other marginalized groups began to demand changes that would reflect the inclusion of gender, disability and social class.

Today, the concept of multicultural education represents the culmination of accomplishments and ideas that have resulted from past actions, movements and events. It has accomplished legislative decisions that have moved the country in the direction of equality (Payne & Welsh, 2000). Multicultural education is evolving to tackle not only issues of race and ethnicity but other issues of equality as well, including gender inequality and disability inequality.

Changing Diversity

Stretching back to its origins, the United States has long been a country of changing demographics. The racial and ethnic makeup of America has added large numbers of immigrants from Asia and Latin America, just as waves of immigrants from Southern and Eastern Europe did a century ago (Bean & Stevens, 2003; Perez & Hirschman, 2009). According to the National Center for Education Statistics (NCES), over the past 10 years the cultural makeup of students attending public schools, particularly in urban areas in the United States, has changed drastically (2017). Dealing

with diversity is an issue for teachers, administrators, families and students. In effort to recognize multiculturalism, we must review the ethnic representation of students and educators from the past as well as look at the current representation.

Historical Representation. The American dream has always been the idea that every U.S. citizen should have an equal opportunity to achieve success through hard work and determination. Since its' origin, that dream has drawn millions of immigrants to the United States. Even though today's immigrants are continuing to follow that same dream as millions before them did, the home countries of immigrants have changed dramatically.

Between 1901 and 1910, most of the immigrants coming to the United States came from nations in Europe (Banks, 2006). Because this made the Anglo-Saxon culture prominent in the United States, it had a large influence on the American public education. For example, in a social studies unit, such as "The Westward Movement", the teacher may incorporate multicultural content about the Lakota (Sioux) Indians. However, this unit continues with a Eurocentric mindset because it focuses on the movement of European Americans from the eastern to the western part of the United States. The Lakota Indians already occupied the West and were not moving west (Banks, 2006).

After World War II, flocks of immigrants continued to arrive from European countries. Although the United States has always been diverse, the ethnic makeup of the country changed dramatically after the Immigration and Nationality Act was passed in 1965 (Banks, 2006). Allowing immigrants from other countries besides Europe helped change the demographic profile in the United States (Chishti, Hipsman, & Ball, 2015).

These movements attributed to the shift in the racial/ethnic composition of the United States between 1980 and 2008. The White population represented about 80 percent of the total population in 1980, compared to 69 percent in 2000, and 66 percent in 2008 (Aud, Fox, & KewalRamani, 2010). In contrast, the largest increase over the same time frame is the Hispanic population. Percentages for this group increased from 6.4 percent in 1980 to 12.6 percent in 2000 to 15.4 percent in 2008 (Aud, Fox, & KewalRamani, 2010). Because of this drastic change, revision is needed in our current education system; from a Eurocentric perspective towards a multicultural one.

Current Representation. The U.S. population has become even more diverse over the past two decades. Currently, about 14 percent, or 40 million people, living in the United States are foreign-born (Aud, Fox, & KewalRamani, 2010; Kraut 2014). Most foreign-born individuals are coming from countries in Asia and Latin America (Aud, Fox, & KewalRamani, 2010; Banks, 2006). The U.S. Census Bureau (2003) illustrates that 82 percent of documented immigrants to the United States, between 1991 and 2000, came from nations in Asia, Latin America, the Caribbean, and Africa, with only 15 percent coming from European countries. Approximately 11 million are undocumented and living in fear (Kraut, 2014). These statistics illustrate the growing diversity in the United States and further communicates the need to integrate multicultural curriculum into public schools.

It is estimated by several authors that by the year 2020, minorities would comprise about half the children in the United States public schools (Nieto, 2017; Parameswaran, 2007; Pettus & Allain, 1999). However, according to the NCES (2017), the percentage of white students enrolled in public schools dropped below 50 percent for

the first time in 2014, 6 years earlier than predicted. This number is expected to continue to decrease over the next 10 years, proving the diversity in the United States will continue increasing.

With the decline of white student enrollment in public schools, the enrollment of Hispanic students and Asian/Pacific Islander students continues to increase. Data from NCES (2017) and Aud, Fox, & KewalRamani (2010) illustrates this projected increase in minority enrollment by 2026. The number of Hispanic students is projected to account for 29 percent of total enrollment, the number of Asian/Pacific Islander students is projected to account for 6 percent of total enrollment, and the number of Black students is projected to account for 15 percent of total enrollment. The number of American Indian/Alaska Native students is projected to remain at about 1 percent of total enrollment and when accounting for the number of students who are two or more races, the projected increase will account for 4 percent of total enrollment (Aud, Fox, & KewalRamani, 2010; National Center for Education Statistics, 2017).

Diversity in the public schools is reflective of the diversity in the United States. The more diverse the country becomes, the more diverse schools become. The one exception to this is the teachers in public schools. 83 percent of all school teachers in the United States are White, non-Hispanic (National Center for Education Statistics, 2007) and historically teacher diversity has not changed much.

No one can predict the future of diversity in the United States, however, even if current trends slow, the demographics will continue to illustrate a population divided among many different diverse groups. Simply recognizing diversity is not enough. Understanding different cultural values and respecting ideals is important if educators are

going to accomplish the goals of multicultural education in the classroom (Meyer & Rhoades, 2006). People of color in the United States are encouraging those in education to rework the curriculum in order to reflect the current diversity of the population (Bassey, 1997).

Benefits of Multicultural Education

As the United States is becoming more diverse, the need for multicultural education increases. Multiculturalism is for all students, regardless of color or background. Multicultural education should help students acquire knowledge on how to live with people who speak different languages, eat different foods and value things that they might not, as well as teach the importance of cultural values and related lifestyles over physical differences among groups (Ford, 2014; Leiding, 2007). Banks (2006) adds that multicultural education helps students develop the knowledge, attitudes, and skills needed to effectively participate in their cultural communities.

Increases Cultural Awareness. When curriculum is not multicultural, stereotypes are created or promoted among students (Ford, 2014). Developing effective multicultural education includes teaching concepts such as race, racism, prejudice, discrimination, and power (Banks, 2006; Leiding, 2007). Ethnic, cultural, and language diversity are identified as positive elements in a society because they enrich the country, increase ways in which individuals and groups can solve problems, and provide individuals with more opportunities to experience other cultures (Banks, 2006).

Increases Student Motivation. Multicultural readings, diverse perspectives, opposing viewpoints, biographies, and focusing on the history, lives, customs, values,

and accomplishments of racially and culturally different individual groups, if taught effectively, can be highly motivating and effective (Banks, 2006; Ford, 2014). Students are more likely to be successful when they study content and problems related to the world they live in (Banks, 2006). Multicultural education, when implemented the right way, can influence learning and help promote successful students.

Not intended to change history, multicultural education rather corrects the inaccuracies that have been taught in schools up to this point (Ford, 2014). Looking at the goals of multicultural education, expanding knowledge of various cultures and racial groups, equity in education, empowerment of students, and cultural harmony, creates a foundation of social justice and equality. Multicultural education acknowledges that schools are essential for providing this foundation and can help all students reach their full potential as socially and culturally aware citizens.

Approaches to Multicultural Education

The history of education illustrates attempts at developing multicultural education. The benefits of multicultural education further demonstrate that schools, along with families and communities, are a part of the foundation of socially and culturally aware citizens. Although this may be true, many schools still do not have a full grasp on multicultural education. While attempting to implement multicultural education, many schools and districts teach multiculturalism as a separate class or subject. Having a separate class sends a message that such groups are on the margins of history, and are secondary to Whites (Ford, 2014). Multicultural theorists such as Banks (2006), Sleeter and Grant (2006), Boyer and Baptiste (1996), and Ladson-Billings (1997)

have developed models to multicultural curriculum in efforts to correctly implement such curriculum. A synthesis of these approaches shows how they overlap and relate.

Banks' Five Dimensions. Recognizing that multiculturalism is a process will promote the progress of all students. One theorist that recognizes this process is James A. Banks. Known as the father of multicultural education, Banks (2006) developed five dimensions that teachers can examine when trying to further the process of multicultural education. As educators move through these five dimensions, more teachers can be involved.

The first dimension, Content Integration, refers to how teachers use content and examples from a variety of cultural groups (Banks, 2006; Grant & Ladson-Billings, 1997). Many teachers started including different ethnic groups, such as African Americans, Mexican Americans, Asian Americans into their lessons. While this is a start, certain teachers, such as language arts and social studies teachers have an easier time implementing multicultural education. Because of this, it becomes important to look at other dimensions as well. When educators travel across dimensions, they get at the heart of multicultural education (Banks, 2006).

The second dimension is Knowledge Construction. This process relates to the extent to which teachers help students understand, investigate, and determine how implicit cultural assumptions influence how knowledge is constructed within it (Banks, 2006; Grant & Ladson-Billings, 1997). Textbooks have always reflected the myths, hopes and dreams of people with money and power (Banks, 2006). It is during Knowledge Construction that teachers start to help students reflect on the influence and

values of textbook writers. In doing so, teachers will help students become more critical readers, in turn, making students better critical thinkers.

Prejudice Reduction, the third dimension of Bank's (2006) multicultural dimensions, defines components of children's racial attitudes and how they can be modified by teaching methods and materials (Banks, 2006; Grant & Ladson-Billings, 1997). This dimension seeks to helps students develop positive racial attitudes. Because all students, and educators, come to school with prejudices towards different groups (Phinney & Rotheram, 1987), educators can use methods to help students achieve positive racial attitudes.

The fourth dimension, Equity Pedagogy, exists when teachers modify their teaching in ways that will facilitate academic achievement of all students, including using a variety of teaching styles (Banks, 2006; Grant & Ladson-Billings, 1997). This dimension does not just involve adding multicultural content, but rather suggests that teachers revise the way they teach to include a wide range of strategies and techniques that enable students from diverse racial groups and both genders to succeed. When educators increase their repertoire of pedagogy, they will reach more and more students from all groups.

The last of Banks (2006) five dimensions is Empowering School Culture and Social Structure. This means that a school's culture and organization must be scrutinized and reestablished by all school staff (Banks, 2006; Grant & Ladson-Billings, 1997). When a school works together towards multicultural education, all students, regardless of ethnic background, gender, or class, have the chance at learning. When

educators believe that every student can learn, students who are not part of the dominant culture are empowered to learn.

  Sleeter and Grant's Five Approaches. In addition to Banks, Sleeter and Grant (2006) also developed five approaches to multicultural education. The first approach is Teaching the Exceptional and Culturally Different. This approach seeks to help individuals from disadvantaged groups develop skills that support achievement and assimilation with mainstream American school. The second approach, titled Human Relations, promotes tolerance and implements activities to reduce stereotyping and prejudice. Third is the Single Studies approach which encourages social change for identified groups by using teaching strategies preferred by members of that group and integrating content about the identified group (Okoye-Johnson, 2011; Sleeter & Grant, 2006). Multicultural Education is the fourth approach. This approach creates structural equality by teaching all content multiculturally, teaching bilingual skills for all, and modeling diversity through staff values (Okoye-Johnson, 2011; Sleeter & Grant, 2006). Multicultural and Social Reconstruction, which promotes structural and personal equality by restructuring education and society, is the last of Sleeter and Grant's (2006) approaches.

  Both Banks' (2006) five dimensions of multicultural education and Sleeter & Grant's (2006) five approaches involve helping students focus on growth, being mindful of specific learning needs of those who have been marginalized and highlighting the necessity of prejudice reduction. Both approaches seek to transform education on varying levels and value is placed on ensuring equal opportunities, but contrasts can be

seen. While Sleeter and Grant's approaches start narrowly and extend to the bigger picture of society, Banks' approach deals only with education in the schools.

Baptiste's Typology of Multiculturalism. Each educational environment is comprised with staff, teachers, principals, and administrators. The main focus of Baptiste's typology of multiculturalism requires internalization at the individual, group, and institutional levels to be successful (Boyer & Baptiste, 1996). This typology is divided into three levels.

Level 1: The Product. Multicultural education is manifested as single focus events such as cultural celebrations, ethnic courses, and various cultural material haphazardly added to the curriculum (Boyer & Baptiste, 1996). Programs instituted at this level tend to be shallow, dealing with specific events or celebrations. The emphasis is adding activities to lessons instead of altering the curriculum (Boyer & Baptiste, 1996).

Level 2: Process/Product. At Level Two, a relationship exists between product and process (Boyer & Baptiste, 1996). Multicultural concepts are integrated into curriculum, generic components of multicultural education are identified, and strategies for implementation are suggested (Boyer & Baptiste, 1996). Those who incorporate this level begin to gain an understanding of culture and its boundaries.

Level 3: Philosophical Orientation. Only after successfully completing Level One and Level Two, can Level Three be achieved. In Level Three schools and districts must internalize the process of multiculturalism and its philosophy (Boyer & Baptiste, 1996). It is at this level that institutions point out the unequal inclusiveness of different groups in

American society (Boyer & Baptiste, 1996). Cultural diversity is viewed as an asset, rather than a problem, at this level.

Internalization of multiculturalism is a process that is continually evolving (Boyer & Baptiste, 1996). Baptiste's Typology of Multiculturalism asks educational institutions to reevaluate their current level and strive to operate at the next level up. In doing so, Baptiste (1996) believes educators can create successful, socially aware students.

Culturally Relevant Teaching. Ladson-Billings's approach to multiculturalism is named culturally relevant teaching (CRT). CRT helps empower students intellectually, socially, emotionally, and politically by using cultural references (Grant & Ladson-Billings, 1997). Three dimensions are emphasized; academic achievement, maintaining and supporting cultural competence, and creating a sense of sociopolitical evaluation (Grant & Ladson-Billings, 1997). Ladson-Billings approach addresses not only what to teach students, but how to teach them as well. In attempts to teach all students successfully, CRT asks teachers to consider their underlying beliefs (Grant & Ladson-Billings, 1997).

Theorists Baptiste and Ladson-Billings have taken the idea of multicultural education and provided educators with a way to achieve those goals. There are some differences between the two. Baptiste focuses on a three-level approach, stating that each level needs to be achieved before moving on to the next level; the goal being an adopted philosophy of the basic beliefs of multiculturalism (Boyer and Baptiste, 1996). Ladson-Billings' ideas focus more on not only what to teach, but how to teach as well. With the result similar to Baptiste, Ladson-Billings strives to produce successful students.

All four theorists have a common thread; if educators take culture and ethnicity into mind, all students are likely to experience academic success. Discerning differences of multicultural education helps enhance education. These approaches provide a guide for educators to avoid the traditional Eurocentric model of teaching. By applying these techniques, the 6th grade Minnesota Studies curriculum can be reworked to help all students become critical thinkers.

Opposition to Multicultural Education

The rich diversity in the United States presents opportunities and challenges. Some of the changes in public education in the past century have been quite positive. New energy has been brought to public schools due to population changes (Nieto, 2017). However, many educators in the United States have not viewed this switch positively. Concerns arise due to lack of teacher preparation in terms of academic training and lack of resources in multicultural education (Nieto, 2017; Parameswaran, 2007). Lack of growth in the area of teacher diversity causes apprehension as well. Further, others question why schools, whose demographics have not changed drastically, should have to upgrade their curriculum. The following renders explanation to the opposition of multicultural education.

Teacher Preparation. Some opponents to multicultural education argue the preparation for current teachers is inadequate. Teacher programs attempt to prepare their predominantly Caucasian students through a course or two on multicultural education, culturally responsive pedagogy, teaching English language learners, or social justice teaching (Sleeter, 2012). However, Caucasian student teachers have reported that their teaching programs did not adequately prepare them for real classrooms (Bloom, Peters,

Margolin, & Fragnoli, 2013). Although some Caucasian teachers do persist in learning to become teachers of racially and ethnically diverse students, only offering a few multicultural courses may not change student teachers' views about diversity and race (Bloom et al., 2013). Challengers of implementing a multicultural curriculum wonder where the training will come from.

Lack of Multicultural Resources. Alongside lack of academic preparation for teachers is lack of resources. Year after year textbooks come out largely unchanged from the previous versions. Textbooks are often told from Eurocentric viewpoints. Because textbook authors cannot include every historical event, events are often told from one perspective. Decisions must be made on what is important and what is appropriate for different age levels. This in itself is not the problem. The problem is that many history teachers feel unqualified to teach the subject. A report by the American Academy of Arts and Sciences on public high-school educators found that more than 34 percent of those teaching history classes had not been certified or had not majored in the subject (Hill & Stearns, 2015). Because of this, many history teachers rely on textbooks for curriculum development. Without further exploration into primary sources, history teachers often involuntarily lack appropriate resources.

Lack of Teacher Diversity vs. Student Diversity. Together with the inadequate teacher preparation, another area of concern is the growth of student diversity and the shortage of diverse teachers. Most teachers in the United States, as many as to 82 percent (National Center for Education Statistics, 2017), are Caucasian, females (Garmon, 2004). The increase in ethnically, linguistically, and economically diverse student population has brought challenges for the current teacher workforce comprised mainly of Caucasian,

females (Garmon, 2004). Questions of these challenges have been contemplated by many researchers (Casteel, 1998; Cartledge, Kea, & Ida, 2000). Opponents dispute whether such a monocultural group can fully understand how to teach such a diverse group of students. However, the research in this project challenges this position by presenting evidence that multicultural education is for all students and educators.

The new diverse student representation has implications for classrooms in the United States. Although teacher education programs continue to place emphasis on social justice and preparation for multicultural education, the majority continue to turn out about 80 percent Caucasian cohorts of teachers (Sleeter, 2012). The imbalance between culturally diverse students and Caucasian, female teachers leads the way to challenges addressed at the national level. The achievement gap between minority students and white students has been under analysis for some time. Through federal initiatives, standardization has become the norm in the United States. No Child Left Behind (NCLB) Law (2001), followed by Race to the Top (RTTT) are two initiatives that require large amounts of testing students in content areas (Nieto, 2017). Many argue that test bias, a test that yields clear differences among the results of test takers, continues to create an unequal playing field (Davis, 2006). Many students are tested over things they have not experienced in their lives. With so much federal influence on standardization, opponents of multicultural education question whether multicultural education will even decrease the achievement gap.

While many studies have documented the achievement gap, there have been little documentation on how to successfully close it. A study presented by Okoye-Johnson (2011) indicates that a comprehensive, multicultural education program, can bring about

positive racial changes within students. While the research in this study does not specifically target the effects of multicultural education on student achievement, it is suggestive of the connection because implementing multicultural education makes learning more relevant and effective for all students (Gay, 2000).

Monocultural Schools. Further discussion surrounds whether there is a need for multicultural education in monocultural schools. Many rural and suburban schools in America are not yet experiencing the same growth in racial and ethnic student population (Boyer & Baptiste, 1996). Opponents wonder if it is possible for a monocultural student population to receive an education that promotes equality, affirms diversity, and prepares students to become active members of a democratic society (Grant & Ladson-Billings, 1997), if they do not experience it directly. However, experts in the field, such as Ford (2014) suggest that the intent of teaching multiple perspectives is to expand students' awareness of diverse perspectives. This leads to an understanding of motives and behaviors of others as well as a chance to reflect on one's own beliefs and attitudes (Ford, 2014).

Inadequate teacher preparation and resources, lack of teacher diversity and monocultural schools reveal arguments against multicultural education. However, the goal of multicultural education is to create equal educational opportunities for all students and to recognize and understand diverse perspectives (Banks, 2006). Through application of multicultural education into the Minnesota Studies curriculum, teacher preparation and resources increase and teachers and students, regardless of ethnicity, race, or gender, have the chance at becoming successful citizens that coexist equally in society.

Summary

Educators have traditionally attempted to insert culture into education, instead of inserting education into culture (Ladson-Billings, 1995). As the literature review demonstrated, educators must embed learning into students' culture in order to promote successful student citizens. Because multicultural education is not a one size fits all model, many theories, practices and approaches are used to address cultural diversity in the form of multicultural education. Educators need to consider multiple perspectives while teaching in order to design meaningful curriculum for all. Banks (2006) suggests that an inquiry approach to learning influences students to think about multiple perspectives of history. By presenting historical accounts from primary sources, secondary sources, and historical fiction, children are given an opportunity to become critical thinkers.

Multicultural education is immense, with a rich history. Different approaches to multicultural education were presented from theorists such as Banks, Boyer and Baptiste, Ladson-Billings, and Sleeter and Grant. Many more strategies and opinions about what educators should do to engage students and create successful citizens can be researched further as research in this field is continuing to evolve. One thing educators can do is continue to work towards multicultural education by developing inclusive school environments, creating curricula that imitates a multicultural society, as well as reflecting on the past and where we have come from.

Looking ahead, chapter three will explain how I respond to my research question: *How can I change the current 6th grade Minnesota Studies curriculum to meet the changing, diverse population in a metro area middle school?* The development of

multicultural curriculum will consider information from the literature review and action for creating multicultural curriculum will be discussed.

CHAPTER THREE

Methodology

Overview

The literature review in Chapter Two suggests that implementation of

multicultural education makes learning more relevant and effective for all students

(Gay,2000). To address diversity, many theories, practices and approaches are used in

multicultural education. When educators, while teaching, consider multiple perspectives

of historical events, they can design meaningful curriculum that can help students

become critical thinkers and successful citizens.

After reviewing the current literature surrounding the topic of multicultural

education in Chapter Two, the purpose of this chapter is to describe the methods and

plans utilized in order to answer the research question: *How can I change the current 6th*

grade Minnesota Studies curriculum to meet the needs of the changing, diverse

population in a metro area middle school? Starting with a rationale for the project, the

chapter then moves into a description of the students, demographics of the school and

details of the classroom where this project will be implemented. Finally, the chapter

explains the project and the framework chosen.

Project Rational

With the continual change of demographics in the United States, relevant,

effective teaching curriculum becomes more important. As the literature review in

Chapter Two demonstrated, multicultural education offers equal learning opportunities

for all students and better prepares them for an increasingly diverse society (Banks, 2001;

Grant & Ladson-Billings, 1997; Sleeter, 2010). By reworking the current curriculum to make it more multicultural, educators offer all students a better chance to succeed. In efforts to develop a strong foundation in decision making and critical thinking, I feel it is essential that my students have an engaging, rich experience with social studies. To achieve this, I focused this project on implementing multicultural curriculum into the current 6th grade Minnesota Studies curriculum.

Setting and Participants

This multicultural Minnesota Studies curriculum is implemented in a large middle school, in a first ring suburb of a major metro area, in the Midwest. There are more than 18,000 students that attend schools in my district. The school I teach at has 1,254 students in grades six through eight. With 64 full time teachers, the student-teacher ratio is 20:1 (Public School Review, 2018).

The diversity in the community in which I work is similar to that of a typical school in this state. 73.9% of the student population identify as Caucasian (Public School Review, 2018). This reflects the largest group in the student body. 5.4% of the student population identify as Hispanic, 10% identify as Asian, 6.1% identify as Black, 4.2% identify with two races, and .2% identify as American Indian (Public School Review, 2018). These numbers show a community with a large population of one race and can be classified as a monocultural school.

There are also a variety of programs and services that students at my school receive. The school's population includes 7.7% students who qualify for free and reduced lunch, 19% of all students are enrolled in the Gifted and Talented program, 2%

of students are considered to have limited English proficiency, and 10% of students have

a learning disability (Public School Review, 2018).

An understanding of these demographics helped create curriculum that meets the

needs of my students. I teach Minnesota Studies to sixth graders, so not only does the

curriculum developed meet the Minnesota State Social Studies 6th Grade Standards, it

also accommodates the school's population and reflects the diverse population growth in

the United States. Despite the lack of ethnic and racial diversity in my school, the

implemented multicultural curriculum allows me to help prepare my students to become

active members of our democratic society (Grant & Ladson-Billings, 1997).

The implemented curriculum takes place in a general education classroom.

During the 45-minute class periods, students from the classroom will be present for the

entire unit. The curriculum will be delivered in the 2018 to 2019 school year, in the

middle of the third trimester. The decision for this time frame was based on when the

chosen units are taught during the school year. With an understanding of this application,

a description of the project follows.

Project Description

According to research, historical absences exist in current Minnesota curriculum

standards revealing that not all students' histories are reflected in the current curriculum

(Minnesota Department of Education, 2013). For this reason, the purpose of this project

was to design a multicultural curriculum, for a 6th grade Minnesota Studies course, that

supports changing diversity reflected in my school population. This process began by

viewing current Minnesota Studies units in effort to identify gaps where multicultural

content could be added to enhance student interest and achievement. Though my hope is to develop multicultural curriculum for all units, the focus of this project led me to a unit on the Roaring Twenties, the Great Depression and World War II.

After reviewing the current curriculum, the state requirements relating to this unit needed to be examined. Next, the Understanding by Design framework by Wiggins and McTighe (2005) was chosen to guide the design of the lessons. Finally, the project was designed with consideration of the preceding requirements.

Curriculum Overview. Analyzing current Minnesota Studies units identified gaps in multicultural content in multiple units. However, the focus of this project led me to choose Unit 6, titled Boom and Bust and a Second World War...Minnesota Edition. Much of the current unit had a spotlight on the history of Whites during the 1920s through 1940s. Delving deeper into the true history of the time period revealed many ethnic groups were only mentioned briefly or left out completely.

As diversity rates in the United States continue to climb, public school classrooms, along with my own, are becoming more diverse. The research in Chapter Two demonstrated that students are more likely to be successful when they study content and problems related to the world they live in (Banks, 2006). The current unit plan for Boom Times through World War II, in my Minnesota Studies class, was lacking content and problems related to the world that many of my students live in. If the intention is to motivate students, correct inaccuracies, and add cultural awareness, multicultural readings, diverse perspectives, and opposing viewpoints (Banks, 2006; Ford, 2014) needed to be added to this curriculum. Within this unit a gap in multicultural content was

identified. To expand student learning in my classroom and connect to the demographics of my school community, this gap needed to be filled in.

State Standards. Once this project had a unit focus, the standards needed to be considered. According to the Minnesota Department of Education (2013), in 6th grade, students study Minnesota history as the lead discipline with added emphasis on interdisciplinary connections such as geography, economics and civics. By engaging in historical inquiry and study events, issues and individuals that are important to Minnesota history, students learn about the unique role that Minnesota played, and continues to play in regional, national and global politics (Minnesota Department of Education, 2013). The goal of this project was to further connect student culture to classroom content through the use of state standards and multicultural content integration.

This project was based upon strand two of the Minnesota Social Studies state standards which states, "Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened" (Minnesota Department of Education, 2013, p. 60). Given the reference to include a variety of evidence (Minnesota Department of Education, 2013), the focused curriculum for this project is based on the Minnesota Academic Standards for Social Studies Benchmarks for the Great Depression and World War II: 1920-1945. Specifically, this curriculum is focused on the following standards:

- 6.4.4.21.1: The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government

intervention and renewed labor activism, followed by World War II and an

economic resurgence (Minnesota Department of Education, 2013).

- 6.1.5.10.1: The United States establishes and maintains relationships and interacts

  with indigenous nations and sovereign nations and plays a key role in world

  affairs (Minnesota Department of Education, 2013).

With these guidelines in mind, I worked backward, as suggested by Wiggins and

McTighe (2005), to break apart the skills needed to achieve the end result. An

explanation of what this model is and why it was chosen follows.

Curriculum Writing Framework. Whenever curriculum is created or revised,

many factors must be considered such as current practices, state standards, multiple

perspectives and learning targets. To help teachers prepare effective curriculum, Wiggins

and McTighe (2005) created a framework known as the Backward Design model of

curriculum in their book, *Understanding by Design.* The organization of this framework

is also known as the Backward Design model because when planning lessons, teachers

start by reflecting on the desired result and finish with planning the lesson's activities.

Understanding by Design (UbD) is a method towards purposeful lessons and clear

priorities. The goal of UbD is to develop and expand student learning by taking the

"big ideas" and converting them into learning (Wiggins & McTighe, 2005). As discussed

in Chapter One, students often rank social studies last among school subjects (Lowen,

2007). Student engagement is often low and only one fifth of Americans take a course in

American history beyond high school (Lowen, 2007). If the United States desires to

improve itself, students need to understand history in order to prevent past mistakes. To

reach all learners, UbD was chosen as an essential tool needed to create multicultural

curriculum for my Minnesota Studies course because it challenges educators to think more purposefully and carefully about each lesson or unit developed. Having a clear purpose for each unit allows educators to teach for understanding so students can become successful learners by applying that knowledge to new situations.

Here is a closer look at the UbD technique. Wiggins and McTighe (2005) demonstrate that effective curriculum is prepared backward in a three-step process; Desired Results, Evidence, and Learning Plan (See Appendix). The first stage is Identifying Desired Results. During the first stage, educators consider goals, examine established content standards, and review curriculum expectations (Wiggins & McTighe, 2005).

The second stage is Determining Acceptable Evidence. The backward design approach suggests that educators understand that it is important to consider how students will show evidence that learning has occurred (Wiggins & McTighe, 2005). This stage answers the question how will teachers determine if students have attained desired knowledge?

The final stage is Planning Learning Experiences and Instruction. By clearly identifying results and knowing how students will show evidence of understanding, stage three suggests it is time to think through appropriate instructional activities (Wiggins & McTighe, 2005). Successfully completing stage three can only happen after the other two stages occur.

The backward approach by Wiggins and McTighe (2005) provided a general frame of reference on how to design the curriculum. To conceptualize and develop

curriculum that was not only aligned with the learning goals but was also multicultural, I referred to Banks' five approaches that were discussed in Chapter Two. To review, the five approaches include content integration, knowledge construction, prejudice reduction, ethnic pedagogy and empowering school culture and social structure (Banks, 2006). To implement multicultural education effectively, each of the five approaches must be utilized by educators. While these five approaches overlap and are interrelated, each approach must be given focus in order to create equal educational opportunities for all students.

By utilizing this backward approach educators can guide learning and identify specific understandings, knowledge, and skills necessary to demonstrate that students have accomplished intended learning (Wiggins & McTighe, 2005). Having a clear goal puts the learning target first. In conjunction with UdB, Banks' five approaches to multicultural curriculum reform can help educators create curriculum that will help all students be successful citizens. This design process led to the re-development of the Boom and Bust and a Second World War...Minnesota Edition unit. An overall outline for the unit and a weekly schedule that incorporates best practice elements for multicultural education as suggested by Banks (2006) are described below.

Content and Instruction. The Minnesota Studies course at my school is taught in a chronological structure, meaning the instruction follows a traditional linear sequence of history. Each of the designed lessons follow this linear structure to emphasize that historical events affect consecutive events. The showcased unit focuses on the time period from the 1920s through the 1940s. It is during this time that life changed

dramatically for most Minnesotans and Americans. During a three-week unit, students explore the economics, social, and political climate of the time.

The first lesson takes two days and depicts a time in Minnesota when middle-class workers found themselves with extra money and extra time. By answering the essential question "How does economic boom or turmoil affect people", this lesson sets the tone for the remainder lessons in the unit.

Chronologically, after learning of the economic boom in Minnesota in the 1920s, the unit takes students through an investigation of the gangsters living in Minnesota during the 1930s. Using inquiry-based learning, students investigate primary sources such as photographs, newspaper articles, memos, mug cards, eyewitness and victims accounts, to solve a kidnapping crime that took place in St. Paul. This lesson represents James Banks' third dimension of multicultural education, Equity Pedagogy. This dimension exists when teachers modify their teaching in ways that facilitate academic achievement of all students, by using a variety of teaching styles (Banks, 2006; Grant & Ladson-Billings, 1997). The inquiry approach from this lesson is one example of the varied teaching strategies used throughout this unit.

The unit progresses with an exploration of the stock market crash followed by three class periods dedicated to the Great Depression. During this lesson, students categorize information using a graphic organizer that states the effects the Great Depression had on various groups of people: African American, American Indians, women, men, and children. By analyzing multiple perspectives, the content becomes multicultural and students learn to compare, contrast and critically evaluate the information presented to them. When students learn context about the United States and

the world from diverse perspectives, they are better able to become critical thinkers and develop decision making skills (Banks, 2006).

To continue learning from diverse perspectives during Unit 6, a two-day lesson on Native American racism was added. Throughout the late 1800s and early 1900s racism towards American Indians was prevalent in the United States and Minnesota. The government reformed many policies that were enacted before this time period, however racism was still a large part of many American Indians lives. To develop an understanding of issues related to the forced acculturation of Native Americans into the American culture, students compare and contrast photographs of Native Americans in their living environment before and after being forced to attend boarding schools by the American government. Analysis of primary resources demonstrates Banks' (2006) first, Content Integration, and third, Prejudice Reduction, dimension of multicultural education, by helping students develop positive racial attitudes through the inclusion omitted historical content.

As the conflict in Europe continued to escalate during this time, the United States tried to remain neutral, however it was only a matter of time before they joined the fight. Unit 6 extends to the investigation of the road to World War II. In a lesson spanning four days, students learn of key figures and the ways Minnesotans joined in the fight through a gallery walk and will role play realistic situations to learn more about the impact the war had on all groups of people. By providing a range of learning activities, all students have the ability to showcase their learning, as discussed in Banks' (2006) fourth dimension, equity pedagogy.

The unit outline presented above provides an example of how a current unit can be adapted to become multicultural. The featured unit includes a mixture of modified and independently created lessons based on my research to incorporate best practice elements of multicultural education. Another important aspect of curriculum implementation is the assessment of the curriculum, which is analyzed in the following section.

Assessment of Curriculum. Mastery of a benchmark is interpreted to mean that a student acquires and performs specific knowledge or skills. Currently, Minnesota does not have a statewide assessment in the content area of social studies, leaving the students' mastery of knowledge up to teacher discretion. By using a combination of formative assessments, such as compare and contrast mapping, exit slips, timelines, simulations, students' knowledge will be assessed throughout the unit. Summative assessments at the end of a lesson, such as a scrapbook creation, letters written to a government official, a visual creation, and a unit test, will help determine how effective the implemented multicultural curriculum is and whether or not the targeted benchmark was reached.

Measuring student's learning alone is not sufficient because the ultimate success of a student is also dependent upon their motivation and commitment to learning. Because there is no formalized way to assess a student's motivation, feedback from students will be gathered to guide the improvement of the ongoing unit. This feedback includes techniques such as exit slips, think-pair-shares, call and response, and 3-2-1 questions. To provide an example, the 3-2-1 questions are used, as an exit slip, at the end of the lesson on Minnesota joining World War II. Students will write three things they learned from the lesson, two things they still have questions on, and one thing they

enjoyed throughout the lesson. Using formative assessments, such as these, provides students with an opportunity to reflect on their learning and offers me feedback on how to proceed to reach target goals.

With the goal of student growth and increased motivation, the implementation of multicultural curriculum aids students in becoming more successful. The multicultural curriculum is designed to encourage student achievement growth and to increase student's willingness to learn. Because this achievement is not individually illustrated by standardized test scores, other measures of effectiveness are considered.

Summary

In this chapter, my curriculum redesign project was described, the district and school setting was outlined, and the rationale for using Wiggins and McTighe's Understanding by Design model for curriculum development (2005) was presented. A summary of the project gives focus to the curriculum design process and were key factors in the implementation of multicultural curriculum in my 6th grade Minnesota Studies classes. This project provides resources to support middle school social studies teachers in implementing multicultural curriculum.

The following chapter concludes the project by revisiting the purpose of the project, summarizing what has been learned, evaluating effective aspects of the project, as well as what could be improved upon. The journey through this project illustrates my personal and professional growth.

CHAPTER FOUR

Conclusions

Overview

The previous chapter focused on the methods used in this process by describing the rationale for the project, summarizing the student, classroom and school demographics in the project and explaining the project. Chapter four contains my thoughts and experiences while I sought to answer the question: *How can I change the current 6th grade Minnesota Studies curriculum to meet the needs of the changing, diverse population in a metro area middle school?* My overall experience is reflected by examining the purpose of this project and my own learnings while completing it. Next, the literature reviewed in Chapter Two is revisited by presenting sources which proved to be most useful. Additionally, the project's significance is explained, areas for further research are detailed and limitations of the project are defined. Finally, this chapter focuses on how this project benefits the teaching profession.

Reflections

The purpose of this project was to develop and implement diverse, multicultural curriculum in my classroom. Because the United States has been a country of changing demographics, the cultural makeup of students attending public schools has changed immensely (National Center for Education Statistics, 2017). Additionally, as the demographics in my school continue to change, I understand the need for multicultural education increases as well. With the goal of multicultural education in mind, to create learning approaches so students of all genders, from diverse cultural, ethnic and language

groups will have an equal chance at educational opportunities (Banks, 2013), this project allowed me to create multicultural curriculum to meet the cultural diversity in my school.

Throughout the creation of this project, I have learned many things; to research critically, to write distinctly, and to continually pursue perspectives and knowledge. The time spent teaching in my classroom has guided me towards the topic for this capstone project. During the past five years, while furthering my education, I have traveled on my own equity journey and increased my racial consciousness. Upon reflection, I realize the need to include these learned components of multiculturalism into my own teaching lessons and resources. This reflection is threefold, including reflection on the research, writing, and pursuit of knowledge for this project.

Research Reflections. The depth of research needed for this project far surpassed anything I have done previously. The search for quality research materials to support my question was time consuming and I often questioned how I would fit the work into my already full schedule. To begin with, I dedicated three to four hours per week for this project. I quickly realized this was not enough. The project was complex and to create something I was proud of I needed to devote more time to it. The moment I did that was the moment the research started to fall into place and started making sense.

Once a research plan was formulated, I had questions on when the research was complete. Because the topic of multicultural education is extensive, I continually wondered whether I had dug deep enough into the topic. My professor suggested that our research was exhausted when the same authors continued to appear in our exploration. I took this advice and when the names James A. Banks, Gloria Ladson-Billings, Sonia

Nieto, and Christine Sleeter continued to surface I knew I had sufficiently researched this area of study.

In addition to the time commitment of the research, my organizational skills were tested. With the amount of information that was gathered, a system was needed to make sense of the information. By organizing the research material into my capstone's key topics, definitions, history, changing diversity, benefits and opposition, and approaches to multicultural education, the research expanded my understanding and guided me towards the writing phase of the project.

Writing Reflections. Through this process I developed my writing style in addition to sharpening my research skills. Writing the first chapter seemed effortless as writing in first person narrative simply comes more naturally to me. Writing the literature review for Chapter Two was more challenging. Informational writing requires us to refrain from adding our own bias or opinion and the writing was tedious and frustrating at times. However, the process and time that Chapter Two took not only gave me a deep understanding of multicultural education but helped me develop my skills as a writer. The process of writing and editing a lengthy piece of work that included multiple perspectives, caused me to gain a deeper comprehension of this subject, provided a sense of accomplishment and increased my motivation to write and learn more.

Pursuit of Knowledge Reflections. The road to completing this capstone project has seemed long. Thinking back to the early phases, I remember feeling excited to be in the final stage of my master's program. Alongside those feelings of excitement were nervous feelings as well. I realized those nerves stemmed from the inability to narrow in on a topic. My original perception of this project was that I needed an individual idea

that benefited the entire teaching profession. Once I realized this project needed to

benefit me as a teacher and my classroom of students, a topic was chosen.

As soon as my topic was chosen, I became passionate about my project and was

motivated to learn. Conducting research for this project demonstrated the importance of

being a lifelong learner. The pursuit of knowledge helps us strengthen our understanding

of the world around us. Being reflective of this process illustrates this further by helping

us act upon, process, synthesize, evaluate, and apply the information learned.

Preparing and being prepared helps educators continue to be successful. We

prepare materials, lessons, and our classrooms. In addition to these preparations, this

capstone project has taught me the importance of always continuing to pursue new

knowledge and new ways of thinking about old knowledge. Through this pursuit of

knowledge, we not only learn additional content, but we broaden our own perspectives as

well. Being a lifelong learner keeps us motivated, influences creativity and pushes us to

learn new ways to facilitate learning and increase student engagement.

Closing Reflective Thoughts. As my graduate classes are ending, there is a

feeling of relief. I am finished with this chapter of my journey. However, I know that

my learning is not done. The field of education is unique in the sense that there is always

something to learn, not only to better my teaching, but more importantly to further the

success of my students. While the research for this project was challenging and time

consuming, the extensiveness allowed me to become familiar with what multicultural

education is, the importance of including it in the curriculum and the best practices for

implementing it in my own classroom. While the level of writing was intense, it pushed

me to become a better writer. Finally, the amount of research conducted illustrated the

importance of being a lifelong learner. The pursuit of knowledge helps us strengthen our understanding of the world around us. Being reflective of this process helps to apply the information learned. In addition to self-reflection, a review of the literature helps enhance learning as well.

Summary of Literature Review

Multicultural education is hardly a new topic, with origins dating back to the 1960s; some research suggests it dates even further (Payne & Welsh, 2000). Alongside the changing diversity of the United States is a changing diversity within my school. Because of this continual change, it seemed natural to include additional multicultural curriculum in my own classroom. The research discussed in the literature review in Chapter Two, supports the positive effects of multicultural education in the classroom by increasing student motivation and enhancing cultural awareness.

While the research supports the addition of multicultural education, it was problematic to choose the right method to implement multicultural curriculum in my own classroom. Given the many theorists in the field, such as Gloria Ladson-Billings (1997), Boyer and Baptiste (1996), and Sleeter and Grant (2006), the challenge was narrowing in on a single approach. While each theorist provides their own take on multicultural education and how to implement it, I choose to focus on James Banks' ideas of multicultural education.

One piece of literature that led to my decision of which theorist to focus on was *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* by James Banks (2006). This book presented a thorough background of the concept and theory of

multicultural education which proved useful in familiarizing myself with

multiculturalism in addition to guiding the approach for my new curriculum.

Along with offering a framework, this book also suggests teaching strategies and

curriculum that can be used in any classroom. The five dimensions, content integration,

knowledge construction, equity pedagogy, prejudice reduction, and empowering school

culture and social structure, presented by Banks (2006), seemed easy to implement in a

multitude of subjects. Often, teachers get started on their journey of multicultural

education through the additive approach (Banks, 1995), which includes African

Americans, Asian Americans or Mexican Americans in the curriculum through the

addition of their food, fashion or folklore (Meyer & Rhoades, 2006). However, with this

approach, language arts and social studies teachers are able to do more with multicultural

education than science or math teachers. Banks' five dimensions (2006) presents

teachers, regardless of the subject they teach, with the opportunity to get involved in

multicultural education. Transformation of curriculum, a primary goal of multicultural

education, will only happen when students are given the opportunity to participate in

equitable education (Banks, 2013). When they are informed about existing inequalities

and empowered to make decisions to change society, students are given those

opportunities. Using Banks' five dimensions, teachers can blend their approaches with

the first step, content integration, and move gradually towards more challenging

approaches (2006). Effectively implementing multicultural education can take time,

energy and work. But having all students see themselves in the curriculum, having their

voices heard in the classroom and having them feel valued will give all students a greater

opportunity to be successful.

Another overarching theme in the literature review in Chapter Two was the definitions. Because multicultural education is a complex approach, teachers must understand concepts encompassed in the term to provide a multicultural environment. Important terms, such as culture, ethnicity, race, and diversity were defined by authors Banks (2006), Davis (2006), and Ladson-Billings (1997). A comprehensive look at these terms helps educators gain a complete understanding of multicultural education.

While chapter one was the easiest to write, I found chapter two to be the most informative to write. However, being able to piece together the research in Chapter Three was the most enjoyable. The following section reflects upon the process used to create this multicultural curriculum project.

Curriculum Development Process

After thoroughly researching the topic of multiculturalism, it was time to develop the curriculum to implement in my own classroom. The lessons in the curriculum were developed using the Understanding by Design (UbD) framework by Wiggins & McTighe (2005). This model requires curriculum developers to work through three steps in a backward process; identifying the learning target or desired results, determining acceptable evidence that the goal has been reached, and designing the learning activities (Wiggins & McTighe, 2005). Focusing on the learning target first provides teachers with a clear goal while shaping student achievement.

Using the UbD framework (Wiggins & McTighe, 2005) proved to be effective while transforming my current Minnesota Studies curriculum. Because one of the goals of multicultural education is to motivate students by making learning relevant (Ladson-Billings, 1997), this backwards design model forced me to ask the questions "Why do my

students need to learn this?" and "How can I relate the events in history to my student's lives?". In answering these questions, the learning objectives for the revised curriculum were determined, providing a clear learning target for student achievement.

After the learning target was established, multicultural curriculum needed to be added. Banks' five dimensions (2006) were used as a framework for implementation. To provide a few examples, as explained in Chapter Three, an understanding of the second dimension, knowledge construction, was reached through the addition of a lesson on Native American racism. Another example of these dimensions, equity pedagogy, is illustrated using various teaching strategies. Inquiry based learning through an investigation of a gangster crime in the 1920s and a gallery walk to teach of the key events and figures of the time represent the fourth dimension, prejudice reduction. Through the addition of multiple perspectives in a graphic organizer about the effects of the Great Depression, Banks' forth dimension is targeted. Inclusions, such as this, contribute to a more complete understanding of American history through the lens of various perspectives and teaches students to recognize how various groups within the United States are interconnected.

Even with the amount of research and preparation that went into implementing multiculturalism into my social studies curriculum, there were still limitations to this project. A thorough explanation of these challenges follows.

Limitations and Potential

The intention of this project was to add multicultural curriculum into my own classroom, however one of the overarching goals of multicultural education is to transform schools to enable students from diverse racial, ethnic, and gender groups to

experience equality (Banks, 2006). To do this, the total environment of a school must be reformed. Teachers and administrators must work together towards this common goal.

As much as I would like to suggest that this goal be carried out throughout the entire school immediately, some teachers may find this task overwhelming. I recommend that teachers start slowly, starting with content integration, the first stage in Bank's five dimensions of multicultural education (2006), and working towards empowering the school culture and social structure. As teachers begin to familiarize themselves with the idea of multicultural education, more confidence is gained and it becomes a beneficial approach to allowing all students a chance at equal education opportunities.

Another limitation to this project is my background. I had a very traditional, white, middle class education. The cultural exposures from my upbringing were limited to traveling from one predominantly white school to the next. Throughout my formal education, I lacked multicultural experiences. My project focused on the backgrounds, cultures, and learning needs of students of color. While I have done extensive research about multicultural education and how to implement it, I do not have the same experiences that many of my students have.

Also, there is not just one experience for all students in a given group. There are many cultural, family, geographical experiences, etc., that have shaped each of my students' backgrounds and education thus far. While this is a challenge, continued research, conversations with students and their families, and varied teaching strategies help combat this limitation.

Creating this project provided the background research and starting point to design and implement multicultural education within my classroom. As the finishing touches are placed on my project, it sparks additional questions and curiosities. New ideas and possibilities for how I might further this work to implement multicultural education into social studies curriculum goes beyond the unit focused in this project. As my own growth as a teacher evolves, so will this process of implementation.

I am looking forward to seeing these changes take hold in my classroom as well as sharing this research and knowledge with colleagues. By providing students with the opportunity to learn through diverse perspectives I hope to create more inclusive educational opportunities for all students in my classroom and throughout our school.

Benefits to the Profession

This project benefits the teaching profession by providing background on the importance of multicultural education, even in a school with limited diversity. This project presents examples of how to include multicultural curriculum in all classrooms and schools. My hope is this project portrays how teachers can address the demands, challenges, and excitement that comes along with a changing, diverse school. My biggest expectation is for this project is to benefit my students. Research indicates that students are more likely to be successful when they study content and problems related to the world they live in (Banks, 2006). Through the implementation of multicultural content within my curriculum, seeds of motivation are planted and all of my students, regardless of ethnicity, race, or gender, are given an opportunity to become successful citizens that coexist equally in society.

Conclusions

Although this project was challenging, I was rewarded with growth; growth in writing, in learning new research skills, and by realizing the importance of continued learning. By sharing this project, I hope for growth among my colleagues as well as growth among students. Integrating multicultural curriculum using James Banks's five dimensions of multicultural education, is one way to ensure all students acquire knowledge, attitudes, and skills needed to be successful citizens.

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APPENDIX

UbD Planning Template

Stage 1-Desired Results

Established Goal(s):

Understanding(s): *Students will understand that…*	**Essential Question(s):**

Students will know...	*Students will be able to...*

Stage 2-Assessment Evidence

Performance Task(s):	**Other Evidence:**

Stage 3-Learning Plan

Learning Activities: